



## St Paul's Primary School BEHAVIOUR MANAGEMENT PROCEDURE

Reviewed: 2020  
Next review: 2022

“Love the Lord your God with all your heart,  
with all your soul and with all your mind.”  
*Matthew 22: 37-39*

All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy.  
You are then the body of Christ.  
*1 Corinthians 12:25-27*

### **RATIONALE:**

Our school motto seeks to encourage and nurture in our students a desire to live in the light of Christ in the way they conduct themselves across all areas of school life and beyond.

Our school values of Excellence, Perseverance and Integrity are embedded in all areas that teach the ‘whole child’. Our school aims to assist students in their intellectual, physical, social, spiritual and emotional development.

As a community that is Christ-centred and student-focused we strive to “make a difference” to all in our St Paul’s family by embracing and celebrating the uniqueness, creativity and achievements of each individual.

Self-discipline is an important aspect of this. We recognise the worth, dignity and uniqueness of every individual in our school community. St Paul’s Primary School has adopted a whole school approach to bring about positive behaviour. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to enable these positive behaviours.

Along with the **right** of every child (and teacher) to enjoy a safe and engaging learning environment comes the **responsibility** of each person to contribute to the building of our school community.

St Paul’s Primary School aims to provide a safe and supportive environment in which learning takes place. This Policy recognises that we (staff, students and parents) all share the responsibility for Behaviour Management, with a positive and pastoral outlook for all.

We believe the following:

1. Learning is a cooperative activity.
2. Every student has the right to learn without being disturbed.
3. Every teacher has the right to teach without being disrupted.
4. All members of the school community have the right to be treated courteously and with respect.
5. All members of the school community have the responsibility to uphold and promote the values of our school.

Our Behaviour Management Policy extends naturally from our Student Code of Conduct. In 2020 all students, from Kindergarten to Year 6 engaged in the Catholic Education Office of Western Australia facilitation guide to express their voice in the expectations of our school.

Our Behaviour Management Policy is grounded in the vision of Catholic Education for the well-being of the whole child, is developmental and age appropriate where consequences are concerned, is concerned with the dignity of the human person and the emotions which ensue from each person and is founded on Restorative Practices which seek to build relationships of tolerance, forgiveness and acceptance between all.

It is not a policy based on 'punishing' offenders; however, consequences based on justice, fairness and acceptance of responsibility are taken into account.

A copy of the Student Code of Conduct is found the end of this document. (Appendix 1)

	Have the right to	Have the responsibility to
Students	<ul style="list-style-type: none"> <li>• respect, courtesy and honesty.</li> <li>• work and play in a friendly, safe, secure and clean environment.</li> <li>• learn in a purposeful and supportive environment related to their developmental level.</li> <li>• clear guidelines and expectations.</li> <li>• access to an effective system dealing with harassment and bullying.</li> <li>• be exposed to proactive social and anti-bullying programs.</li> <li>• be heard.</li> </ul>	<ul style="list-style-type: none"> <li>• behave safely and respectfully to others.</li> <li>• contribute to a neat, tidy and secure school environment.</li> <li>• ensure that they are punctual, prepared and display a positive manner to their learning.</li> <li>• ensure that their behaviour is not disruptive to the learning of others.</li> <li>• follow school guidelines and expectations.</li> <li>• adhere to uniform guidelines which help build a student's connection to the school.</li> <li>• listen to others</li> </ul>

## **POSITIVE REINFORCEMENT**

All staff strive to create a positive, rewarding and enriching learning environment. This is the single most significant opportunity to influence cooperative behaviour and underlies all actions in this policy.

This needs to be considered at an individual, class and whole school level. All staff at St Paul's Primary School will be responsible for recognising and reinforcing children who consistently and continually behave appropriately as well as those students who make an effort to manage their own behaviour. The policy also provides for those students who need additional support and direction.

The following initiatives are run at St Paul's Primary School to establish and maintain the students' positive behaviour.

- Our RE program.
- "BeYou" Program promotes positive social, mental and emotional wellbeing.
- Teach pro-social behaviours on a whole school level based on the Be You, Religious Education and Health Curriculum content.
- Incentive programs in the classroom which acknowledge appropriate student behaviour. Teachers design their own programs.
- Positive classroom teacher/staff attitudes.
- Individual behaviour programs to meet individual student's needs.
- Merit Certificates (Class Teachers)
- Good Manners (Specialist Teachers – from 2021)
- EPIC (Faction Points) – (Year 6 students – from 2021)
- End of Year Awards – Personal Endeavour and Christian Witness (PP to Year 5)
- Postcards – any staff member to home of student for covert EPIC behaviour – Catch them being good! (– from 2021)
- Consistent expectations throughout all classrooms regarding student behaviour and procedures. While rules are necessary, they do not change behaviour like positive action does. By valuing and developing positive relationships, and by implementing behaviour management procedures effectively, we can improve that interaction.

## **MANAGEMENT OF BULLYING AND HARASSMENT**

This Bullying and Harassment component integrates with the school's **Behaviour Management Policy**. The school will support children in their right to feel Happy, Safe, Respected and Successful. The school community works together to show that bullying and harassment will not be tolerated at St Paul's Primary School.

