



ST AGNES' PRIMARY SCHOOL HIGHETT

St Agnes' Primary School, Highett Behaviour Management Policy

Purpose of Behaviour Management Policy

St Agnes' Behaviour Management Policy aims to reflect the school's expectations and promote the wellbeing of the school community. Appropriate behaviour is encouraged and modelled, and logical consequences are put in place for inappropriate or unproductive behaviour.

Positive behaviour is recognised and supported at St Agnes', just as inappropriate behaviour will not be accepted. Particular attention is dedicated to developing a child's sense of self as worthwhile and valued, as well as their sense of purpose and achievement.

A restorative approach is used where possible. This allows students to:

- learn from their mistakes
- grow in self-discipline and self-regulation
- take responsibility for their actions
- recognise the impact of their mistakes
- recognise the impact of their actions on others
- reconcile and resolve conflict with others

All teachers, students, families, the parish and the wider St Agnes' community contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each individual.

This policy should be read in conjunction with the [CECV Positive Behaviour Guidelines](#).

Contents Page

Overview / purpose	1
Definitions	3
Expectations	4
Rights and responsibilities	4 - 5
Classroom management	5
School rules	6
Uniform	6
Celebrating positive behaviour	6
Positive Behaviour Support Plans	6 - 7
Restorative Practices	7
Reflection sheets	8
Circle Time	8
Mindfulness	8
Severity of incidents and behaviours	9-11
Severe clause criteria	12
Bullying	12 - 13
Appendices	14 - 16

Definitions

- **Behaviour** is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.
- **Appropriate behaviour** is behaving in a manner that is suitable for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity and interpersonal skills. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules, codes of conduct and behavioural expectations.
- **Inappropriate behaviour or unacceptable behaviour** (including bullying, harassment and victimisation) may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour can be face-to-face or online.
- **Challenging behaviour** is behaviour that significantly challenges the day-to-day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to feel safe or function in a safe and orderly environment.
- **At risk behaviour** is any behaviour that has the potential to cause harm or injury to self or others. This includes physical, emotional or psychological harm.
- **Bullying** is a broad concept that may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another.
- **Conflict** is a disagreement or argument in which both sides express their views.
- **Discriminatory conduct** is conduct whereby an individual is treated less favourably on the basis of an attribute, including their sex, race, sexual orientation, age, disability, religion, physical appearance, beliefs or gender identity. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.
- **Criminal offences** refers to forms of unacceptable behaviour serious enough to constitute a criminal offence. If St Agnes' becomes aware that an offence has been or may be committed, these concerns will be reported to the police or other authorities, as appropriate.

Expectations

St Agnes' recognises the importance of providing clear guidance and expectations, which are applicable to all members of the school community. As a staff, we recognise that it is important to have high expectations of all students, focusing on positive behaviours and encouraging all students to make responsible choices. Acknowledging appropriate behaviour is important, as it fosters positive relationships and cohesion within the school. We also recognise that, by spending time to set up preventative practices, we are more likely to avoid inappropriate behaviour and to build positive relationships. At the start of each school year, it is expected that all members of staff reinforce school rules and routines in order to:

- minimise disruption to teaching and learning time
- maximise learning opportunities
- enhance positive relationships.

The rules will then be revisited throughout the year, as necessary.

Rights and Responsibilities

All members of the St Agnes' community have the right to:

- Safety and a sense of belonging
- Respectful interactions and treatment

The responsibilities of our students include to:

- Treat all members of the school community with respect and consideration
- Act honestly and be responsible for their own actions
- Actively engage in the learning process
- Show respect and care for personal belongings, school property and the school environment
- Approach learning with a growth mindset
- Make good choices
- Play fairly and inclusively
- Be prepared to solve a problem without conflict
- Restore relationships if damaged
- Alert a staff member of any concerns, whether about self or others
- Use ICT appropriately and responsibly
- Seek help from a staff member if concerned about the behaviour of others

The responsibilities of our staff include to:

- Treat all members of the school community with respect and consideration
- Provide a safe, supportive and faith-filled environment for the students

