



Hectorville
Catholic
Community

St Joseph's School

Behaviour Education and Development of Personal Responsibility Policy

Vision for our Students and Community

In partnership with students, parents/carers, staff and the wider community we strive to develop positive relationships, personal responsibility and behaviour education processes based on the Gospel values and the charisma of St Mary MacKillop of the Cross.

We aim to provide students with opportunities and experiences that foster their spiritual, physical, emotional, social and intellectual growth that enables them to flourish as individuals and function in a global community.

We aspire to develop in our students an ability to recognise and value safe and positive relationships based on our motto, Love in all Things and our values: Respect, Inclusion, Faith and Service, Responsibility and Integrity.

Values and Beliefs

Our Catholic ethos and Josephite tradition along with our core school values are at the heart of all that we do.

To develop positive behaviours a holistic, integrated and developmental approach is needed across curriculum, pedagogy, pastoral care structures, environment, policies and procedures which respects individual needs and differences.

Behaviour is based on having one's needs met and behaviour education is about developing students' knowledge, skills and attitudes necessary to meet their needs safely and in positive ways, whilst appreciating others safety, rights and acknowledging we are one of many.

To develop positive behaviours and the capacity to be responsible for their own actions, students need explicit, practical opportunities to practise relational and resiliency skills.

We believe a student centred and restorative approach supports:

- appropriate behaviour and skill development
- education
- pastoral response

The whole community can support and impact upon student development and behaviour. Fostering open and collaborative partnerships between parents/carers, school and the wider community is imperative.

We believe in honest and respectful communication. Therefore, parents/carers are encouraged to talk with the school if they are aware of a student matter. This may involve dialogue with the child's class teacher, and/or a member of the Leadership Team.

Understanding Human Behaviour

When students develop self-awareness and an ability to understand and manage their own behaviour they are capable of taking responsibility for themselves and contributing positively to their world.

In partnership with families and the community, schools have a critical role in developing students' sense of optimism and their capacity to contribute to their personal well-being and shape a positive future for their local and the global community.

Education that focuses on social and emotional learning promotes students' capacity for personal responsibility and positive relationships. The five social emotional core competencies are: self-awareness, social awareness, self-management, relationship skills and responsible decision making.

We aim to have a whole school approach at St Joseph's. This is underpinned by caring relationships, active learning, and an engaging curriculum that is flexible and responsive to student needs and placed within a context of wider environmental and community relationships.

Each person takes responsibility for creating and supporting the learning environment.

- Students take responsibility for their own behaviour choices, respect and support the rights of others, and accept consequences for their choices.
- Parents/carers take responsibility and accept that they are role models for their children, encourage their children to make good choices and support school policies and practices.
- Staff take responsibility to create a safe, caring and supportive learning environment, to be role models, to support students in developing personal responsibility and to support school policies and practices.

Our Approach

We are committed to providing a safe, secure and happy environment for all students and staff. The expectation for behaviour of all students is to be positive, safe and respectful. We provide an education that encourages students to make good decisions and to act responsibly and ethically.

We use a variety of practices and approaches to building positive relationships at St Joseph's, which include:

- Building and maintaining strong staff / student / family relationships;
- Our teaching pedagogy;
- Buddy classes;
- Development of the outdoors to support well-being and creative play;
- Various personal development programs.

We believe having clear expectations for students is very important. The values of Respect, Inclusion, Faith and Service, Responsibility and Integrity are the underlying principles for these expectations.

When students are unable to manage themselves or respect the safety and rights of others we implement the following considerations when working with the student:

Safety – Duty of Care

What is our duty of care for all students concerned? Is everyone safe in this situation? How unsafe was the behaviour? What are the legal/duty of care requirements that need to be followed?

Note 1: There are situations when it is a requirement that communication occurs with the Catholic Education Office.

Note 2: Staff are mandated to make notifications to the Child Abuse Report Line, if there is suspicion of abuse (by an adult).

Learning

What does the student need to learn to make a good decision or a better choice next time? What do we want the student to learn from the incident or event? How are we going to teach it?

Pastoral Care

What do we know about the students? Do the students have any social/emotional/special needs that require additional support? Are restorative practices in place?

In all cases the student is responsible for their actions and will be supported by staff and parents/carers (through a restorative process).

Staff Support Structures in place:

- Classroom Teacher
- Leadership Team, including: Learning Coordinator, Director of pre-school, APRIM, Deputy Principal and Principal.
- Student Wellbeing Coordinator
- School Chaplain

A review meeting with the student, parents/carers, the class teacher and a member of the Leadership Team may be held to address ongoing behaviour. A Student Support Plan may be documented to assist the student. Further review meetings may be required; this may involve: other staff, external community personnel; and the CEO Behaviour Education Consultant.

