

Ss Peter & Paul's School, Doncaster East	System Update: 31.07.2018	
Version 0.1	Date of Next Review: 31.07.2022	

## Behaviour Management Policy

### *Ss Peter & Paul's School Vision*

Inspired by Christ, our Vision is

- To lead students to the understanding that there is genuine value in themselves and every living thing, and for us to empower students in realising their full potential
- To enrich the faith journey of our students and their families
- To provide a safe learning environment that promotes a strong sense of community

### 1. Rationale

Ss Peter & Paul's school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. Ss Peter & Paul's community recognises that everyone has the right to be respected, to feel safe and be safe; and in this regard, understands their rights and acknowledges their obligation to behave responsibly.

The Behaviour Management Policy addresses individual student's behaviour management needs and assists with their growth in responsible behaviours. It provides the basis for an agreement reached formally between the school, the student, and the student's parent(s)/guardian(s), supported by external professionals (where appropriate), regarding behaviour of the student and their management. Positive and responsible student behaviour is essential to the smooth running of Ss Peter & Paul's, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

### 2. Purpose

The purpose of this policy is to:

- Build a school environment based on positive behaviour, mutual respect and cooperation;
- Ensure all students feel safe from harm and supported to achieve their full potential;
- Contribute to the improved developmental outcomes for all students by managing behaviour related incidents;
- Manage poor behaviour in a positive and professional manner;
- Establish well understood and logical consequences for student behaviour;
- Acknowledge the worth of all members of the community and their right to work and learn in a positive environment;
- Affirm cooperation as well as responsible independence in learning; and
- Foster self-discipline and to develop responsibility for one's own behaviour

Student behaviour management policies and procedures at Ss Peter & Paul's seek to protect the safety of the whole community, prevent destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable

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personal growth, and promote the common good. (CEOM Policy 2.26, Pastoral Care of Students in Catholic Schools)

### 3. Implementation

- Behaviour management is the key responsibility of all staff
- Clear rules are established at the beginning of each year in all classrooms. These are reviewed regularly
- Clear expectations are set and students are responsible for choices regarding their behaviour and the effect they can have on others
- Ss Peter & Paul's will implement the behaviour Colour Code of Conduct (See Appendix 1: Colour Code of Conduct)
- The Student Code of Conduct (See Appendix 2: Student Code of Conduct) and Colour Code of Conduct is explicitly taught to all students
- All staff members, including emergency teachers are familiarised with the policy to ensure consistency
- The school social skills program complements the Behaviour Management Policy
- Good communication between parents, staff and students is maintained
- The school aims to have a Restorative approach to all matters (See Appendix 3: Restorative practices)
- Common language is used by staff and students when addressing social problems and in behaviour management
- Students who have ongoing behavioural issues are referred to the Principal and Student Wellbeing Leader
- Unacceptable behaviour will be recorded on a Think Sheet and parents will be verbally notified (See Appendix 4: Incident Report Sheet)
- ABC Behaviour Record will be used by classroom teacher to monitor the individual behaviour of a student (See Appendix 5: ABC Behaviour Sheet)
- Ss Peter & Paul's will provide continuous support for future behaviour improvement. An Individual Behaviour Plan in consultation with the student, the parent(s)/guardian(s), and external support, (if and when required, in relation to the student's medical or mental health needs) regarding future behaviour of the student will be created

### 4. Additional Resources

- National Safe Schools Framework
- Protecting the Safety and Wellbeing of Children and Young People
- CECV Positive Behaviour Guidelines (2018)

### 5. Evaluation

This policy will be reviewed as part of the Ss Peter & Paul's School Improvement Plan review cycle.

**6. Ratification** This policy was ratified by \*\*\*\*\* (SAC Chairperson).

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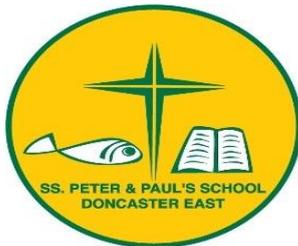
## Appendix 1

