



Behaviour Education Policy

Rationale:

At St. Peter Julian Eymard we believe that we all have the right to work and learn in a safe and affirming environment. Therefore, we will promote the values of our school Vision Statement and our shared School Agreements. The Behaviour Education Policy at St Peter Julian Eymard School is based on the principles of restorative practices. Our approach to behaviour education is based on the philosophy of 'Play is the Way' (Wilson McCaskill).
Corporal punishment is not permitted.

Aims:

At St. Peter Julian Eymard we aim to practise the following behaviours through our SPJE Rights and School Agreements:

SPJE SCHOOL RIGHTS

Everyone at SPJE has the **RIGHT** to...

- **Be emotionally and physically SAFE** at school
- **Be treated with RESPECT** and with consideration for their feelings, ideas and property
- **LEARN** and **TEACH** in a supportive environment

SPJE SCHOOL AGREEMENTS

1. Practise RESPECT

We will...

Not hurt other people's bodies or feelings

Take care of ourselves

Take care of property and the environment

Speak respectfully and politely and listen to others

2. Practise PARTICIPATION

We will...

Trust our teacher and give things a go even if we don't like those things or find them hard

Keep trying even when we make mistakes or fail

3. **Practise AWARENESS**

We will...

Know our feelings and take charge of them

Act safely and with consideration for others

Tell a teacher if we see or hear something that might be dangerous to others or ourselves

4. **Practise LISTENING**

We will...

Listen with quiet hands, feet and mouths

Look at the person speaking

Listen from start to finish

Listen to understand the other person

5. **Practise KINDNESS**

We will...

Use our words and actions to help people and not hurt them

Help people in difficulty

Be friendly to all people

Speak kindly about others

Look for the good in people

6. **Practise COURAGE**

We will...

Try our personal best at everything we do

Face our personal problems

Take responsibility for our own actions

Seek the truth and be honest

Implementation:

PLAYGROUND MANAGEMENT

In light of the School Agreements as identified above, the following actions are regarded as unacceptable at SPJE:

- Throwing an object that could endanger the safety of others.
- Aggressive behaviour.
- Playing outside of defined boundaries.
- Any other behaviour that a teacher deems to be not in accordance with the School's Agreements.
- Bullying behaviours will be dealt with in accordance with the school's Anti-Bullying Policy.

If a child refuses to follow teacher's instructions on the playground, the teacher will send a red card to the staffroom requesting support from a Leadership Team member.

Incidents involving unacceptable behaviour will be discussed with all parties involved before further action is determined.

Consequences may include:

- Time out in a suitable area on the playground (ie. seat at Kiss and Drive, Brick Wall on top playground, seat in Junior Playground, shelter shed) to be recorded in Yard-duty record sheet
- Mediation with time to reflect on behaviour and consider the impact on others
- Removal from the yard and parents contacted.
- Extended ban/removal (i.e. for a day/week at a time)
- Social skills program for individual
- Behaviour contracts

The consequence is to be determined primarily by the teacher involved (e.g. yard duty teacher or classroom teacher) and to be related appropriately to the severity of the misbehaviour. In some instances other people may need to be involved in the process (eg Principal, class teacher, parents, others).

CLASSROOM MANAGEMENT

Each classroom has on display:

School Vision Statement

A set of 'Play is the Way' posters including the 'Golden Rule'

School Agreements

At the beginning of the year each class will revisit each of the above areas as outlined in this policy

Consequences

When a child engages in inappropriate behaviour the following steps are implemented:

1. Looking and commenting on the positive behaviour of other class members.
2. Non-verbal warning concerning inappropriate behaviour.
3. Redirection of inappropriate behaviour.
4. Choice warning, "You now have a choice. You can stop that inappropriate behaviour or you can continue on and begin the time out steps."
5. Time out in the room.
6. Each session begins with a clean slate
7. Exit time out (10-20 minutes in a neighbouring class other than their own room.)
8. Goes to Deputy Principal/Office with work to be completed in isolation for the remainder of that bell period.

If a child refuses to follow teacher's instructions in the classroom, the teacher will contact the office for support. Please be aware that there are students with individual Behaviour Management Plans. Procedures for these students may be different from above.

The Deputy Principal and Wellbeing Leader will monitor the behaviour documentation each term to ascertain subsequent action, if there is a student who is found to be regularly behaving inappropriately.

A School Vision Award is given to two children per class per fortnight and these are

presented at School Assemblies and published in the newsletter.

Students may be placed on individual behaviour contracts. In extreme situations these contracts will incorporate a 'Behaviour Management Plan' and 'De-escalation Plan' These are devised in consultation with the classroom teacher and any of the following: Principal/Deputy Principal/Wellbeing Leader or Student Services Leader .

In-School Withdrawal, Out-of –School Suspension and /or expulsion, will be implemented in keeping with the CEM Policy 2.26 *Pastoral Care of Students in Catholic Schools*

References: Catholic Education Melbourne Policy 2.26 *Pastoral Care of Students in Catholic Schools*

Evaluation:

The Behaviour Education Policy will be evaluated within the review cycle. This process will be overseen by the Leadership Team and ratified by the staff.

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