



BEHAVIOUR MANAGEMENT PROCEDURE

AIM

St Elizabeth’s Catholic Primary School aims to promote the personal well-being and growth of students individually and collectively.

St Elizabeth’s has adopted the Keeping Safe: Child Protection Curriculum, which is centered on two main themes;

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

The Behaviour Management Procedure comes under the umbrella of Pastoral Care. It constitutes the formal procedures followed to ensure the aims of the School are achieved and the respect and dignity of each person is maintained and enhanced.

Our Behaviour Management Procedure reflects the school’s mission:

“to strive for excellence, developing confident, respectful and independent learners. We journey with Christ and share the joy and wonder of learning”

Respect

- Show respect for yourself and the feelings and rights of other children, staff and visitors.
- Show respect for personal and school property.

Pride

- Take pride in your work.
- Wear your uniform with pride.
- Take care of the environment – playground, nature area and sand pits.

Safety

- Resolve conflicts without physical or verbal violence (keep hands and feet to yourself).
- Use play equipment safely (teachers only in the shed).
- Wear the school hat when outside during sport and play.

Care for the Environment

- Pick up and put the rubbish in the bin.
- Walk on the path and steps near the flowers.
- Take care of trees, flowers and plants.

Sources of Authority	
CECWA Policy	Community Policy
Executive Directive	Student Safety, Wellbeing and Behaviour Executive Directive

St Elizabeth's Catholic Primary School

SCOPE

The Behaviour Management Procedure applies to all students at St Elizabeth's Catholic Primary School.

PROCEDURE

STUDENT RESPONSIBILITIES

Responsibilities give protection for the rights of each individual at St Elizabeth's Catholic Primary School. Students have a responsibility to follow school rules and we:

- Act in safe ways and seek help when we need it.
- Treat others in a friendly and respectful way. We appreciate our similarities and differences by sharing our ideas and listening to the ideas of others.
- Support each other by listening, helping, cooperating and behaving responsibly.
- Include and welcome others.
- Are considerate, courteous and show good manners towards each other.

STAFF RESPONSIBILITIES

- Support every child to feel safe and secure.
- Treat others with consideration and respect the other person's point of view.
- Maintain a high level of confidentiality when speaking to/or with parents.
- Be accountable for your own words and actions.
- Role model in both words and actions.
- Seek support through the appropriate channels.
- Be in the appropriate area for duty, wear school hat, Hi Vis vest and lanyard with whistle, classroom, office and emergency gate keys.

PARENTS' RESPONSIBILITIES

- Support school rules – every child has the right to feel safe and secure.
- Treat others with consideration and respect the other person's point of view.
- Maintain confidentiality at all times, especially as parent helpers.
- Acknowledge your child's inappropriate behaviour and talk to them, without punishment, about making good choices.
- Be prepared, and prepare your child for school; lunch, Crunch and Sip, water bottle, Communication Bag, Library Bag and in the correct uniform.
- Be supportive of the staff and their decision-making.
- Sign incident reports, SEQTA Communication and complete absent notes and return them to the class teacher the next day.
- Seek clarification about all school matters with your child's teacher.

- Avoid seeking information from other parents who are not aware of the truth/results of incidents which have occurred inside and outside the classroom.

POSITIVE REINFORCEMENT AND RECOGNITION

Teachers strive to create a positive, rewarding and enriching learning environment. Each teacher may have their own incentive procedure that best suit their students and style. We have four basic and simple rules that each class follow;

1. Respect the teacher
2. Respect everyone else
3. Keep your body to yourself
4. Respect our classroom

To encourage that these behaviours become a habit of all students and that these rules are adhered to for the well-being of the whole school community, a set of age appropriate positive reinforcements and rewards can be established (for example; accumulated points system or merit certificates awarded at assemblies).

Positive reinforcements should be used immediately students have demonstrated the required behaviour. However, it is hoped that **genuine verbal acknowledgement and praise** will eventually suffice and satisfy the intrinsic motivation in all students to behave accordingly.

NEGATIVE CONSEQUENCES AND PUNISHMENT

To discourage further misbehaviour and enforce school rules a set of negative reinforcements and punishments has been established. The purpose here is to firstly remind the student of the appropriate behaviour and begin formal discipline in a graduated means to isolate the child from the audience or situation. These 5 steps only apply for a single day.

