OUR VISION
We are a welcoming and supportive Catholic Community
We proclaim the presence of Jesus Christ in all people
We value and celebrate our faith, diversity, individuality and life-long learning
In the Spirit of Mary MacKillop

OUR RIGHTS
‘At St. Mary’s School, Altona, we believe that everyone should be treated with respect and dignity’

Everyone has the right to be listened to
Everyone has the right to learn
Everyone has the right to be in a safe and stimulating environment
Everyone has the right to be valued and treated as an individual

OUR BEHAVIOUR MANAGEMENT PLAN
Our management plan provides clear guidelines regarding the teachers’ expectations of students’ behaviour. It creates a predictable learning environment in which students feel safe.

Our plan consists of three elements:
1. RULES which students should follow at all times
2. POSITIVE RECOGNITION that students will receive for following the rules
3. CONSEQUENCES that result when students choose not to follow the rules.

OUR RULES
At St Mary’s School Altona, we
- follow instructions
- listen to the speaker
- speak appropriately
- move safely
- keep hands, feet and objects to ourselves
- take care of all property

POSITIVE RECOGNITION
Each class teacher / specialist will have a process for positive recognition used as a means to motivate all students to learn to make positive choices about their behaviour. Every student should be praised at least once a day.

1. Non verbal (High 5, Thumbs up, Smile)
2. Verbal (I like the way you.... / You’ve made a good choice by....)
3. Material - Individual (Sticker charts: leading to awards / free time)
4. Material – Class wide (Class works towards gaining time for a whole class game)
CONSEQUENCES

Minor inappropriate behaviour is when a student is not necessarily disturbing others but is not engaged or needs redirecting.
This behaviour should be dealt with using redirection techniques such as
- Scanning the classroom
- The “Look”
- Using the student’s name
- Asking the non attending student a question
- Proximity praise
- Physically moving beside the student

Major inappropriate behaviour is when a student’s behaviour is disrupting teaching and learning.
The follow key strategies should be used:
- The Language of Choice (Good / Poor choices linked directly to the keeping or breaking of the school rules)
- Assertive Statements (“Student’s name, You need to...”)
- Broken Record (“Student’s name, You need to.....or...... You make the choice.”)
- Paraphrase with Empathy (Student’s name, I can see that you are angry, but you need to.....”)

These strategies fit with the following steps if / as the behaviour escalates.

1. Warning
2. Movement away from the group (sit away from the others on the floor / to another table / walk with the teacher)
3. Movement to another area (to a table in the classroom / to a seat in the yard)
4. Exit to another staff member (to the other yard duty teacher / another classroom / to the office)
5. Exit to the Principal / Deputy Principal

When a student...
...is exited to the Principal / Deputy Principal they will be required to complete a Behaviour Sheet with the teacher who witnessed the inappropriate behaviour.

Severe Behaviour Clause
When a student...
- wilfully hurts another child or staff member
- wilfully destroys property
- overtly refuses to follow directions
- engages in any behaviour that stops the class / students in the yard from functioning
...they will be immediately exited to the Principal / Deputy Principal
In all conversations regarding inappropriate behaviour we should be using the **RESTORATIVE APPROACH**, focussing on:

- WHO was affected?
- HOW were they affected?
- HOW did they feel?
- WHAT needs to happen to make things right?
- WHAT could you do next time?

**BEHAVIOUR SHEETS**

Behaviour Sheets will be used at the discretion of the staff for extreme or repeated behaviours.

Behaviour Sheets are designed for levels: P – 2 and 3 – 6 however teachers may choose to select a Behaviour Sheet outside of their level if it better suits the child they are dealing with.

They will be used with all children who are ‘exited’ to the Principal or Deputy Principal for extreme behaviour. i.e. Those children who:

- wilfully hurt another child or staff member
- wilfully destroy property
- overtly refuse to follow directions
- engage in any behaviour that stops the class / students in the yard from functioning

The staff member who witnessed the inappropriate behaviour should complete the Behaviour Sheet with the student. If a staff member needs to be replaced so that they can complete a Behaviour Sheet for extreme behaviour with a child, they should speak to the Principal or Deputy Principal who will assign someone to release them.

The Start / End time for filling in the Behaviour Sheet is recorded on the sheet. Students will be required to make up that time at recess or lunchtime. The staff member involved should notify the person on First Aid as to the reason why the child is there. The First Aid person will then supervise the child for the required time. The child must come with work of some kind.

It is the responsibility of the staff member completing the Behaviour Sheet with a child to ensure that

- it is signed by the Principal / Deputy Principal,
- it has the cover letter which explain the Behaviour Sheet process attached
- it is photocopied before it is sent home,
- it is returned by the child / parent
- and that it is then placed in the child’s file in the Deputy Principal’s office.

**TIME OUT**

The use of Time Out in its current form should be used selectively. Instead, staff members are asked to take responsibility for supervising the students who require some form of time out.

Strategies listed below could be used as a replacement for Time Out.

