

## **ST MARY'S SCHOOL, ALTONA BEHAVIOUR MANAGEMENT POLICY**

St. Mary's School maintains a 'culture of child safety' by actively implementing strategies in accordance with its moral & legal obligations and Victorian Government Ministerial Order 870.

### **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 lifelong 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

### **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.

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, mindfulness, social and emotional learning programs, community events.

### **OUR BEHAVIOUR MANAGEMENT PLAN**

Our management plan provides clear guidelines regarding the staffs' 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.

## **1. 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

## **2. 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. All staff are encouraged to recognise students' good behaviour choices through praise.

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)

## **CIRCLE TIME**

Circle Time sessions are run in every classroom a minimum of once per week.

The planning for these sessions occurs within the Faith/Life planning process and is linked to the General Capabilities.

Further planning occurs on a weekly basis within scheduled release time.

There are a variety of resources in the planning room to support this work.

## **3. 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)
5. Exit to the Principal / Deputy Principal for in-school withdrawal

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 for in-school withdrawal

### **Further steps for Severe Behaviour**

**Suspension & Expulsion:** 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 suspension or expulsion. This is to be avoided 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.

**Negotiated Transfer:** 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).

A register of suspensions & expulsions will be kept and maintained by the Student Wellbeing Leader. Copies of all related paperwork will be kept in the students' file.

In all conversations regarding inappropriate behaviour we should be using the **RESTORATIVE APPROACH**, focussing on....

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

## **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.

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.

For all students in Prep - Year 2 & Year 3 - 6 students with special needs, a face to face or phone conversation is to be conducted with the parent explaining the situation before any Behaviour Sheets are sent home. This conversation should be had after consultation with the students' class teacher, if another staff member has initially dealt with the issue.

The Principal/Deputy Principal will monitor the number and type of Behaviour Sheets to determine whether the parents need to be contacted to attend a meeting with the classroom teacher, or classroom teacher and Principal/Deputy Principal and any other staff as designated by the Principal. The class teacher should always be made aware of behaviour sheets that are completed with their students by another teacher.

As a guide only: Parents would be required to attend a meeting if their child received 3 Behaviour Sheets in the one term or 5 in a semester or after 1 Behaviour Sheet if the behaviour was deemed serious enough.

## **TIME OUT**

Staff members are 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

## **USE OF PHYSICAL FORCE, RESTRAINT OR SECLUSION**

### **PHYSICAL FORCE**

St Mary's Behaviour Management Policy endorses and operates on the understanding represented in Section 4.3 of the Education and Training Reform Act 2006 (Vic.) which effectively requires that school policies relating to the discipline of students be based on principles of procedural fairness and not include the use of corporal punishment.

**Corporal punishment is not permitted at St. Mary's.**

### **RESTRAINT OR SECLUSION**

Restraint and seclusion are permitted only in limited emergency situations i.e when a student is a danger to themselves, to other students or to staff members. At St Mary's, effective support for students exhibiting complex and unsafe behaviour is dealt with using a holistic response which includes appropriate and targeted interventions, specialised support and when required, the development and implementation of a Behaviour Support Plan and, if necessary, a Student Safety Plan. Restraint and seclusion do not form part of such planned responses.

CECV's Safe and Sound Practice Guidelines (Occupational Violence) (2014b) provides advice on managing potential or actual occupational violence within schools and addresses matters such as preventative practices, intervention practices, appropriate incident responses and post-incident responsibilities. St Mary's defers to these guidelines in the management of such extreme circumstances.

### **Monitoring during restraint/seclusion**

Whenever restraint or seclusion is used, staff monitor the student continuously to ensure that the restraint or seclusion is being used appropriately. This includes ensuring that the student, other students and staff are safe and that the restraint or seclusion is still necessary. Restraint/seclusion is to be discontinued when the imminent threat of harm has passed, the action is no longer reasonable in the circumstances or a less restrictive means of responding becomes available. Throughout an incident of restraint, staff are to continue to engage with the student in a calm and measured way. They are to explain why the restraint is being applied and that it will cease once the student is no longer a danger to themselves or others. In every instance of restraint, breathing must be visually monitored. If a student is placed in a separate room as a means of seclusion, staff will maintain

appropriate supervision of the student.

### Policy Review

This policy will be reviewed as part of the St. Mary's review cycle.

This policy was last ratified by St. Mary's staff in **JUNE 2019**.

<b>WHEN THINGS GO WRONG</b>	<b>RESTORATIVE QUESTIONS</b> <b>What</b> happened? <b>What</b> were you thinking at the time? <b>What</b> have you thought since? <b>Who</b> has been affected by what you have done? In <b>what</b> way? <b>What</b> do you think you need to do to make things right? <b>St. Mary's School Altona</b>
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<b>WHEN SOMEONE HAS BEEN HURT</b>	<b>RESTORATIVE QUESTIONS</b> <b>What</b> did you think when you realised what had happened? <b>What</b> impact has this incident had on you and others? <b>What</b> has been the hardest thing for you? <b>What</b> do you need to make things right? <b>St. Mary's School Altona</b>
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# 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)

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 staff member who witnessed the inappropriate behaviour.

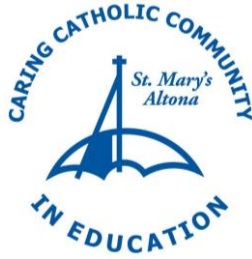
## **Severe Behaviour**

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





# *St. Mary's School Altona*

School Reg. No 1273

ABN 87 486 483 737

95a Railway Street,

P.O. Box 63, Altona. 3018

Telephone: (03) 9398 4842

Facsimile: (03) 9398 4228

Email: [principal@smaltona.catholic.edu.au](mailto:principal@smaltona.catholic.edu.au)

Principal: David Kelly

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



# St Mary's Primary Altona

Time started: \_\_\_\_\_ Time finished: \_\_\_\_\_

## 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.



# St Mary's Primary Altona

Time started: \_\_\_\_\_ Time finished: \_\_\_\_\_

**BEHAVIOUR THINK SHEET**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What happened?

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What choices did you make?

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

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How were you affected?

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What can you do to make things right?

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### **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.

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**NOTICE OF SUSPENSION**  
As per CEM Policy 2.26, Pastoral Care of Students in Catholic Schools  
**St Mary's Primary Altona**

Date.....

Dear .....

This letter is written to confirm the notification that has already been shared personally with you by ..... of this school, in relation to a student behaviour matter concerning your son/daughter .....

It has been found necessary to require ..... to be suspended from school activities for a period of ..... The suspension will be from ..... until .....

The reason for the suspension is .....

The purpose of the suspension is .....

The nature of the suspension will be as follows. ....

You are invited to attend a meeting with .....here at school on ....., to discuss important matters related to the wellbeing of .....[and other members of the school community]. At this meeting we will also be able to consider how best to assist ..... to return to school activities appropriately following the suspension, and what arrangements may be helpful for monitoring his/her progress into the future.

During the period of .....’s suspension, learning material and support will be provided for him/her by the school in the following manner: ..... Pastoral and legal responsibilities for .....during that time will rest with you as his/her parent(s)/guardian(s).

Should the proposed meeting time not be suitable for you, you are welcome to contact ..... by phone on ..... to see if an alternative time can be arranged.

Yours sincerely

Principal

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