CLASSROOM STRATEGIES (when dealing with inappropriate actions)

1. Non-Verbal Cues

- Eye contact, physical proximity (move close to teacher) physical prompt (touch the children on the arm).

2. Verbal Cues

- Positive reinforcement, repeat request – encourage 'good' choices.

3. A) Time Out and Pastoral Chat

Move away from the class for think time for two 5 minutes to a safe place within the classroom. Pastoral chat - affirm the child can improve, redirect activity.

B) Time out – Buddy Classroom

4. SEQTA Communication to parents

If the behaviour continues a SEQTA Communication must be completed by the teacher / specialist teacher and sent home to the parent.

(Please Note) If a child receives three or more SEQTA Communications the parent/s are to be contacted for a meeting with classroom teacher.

5. After Initial Parent Meeting

If following this meeting a child receives a further 3 SEQTA Communications a meeting between the Parent, Teacher and Leadership Team is to be scheduled and an Individual Behaviour Plan will be put in place.

OUTDOOR STRATEGIES (when dealing with inappropriate actions)

1. Verbal Cues / Choices

Positive reinforcement, repeat request – encourage 'good' choices.
Rule reminder – appropriate choices.

2. Time Out and Pastoral Chat

(K/PP) Sit on the bench / (Yrs 1-6) Sit under shade sails – think time for five minutes.
Pastoral chat - affirm the child can improve, redirect activity.

3. Communication sent home to parents

If the behaviour continues SEQTA Communication must be completed by the duty teacher and sent home to the parent.

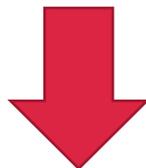
(Please Note) If a child receives three or more SEQTA Communication Notes the parent/s must be contacted for a meeting with classroom teacher

4. After Initial Parent Meeting

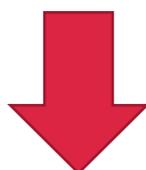
If following this meeting a child receives a further SEQTA Communication Note a meeting between the Parent, Teacher and Leadership Team is to be scheduled and an Individual Behaviour Plan will be put in place.

Ongoing Behaviour Concerns Flow Chart

1. Ongoing behavioural concerns in the classroom will be documented in SEQTA.



2. Classroom teachers to follow up with Assistant Principal, notify parents and record on SEQTA.



3. Assistant Principal will take a proactive approach in supporting students and teachers in managing student behaviour and providing feedback to relevant parties as necessary.



4. Principal Informed



5. As required, teaching staff and leadership will contact a student's parents to engage in a consultation process when behaviour management issues are encountered. Parents are informed and engaged in the process when planning Individual Behaviour Management Plans.

SERIOUS MISBEHAVIOUR

A student may be sent to the office and may be seen by the Principal or a member of the Leadership team. If the behaviour is deemed serious, the school will contact parents or caregivers by phone or email.