- Provide a differentiated curriculum that engages all students at their point of need in a contemporary learning environment
- Set and communicate clear expectations and procedures with students
- Nurture positive relationships with students, parents and carers
- Work in partnership with parents and carers to address and rectify behavioural issues
- Value and support other colleagues in managing student behaviour
- Support and endorse school policies and the vision and mission statement
- Facilitate restorative meetings and processes, when appropriate
- Encourage students to talk to teachers if they need support

The responsibilities of our parents and carers include to:

- Treat all members of the school community with respect and consideration
- Provide a safe, supportive and faith-filled environment for their children
- Nurture positive relationships with staff, as well as other parents and carers
- Support school policies and vision
- Support the staff in implementing behaviour management procedures
- Give their children the space to learn independently to promote resilience
- Work in partnership with staff to support the specific needs of their child

Classroom Management

Teachers have the responsibility to maintain a safe learning environment by:

- Setting a calm tone through words, actions and behaviours
- Displaying and following a daily timetable
- Displaying a morning note to ensure a calm start to the day
- Developing classroom norms and expectations at the start of each year, with reference to the school rules and in collaboration with students
- Using a positive reinforcement system to promote positive behaviour
- Communicating high expectations of all students
- Ensuring each student is treated with fairness, consistency and equity
- Enforcing accountability measures, including discussions with students and parents or carers, where necessary, when behavioural expectations are not met
- Setting and enforcing clear boundaries and structures
- Consistently following the school's approach to mindfulness
- Supervising the students when moving between lessons and classrooms
- Ensuring students meet the expectations as set out in the 'Student Expectations - Work Standards, Behaviours, Routines' document

School Rules

At St Agnes':

1. We treat others with respect and kindness
2. We follow directions given by staff
3. We speak appropriately and politely
4. We listen respectfully to others
5. We keep hands, feet and objects to ourselves
6. We take care of our school environment and resources
7. We do our best in all aspects of school life
8. We wear our uniform correctly and with pride
9. Everyone is included in our games

Student Uniform

- Appropriate school uniform is to be worn correctly each day
- Runners are considered as sports wear only
- Hats are worn at all times outdoors in Terms 1 and 4 and when the UV index is above 3 in Terms 2 and 3
- Studs and sleepers are allowed to be worn at school
- Nail polish and unnecessary hair adornments are not part of the uniform
- Children are required by Health Department regulations to tie back hair longer than shoulder length

Celebrating Positive Behaviour

Positive behaviour will be recognised and celebrated throughout the school community. This is done through:

- Weekly WOW awards at assembly
- Classroom recognition systems - dojos, stickers
- Regular verbal and written feedback
- Communication with parents and carers

Positive Behaviour Support Plans

Some students may require more specific guidelines to effectively manage their behaviour. Children who have difficulty following the school rules can benefit from a mutually agreed-upon plan that outlines individualised and specific boundaries and feedback to the child: a Positive Behaviour Support Plan (PBSP).

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

- The behaviour requiring attention
- How the behaviour affects themselves, their peers and their learning
- How positive behaviour will be reinforced

A Positive Behaviour Support Plan (PBSP) will be developed by the Student Wellbeing Leader and classroom teacher, with consultation from the Learning Diversity Leader (when needed). Students will be given a 'My Goals' plan, which they will complete with support from their teacher and the Student Wellbeing Leader. They will sign it, in order to accept ownership of achieving these goals (*see Appendix A*).

Goal setting can be discussed with the Learning Diversity Leader at any time and will be evaluated by the classroom teacher at the end of each term. If it is agreed that the PBSP is not achieving its goals and the student's behaviour is having a detrimental impact on learning, the student will then be referred appropriately. The next steps will be determined by the Student Wellbeing Leader and the Principal.

Restorative Practices

Restorative Practices are inspired by a philosophy that aims to repair harm done to relationships and people, over and above the need for assigning blame and dispensing punishment. It is a learning-centred approach. It is about helping young people become aware of the impact of their behaviour on others, through personal accountability and being open to learning from conflict situations. Restorative conversations focus on the specific behaviours or incidents, without blaming or shaming and with the aim to resolve the situation and restore relationships.