### Ss Peter and Paul's - Colour Conduct Chart

<p><b>GREEN: GO ZONE</b></p> <p>All students start on green with a clean slate each day</p>	
<p><b>BLUE: REMINDER ZONE</b></p> <p>Student gets a verbal or non verbal reminder to stop inappropriate behaviour and get back on task</p>	
<p><b>YELLOW: CAUTIONARY ZONE</b></p> <p>Student is pulled aside for a restorative chat with the teacher and is cautioned about their ongoing behaviour choices and the impact on others. A consequence may be given</p>	
<p><b>RED ZONE: THINK SHEET</b></p> <p>The teacher who has dealt with the behaviour has the student complete a Think Sheet. The student's parents are notified of the incident verbally by the teacher. The student will be required to complete community service at school. If filled out with a specialist teacher, then a copy needs to be given to class teacher also. The Think Sheet is to be stored in Principal's office so follow up can occur at SWB meetings. If the student completes 2 per term, parents are contacted and ask to attend a meeting with the class teacher, SWB leader and Principal.</p>	
<p><b>Low level misbehaviours</b></p> <ul style="list-style-type: none"> <li>● Inability to adhere to 'hands, feet and objects to yourself'</li> <li>● Not responding appropriately to the bells (bouncing balls)</li> <li>● Not using time efficiently (in class or going to the toilet)</li> <li>● Inappropriate language</li> <li>● Disregard for teachers instructions</li> </ul>	<p><b>High level misbehaviours</b></p> <ul style="list-style-type: none"> <li>● Repeated low level misbehaviours</li> <li>● Repeated disruption to the learning of others</li> <li>● Aggressively touching other children</li> <li>● Aggressively speaking to other children</li> <li>● Discussing inappropriate topics and images (with or without ICT)</li> <li>● Repeated disregard for teachers instructions</li> </ul>
<p><b>Behaviours Requiring Critical &amp; Immediate Response</b></p> <ul style="list-style-type: none"> <li>● Harassing, bullying or excluding behaviours</li> <li>● Aggressive, threatening or violent behaviour towards a student or staff member <ul style="list-style-type: none"> <li>● Theft or intentional damage to other students' or schools' property</li> <li>● Circulating inappropriate content</li> </ul> </li> </ul>	

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## **Appendix 2**



### *Student Code of Conduct*

*In order to show respect for ourselves, others and our world, students at SSPP will:*

- *Be friendly and polite*
- *Learn and allow others to learn*
- *Follow the directions of staff*
- *Play and learn safely*
- *Look after all resources - mine, the school's and others*
- *Keep hands, feet and objects to myself*
- *Care for and respect the school environment*
- *Wear the school uniform with pride*

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## **Appendix 3**

### **Restorative Practice**

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes.

### **Engaging in a Restorative Conversation**

After an incident, the staff member will engage students in a restorative conversation, to encourage reflection and to restore any damage to relationships. The following questions can be used to facilitate the conversation.

### **When challenging behaviour**

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

### **To help those affected:**

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Each year new staff will be up-skilled in Restorative Practice techniques.

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## Appendix 4



# Student Code of Conduct

## Think Sheet

Name: ..... Year: ..... Room:  
.....

Staff member supervising this report: ..... Date:  
.....

### Draw or write about the situation using the boxes below:

What happened?

Who was hurt / upset by what happened?

What can I do to make things right?

If this happens again, what is the right choice I can make?

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	<h1>Student Code of Conduct</h1>
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- I will:**
1. **Be friendly and polite**
  2. **Learn and allow others to learn**
  3. **Follow the directions of staff**
  4. **Play and learn safely**
  5. **Look after all resources - mine, the school's and others**
  6. **Keep hands, feet and objects to myself**
  7. **Care for and respect the school environment**
  8. **Wear the school uniform with pride**

Circle the expectation that you have breached

Student: .....

Supervising Teacher: ..... Parent contacted Yes / No

Principal: ..... By phone / in person

Community Service  
.....

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.....  
 .....  
 Date: .....

## Appendix 5

### ABC Behaviour Record

Student Name:

Year Level:

Date / Time	Setting What were the setting conditions? <b>External</b> e.g. staff changes, family issues, social issues, <b>Environmental</b> e.g. playground, wet day program, table work, group work (floor/table), subject / lesson <b>Internal</b> e.g. tired, unwell, hungry	Antecedent What happened <u>just before</u> the behaviour? What interactions/event occurred immediately prior to the behaviour? What was the student asked to do? How did the environment change?	Behaviour Describe the behaviour in <u>observable and measurable</u> terms. What did the student say or do? For how long? At what intensity?	Consequence What happens <u>after</u> or as a result of the behaviour? How did others react (e.g. teacher/LSO/peers)? What did they say or do? What did the student do then?

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