VISION STATEMENT

At St Therese all children will be provided with the opportunity to inquire, develop, grow and discover through…

- Learning to Be
- Learning to Learn
- Learning to Do
- Learning to Live Together

INTRODUCTION

All members of the school community are part of the St Therese Behaviour Management policy. Appropriate behaviour is encouraged and a logical set of consequences are put in place for inappropriate behaviour. All members of the school community will be aware of the following rights and responsibilities.

RESPONSIBILITIES

Staff has a responsibility to:

- Treat all members of the school community with respect and consideration
- Provide a safe, supportive and Christian environment for the students.
- Provide a quality curriculum that aims to reach all students.
- Nurture a positive relationship with our students and parents.
- Value and support other colleagues.
- Support and endorse school policies.
- Support the schools vision statement.

Students have a responsibility to:

- Treat all members of the school community with respect and consideration
- Take responsibility for their actions.
- Actively engage in the learning process.
- Show respect and care for personal belongings, school property and the school environment.
- Be prepared to solve a problem without conflict.
- Alert a staff member of any concerns they may have.

Parents have a responsibility to:

- Treat all members of the school community with respect and consideration
- Provide a safe, supportive and Christian environment for their children.
- Nurture a positive relationship between their children and teachers.
- Support school policies.
- Support the schools vision statement.
- Support the staff in implementing behaviour management procedures.
- Alert the school to any specific needs their child may have.
PREVENTION

- Teachers will be made aware of children with special needs and will work with parents and other staff members to ensure that their children are given the opportunity to reach their full potential.
- Various programs i.e. Program Achieve, Bounce Back, Play Therapy etc. are currently being implemented to encourage appropriate social skills and resilience in children. These aim to enable students to solve problems without conflict.
- We expect appropriate behaviour from all staff and students.
- All classes will display and discuss THE BIG 3 at the beginning of the school year and will be revisited regularly.
- Activities will be provided to cater for a variety of student needs at recess and lunch breaks.
- Students will be given specific feedback over positive and negative behaviour.
- Teachers will implement an Individual Behaviour Management plan with specific students if the need arises.
- Student's behaviour will be monitored in the yard by recording incidents in a yard duty tracking book and will be recorded on a database.
- Rewards will be given to promote positive student behaviour at class and whole school levels.
- All staff, parents and children will be provided with a Behavioural Management Policy at the beginning of each year.

INTERVENTION

EXPECTATIONS

THE BIG 3

RESPECT for……

1. SELF
2. OTHERS
3. PROPERTY and the ENVIRONMENT

We will respect ourselves by....
- Wearing our school uniform correctly at all times.
- Approaching learning positively.
- Owning what we say and do.

We will respect others by....
- Speaking to each other appropriately at all times.
- Speaking with respect to every individual.
- Actively listening to each other.
- Respecting everybody’s right to learn.
- Respecting other people’s personal space.
- Aiming to solve problems without conflict.
- Causing no physical harm to any other person.

We will respect Property and the Environment by....
- Moving safely around the entire grounds of the school – both inside and outside.
- Using equipment safely and appropriately.
CONSEQUENCES

Classroom:

1. Warning
2. Move away
3. Miss out / time out (action to resolve issue – reflection on behaviour, time made up)
4. Removed to a supervised and designated area. Behaviour sheet completed
5. Parents notified – meeting set up
6. Sent to office and parents notified via phone. A signed slip will be sent home and signed by teacher, principal, student and parent.

# Inappropriate behaviour should be discussed with the child at an appropriate time. Managing a child's behaviour should not hinder the learning of other children.

When an incident occurs in the classroom, the teacher should initially refer to 'Restorative Practice' Individual conference script. (see appendix A)

Yard:

When an incident occurs in the yard the teacher should initially refer to 'Restorative Practice' Individual conference script. (see appendix A)

After this process has been followed, then follows:

1. Warning Restorative Practice Discussion
2. Time Out with teacher in area where incident took place and incident tracked in yard book.
3. Removed to a supervised and designated area (i.e. 1st Aid area) and incident tracked in yard book.
4. Sent to office and parents notified via phone. A signed slip will be sent home and signed by teacher, principal, student and parent.

NOTE:

Depending on the severity of the incident the child may be removed from the yard or classroom and sent straight to the office.

Incidents such as, causing physical harm to another student, endangering themselves or a staff member is deemed severe enough to be sent immediately to the office. Parents will be notified and the child sent home.
**Positive Behaviour**

- Positive behaviour will be recognised and celebrated throughout the School Community.

Some individuals require more specific guidelines to effectively manage their behaviour. Children who have difficulty complying and accepting the school rules can benefit from a mutually agreed upon plan which will give the child individualised and specific boundaries and feedback to the child; An Individual Behaviour Management Plan (IBM)

Such plans need to be specific, simple and achievable. They should identify:

- The behaviours requiring attention.
- Why this behaviour needs attention.
- How the behaviour affects themselves, their peers and their learning.

An Individual Behaviour Management Plan (IBM) should be developed by the teacher and a PSG will be held with the student, their parents and the Welfare Coordinator. The IBM will be signed and agreed upon by all parties.

Goal setting can be discussed with the Welfare Coordinator at any time.

- If it is agreed that the IBM is not achieving its goals and the student’s behaviour is having a detrimental impact on learning, the student will then be referred appropriately.
Section II: Students

At St Therese we believe aim to live the example of Jesus Christ. We believe that everyone has the right to feel and be safe at school. Therefore, bullying in any form is viewed as unacceptable in our school. Bullying involves repeated, unwanted and unwarranted behavior that demeans, intimidates or humiliates people and takes place over a period of time. It involves patterns of hurtful behaviour in an attempt to exert power over another. In schools, bullying can occur when any member of the school community bullies another member.

Bullying may take many forms, both physical and psychological. Physical bullying may include pushing, hitting, kicking, throwing objects, stealing or damaging other’s belongings, spitting or intimidation. Psychological bullying may include direct behaviours such as name calling, teasing, threatening, swearing or ridiculing another. This may also include indirect behaviour such as spreading rumour, excluding others, writing notes or cyber bullying via digital technologies.

At St Therese we are committed to the provision of a safe environment for all who participate in any school activity. Bullying in any form, will not be tolerated. The school has implemented strategies to eliminate or reduce the risk to health and safety from bullying. Where it is not practicable to eliminate the risk, the school has reduced the risk, so far as is practicable.

Where bullying behaviour is identified, staff work with students and sometimes other members of the school community, to repair harm caused and prevent further harm in a restorative manner. Restorative Practices are inspired by a philosophy which aims at repairing harm done to relationships and people, over and above the need for assigning blame and dispensing punishment. It is a learning centered approach. Key values create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgmental, collaboration, empowerment and emotional articulacy. Key skills include active listening, facilitating dialogue and problem-solving, listening to and expressing emotion and empowering others to take ownership of problems.
Appendix A

RESTORATIVE PRACTICE

Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.

“Actively involves the offender in directly repairing, or restoring, the damage his/her actions have caused. They teach offenders accountability to their victims and to others affected by their misdeeds” (Anne L Rappoport)

RESTORATIVE PRACTICE is based on good teaching strategies, it encompasses...

- Building relationships with children
- Treating students with dignity
- Placing onus/responsibility upon the child
- Supporting children when in need
- Teaching children the skills to restore harm
- Preventing/decreasing repeat behaviour

Individual Conference Script:

- What were you thinking when you…?
- What have you thought about since?
- Did you do the right thing or the wrong thing?
- Who has been affected by what you did, in what ways?
- How can you fix things?
- What can I do to help?
- Can we put things behind us and move on?