



ST. VINCENT DE PAUL PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

RATIONALE

The wellbeing of students at St Vincent de Paul Primary School is paramount and the School Expectations are designed to ensure a safe and respectful working environment for the entire school community. We ask that students, parents and staff familiarise themselves with the expectations, so a consistent whole school approach to the management of behaviour is maintained.

OBJECTIVES:

- To develop students who are progressively more able to work in relationships, taking the needs of others as well as themselves into consideration.
- To create an environment where students know, understand and follow the rules of acceptable behaviour
- To promote pathways by which students learn to solve problems in an effective manner that does not infringe on the rights of others
- To promote positive school environment that highlights exemplary behaviour and provides consequences for inappropriate behaviour.
- To provide sound and consistent behaviour management strategies as a guidelines for staff members

IMPLEMENTATION/ STRATEGIES

- Staff are required to follow disciplinary steps that have been developed by the school in relation to class expectations and non-compliance whilst at school.
- Staff and students negotiate classroom rules and expectations. These are displayed in rooms and revisited regularly.
- Staff are required to implement the Behaviour Management policy by using the procedures outlined in the School Expectations (as see below)

SCHOOL EXPECTATIONS:

At all times we aim to promote positive behaviours, yet there is a need to identify consequences for disruptive or inappropriate behaviour.

The following procedures are to be followed for non compliance of school / class expectations within the classroom:

- 1. Reminder** - Students are reminded of school / classroom expectations
- 2. Second Reminder**

3. Official Verbal/Written warning Explicitly state 'This is your official warning' (name on board/record in teacher diary or record sheet)

4. Time out in classroom (2-5 mins)

If misbehaviour reoccurs-

5. Time out (10-15mins) (sent to another classroom/ recess/ lunch)

6. Reflection sheet – to be distributed by teachers/ signed by principal/deputy principal/parents (parents to be notified)

Specialist Classes

If misbehaviour reoccurs-

5a. Time out/ Reflection Sheet - Students fill out specialist reflection sheets independently during class time

5b. 3rd Reflection Sheet - specialist teacher contacts parents, inform classroom teacher and principal/ deputy principal

SEVERE VIOLATION/ BREACH : Physical, Threatening, Bullying

1. Call made to office/Principal/Vice Principal

2. Child to be collected from classroom or yard by staff member

ONGOING SEVERE

1. Behaviour Support Plan and/or Student Safety Plan to be developed (incorporating withdrawal/ exclusion from playground / school if required, in accordance to CEM guidelines
2. All parties to be made aware of Behaviour Support Plan and/or Student Safety Plan
3. Set regular reviews with all parties involved

In accordance with CEM Pastoral Care Guidelines

Please note that corporal punishment is not used at St Vincent de Paul School

Negotiated transfer of students in circumstances of a serious nature.

In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student's wellbeing can be responsibly supported or restored. Such a change, known as negotiated transfer, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student's continuing presence poses a threat to that community's safety).

Serious wrongful behaviour and expulsion of students.

Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. This is to be avoided in Catholic schools wherever possible. Only the principal has the authority to expel a student, having sought the prior approval of the diocesan Executive Director of Catholic Education.

Out of school Suspension

If out of school suspension is judged appropriate by the school, it is recommended that it be for the shortest time necessary. At least one day prior to the day on which the suspension is to commence, the school ought to notify the student's parent(s)/guardian(s), if possible by verbal communication initially and by confirmation in writing. The communication ought to include the reason for the suspension, the purpose of the suspension, and the date(s) on which the suspension will occur.

For cyberbullying see also ICT policy.

