



St Michael's Student Behaviour Policy

Rationale

At school everyone should be treated respectfully, every person needs to feel safe and secure and students need an environment that supports their learning, personal growth and positive self-esteem.

Purpose

To establish what is expected with regard to student behaviour, and to state how the school will respond to student misbehaviour.

To ensure that our school is a place where:-

- Everyone feels safe, positive and cared for.
- Positive relationships between teachers, students and parents/caregivers are fostered
- Rights and responsibilities are known, respected and protected
- Self-discipline and a capacity to accept responsibility for one's own action is nurtured
- There is always clear expectations for student behaviour and how the school responds to student misbehaviour
- Co-operative and restorative approaches to resolving conflict are encouraged.

Implementation

Expectations

The School sets the following expectations that underpin student behaviour in the classroom, playground, incursions/excursions/camps and all school activities:-

Expectations of Students

- Be friendly and polite, and protect the safety and well-being of self and others
- Learn and allow others to learn
- Look after one's own belongings, other's belongings and school resources
- Follow the directions of staff
- Play safely
- Wear the school uniform
- Care for and respect the school environment
- Keep hands and feet to oneself unless in friendship

Classroom Expectations

Each teacher is to establish with his or her class age-appropriate understandings and expectations of the learning environment that is to be established and maintained. The 'Expectations of Students' stated above is to be used as the guide to the scope of the classroom rules. While there is to be an emphasis on positive behaviours, from time to time there will be a need to clearly articulate what constitutes inappropriate behaviour.

Roles

- All staff members are to apply this policy consistently and fairly, and are expected to give unqualified support to their colleagues with regard to all matters concerning this policy.
- School leaders however have a particular responsibility to offer all staff (including casual staff) broad and deep support in acting on the policy. Essential elements of this support structure are:-
 - An effective Student Wellbeing Team

- An approach to working with staff that encourages and assists each staff member to improve their classroom management and instructional skills
- Assisting staff to develop, implement and monitor behaviour and learning plans for individual students
- Actively supporting a partnership between parents/caregivers, students and staff

Responding to Student Misbehaviour

The school's emphasis is on responding to student behaviour in positive and encouraging ways. On those occasions where students make poor choices with their behaviour, staff will assist them to learn from the incident so that a similar mistake might not be repeated. At all times the dignity of the students involved will be maintained and the relationship between the parties restored – (student/student, staff/student).

The school aims to have a Restorative Approach to all matters. A Restorative Approach simply recognizes that punishment alone will not cause behaviour to change and the student will not learn from the situation. The restorative approach does not rule out punishment/sanctions/consequences. It simply looks at the problem from a different perspective. Its focus is on the harm that has been done, & how it can be repaired. There are several methods that can be used individually, one /two students, group or whole class.

The three key principles of Restorative Practice are:

- Those who have done harm face up to those who have been harmed
- Those who have been harmed have a say in how that harm is repaired
- To enable those who have done harm to make amends & ultimately to be reintegrated into the school community

Restorative Practices:-

- Promote the importance of building relationships between individuals after an incident /misdemeanor
- Builds links between relationships(student/teacher) & educational outcomes
- Encourages school connectedness for students
- Promotes repairs relationships
- Replaces punitive approach in managing misdemeanors
- Allows for appropriate sanctions / consequences to occur
- Teach conflict resolution & other problem solving skills
- Involve classroom management practices that are less punitive & more democratic & supportive
- Encourage students to learn from their mistakes, reconcile & resolve problems with others.
- Allows students to reflect on the impact of their behavior on others

Where students need greater support staff are to work in partnership with the parents and are to put in place appropriate, student-specific strategies to assist the student in his/her attempts to improve the behaviour. The Student Wellbeing Team is an essential resource for staff and will assist and support staff in these processes.

Responding to Serious Misbehaviour

Corporal Punishment

Under no circumstances is corporal punishment to be administered or tolerated. Any physical intimidation or handling of a child by staff members is unacceptable.

Restraint of Students

With regard to the restraint of students, the school will comply with Regulation 15 of the Education and Training Reform Regulations 2007 which states: "A member of the staff of a

Government school may take any **reasonable** action that is **immediately** required to **restrain** a student of the school from acts or behaviour dangerous to the member of staff, the student or any other person.”

The regulation authorises ‘reasonable’ action which is ‘immediately’ required to ‘restrain’ a student. In less serious cases, the reasonable action would involve a warning or instruction to the student not to proceed. In more serious cases where a person faces an imminent threat of injury due to the student, the reasonable action could involve the physical restraint of the student.

The object of the restraint is to avert the danger to some person. It should therefore be measured (i.e. reasonable in the circumstances) and removed once the danger has passed.

Serious misbehaviour must be reported to the Principal or Deputy Principal immediately.

Behaviours that constitute serious misbehaviour include, but are not limited to the following:

- Direct verbal or physical abuse
- Bullying
- Deliberate physical damage to property
- Non-compliance or refusal to follow a direct instruction by a member of staff
- Repeated disruption to student learning and the classroom

Actions

- The incident is reported to parents/guardians by phone or in writing via a letter and the parent is required to acknowledge receipt of the letter
- A conference involving parents, student, relevant staff and Principal/Deputy Principal will take place. The aim of the conference is to restore the relationship between all parties and determine the best method of assisting the student to adhering to our Behaviour management policy
- The child will be counseled as needed
- Time-off the playground and/or time-out of the classroom will be implemented. The length of time will be taken into consideration along with all relevant needs and safety issues
- Further serious misbehaviour will require a further conference with parents, followed by one of the following:
 - Contractual Arrangement: This is an agreement reached between the school, the student and the student’s parents stating the conditions under which the student’s enrolment in the school will depend.
 - Suspension: Should this be necessary it would occur in accordance with the Policy of the Catholic Education Commission of Victoria. Details of which can be obtained from the Principal.
 - Negotiated Transfer: If the student’s behaviour was such that this stage was reached, it would be evident that the present school setting was inappropriate for the needs of the student and enrolment in a more appropriate setting would be sought.

Note: For any of these behaviour issues, support for students and staff may be sought from the Catholic Education Office or outside support agencies.

Evaluation

This policy will be reviewed as part of the school’s five-year review cycle or as required.

Review

This policy was last reviewed in 2015

