



St Anthony's School

**Building Respectful Relationships:
Behaviour Education and student
support Policy**

(Previously: Personal Responsibility and Behaviour Management Policy)

Written: 2018

Review Date: 2021

Vision Statement

Growing in Faith Building Knowledge Working for Justice

Mission Statement

St Anthony's Catholic School is a community of learners who through inquiring minds and reflective hearts celebrate and nurture a love of God, each other and creation to become the good news for the world.

In this mission we are guided by Catholic Social Teaching Principles.

PURPOSE OF THIS POLICY

St Anthony's School exists for the education and care of children from within the Catholic Community, and, we accept children of all denominations and faiths. We trust that parents requesting a position at St Anthony's School know and understand that we are a welcoming community with a declared option for the disadvantaged and those in need.

This policy supports the growth of each student, their dignity, uniqueness and their relationship with others. It focuses on the student actively taking responsibility for and managing their own behaviour and also, how they interact with others.

The development of social and emotional competencies contributes to the lifelong learning of all students in preparation for being active participants for the world God desires.

This policy is designed to support and assist families, informing them of the procedures expected of all in our community. The dignity of the human person is fundamental to Catholic teaching and our school must be a place where everyone feels valued and secure. This clear information outlines our school's expectations and parent's commitment to supporting this policy. By enrolling a child at our school, parents agree to support our school's policies and procedures.

GUIDING PRINCIPLES

We undertake behaviours based on Christian beliefs and understandings.

The development of social and emotional competencies has a positive influence on learning, thus an environment that is safe and conducive to learning is fostered.

We believe everyone needs to take ownership of their behaviour and recognise that all behaviour has consequences.

The values of justice and reconciliation determine the consequences of the behaviour.

Opportunities for learning new behaviours help address the underlying needs of the student.

We respond to behaviour related issues at the earliest opportunity and with regard to the uniqueness of each situation, the stage of development of those involved, the opportunities for continued growth in personal and social responsibility and with an understanding of the cultural and special needs of all members of the community.

UNDERSTANDING HUMAN BEHAVIOUR

When children understand human awareness and an ability to understand and manage their own behaviour they are capable of taking responsibility for themselves and contributing positively to the world.

In partnership with families and the community, schools have a critical role in developing students' sense of optimism. As well as developing their capacity to contribute to their personal wellbeing and shape a positive future for their local and the global community.

Education that focuses on social and emotional learning promotes students' capacity for personal responsibility and positive relationships. The skills include the ability to:

- Recognise and manage emotions
- Respect and care for self and others
- Develop positive relationships
- Make good decisions
- Behave responsibly and ethically

At school children develop personal responsibilities when there is a whole school approach. This underpinned by our Christian values and school values supports children in developing their personal responsibility.

Each person in our school needs to take responsibility for creating and supporting the learning environment. Students need to take responsibility for their own choices, respect and support the rights of others and accept consequences for their choices. Staff need to take responsibility to create a safe, caring and supportive learning environment, to be role models, to support students to develop personal skills and to support school policies and practices. Parents need to take responsibility and accept that they are role models for their children, to encourage their children to make good choices and to support the school in its policies and practices.

WHOLE SCHOOL APPROACH

We are committed to providing a safe happy and supportive environment for all that work and learn in our school community. To support the growth of student's spiritual, social and emotional, development a whole school approach integrates curriculum, environment, structures, policies and practices. Review, reflection and recreating are important aspect of this work.

INCLUSION FOR ALL

All children will be treated with respect and dignity. Each child's uniqueness is taken into consideration in dealing with situations of poor personal behaviour choice. In partnership with parents, and discussion with the classroom teacher and the Inclusion Coordinator a plan to teach the appropriate behaviour/action will be devised and put into action.

In order to provide a fair and safe learning environment for all children enrolled at our school all children are expected to behave in a safe and friendly manner. Children who are unable to understand

the implication of their actions may be treated in a different manner at times yet will still incur the same consequence where appropriate. Children who use inappropriate language and physically hurt others may be removed from the class or yard and suspended (internally/externally) if appropriate.

EXTREME BEHAVIOURS

All children who exhibit extreme behaviours, such as inappropriate, socially unacceptable language and or violent physical behaviours that include throwing, damaging property socially unacceptable physical actions towards others will be dealt with accordingly. Families will be asked to collect their child from school in order to provide respite for their child and our school community. In extreme cases children may need to be physically restrained to protect themselves or others. If deemed necessary the school will call for emergency support.

