ST PIUS X CATHOLIC PRIMARY SCHOOL BEHAVIOUR MANAGEMENT GUIDELINES AND PROCEDURES

RATIONALE

The Executive Directive – Student Safety, Wellbeing and Behaviour guides the creation of cultures of safety and wellbeing where students feel safe and can flourish in their learning and development The executive directive ensures all CEWA employees have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is concerned.

PRINCIPLES

1. CEWA prioritises the safety and wellbeing of all students and is committed to promoting and supporting safe and inclusive learning environments.

2. Students learn best when they feel safe, engaged, have a sense of belonging and attend school regularly.

3. CEWA recognises all members of the community as role models and change agents who have a broader influence in promoting and teaching safe, productive, and healthy behaviours and respectful relationships.

4. CEWA adopts a values-based, developmentally appropriate, and trauma-informed approach to student behaviour.

5. CEWA leaders implement evidence-based and data-informed programs and practices that proactively focus on prevention and promotion to cultivate the safety, wellbeing, and desired behaviour of the whole school community.

6. CEWA recognises each child and young person's agency, and the right to be heard and to have a voice in all decisions affecting them.

7. CEWA will act to protect children from all forms of abuse and neglect. The safety and wellbeing of students must be the paramount consideration in all decision making; this must take precedence over all other factors.

8. CEWA's Student Behaviour Guidelines conform to the rules of procedural fairness and non-discrimination. They strictly forbid the use of any form of child abuse, corporal punishment, or other degrading punishment to manage student behaviour.

9. The principal in consultation with the Executive Director or their delegate shall have the authority to exclude a student.

10. CEWA ensures the appropriate and responsible use of medicinal drugs and prohibits the possession, use, and/or distribution of illegal drugs, alcohol, tobacco products or drug/smoking-related equipment.

11. When students require individual support or intervention due to risk, safety or health, Catholic schools ensure students have individual management plans, co-designed with relevant health professionals.

12. CEWA promotes and encourages student attendance and proactively responds to restore student non-attendance.

13. CEWA employees are appropriately trained and competent in matters relating to student safety, health, behaviour, and wellbeing.

14. CEWA is committed to always providing a totally smoke-free environment.

DIRECTIVES

1. The principal must ensure the implementation of the CEWA Child Safe Framework, ensuring the key practices and nine elements are embedded across the community.
2. The principal must ensure the Framework is regularly reviewed and incorporated within school improvement processes to achieve the registration standards for non-government schools.
3. The principal must communicate the Framework to all the members of the school community, highlighting individual and shared roles, responsibilities, and procedures to ensure a child-safe Catholic school.
4. CEWA Executive and principals must ensure all staff, governing body members, regular volunteers and contractors complete induction training and ongoing professional learning, appropriate to their role, to instruct on their responsibilities and the procedures for ensuring the health, safety and wellbeing of every student within the school community.
5. The principal must implement a Student Code of Conduct that has been developed in consultation with students. Schools should use CEWA's *Developing a Student Code of Conduct: Facilitator Guide* for this purpose.
6. The principal must ensure their staff implement the CEWA endorsed and supported preventative education program, delivered by appropriately trained staff, to all students from kindergarten to year 12.
7. CEWA Executive and principals must ensure that all staff follow CEWA's Child Protection Procedures and Guidelines when there is a child safety concern.
8. When a principal is notified of an investigation/arrest/charge/bail of a student for an offence included in Schedule 1 or 2 of the Working with Children (Criminal Record Checking) Act 2004 they must implement the *Multi-Agency Protocol for Education Options for Young People Charged with Harmful Sexual Behaviours*.

STUDENT BEHAVIOUR

1. CEWA Executive and principals must use data-informed processes to respond to the diverse behaviour needs of students.
2. The principal must ensure staff follow *CEWA's Behaviour Guidelines for Catholic Schools*. (tbd 2021)
3. Principals should inform all members of the school community about the guidelines and behaviour management permitted.
4. Principals must ensure staff follow the *Process for Exclusion of Students for Disciplinary Reasons*.

St Pius X Catholic Primary School aims to:

- Create a positive environment within the school and classroom, consistent with our school values
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected
- Recognise those members of the school community whose exemplary behaviour and care promotes a positive and caring school environment
- Establish a set of rules that protects the rights of all individuals
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules
- Establish procedures so that conflicts can be resolved in a positive and non-violent manner.

