Behaviour Management Plan

Our Motto: Seek the Truth

Vision Statement: St Denis Catholic School Community seeks to foster an environment which integrates love, truth and learning where each individual strives to become a model of Christian living and is nurtured towards his/her full potential.

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.

St Denis School endeavours to create a positive culture where appropriate behaviour is expected, and all members of the St Denis community are respected. Our children have the right to learn and to be taught in a safe, secure and supportive environment. Collectively, we all share the responsibility to foster, promote and restore relationships.

We have drawn upon Making Jesus Real philosophy, Friendology, Magic 1-2-3 and the school Code of Conduct as practical and valuable resources that provide individual, group, family and school community level actions.

Roles & Responsibilities

Our Students Have The Responsibility To:

- Treat others with respect, empathy and tolerance
- Be prepared for the day's learning
- Ensure that their behaviour is not disruptive to the learning of others
- Ensure that they are punctual, polite and display a positive manner
- Abide by the school rules and accept benefits and consequences
- Ensure that the school environment is kept neat, tidy and secure
- Do not bully either physically or verbally

Our Parents Have The Responsibility To:

- Provide information about their child or circumstances, that may impact on learning to the school
- Ensure that their child attends school, wears correct uniform and is punctual
- Support the school in the management of students
- Treat the school staff with respect, courtesy, honesty and respect their professional knowledge
- Maintain confidentiality

The Principal Has The Responsibility To:

- Ensure the consistency in the implementation and maintenance of the behaviour management plan
- Support the classroom management plan of teachers with a focus on providing positive input and celebrating success
- Support teachers with the development of skills to provide classroom environments which promote effective student learning
- Refer enquiries regards individual students to class teachers
- Facilitate case conferences if required
- Manage procedures for serious and very serious misdemeanours

Our Staff Have The Responsibility To:

- Provide an inclusive, safe and stimulating learning environment conducive to effective learning
- Model respectful, courteous and honest behaviour
- Establish positive relationships with students
- Ensure good organisation and planning
- Consistently implement school plan
- Negotiate and display classroom rules
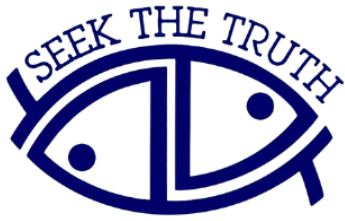
Definition of Bullying

Bullying is the ongoing, intended, negative or harmful actions that one or more individuals do towards another individual. Those affected feel pain or distress and there is often an imbalance of power. Bullying can involve humiliation, domination, intimidation, victimisation and all forms or harassment including that based on sex, race, disability, and/or sexual orientation. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Verbal: name-calling, sarcasm, spreading rumours, teasing

Sexual: unwanted physical contact or sexually abusive comment

Cyber: misuse, mobile threats by messaging or texts, misuse of a camera or video facilities.

What bullying is not:

Many inappropriate behaviours are not examples of bullying, even though they are unpleasant. Young people are still learning and practising social skills. Everyone has the capacity to change their behaviour but being given a label can stick and make these changes much harder. Examples of this include single episode mutual disagreements or acts of random aggression or intimidation.

There are also some behaviours, which, although they might be unpleasant, or distressing are not bullying:

mutual conflict   which involves a disagreement, but not an imbalance of power.
                        Unresolved mutual conflict can develop into bullying if one of the parties targets the
                        other repeatedly in retaliation.

single-episode   acts of nastiness or physical aggression, or aggression directed towards many
                        different people, is not bullying

social rejection   or dislike is not bullying unless it involves deliberate and repeated attempts to cause
                        distress, exclude or create dislike by others.

Bullying is a form of **harassment**, which is defined as "unwelcome and unwanted conduct that discriminates against, humiliates, offends or intimidates another person, including bullying, belittling, threatening, victimising and abusive behaviour, and which is based on any of the discrimination factors including gender, race, disability and age" (CECWA- Harassment, Unlawful Discrimination, Victimisation and Bullying (Staff) Plan).
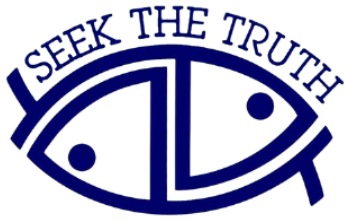
Student Behaviour Framework

Positive Classroom Environment	
Positive classroom environment. Everyone has the right to learn.	Every teacher will create a positive classroom environment where children are given the opportunity to be connected and engaged in all learning. Class expectations are agreed upon and displayed at the commencement of the year to provide clarity of behavioural expectations.
Stage 1 – Responsibility of the Teacher	
Low level disruption and breaches of School Expectations. **These may include:** • Class – disrupting others, task avoidance. • Playground – littering, being unsafe.	In class behaviour management system implemented. Playground behaviour strategies implemented: • 5-minute walk and talk teacher and/or 5-minute sitting on bench.
Stage 2 – Responsibility of the Teacher	
Moderate level disruption and breaches of School Expectations – No Positive response to Stage 1. **These may include:** • Class – rude behaviour, repeated occurrences, low level defiance. • Playground – ongoing rough play • Dishonesty / stealing • Inappropriate language	One on one teacher / child discussion. **Action:** Take-a-break in another classroom (Maximum 10 minutes). **Communication:** • Recorded on SEQTA by teacher.
Stage 3 – Responsibility of the Assistant Principal	
Serious disruption and breaches of School Expectations – No Positive response and/or escalation of Stage 2 behaviours. **These may include:** • Class – Serious disruption and disrespect, intentional and ongoing aggressive physical and verbal behaviour towards others. • Serious ongoing defiance. • Serious or ongoing misuse of equipment and technology. • Playground – deliberate and intentional aggressive behaviour.	Withdrawn to Assistant Principal Office. **Actions:** • Discussion with a member of Leadership Team. • Principal informed. • Consequence determined by Leadership Team. **Communication:** • Parent Meeting • Assistant Principal to enter information on SEQTA. Introduce Individual Behaviour Management Plan – determined by the Pastoral Care Committee and the Classroom Teacher.
Stage 4 – Responsibility of the Principal	
Most serious disruption and breaches of School Expectations – No Positive response and/or escalation of Stage 3 behaviours. **These may include:** • Extreme disruption and disrespect, intentional and ongoing aggressive physical and verbal behaviour towards others.	**Action:** • Immediate withdrawal to Office. • Parents contacted – child collected from school • Internal/External Suspension • Parent meeting with Principal / Re-entry meeting **Communication:** • Principal to enter all information on SEQTA *Discussion regarding enrolment with Principal and CEWA*