Key skills include: active listening, facilitating dialogue and problem-solving, listening to and expressing emotion, and empowering others to take ownership of problems.

Prep - 2 Questions	Years 3 – 6 Questions (Victim)	Years 3 – 6 Questions (Offender)
<ul style="list-style-type: none"> • What happened? • How did this make you feel? • What can we do to make things better? 	<ul style="list-style-type: none"> • What happened? How did it happen? • How did you act in this situation? • How were <u>you</u> affected? • How did it make you feel? • What impact has this incident had on you? • What has been the hardest thing for you? • What needs to happen to make things right? 	<ul style="list-style-type: none"> • What happened? How did it happen? • How did you act in this situation? • Who do you think was affected? • How were <u>they</u> affected? • How were <u>you</u> affected? • What were you thinking at the time? • What impact has this incident had on you and others? • What needs to happen to make things right? • What has been the hardest thing for you? • If the same situation happens again, how could you behave differently?

Reflection Sheets

After an incident has occurred in the classroom or on the playground, students may be asked to reflect on the issue after their restorative chat with a teacher. A Reflection Sheet will guide them in considering what they could do differently next time (*see Appendix B*). Reflection sheets will be given to the Student Wellbeing Leader after a student has completed it.

Circle Time

Circle Time is held at least once a week in our classrooms. It is an inclusive process that:

- develops a sense of belonging
- encourages self-esteem
- provides a safe space for exploring feelings and needs
- builds the skills of active listening and empathy
- fosters mutual respect
- values differences

Students share their feelings, ideas, concerns and problem-solve collaboratively on a regular basis. They help each other to work through concerns that impact on their wellbeing and learning at school.

Mindfulness

Mindfulness is a great way to start the school day in a calm environment that promotes focus. It is practised throughout the day when students are transitioning from learning areas or re-entering the classroom from break times.

Mindfulness in the classroom:

- calms the mind and body
- increases focus and attention
- increases ability to learn
- reduces reactive behaviours
- develops self-awareness
- lessens anxiety and stress
- develops self-management of emotions
- teaches life-long coping skills

Minor Incidents / Inappropriate Behaviour

Minor incidents include, but are not limited to:

<ul style="list-style-type: none">● Calling out	<ul style="list-style-type: none">● Unfair play during sport	<ul style="list-style-type: none">● Swearing
<ul style="list-style-type: none">● Physical contact and rough play	<ul style="list-style-type: none">● Inappropriate use of school property	<ul style="list-style-type: none">● Disrespectful behaviour during Mass
<ul style="list-style-type: none">● Off task behaviours	<ul style="list-style-type: none">● Not following instructions	<ul style="list-style-type: none">● Inappropriate use of technology
<ul style="list-style-type: none">● Disruption	<ul style="list-style-type: none">● Inappropriate play	<ul style="list-style-type: none">● Friendship issues / put downs