### **DEFINITION OF BULLYING:**

Bullying is when there is an inappropriate use of power. When a person or group of people hurts (emotionally / physically) or frightens another person deliberately (on purpose) and repeatedly (again and again).

Harassment can be seen as a form of bullying. Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended.

The nature of bullying may be:

**Verbal:**

- Name calling (spoken, written or electronic)
- Teasing / laughing and joking about someone
- Using hurtful and racist names

**Physical:**

- Hitting, punching, pushing, kicking, tripping, throwing objects
- Deliberate action – with intent to harm

**Social:**

- Excluding someone from play (ignoring, hiding, ostracizing)

**Psychological:**

- Cyber bullying - Internet/electronic harassment (inappropriate email/text messages...)
- Threatening someone
- Spreading rumours
- Hiding or breaking someone's belongings

**INCIDENTS OF BULLYING**

Children are not expected to tolerate bullying or suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and supported. The management of incidents of alleged bullying will involve the child, parent and teacher. If it is a duty teacher, the matter is dealt with, and the classroom teacher is informed. The class teacher retains overall responsibility to manage alleged incidents after immediate issues of safety and fact finding are completed. At any stage, or in the case of recurring, complex or serious bullying incidents, teachers may refer the matter to the leadership team. The referral is made for consultation, counselling or management (including consequences if necessary).

**PROCEDURES FOR STUDENT REPORTS OF BULLYING**

Students need to be encouraged to report any incidents of alleged bullying to teachers whether they are the person being bullied or a bystander. Reports can be made verbally or through a written reporting system, which is treated confidentially. Students will be given the option of submitting concerns privately. Anonymous submissions are acceptable. The teacher will use discretion whether the matter is raised at the class meeting. (if appropriate) Sensitive management is required by teachers when handling concerns raised by students, whether received as a verbal or written report.

**PROCEDURE FOR PARENT REPORTS OF BULLYING**

Parents are invited to meet with their child's class teacher as the first point of contact. If necessary, other staff including the principal may be involved.

## **PROACTIVE MEASURES TO MINIMISE BULLYING**

- Promotion of the school values - EPIC. Values and Manners shared through St Paul's Radio each Monday morning.
- Signage around school (as CDP progresses)
- Sharing at assemblies, school gatherings and in newsletters.
- Information on bullying will be made available to parents, teaching and non-teaching staff in the form of literature, educational sessions, webinars, resources available through CEWA Protective Behaviours Team, Be You online program or through discussions as required.
- The school curriculum will provide opportunities for teaching preventative and proactive programs such as BeYou or You Can Do It and other material covering protective behaviours, e.g. Child Safe Framework.
- Students will be given opportunities to talk about bullying and other social problems they may be experiencing through regular class meetings and circle time.
- Pastoral Care group to revisit issues that come up in class discussions.
- Teachers will teach and model positive cooperation through restorative practices in building positive relationships, negotiation, compromising, sharing, valuing the opinions of others, discussion skills, respecting others and developing good communication skills.
- At risk students will be supported to learn appropriate ways of communicating their needs and relating to others. This support will be provided by the class teacher, with additional assistance from leadership team and CEWA support where appropriate.
- Emphasise a restorative approach by listening to both sides, problem solving and facilitating students to find solutions to their interpersonal issues.
- Provide a regular buddy program - pairing younger students with older students for a variety of activities both with an academic and social focus.
- Regular incursions for students – topics may include cyber bullying, keeping ourselves safe...
- Encourage restorative practice and cooperative learning throughout the school. (See Restorative Practices Guide, Class teacher)

## **SEVERE CLAUSE:**

A severe clause will apply for instances of wilful, persistent, malicious or dangerous behaviour, which threatens the safety of people and/or property, or disrupts the normal teaching and/or working environment of the school.

The Principal and/or the Leadership Team (Assistant Principals or designated Senior Teacher) reserve the right to deal with instances of severely disruptive behaviour on their individual merits. Any consequences resulting from a severe clause will not be implemented until the matter has been discussed with the parents of the child.

Repeated instances of severely disruptive behaviour will lead to consequences such as in-school suspension and out-of-school suspension.

In keeping with Catholic Education Office policy the Principal reserves the right to exclude a student from school for extremely serious or repeated instances of gross misconduct, serious infringement of school rules, behaviour that is persistently disruptive or contrary to

the mission statement of the school. It is hoped that this final step would be used very rarely if ever.

## **St Paul's Primary School Commitment to Positive Behaviour Policy 2020**

I have read and discussed St Paul's Behaviour Management policy and Student Code of Conduct with my child/ren and agree to partner with the school and staff in supporting this policy for the benefit and well-being of all children.

I have clarified any questions raised by my child/ren. I understand that this policy has been discussed fully in class over an ongoing period of time and that any questions that come up will be reviewed during class time.

**FAMILY SURNAME:** \_\_\_\_\_

Parent's signature: \_\_\_\_\_

**CHILDREN:**

1. \_\_\_\_\_ YEAR: \_\_\_\_\_

2. \_\_\_\_\_ YEAR: \_\_\_\_\_

3. \_\_\_\_\_ YEAR: \_\_\_\_\_



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