IN SCHOOL SUSPENSION – UNDERTAKEN BY PRINCIPAL

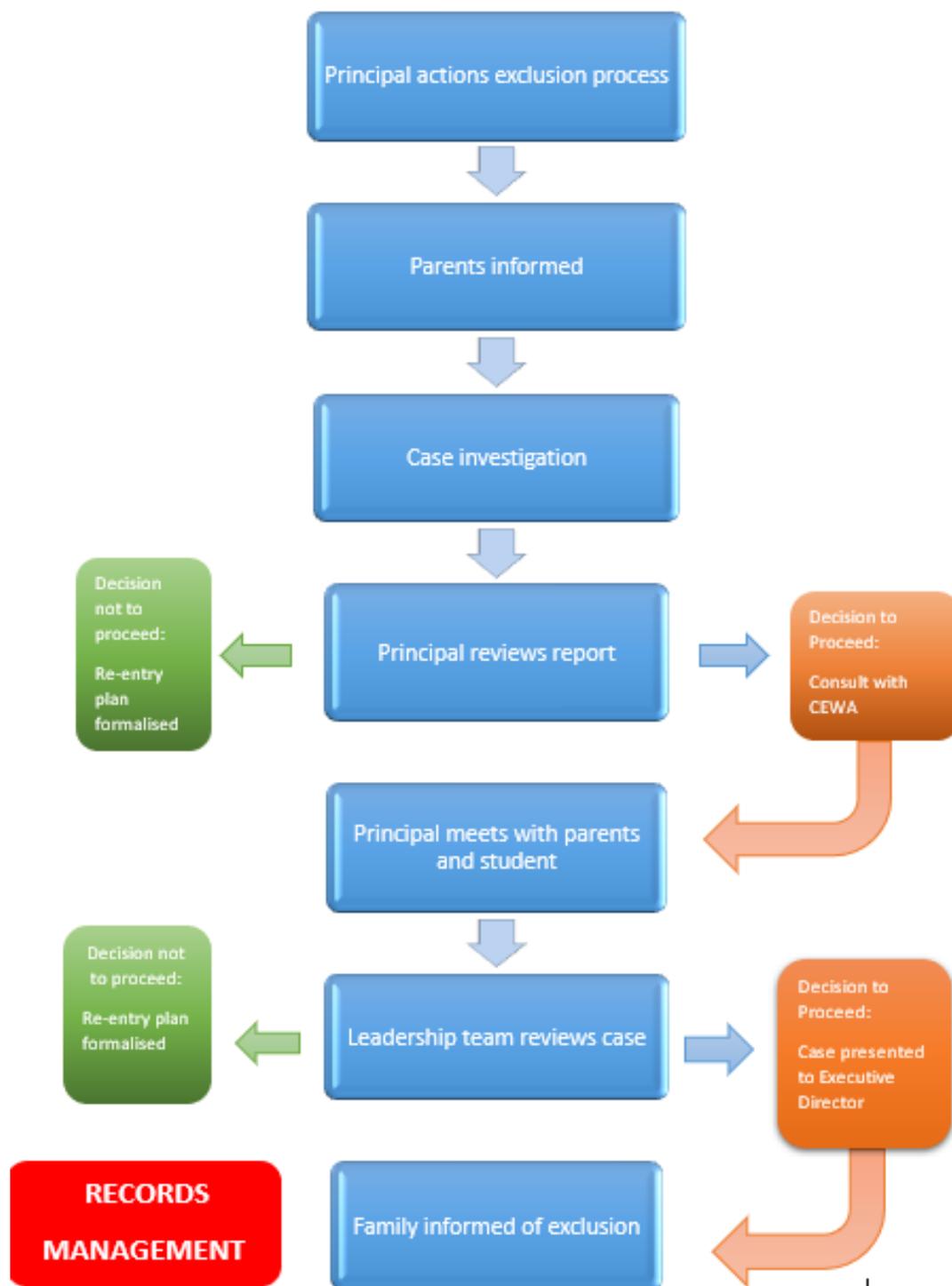
If a student is involved in three serious incidents in one term, an in-school suspension may occur. This will be held at the school in a supervised room for half a day (the room will be decided on the day). The student will be seated in a room away from other students. They will be required to complete set work. Recess and lunch breaks may be taken at different times to the rest of the school. This will be at the discretion of the Principal.

OUT OF SCHOOL SUSPENSION – UNDERTAKEN BY PRINCIPAL

St Elizabeth's Catholic Primary School is guided by the CECWA Policy for any out of school suspension. The Principal may enforce an out of school suspension if a student's behaviour is deemed to be serious and not respectful of the school rules or school staff.

EXCLUSION

Exclusion means total withdrawal of a student's rights to attend a particular school. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of the Code of Conduct and school rules or behaviour that is persistently disruptive or contrary to the mission statement of St Elizabeth's Catholic Primary School. Exclusion is a sanction to be applied only as a last resort, normally after all other measures have failed. The Principal will refer to the CECWA Student Behaviour Directives, if exclusion is being considered.



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INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

Individual behaviour management plans may be developed to support students in targeting specific inappropriate behaviour/s.

BEHAVIOUR ESCALATION

Staff managing behaviour escalation should be primarily concerned with personal safety and the safety of students in their care. If necessary, the staff member may contact the Leadership team for assistance.

Authorised by	Principal: Rebecca Clarke		
Effective Date:	2022	Next Review:	2025