Bullying behaviour is a whole community concern (See Antibullying Policy)

The following procedures are to be followed for non compliance of school expectations in the playground:

1. Reminder - Students are reminded of school expectations

2. Verbal Warning- 'This is your official warning'

3. Time Out / Yard duty teacher to record incident in notebook

Children move to designated time out area for 5-10 mins

Junior Yard- sitting against glass windows

Senior 1- sitting under parish centre windows

Senior 2- sitting on the steps of the hall

5. Repeated behaviour - Principal/Deputy Principal to be notified

SEVERE VIOLATION/BREACH : Physical, Threatening, Bullying

1. Call made to office/principal/Vice Principal

2. Child to be collected from classroom or yard by a staff member

TIME OUT:

- Breach of school expectations
- Examples:
- Not keeping hands and feet to yourself
- Leaving school boundaries
- Repeat Offender
- Disrespect to teacher
- Use of inappropriate language
- Playing in the toilets
- Squirting Water/Playing around taps
- Deliberate interference with others/property

SEVERE INCIDENT:

- Serious injury to self or others
- Leaving the school
- Use of weapons
- Stealing / Theft
- Repeated bullying (physical, verbal)

Positive Reinforcement

"No one child is the same; they all have different learning, social and emotional needs."

(CEO Melbourne)

At St Vincent de Paul School, we recognise the student's achievements through the following acknowledgements:

- Assembly
- Awards/ Certificates
- Newsletter acknowledgments
- Displays of work
- Informing parents of student achievements
- Local Newspaper
- Feedback
- Verbal Praise
- Encouragement
- Leadership acknowledgments
- Free Dress Days
- Camp
- Excursions / Incursions
- Graduation

- Roles and Responsibilities
- Sharing students work across year levels
- Celebrate Success
- Star of the Week
- Table Rewards
- Stickers
- Prize Box / Lucky Dip
- VIP/Star Chair
- Circle Time
- Diary Comments
- Birthday Certificates
- Raffle Tickets
- Liturgies / Sacraments

St.Vincent de Paul Catholic School
Student Reflection Sheet (P – 2)

NAME: _____ DATE: _____

These are the rights and responsibilities of all students:

- **Everyone has the right to feel safe**
- **Everyone has the right to learn**
- **Everyone has the right to be treated fairly**

To enjoy these rights we all need to follow the rules.

Teacher's statement of Incident as reported:

What I chose to do (Student):

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The consequences of my action (Student):

I feel:

Things I can do to help myself in the same situation:

*** Move away.**

*** Tell them to stop.**

*** Talk to a teacher**

*** Take time-out to calm down**

*** Find a friend to help**

*** Or...**

Signed: _____ (Student)

Signed: _____ (Teacher)

Comment:

Signed: _____ (Principal / Deputy Principal)

Comment:

Signed:

(Parent)

Please sign and return as soon as possible.

Comment:

St.Vincent de Paul Catholic School
Student Reflection Sheet (3 – 6)

NAME: _____ DATE: _____

These are the rights and responsibilities of all students:

- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone has the right to be treated fairly

To enjoy these rights we all need to follow the rules.

WHAT HAPPENED?

WHAT LED TO THIS HAPPENING?

WHAT CHOICES DID YOU MAKE?

I chose to _____

WHO ELSE DO YOU THINK WAS AFFECTED AND HOW?

HOW WERE YOU AFFECTED?

WHAT ACTIONS CAN YOU TAKE TO TRY TO MAKE THINGS RIGHT?

Circle the Rules and Social Expectations you have broken

Group Rules:

1. I follow directions.
2. I keep my hands, feet and objects to myself.
3. I speak appropriately.
4. I don't bully.
5. I ignore inappropriate behaviour.
6. I treat all property with care.

Social Expectations:

We believe that we all should.....

- treat others with respect.
- have the right to feel safe.
- cooperate and support each other.
- try our best in all we do.

SIGNED:

Student: _____

Parent: _____

Teacher Involved: _____

Principal: _____

**St Vincent de Paul Catholic School
Specialist Class Reflection Sheet**

Name : _____

What happened?

What choices did you make?

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EVALUATION

This statement will be revisited by the whole staff in conjunction with the School's Vision Statement.

DATE REVIEWED

2014