



St Joseph's School, Waroona

Behaviour Management Guidelines

1. Purpose

Creating a safe and supportive environment where the rights of all members of the St Joseph's community are respected underpins the vision of our school. The development of appropriate and acceptable behaviour is the responsibility of students, staff and parents.

Sources of Authority	
CECWA Policy	Catholic Education Commission Western Australia Community Policy – Effective 22 February 2021
Executive Directive	<i>Executive Directive – Student Safety, Wellbeing and Behaviour</i>

2. Scope

These guidelines cover all students, staff, parents and visitors of St Joseph's School, Waroona.

3. Rationale:

Creating a safe and supportive environment where the rights of all members of the St Joseph's community are respected underpins the vision of our school. The development of appropriate and acceptable behaviour is the responsibility of students, staff and parents.

Learning appropriate behaviour is part of your child's social development. Our staff aims to help students to be responsible for their own behaviour and to develop an understanding of what is appropriate in different situations. At St Joseph's School, we believe that every student has a right to feel safe; therefore, bullying will not be tolerated.

Open communication is encouraged between staff and parents to ensure consistent behaviour expectations are met at home and the school. Behaviour expectations of the students will always be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way. Students will be encouraged to settle their differences in a peaceful manner, and staff will focus on modelling positive behaviour, providing praise and encouragement where appropriate. Wherever possible, problems will be prevented before they arise, and a focus will be on student engagement.

Mission:

St Joseph's School, as an integral part of the Waroona Catholic Community, is inspired by Christ's teachings. We endeavour to nurture all children to grow as confident, independent, life-long learners, enabling them to contribute to society with dignity, respect and a spirit of service.

Positive Recognition:

- Readily available.
- Appropriate to the environment and shared focus on Make Jesus Real philosophy at St Joseph's School Waroona.
- Easy to deliver.
- Shared responsibility by all staff, including Class & Specialist Teachers, Education Assistants and Leadership Team is powerful and affirming to the students.

Whole school events, we will discuss and reinforce positive behaviour support plan expectations. We will also recognise excellence across all settings in relation to the core values of Respect, Service and Safety.

Zones of Regulation:

The Zones of Regulation is a whole school adopted program used to assist students in moving towards being *confident, independent, life-long learners* contributing to society. The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete-coloured zones.

The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation.

Recognition and Rewards

MJR

To reinforce positive behaviours as part of our Positive Behaviour Support Plan students can earn 'MJR' Gotcha/Slips/tokens for demonstrating positive behaviours that align with MJR (Making Jesus Real) focus within the school grounds. The slips will be awarded at times when students are: **Welcoming, Encouraging, Saying Sorry and Saying Thank You.** Student leaders assist with these slips.

House Points:

House Point system, whereby children are given a House Token for positive behaviour. When a child is awarded a House Token, the details are to put it into SEQTA for their House. The student leaders will collect and tally these tokens regularly and provide updates at Friday morning assemblies on a fortnightly basis. At the end of each term, the House Shield and a reward are given to the House that has earned the most tokens.

Rewards:

Students that regularly display and maintain excellent behaviour will also benefit from school-wide rewards day.

School-Wide Positive Behaviour Expectations

	Respect	Service	Safety
Covered Spaces	Look after equipment. Listen to others. Open the door for others. Use an inside voice. Use kind language. Use your manners. Join in.	Take turns. Help others. Share with others.	Walk at all times. Be considerate of personal space. Help to pack away. Use equipment appropriately.
Play Spaces	Use all equipment with care. Be gentle with the plants. Take turns. Place rubbish in the bin. Help to pack away all equipment. Line up at the end of playtime.	Ask children on the Buddy Bench if they want to play. Include others in play if they ask. Use your words, not your hands. Help a friend in need.	Use all equipment safely. If it is broken let staff know. Slip Slop Slap – Sunsmart. Play safely . Follow the game rules. Play in the year group's area.
Walkways	Stay on the path. Be aware of others. Remove your rubbish.	Move around the school grounds quietly. Greet people as you pass them. Help those in need.	Walk at all times. Look where you are going. Stay with your parents before and after school. Stay in designated areas during recess and lunch.
Toilets	Use, wipe, flush, wash, dry and leave. Wait your turn. Use an inside voice .	Be aware of others' right to privacy.	Keep it clean. Be Waterwise. Keep the floor dry. One person at a time in a toilet cubicle.