The rationale for developing whole-school rules, classroom rules, school values and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self-managed. Through consistent application, children will understand the expectations of them in regard to managing their own behaviour and the importance of treating others with respect and care.

St Pius X Catholic Primary School Student Management Policy acknowledges and supports the research that suggests the development of resilience, positive self-esteem, empathy, cooperation, social skills and decision-making, emotional management and conflict resolution can help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

Our policies are derived from our school **Vision Statement** and the **School Values** underpinning the teaching and learning at St Pius X Catholic Primary School.

SCHOOL VALUES

All members of the school community are guided by our School Values in their conduct:

STUDENTS	
VALUE	**EXPECTATIONS**
SERVICE	⇒ Help people without having to be asked ⇒ Inspire others to do the right thing ⇒ Be kind all the time ⇒ Treat everyone with respect ⇒ Be fair ⇒ Use the gifts of the Holy Spirit ⇒ Know what your talents are and use them to help others ⇒ Fundraise or donate items for those less fortunate than us ⇒ Serve God all the time
EXCELLENCE	⇒ Try your best ⇒ Set goals and strive to achieve them ⇒ Act on teacher feedback ⇒ Practise skills taught in class ⇒ Be curious, research things at home ⇒ Have a growth mindset, believe in yourself ⇒ Take pride in everything you do
AUTHENTICITY	⇒ Be true to yourself – be the real you ⇒ Always choose to do what is good and right ⇒ Model our school values in word and action ⇒ Lead by example ⇒ Your choices and actions should reflect what you value, and think is important
RELATIONSHIP	⇒ Be respectful to everyone ⇒ Be thoughtful ⇒ Be understanding ⇒ Be honest and trustworthy ⇒ Think about other people's feelings ⇒ See things from other people's point of view ⇒ Look out for each other ⇒ Take turns speaking and listening ⇒ Encourage each other ⇒ Include one another

COURAGE	⇒ Respectfully stand up for what you believe in ⇒ Respectfully speak up for yourself and others ⇒ Respectfully speak up against bullying and peer pressure ⇒ Persevere through life's challenges ⇒ Look for the lessons in everyday experiences ⇒ Say 'no' to doing bad things ⇒ Admit when you have made a mistake ⇒ Step outside of your comfort zone to try new things e.g., public speaking, learning a new skill.
HOPE	⇒ Have faith in yourself and others ⇒ Encourage others ⇒ Believe in God and trust that God will help us ⇒ See possibilities for growth ⇒ Keep trying, don't give up ⇒ Keep working on your goals ⇒ Be positive ⇒ Be happy ⇒ Pray for one another and the needs of our community members

ANTI-BULLYING AT ST. PIUS X

Bullying is ***repeated*** verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying can happen face to face; at a distance; or through information and communication technologies.

At St Pius X School children are taught that they have the right to:

- Learn in a safe environment
- Be an individual and to be proud to be different
- Be treated respectfully
- Say no when they believe something is wrong
- Inform a staff member when someone is being bullied
- Understand appropriate actions to take

Together with children's rights come their responsibilities. At St Pius X School children are expected to:

- Promote zero tolerance for bullying
- Inform staff members when they recognise a bullying situation
- Discourage bullying behaviour amongst their friends
- Actively support peers who are victims of bullying

Staff at St.Pius X promote an anti-bullying climate by:

- Actively discouraging bullying
- Modelling respectful behaviour in their interactions with students
- Explicitly teaching about bullying and facilitating class discussions. This will be supported in the Keeping Safe Curriculum.

- Minimising the opportunity for bullying to occur through stimulating classroom environments and classroom management techniques
- Listening to and supporting those who believe they are being victimised
- Assisting students to develop problem solving, assertiveness, and conflict resolution skills

What you can expect from our school:

- Your child's experience will be listened to and taken seriously
- Support to assist your child to avoid being bullied in the future
- Your child will be supported, through the development of strategies, to ensure bullying is reduced
- The school will work with children and parents of children who bully, with the aim to modify and minimise their bullying behaviour. This includes applying appropriate consequences and engaging children in self-reflective processes
- Keeping Safe Curriculum will be explicitly taught in class

BEHAVIOUR MANAGEMENT- CLASSROOM LEVEL

There is an expectation that classroom teachers will collaboratively develop classroom expectations with students and display these. Individual classroom expectations are also supported by the Magic 1,2,3 whole school behaviour management model.