Serious Incidents / Ongoing Inappropriate Behaviour

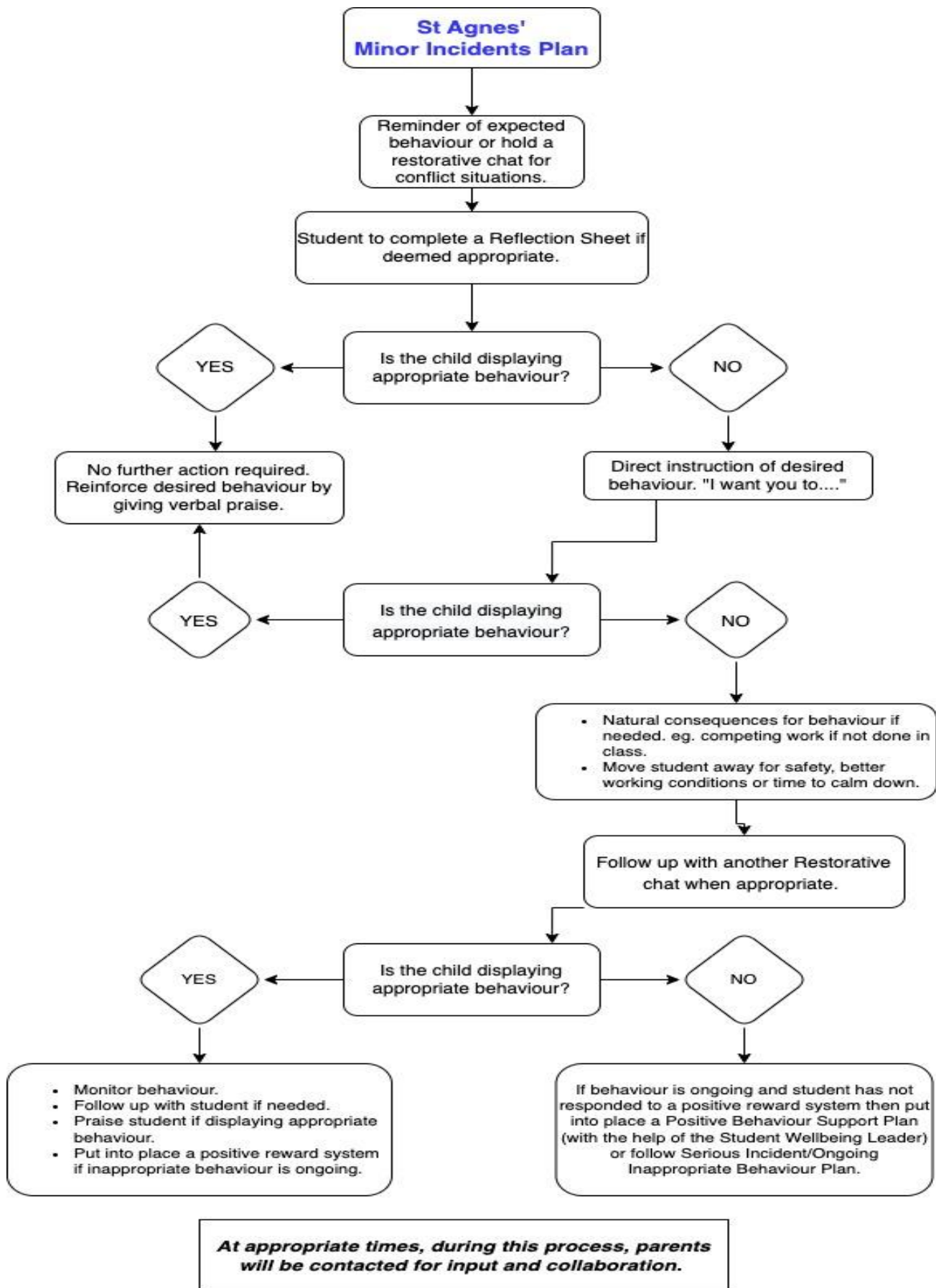
Serious incidents include, but are not limited to:

