



ST MARY'S CATHOLIC SCHOOL BEHAVIOUR MANAGEMENT PLAN

Rational:

The Vision of St Mary's Catholic School challenges us as a community to develop the learning skills of reflection and creativity within a Christ like environment to make a difference. For this to occur, safe learning environments will be established and maintained.

Objective:

To implement positive and preventative school and classroom interventions that are based on clear expectations and a consistent approach to the growth of effective learning behaviour at St Mary's Catholic School.

Related Policy and Legislation:

NAG 5: Health and Safety:

- Each Board of Trustees is required to provide a safe physical and emotional environment for students

Registered Teacher Criteria 7:

- Promote a collaborative, inclusive and supportive learning environment

St Mary's Catholic School Policy

- Health, Safety and Welfare of Students

Key Principles:

- Be. Respectful to Self
- Be. Respectful to Others
- Be. Respectful to the Environment

What Following School Rules Looks Like (Student Voice):

- People treating each other in a Christ-like manner

- Students making the most of their time at St Mary's as a place of learning
- Everybody feeling safe and enjoying their time at our school
- People always being respectful of our environment as a place for learning

Managing Behaviour:

In the Classroom (Level One)

- Positive learning behaviour is encouraged and promoted through the use of established expectations
- Restorative approach and support to maintain expectations occurs
- Consequences for not meeting expectations are established and understood
- Students are rewarded for exceeding expectations of behaviour
- Parents communicated to by teacher and incidents logged on etap
- Evidence of behaviour retracting (positive behaviour) also recorded in etap

Across Teams (Level Two)

- Team leaders support teachers and students to re-establish positive learning behaviour when an incident deemed minor has been repeated inside the classroom or occurred outside the classroom
- Solutions focused restoration of positive learning behaviour occurs
- Restorative approach applied and / or team based consequence occurs
- Parents are communicated to by team leader and incidents logged on etap

Across School (Level Three)

- Senior Leaders (DP's / DRS) support teachers to re-establish positive learning behaviour or where an incident deemed serious has occurred
- Solutions focused restoration of positive learning behaviour occurs that may include a restorative approach
- Senior Leader led consequence (e.g. re-think) and reparations made if required
- Parents are communicated to by senior leader and incidents logged on etap
- Further intervention and / or need for agency involvement is determined

By Principal (Level Four)

- Principal (DP in Principal's Absence) is informed of instances of intentional physical hurt, damage to property or repeated disrespect of expectations
- Principal led consequence occurs which may involve student being stood down from school.
- Parents are included in the process of restoring positive learning behaviour.
- Incident is logged on etap and MOE notified if required
- Further intervention and / or need for agency involvement is determined

By Board of Trustees (Level Five)

- Principal to inform Board Chair of any incident that may require student to be suspended or excluded from school.
- Decision is made to suspend or exclude student.
- Parents, MOE and Board of Trustees are notified of decision and MOE Procedures are applied.

In the Playground

- Where a student is not following the school rules and / or there is apparent danger to others or property, duty teacher is required to take one of the following actions depending on severity of the incident;
 - Monitor, reinforce and/or redirect students towards positive behaviour options during break times if deemed necessary.
 - In the advent of a minor incident, apply a restorative approach in order to redirect behaviour, continue to monitor all students concerned. Inform classroom teacher and team leader by email. Classroom teacher to enter incident on etap.
 - If incident is of a major nature, remove student from the playground (direct to school office) and inform a senior leader (DP's / DRS) of incident. Senior Leader led consequence occurs, parents and teacher are notified. Incident entered in etap by Senior Leader.
 - If incident involves willful damage to property and / or intentional physical hurt refer directly to Principal (DP in Principal's absence). Parents and teacher are notified, appropriate intervention and / or consequence applied. Incident entered in etap by Principal.
- Recording of incidents; Each duty teacher carries a notebook and records names or incidents as required. A member of SLT will review the notebooks at the end of each week.

Review of Actions and Intervention:

- Were all steps in the appropriate procedure applied?
- Have all persons necessary been informed about the incident?
- Have positive learning behaviours been re-established?
- Have teacher, student and parent relationships been restored?
- Has the incident been recorded in etap?

Minor Behaviours

- Inappropriate language; low level inappropriate language or gestures (non malicious).
- Physical contact; non serious annoying physical contact (poking, proding).
- Defiance; failing to respond to instruction or request.
- Disruption; interruption, distraction of other people's learning.
- Property misuse; a lack of respect shown for property and equipment.
- Late/tardiness; being for school or late to class after break times, or failure to complete work.
- Dress; wearing of non uniform items or wearing of uniform incorrectly.
- Electronic violation; having inappropriate electronic device at school.
- Other; minor behaviour that do not threaten people or property.

to be clarified using teacher and student voice

Major Behaviours

- Abusive language; swearing, name calling or use of words in a malicious inappropriate way.
- Fighting / physical; engaging in aggressive physical contact causing injury or harm.
- Overt Defiance; refusal to follow directions, talking back, delivering socially rude interactions or gestures.
- Harassment / Bullying; disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

- Lying/Cheating; dishonest messages, denial of actions.
- Theft; stealing the property of another person.
- Other; bringing inappropriate substance to school or stealing i.e. student engages in problem behaviour that threatens people or property.

Where a child needs to be removed from a class as a result of a major behaviour, a message should be sent to the office either by student or by neighbouring teacher. A teacher should always remain present when being faced with an incident.

The Restorative Approach

Restorative Justice seeks to heal and put right the wrongs. The application of a restorative approach means the student will explore the behaviour, what he/she was thinking of when this behaviour occurred, how this action has harmed others, how this behaviour has harmed others eg teacher, students, parents, school.

When Restorative Principles are used in the classroom and playground this reduces the need for senior and middle leaders to act in a disciplinary way. Peer Mediation supports the Restorative Approach and uses the same principles.

Bullying

Bullying is a form of harassment, and usually refers to intimidatory behaviour between school students, but may involve staff. It is deliberate, hurtful behaviour that is often repeated, or continues over a period of time. It is difficult for those being bullied to defend themselves.

All members of the school, including students themselves, have a responsibility to recognise bullying and to take action when they are aware of it happening. Students should be encouraged to tell about bullying to a contact person/staff member.

Student bullying is dealt with through the school's behaviour plan. (St Mary's School Doc's).