Rights and Responsibilities:

Every member of St Joseph’s has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. We have developed statements of rights and responsibilities for all members of our school community.

Students:

Rights	Responsibilities
<ul style="list-style-type: none"> • To learn without disruption. • To feel safe and secure. • To openly communicate any issues or concerns and be heard by teachers and parent. • To be treated with respect, honesty and courtesy. 	<ul style="list-style-type: none"> • Follow the Student Code of Conduct. • Treat other students in a friendly and respectful way by including others, playing fairly, avoiding rough play and not using 'put-downs.' • Treat all staff, parents, guests and members of our community with respect. • Support the teacher by listening, helping, cooperating and behaving responsibly. • Treat the environment with respect, and keep the classrooms and outdoor areas clean and tidy. • Be supportive of positive peer behaviours and report inappropriate behaviour to a teacher.

Parents and Guardians:

Rights	Responsibilities
<ul style="list-style-type: none"> • To know your child is safe and protected. • To know your child is treated in an equitable and fair way. • To know that inappropriate behaviour is dealt with in a consistent and appropriate manner. • To be able to approach appropriate staff without prejudice if concerned about any situation. 	<ul style="list-style-type: none"> • Follow the school code of Conduct. • Understand, accept and respect the behaviour management policy. • Model appropriate behaviour on school grounds, and at all school occasions and events. • To not become personally involved in issues that do not directly impact on your child. • Take an active interest in your child's educational progress. • Support the school in maintaining a safe and respectful learning environment for all students • Contact the class teacher first, to communicate any concerns, questions or seek clarification. • Regularly communicate any information that may affect your child's behaviour or performance at the school. • Respect the privacy of all students and families, especially when participating as a parent helper.

Staff:

Rights	Responsibilities
<ul style="list-style-type: none"> • To be able to teach without disruption. • To be able to work in a safe and supportive environment. • To be treated with respect, courtesy and honesty. • To be supported by the whole school community. 	<ul style="list-style-type: none"> • Support the school’s vision, policies and procedures. • Treat all students, parents and other staff with respect, courtesy and honesty. • Actively reward and encourage positive student behaviours. • Class and specialist staff actively use a rewards-based classroom behaviour program. • Teach and support the use of Zones of Regulations for all students. • Be well organised, and provide relevant and challenging educational programs. • Share responsibility for making sure the school environment is safe, clean and tidy. • Communicate effectively and respectfully with other staff, students and parents. • Deal effectively with students whose behaviour disrupts the learning of others.

Principal and Assistant Principal:

Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect, courtesy and honesty. • To be able to work in a safe and supportive environment. • To be supported by staff in the implementation of the behaviour management policy. • To be supported by the whole school community. 	<ul style="list-style-type: none"> • Develop and implement the behaviour management framework within the school. • Promote the framework through communication and on the school website. • Be aware of the legislative requirements relating to bullying and harassment (refer to CECWA policy ‘Harassment in Schools’). • Ensure that all students, staff and school community members are familiar with the school policies. • Support staff in the investigation and resolution of all incidents and allegations of bullying and behavioural issues. • Ensuring that the school plans to counter behaviour management are monitored; including documentation, intervention, follow up, initiating reviews of approaches at regular intervals.

Levels of Behaviour:

The table below outlines the various levels of violation of the Schools Behaviour. It is a guideline and recommends the appropriate actions that should be taken by the staff. The behaviours indicated below are by no means an exhaustive list. Students on individual behaviour support plans (IBSP) will be managed in accordance with their individual plan.