Screaming violently at others, making physical gestures to intimidate others will not be tolerated at our school. Families will be provided with support to access outside services.

CONSEQUENCES

Having clear expectations for our children is very important and we do this, through policy development, professional learning for staff and this is communicated with families in many different ways. Our values; Learn, Love, Listen, Laugh, Lead are the underlying principles for our expectations. Consequences for negative, unsafe, disruptive and disrespectful relationships and behaviours will be considered in three ways:

Safety – Duty of Care: Is everyone safe in this situation? How unsafe was the behaviour? What are the legal requirements that need to be followed?

Learning: What does the child need to learn to make a good decisions/better choice next time? What do we want the student to learn?

Pastoral Care: What do we know about the child? Do they require additional support?

Examples of behaviours and consequences

Behaviour	Examples	Procedure guidelines/consequences
Low Level	Low risk behaviours which may compromise the safety, learning and relationships with self, others and the environment. For example, unfair play, calling out in class, littering, running around corners.	Student is spoken with about their choice and future action. A logical consequence will apply. For example, sitting out, picking up papers. The following strategies may be used: Reminders, appropriate choices, A/B choices positive reinforcements, congratulations on good choices.
Medium Level	Significant behaviours which potentially put at risk safety, learning, relationships with self, others and the environment.	Immediate respite/restorative conversation Investigation of incident

	<p>For example; teasing, play fighting, swearing, disobeying staff, kicking chairs, slamming doors, low grad deliberate damage of property.</p>	<p>Student is spoken with about their choice and future action Follow up occurs – eg. restoring relationship Time out on the bench The following strategies may be used:</p> <ul style="list-style-type: none"> • Conversations and discussion around the effects of the behaviour • Different options are worked through • Relationship building activities • Teacher talks with parents <p>If continuous poor choices are made, parents and the Principal/APRIM will be notified A Positive Behaviour Support Plan may be implemented</p>
<p>High Level</p>	<p>Behaviours which are extreme and put at risk the personal safety or emotional wellbeing of the individual, others or the environment.</p> <p>For example physical and aggressive behaviour, explicit offensive language, bullying cyber bullying, sexual/racial harassment, verbal abuse, deliberate destruction or damage of property, theft, inappropriate social behaviours, deliberate and continued non-compliance/defiance.</p>	<p>Immediate time out – student is removed from the class or yard Principal/APRIM notified Parents notified Investigation of incident begins Possible outcomes: Positive Behaviour Support Plan Class/yard suspension School suspension – a re-entry meeting will be scheduled</p>

RESPONSIBILITIES

All members of the school community have a responsibility to support the behaviour related practices and their successful implementation.

RESPONSIBILITY OF THE PRINCIPAL

- To maintain, review and develop appropriate policies and practices in consultation with staff.
- To ensure that pastoral care is extended to all members of the school community.
- To implement ongoing professional learning for staff in behaviour education, learning and wellbeing and encourage opportunities for parent education and information.
- To demonstrate consistency and fairness in implementing behaviour related policy and practices.

- To work with staff to ensure students are aware of the Personal Responsibility Procedures.

RESPONSIBILITY OF STAFF

- To follow school policies and procedures and teach agreed programs eg. Play is the Way
- To be integral in providing a safe and supportive learning environment for all students and colleagues.
- To demonstrate consistency and fairness in implementing behaviour related policy and practices.
- To maintain, develop and continually reflect on their practice and skill development.
- To be proactive in their own professional learning and goal setting.
- To ensure students are aware of the Building Respectful Relationships: Behaviour Education and Student Support policy and procedures.

RESPONSIBILITY OF STUDENTS

- To actively contribute to a safe and supportive learning environment for all students and staff.
- To take personal responsibility for their learning and behaviour.
- To actively use and be aware of the Behaviour & Personal Responsibility Flow Chart Guidelines

RESPONSIBILITY OF PARENTS

- To support the school's Personal Responsibility Policy and Procedures and work with the school staff on related matters.
- To support staff in maintaining a safe and supportive learning environment for all students.
- To support their child in taking personal responsibility for their learning and behaviour.

CONCLUSION

We trust that the rigor of our policy and procedures provides a safe and secure school site for our community. In building a strong relationship with all in our community we take many factors into consideration, out of respect, at times it may not be possible to share all details with the community. We are guided by Catholic School teaching principles and at all times aim to respect the dignity of all people.

By enrolling a child at our school parents agree to support our school's policies and procedures. In the case of this policy it is expected that in order to maintain an enrolment, parents work with the school to develop their child's skills in belonging to a community.