

St. Mary's Primary School is committed to the safety and welfare of all children, within a secure environment.
All children have a right to be treated with respect and to be protected from abuse and harm.



St. Mary's School Inglewood

Learning Today, Wisdom Tomorrow

Behaviour Management Policy

Identity Statement

St Mary's Catholic School, Inglewood, is a community of learners, inspiring all to be people of light, in the footsteps of the Presentation Sisters.

Vision Statements

- Model and teach the message of Jesus in our relationships with each other, our God and our world.
- Build and value collaborative partnerships with students, staff and parents, the Parish and wider community.
- Create a positive and stimulating environment in which each person can academically, spiritually, emotionally, physically and socially reach their full potential.
- To foster a love of learning in a safe and respectful environment.

Graduate Outcomes

At St. Mary's we endeavour to educate graduates to:

- To embrace the love of God and His presence in their daily lives.
- To be respectful and accepting of all.
- To be kind and compassionate community members.
- To develop and sustain positive, loving relationships.
- To be leaders of action, promoting peace and justice in the world.
- To develop a positive work ethic to achieve their aspirations and dreams for the future.
- To display perseverance when faced with challenges in life.
- To be able to work both independently and collaboratively.
- To be an innovative, responsible and inquisitive learner, inspired by a love of learning.
- To have a sound knowledge of literacy and numeracy skills.

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RATIONALE

All people have the right to be treated fairly and with kindness. It is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. We are all valued individuals and as such deserve fair treatment. Students are encouraged to be kind, caring, thoughtful people through discussion and appropriate modelling by the adults in the school community. It is our aim to provide a supportive school environment for all members of our school community. Such an environment can be defined as one that strives to provide for the personal and social needs and special characteristics of all our community members.

Parents are the first educators of their children and have the obligation and the right to ensure an adequate education for their children consistent with their rights and obligations and with their beliefs and values. Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Corporal punishment is not permitted at St. Mary's Primary School, Inglewood.

COMMITMENT TO CHILD SAFETY

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IMPLEMENTATION

At St. Mary's, we aim to establish a culture of positive behaviour to improve the social, emotional, behavioural and academic outcomes for all students. Our behaviour approaches are very supportive of our students, teachers and families within our school community. St. Mary's has a whole school approach to behaviour management, involving the following areas:

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CLASSROOM

At the beginning of each school year and on a regular basis throughout the year, the school will communicate the policy to parents and staff will discuss with students the rules for and consequences of behaviour both within the classroom and elsewhere in the school.

Students and teachers together discuss and identify appropriate classroom behaviours that will contribute to a safe, harmonious and productive teaching and learning environment

A set of basic rules agreed upon by classes will be written in a positive manner and displayed within classroom areas.

PLAYGROUND

General rules to be adhered to in the playground are:

- Respect the rights and needs of others
- Follow the directions of the duty teacher to maintain safety of self and others.
- Show respect for people and property
- Stay in the assigned playground areas
- Show care and concern for others by not fighting, swearing, teasing or bullying,

RESPONSES TO BEHAVIOUR - POSITIVE

It is important that students are recognised for displaying the behaviours that we encourage. This is achieved by:

- Non-verbal/verbal/written praise by teachers
- Classroom recognition by peers
- Positive parent/teacher communication
- Acknowledgement at school assemblies and/or school newsletters, postcards sent home, etc.

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RESPONSES TO BEHAVIOUR - NEGATIVE

Teachers and students work collaboratively to establish a possible range of logical consequences which will apply if a rule is not observed by a student. Where possible, Restorative Practises are used to follow up any behaviour issues. This process develops positive relationships

In the event that a behaviour consequence is required, any of the following appropriate consequences may be used:

- Reminder by teacher of appropriate behaviour
- Time out within the classroom
- Relocation for a short period of time
- Detention/Sitting out from play.
- Withdrawal time with a staff member – incidental - lunch/recess/short periods
- Consultation with parents
- Establishment of behaviour contract
- Internal suspension (Student is withdrawn from special activities and the classroom for a defined period. Time is spent under the supervision of the Principal or staff member. The student does not have recess or lunchtime at the same time as the remainder of the school.)

Parents must be kept informed of serious and/or re-occurring behaviour and adequate notes must be kept by the school.

<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> * learn in a purposeful and supportive environment * work and play in a safe, secure, friendly and clean environment * be treated with respect, courtesy, honesty * demonstrate and promote pride in their school. 	<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> * ensure their behaviour is not disruptive to the learning of others * ensure that the school environment is kept neat, tidy and secure * attend school and be punctual, polite, prepared * display a positive manner * behave in a way that protects the safety and well-being of others * treat others with respect and courtesy
<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> * teach in a safe, secure and clean environment * teach in a purposeful and supportive environment * receive co-operation and support from the school community in assisting to provide an appropriate education for all students * be treated with respect, courtesy and honesty 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> * be a positive role model * ensure that the school environment is kept neat, tidy and secure * establish positive relationships with students and the school community * provide clear and effective organisation, planning, implementation and reporting of student learning and progress to both students and parents * treat others with respect and courtesy

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Parents have the RIGHT to:

- * access a meaningful and appropriate education for their child
- * be heard in an appropriate forum on matters related to the rights of their child
- * expect an appropriate education
- * be informed of behaviour management policy and procedure
- * access to information about their child's education and progress (academically, behaviourally and socially)
- * be treated with respect, courtesy and honesty

Parents have the RESPONSIBILITY to:

- * ensure their child attends school and is punctual
- * support the school in providing a meaningful and adequate education for their child
- * ensure their child attends school prepared to engage in the learning process
- * be interested in and supportive of their child's schooling
- * use the appropriate forum to discuss issues related to their child's learning
- * treat others with respect and courtesy

RESTRICTIVE INTERVENTIONS

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the student or any other person. It is the school's responsibility to ensure that this is only used when certain conditions are met and that appropriate standards and procedures are followed. St. Mary's Primary School acknowledges that if a situation of this nature arises, policies and procedures will be followed, in conjunction with support from the Catholic Education Sandhurst. A register of these events will be recorded on our SIMON record system.

SECLUSION AND EXCLUSION

"Seclusion" means the confinement of a student alone in a room, an enclosure, or any other space from which the student is physically prevented from leaving.

"Exclusion" means the removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction including special education, related services, or support.

St. Mary's will manage seclusion and exclusion of students in consultation with Catholic Education Sandhurst through consistent communication as appropriate with parents and guardians. The Principal will maintain a register of these events on our SIMON record system.

Reviewed: October, 2020
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