Suspension information

For serious and exceptional incidents or after other reasonable intervention has occurred the Principal may initiate the suspension process. The procedures outlined in the Suspension and Expulsion Policy (SACCS 2012) will be followed. Parents/carers would be contacted to attend a re-entry meeting with their child, along with the class teacher and the Principal, or a member of the Leadership Team. A re-entry plan would be documented with the student.

Conclusion

We aim to work with families to develop in our students a strong sense of self and others which enables them to take responsibility for their actions as well as consider others at all times.

Examples of Behaviour and Typical Responses

Examples of Behaviour	Response
<p>Low Level: Low risk behaviours which may compromise safety, learning and relationships with self, others or the environment. Examples include:</p> <ul style="list-style-type: none"> • Littering • Unfair play • Out of bounds • A disrespect shown towards school equipment or property • Running on pathways • Calling out in class • Incorrect use of uniform, i.e. non-wearing of hats 	<p>The following procedures may be used:</p> <ul style="list-style-type: none"> • Discuss the situation with student. • Immediate response from teacher in class/yard. • Give a reminder – to heighten the child’s awareness of their behaviour. • Withdrawal from play/class to think about actions, followed by dialogue. • Inform class teacher (when behaviour occurs in yard) if deemed necessary, i.e. especially when it is noticed that behaviour is repetitive.
<p>Medium Level: Significant behaviours which potentially put at risk safety, learning, relationships with self, others or the environment. Examples include:</p> <ul style="list-style-type: none"> • Teasing • Play fighting/wrestling • Swearing • Being disrespectful and argumentative • Disobeying staff • Kicking furniture, slamming doors • Low grade deliberate damage of property • Removable graffiti 	<p>The following procedures may be used:</p> <ul style="list-style-type: none"> • The teacher conferences all involved to find out what happened. • Discuss with the student the effects of their behaviour. • Discussion focused around the different choices that could have been made. • Withdrawal from play/class to think about actions, followed by dialogue. • Working towards restoring the relationship with others. • If behaviour continues/is repeated, intervention <i>will</i> occur and <i>will</i> involve a member of the Leadership Team, as well as the class teacher. It will be in conjunction with the student and their parent/carers. • Support from the Student Well-being Coordinator when required (for both parties). • To support the student, it may be necessary for all staff to be informed of the Student Support Plan.

<p>High Level: Behaviours which are of an extreme nature which seriously put at risk the personal safety of the individual, personal safety of others, including the social and emotional wellbeing of others, safety and maintenance and nurturing of the environment. Examples include:</p> <ul style="list-style-type: none"> • Physical and aggressive behaviour • Explicit offensive language • Verbal abuse • Bullying – consistent verbal, physical or emotional abuse • Cyber bullying • Sexual/racial harassment • Deliberate destruction/damage of property • Theft • Inappropriate sexual behaviour • Accessing inappropriate adult materials • Deliberate and continued non-compliance/defiance • Leaving school site without permission 	<p>The following procedures may be used:</p> <ul style="list-style-type: none"> • Student is removed from class/yard (immediate ‘time out’- this will assist the student to calm down). • The Principal or member of Leadership is involved, including communication with the student and his/her parents/carers. • The seriousness of the issue will determine the next steps. This could involve withdrawal from the yard, internal withdrawal, external withdrawal, or suspension. • A Student Support Plan or re-entry plan is communicated for the student to resume their place in their class and the school. This is done in collaboration with the Leadership Team, class teacher, parents/carers and the student. • The student’s progress is managed accordingly. This may involve weekly meetings to review goals and the student’s progress. The purpose of the plan is to assist the student to learn to make better choices, and to ensure the safety of others. • A team may be established to support the student. This could involve the class teacher, member of Leadership Team, Student Well-being Coordinator and CEO Behaviour Education Consultant. • To support the student, it may be necessary for all staff to be informed of the Student Support Plan.
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N.B.

- *If Low Level behaviours are displayed on a consistent basis, Leadership to be informed.
- *When a Medium Level behaviour occurs in the yard, it is important that it is reported to the class teacher(s).
- *If Medium Level behaviours are ongoing, Leadership to be informed.
- *All High Level behaviours to be reported to Leadership.
- *For Medium/High Level behaviours (and Low Level behaviours that are ongoing), parents/carers need to be informed.

Implementation Date: September 2017

Review Date: September 2019