Level	Type	Recording Method	Examples of Behaviour <i>Including but not limited to...</i>	Consequences	Action to be Taken
Level One	Minor Violation	SEQTA: Pastoral Care Note_ Behaviour_ Subcategory (teacher to select most appropriate subcategory)	Unnecessary/disruptive noise-making Calling out Name-calling Talking while others are talking Inappropriate behaviour in any area Running inside Swinging on chairs Running on walkways and through Nature Playground. (Walk with duty teacher) Breaching playground expectations	In-class behaviour plan with elements of cautious and 'Takes 5.' Pauses for toggle time Second time 'Reflection Sheet' (to be completed at next break or sent home) Teacher to speak to the child the following morning in regard to the Reflection Sheet that was sent home	Duty/Specialist Teacher to inform class teacher, particularly those that are indicative of patterns in behaviour Parents/Carers notified upon distribution • /completion of Reflection Sheet via SEQTA template Reflection Sheet to be uploaded to SEQTA once returned signed by Parents/Carers (Completed Reflection Sheet to be scanned before sending home. Parent/Carer Signed Reflection Sheet to be uploaded to SEQTA)
Level Two	Moderate Violation	SEQTA: Pastoral Care Note_ Behaviour_ Subcategory (teacher to select most appropriate subcategory)	Inappropriate language or gestures Hurting/injuring others Not following Teacher directions Lying, Cheating Taking things from others/stealing Disrespecting School property/equipment A negative response to teacher direction Repeated Level One violations	Reflection Sheet to be completed in Office. Individual Behaviour Management Plan to be developed by Class Teacher in consultation with the Leadership Team at the discretion of the Class Teacher	Class/Specialist/Duty Teacher to record in SEQTA and notify the class teacher Parents/Carers to be notified by phone by Specialist Teacher or Class Teacher Recorded on SEQTA Reflection Sheet to be uploaded to SEQTA once returned signed by parents/carers. (Completed Reflection Sheet to be scanned before sending home. Parent/Carer Signed Reflection Sheet to be uploaded to SEQTA)

Note: If ongoing/repetitive behaviours, SEQTA notes are to be brought to the attention of the Leadership Team and an appropriate response/action discussed & enacted.

Opportunities for the student to participate in "Rewards days" or offsite activities, such as camps or excursions may be removed for level two or above behaviour.

Level	Type	Recording Method	Examples of Behaviour <i>Including but not limited to...</i>	Consequences	Action to be Taken
Level Three	Serious Violation	SEQTA: Pastoral Care Note_Behaviour_Subcategory (teacher to select the most appropriate subcategory) Involvement of the Leadership Team	Hitting/punching Swearing Discrimination of any person in relation to, but not limited to, physical appearance, cultural background or special needs Hurting/injuring others with the intent Inappropriate physical contact Bullying , which is an ongoing or repeated misuse of power in relationships, with the intention to cause deliberate (on purpose) psychological or physical harm). Non-compliance with teacher directions. Repeated level Two violations. Destruction or vandalism of school equipment. Breach of ITC agreement. Using a mobile phone or personal electronic device during school time.	At the discretion of the Leadership Team a Behaviour Contract may be created (in relation to behaviour violation/s) in collaboration with Parents/Carers and Leadership Team	Leadership Team to be notified and consequence at the discretion of the Principal or Leadership Team to notify parents/carers and follow up within one week

Note: At the discretion of the Principal, Assistant Principal and Teacher, in the case of a student who consistently reaches Level 3, the Class Teacher will work collaboratively with parents, Assistant Principal and School Psychologist to develop an Individual Behaviour Management Plan to assist the child and monitor behaviour both at home and at school.

Note: In the case of severe misbehaviour (including, but not limited to physical aggression, swearing or property damage), Levels 1-2 will be bypassed.

Level Four	Major or Illegal Violation	SEQTA: Pastoral Care Note_Behaviour_Subcategory (teacher to select most appropriate subcategory) Involvement of Leadership Team	Drug use or possession (real or otherwise) Possession of or use of weapon Arson Bomb Threat Assaults or threats Extreme property damage/vandalism Cyberbullying Repeated Level Three violations	<i>Any Behaviour requiring CEWA/Police intervention - decisions are made in consultation with the Principal and the Executive Director of CEWA</i>	Leadership Team to be notified and consequence at the discretion of the Principal <i>(Refer to CEWA Exclusion of Students for Disciplinary Reasons Policy)</i> Principal to report to WA Police as appropriate Principal to complete Critically Incident Report as appropriate
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Suspension or Exclusion:

In extreme circumstances, the Principal may decide to suspend or terminate a student's enrolment. This decision will be guided by the Catholic Education Western Australia Limited Policy Statement: "Exclusion of Students for Disciplinary Reasons". A copy of this policy is available via the CEWA website and our school website.

Authorised by	Michael O'Dwyer Principal	Signature:	<i>Michael O'Dwyer</i>
		Date:	25/08/2021
Effective Date:	25/08/2021	Next Review:	25/08/2024