- having the student continue with their work while the others start to eat
- supervising the student in the classroom for a few minutes after the bell
- having the student walk with them while they are on yard duty (a good opportunity to talk to the child about their behaviour)
- sending the child to a seat in the yard if they need some time away from a game or activity

If a student does need to be sent to time out, staff members should ensure that the child knows why they are being sent and that they can articulate that to the First Aid person eg. ring through to the office / send a note / go with the child).
RESTORATIVE PRACTICES

When relationships are adversely affected by someone’s behaviour, they need to be repaired so that harmony is restored. Restorative Practices concentrate on repairing the harm caused and on restoring the relationship rather than focussing on the incident that caused the harm.

In this way incidents of misbehaviour provide a learning opportunity for all involved rather than punishments just being handed out. Social responsibility is fostered and the perspectives of others are taken into account when dealing with misbehaviour.

To lay the foundations for being a restorative school, we focus on a culture that embraces safe, collaborative relationships – shared philosophies, values, expectations, attitudes & beliefs that knit our community together.

When dealing with issues that have arisen between students either in the classroom or in the yard, staff will use a restorative approach to help the students resolve the issue and repair the relationship.

RESTORATIVE CHATS
THE PROCESS

To the person(s) who caused harm:
We’re here to talk about...
Can you tell us what happened?
What were you thinking – what was in your head / mind?
Was it the right / wrong thing to do?
Who has been affected / upset / harmed by your actions?
In what ways?
How has this affected you?

To the person(s) harmed:
What did you think when it happened?
What have you thought about since?
How has it affected/upset/harmed you?
What has been the worst thing?
What is needed to make it right / to make you feel better?

To the person who caused harm:
Is that okay / do you agree?
Is that fair?

To both:
How can we make sure this doesn’t happen again?
Is there anything I can do to help?
Is there anything else you would like to say?

We believe that building positive relationships in our community will lessen the need for intervention.

Our proactive approach includes: class circles, positive recognition for making appropriate choices, buddies, involvement in bullying awareness days e.g. National Day of Action Against Bullying and Violence, restorative practices, social and emotional learning programs, community events.
BEHAVIOUR MANAGEMENT STEPS

1. Warning

2. Movement away from the group (sit away from the others on the floor / to another table / walk with the teacher)

3. Movement to another area (to a table in the classroom / to a seat in the yard)

4. Exit to another staff member (to the other yard duty teacher / another classroom / to the office)

5. Exit to the Principal / Deputy Principal

When a student...
...is exited to the Principal / Deputy Principal they will be required to complete a Behaviour Sheet.

Severe Behaviour
When a student...
- wilfully hurts another child or staff member
- wilfully destroys property
- overtly refuses to follow directions
- engages in any behaviour that stops the class / students in the yard from functioning

...they will be immediately exited to the Principal / Deputy Principal
Dear Parents / Guardians,

We wish to inform you that your child has completed a Behaviour Think Sheet today as a result of not following the expected behaviours / school rules at St Mary’s.

When students’ choice of behaviour is unacceptable and ongoing the following process is followed. Each step is sequential and implemented when there are continued breaches of expected behaviour.

1. Warning / Reminder
2. Time away from the group
3. Time away from group in another classroom / area of the yard
4. Exit to the principal / deputy principal

When a student wilfully hurts another child or staff member, wilfully destroys property, overtly refuses to follow directions or engages in any behaviour that stops the class / students in the yard from functioning they will be immediately exited to the Principal / Deputy Principal.

The learning time that was missed due to time away is repaid at recess or lunchtime, a Behaviour Think Sheet completed and a restorative action agreed upon to restore the relationship that was broken.

We ask that you support us by discussing this behaviour sheet with your child and reinforce school expectations and rules. Then we ask you to sign and return it to school as soon as possible. If you would like to discuss this further, please indicate this on the behaviour sheet.

Yours Sincerely

David Kelly                           _____________________________________
Principal                               Staff Member

OUR SCHOOL RULES

Follow instructions
Listen to the speaker
Speak appropriately
Move safely
Keep hands, feet and objects to yourself
Take care of all property
BEHAVIOUR THINK SHEET

Name: __________________________ Class: ___________ Date: ___________

1. What happened?

2. What choices did you make?
   I chose to

3. Who else did my behaviour affect (upset)?

4. What can I do to make things right?

Circle the rules you have broken

School Rules:
1. Follow Directions
2. Listen to the speaker
3. Speak appropriately
4. Move safely
5. Keep hands, feet and objects to yourself
6. Take care of all property

SIGNED
Student: ____________________________________ Parent: __________________________

Teacher involved: __________________________________________________________

Principal / Deputy Principal: _______________________________________________

• This form must be returned to school and will be kept on file.

Admin, 2014 Staff Information Booklet, Updated Feb 2014
BEHAVIOUR THINK SHEET

Name: ____________________ Class: _______ Date: __________

What happened?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

What choices did you make?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Who else did your behaviour affect and how were they affected?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
How were you affected?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What can you do to make things right?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Circle the rules you have broken

School Rules:
1. Follow Directions
2. Listen to the speaker
3. Speak appropriately
4. Move safely
5. Keep hands, feet and objects to yourself
6. Take care of all property

SIGNED
Student: _____________________ Parent: ________________________________

Teacher involved: ________________________________________________

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Principal / Deputy Principal:___________________________________

*This form must be returned to school and will be kept on file.

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