Classroom teachers base their behaviour management at a classroom level on the principles of Magic 1,2,3. This strategy allows teachers to deal with behavioural issues in an unemotional manner and encourages students to think about their own behaviour. While teachers will adapt and adjust this strategy to suit the age and needs of their class, the basic principles will be consistent throughout the school.

Magic 1,2,3 typically is based upon counting a child who is showing an undesirable behaviour. When an undesirable behaviour occurs, the teacher counts that child a '1', in an assertive, but unemotional voice. The teacher does not explain or rationalise their decision to count the '1', thus encouraging students to think about their own behaviour.

If a second undesirable behaviour occurs, the child is counted a '2', once again no explanation or rationalisation is given. If they are counted a '3', they receive an age-appropriate consequence established by the class at the beginning of the year. These should also be communicated to families and the Parent Information Evening or at a convenient time early in Term 1.

Students always start afresh, their numbers don't carry over to the next day.

BEHAVIOUR MANAGEMENT-PLAYGROUND

All teachers at St. Pius X strive to create a safe, positive and rewarding play environment by arriving at duty on time, circulating in and around the play area, intervening where necessary and maintaining supervision over games, conversations and behaviours.

Any serious incidents of undesirable behaviour should be brought to the attention of the leadership team immediately.

SCHOOL RULES

A set of whole school rules guide student behaviour throughout the school and were developed to reflect our School Values. These complement classroom rules that the students develop with their teacher at the beginning of each year.

1. ***We treat all people with kindness and respect***
2. ***We use manners at all times***
3. ***We listen to and follow teacher instructions***
4. ***We treat our school equipment and environment with respect***
5. ***We wear our uniform with pride***
6. ***We keep ourselves and others safe***

PASTORAL CARE NOTES

All staff members are required to record any behavioural, academic, social or medical concerns relating to students as pastoral care notes on SEQTA. Non-teaching staff who are on duty are required to email the classroom teacher details of any concerns. The classroom teacher will then enter this onto SEQTA on the behalf of the staff member.

ENCOURAGING POSITIVE BEHAVIOUR

Students are always encouraged to demonstrate positive behaviours at St Pius X. Emphasis should always be placed on positive choices.

CONSEQUENCES FOR NEGATIVE BEHAVIOUR

There will be rare occasions where students may require discipline above the Magic 1,2,3 classroom procedures. In this situation a member of the leadership team may become involved in the disciplinary action.

We believe we need to work at building relationships. When we have to discipline students' it should be done so in a manner that will not damage their self-esteem or our relationship with them. Likewise, when consequences are required, they should be applied in an objective manner always upholding the dignity and respect of the child. Students should understand that the consequence is a direct result of their actions. It is expected that parents will support the disciplinary actions taken by the school, as a condition of enrolment.

We believe that students should be given every opportunity to make 'a fresh start' after inappropriate behaviour/s have been dealt with.

Consequences are to be age-appropriate and proportional to the seriousness of behaviour. The unique circumstances and emotional needs of each child needs to be taken into account when assigning consequences.

BEHAVIOUR RECORDED IN STUDENT FILE (SEQTA)
Students who display ongoing behaviours that are not in line with our School Values, School Rules or Code of Conduct will be recorded on SEQTA and will require parent contact.

WITHDRAWAL (CLASS OR PLAYGROUND)
Students may be withdrawn from the playground or classroom for a period of time, or withdrawn from school events, or have a privilege withdrawn as a result of serious behaviour at the discretion of the leadership team. ***Parents will be required to meet with the class teacher/leadership in this incidence.***

IN SCHOOL SUSPENSION
In the case of serious misconduct or a series of misdemeanours and following a review by members of the leadership team, it may be decided that an in-school suspension is warranted.

- ☑ This will be held at the school in the administration area under supervision.
- ☑ The students will sit and complete work.
- ☑ There is to be no contact with other students.
- ☑ Recess and lunch breaks will be taken at different times to the rest of the school.
- ☑ Duration of in-school suspension may range from a half a day to three days.

OUT OF SCHOOL SUSPENSION
St Pius X School's policy on 'Out of School Suspension' is guided by 'The Process for Exclusion of Students of Disciplinary Reasons.

SCOPE

This policy informs all students, staff, parents, and guardians of St Pius X.

REFERENCES

Catholic Education Commission Western Australia Education Policy – February 2021

Authorised By	Principal	Signature	M. Vranjes
		Date	14.12.2021
Effective Date	Jan 2022	Next Review	Dec 2025