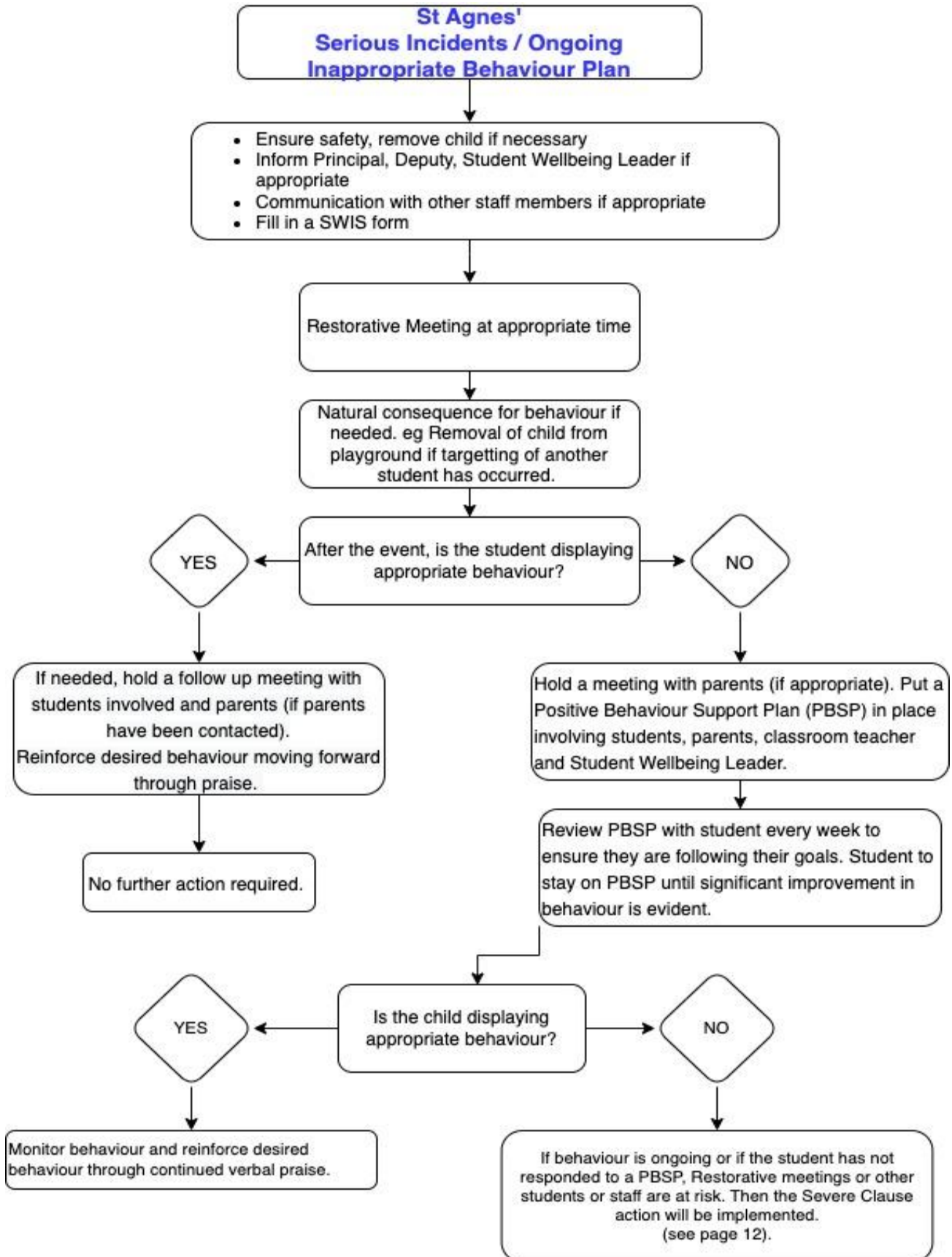
<ul style="list-style-type: none">● Violent or dangerous behaviour	<ul style="list-style-type: none">● Offensive or discriminatory behaviour or language	<ul style="list-style-type: none">● Breach of acceptable usage agreement
<ul style="list-style-type: none">● Stealing	<ul style="list-style-type: none">● Frequent refusal to follow instructions or attend class	<ul style="list-style-type: none">● Abusive language or rude gestures
<ul style="list-style-type: none">● Property damage	<ul style="list-style-type: none">● Bullying	<ul style="list-style-type: none">● Racism, sexism, ableism or any other form of discrimination

Minor and Serious Incidents Plans

The following Minor Incidents Plan will be followed when a student displays inappropriate behaviour.

Minor incidents that are repeated over time or repeated against a person or group of students will be considered serious, and the Serious Incidents Plan will be followed.





Severe Clause Criteria

The Severe Clause Criteria is enforced when the Serious Incident Plan has not been successful in changing behaviour. On occasions, very serious matters occur within school environments, and they need to be dealt with to allow all children and staff to feel safe. If there is no significant improvement in the child's behaviour, then discussions will be held between the principal, Melbourne Archdiocese Catholic Schools and parents or carers to discuss whether the school is the right setting for them to continue their education. Where this criteria is invoked, the principal will issue a suspension. The principal has the right to by-pass the Serious Incident Plan and invoke the Severe Clause Criteria at any time.

Bullying

Bullying takes many forms, including physical abuse, verbal abuse, emotional abuse, intimidation, harassment, exclusion and cyber bullying. Examples of indirect bullying include spreading lies and rumours, or encouraging others to exclude a person. Bullying is the targeted, repeated and intentional oppression of one person by another person or group. Bullying should not be confused with teasing, rejection, interpersonal conflict, or random acts of violence or physicality. Bullying is considered to be of a serious nature and will be dealt with following the Serious Incident Plan. At the commencement of each term, class teachers will discuss with their class the different types of bullying, and the rights and responsibilities of all children within the school.

TYPES OF BULLYING

Below are some examples of the different types of bullying. It is not a conclusive list.

Physical Bullying	Verbal Bullying
<ul style="list-style-type: none">● Fighting, assault● Standover tactics, domination of others● Threats of violence● Invasion of personal space● Deliberately damaging others' possessions● Throwing objects● Biting and spitting	<ul style="list-style-type: none">● Picking on people because of their socioeconomic status, culture, religious belief, appearance, gender identity, ability or disability● Racist remarks or jokes● Repeated questioning or personal remarks● Discriminatory, offensive or threatening language● Language that belittles or puts down others● Joking that offends● Starting rumours or making untrue statements about people● Swearing

<p>Cyber Bullying</p> <ul style="list-style-type: none"> ● Text messaging that is threatening or causes discomfort ● Pictures or video clips sent to others that make the victim feel threatened or embarrassed ● Harassing others on mobile phone calls including silent or abusive messages ● Emails that threaten or bully others ● Using someone else's email account to bully others ● Bullying via gaming platforms, websites, social networking sites or instant messaging ● Accessing another person's online accounts or files without permission 	<p>Indirect Bullying</p> <p>This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:</p> <ul style="list-style-type: none"> ● repeated exclusion from games, activities and social groups ● encouraging others to socially exclude someone ● lying and spreading rumours ● playing nasty jokes to embarrass and humiliate ● mimicking ● damaging someone's social reputation and social acceptance ● using nasty body language ● vandalism (including graffiti).
<p>Sexual Bullying / Harassment / Assault</p> <ul style="list-style-type: none"> ● Suggestive comments or jokes ● Intrusive questions or comments about a person's private life or body ● Commenting on someone's sexual orientation ● Gender-biased violence, including using commentary about gender as an insult ● Sharing of explicit content, including images, videos or books ● Making any advances of a sexual nature ● Touching in private areas ● Demanding sexual favours ● Grooming 	<p>Visual Bullying</p> <ul style="list-style-type: none"> ● Offensive hand and finger signs ● Offensive drawings, messages, facial expressions



Student and teacher to write together

<p>Student's name:</p>	<p>Date:</p>
<p>What is the current problem? What am I finding difficult?</p>	<p>What is my goal? What behaviour would I like to change?</p>
<p>What are some things that make it hard for me to reach my goal?</p>	<p>What are some things that help me reach my goal?</p>
<p>Things I am doing well at the moment / Goals I have reached so far</p>	<p>Positive Reinforcements / Rewards</p>
<p>Will we meet next on:</p>	<p>Expectations</p>
<p>Student signature:</p>	<p>Teacher signature:</p>







Appendix B

 P - 2 Behaviour Reflection Sheet






Name:	Class:	DATE:
-------	--------	-------

DRAW A PICTURE or WRITE WHAT HAPPENED	MY BEHAVIOUR WAS NOT OKAY BECAUSE..
	It was not safe
	It was unkind
	It hurt someone
	It damaged property
	It broke a school rule

How were you feeling when you did this?

					
SAD	WORRIED	ANGRY	FRUSTRATED	CONFUSED	SCARED

What can you do to make things better?

				
SAY SORRY	ASK A TEACHER FOR HELP	CHOOSE KINDNESS	THINK BEFORE ACTING	RESTORE FRIENDSHIP



3-6 Behaviour Reflection Sheet

Name:

Class:

DATE:

Explain what happened?

How did it make you feel/felt?

Worried	Mad	Sad	Frustrated	Embarrassed
Scared	Confused	Annoyed	Upset	Sick
Nervous	Excited	Happy		

I feel/felt this way because:

What impact has the incident had on others?

What needs to happen to make things right?

If the same situation happens again, how could you behave differently?
