


St John Vianney's Primary School Mulgrave	System Update: 01.12.2019	
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## St John Vianney's Mulgrave

### Positive Behaviour Management Policy

#### Rationale:

At St John Vianney's Primary School the Positive Behaviour Management Policy aims to assist students in their development towards becoming responsible members of society. As a Catholic school we strive to follow the Gospel values and to "Walk with Families in Faith and Knowledge". This policy reflects the belief that every student is sacred and encompassed in God's love and as such their inherent dignity must be preserved so that they may come into the fullness of life. (Horizons of Hope). At St John Vianney's Primary School, we endeavour to offer a safe and secure environment where students' emotional wellbeing is at the centre of all decision making. All members of the community are encouraged to build and maintain positive relationships. Our God-given gifts of free will and conscience call us to act and respond in the best possible way. The most effective behaviour management is a result of positive relationships between families, staff and students. All those in the community are called to work together to contribute positively towards the healthy wellbeing of others through agreed practices.

Student Behaviour Management policies and procedures at St John Vianney's seek to:

*"Protect the safety of the whole community, prevent destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good."*  
(CEOM Policy 2.26, Pastoral Care of Students in Catholic Schools)

**Under no circumstances** is corporal punishment to be used at St John Vianney's.

#### Goals:

- That a common understanding of positive behaviour exists within the community of St John Vianney's
- That positive relationships are promoted and nurtured within the St John Vianney's community
- That all members of the St John Vianney's community feel safe and secure in a supportive environment where a sense of belonging and well-being are strengthened and nurtured
- That all members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive, respectful relationships. (The Australian Student Wellbeing Framework)
- That there is a positive environment in which all members of the St John Vianney's community assume responsibility for their own behaviour
- That students develop an understanding of the St John Vianney's Code of Behaviour and are encouraged to adhere to it
- That the school environment promotes self-confidence, self-esteem, resilience and persistence in students
- That professional support is available for students
- That all staff have the opportunity to participate in ongoing professional learning

- That the school works in partnership with parents regarding student behaviour through open and honest conversations. We walk with families.

### **Implementation:**

#### **School Behaviour Code**

At St John Vianney's it is expected that each student and each staff member adheres to the SJV Behaviour Code:

At St John Vianney's we are a community where:

- *People feel safe*
- *Teachers can teach*
- *Students can learn*
- *We look after each other and our belongings*
- *We do our best*

The Code of Behaviour is displayed in all classrooms and other locations throughout the school. At the beginning of each Semester and from time to time as appropriate, classroom teachers, specialist teachers and members of the Leadership team discuss, explain and refer to the Behaviour Code with students.

The SRC representatives/ Student Captains as well as other students may also bring the Code of Conduct to students' attention at assembly or class meetings.

The Behaviour Code is supported by a range of documents outlining what each point looks like at St John Vianney's (see Appendix. 1).

#### **Restorative Practices**

When dealing with student relationships that need repairing, staff will use the following four affective restorative practice questions;

1. What happened?
2. Who was hurt/affected by what happened?
3. What needs to happen to make things right?
4. If the same situation happens again how could I behave differently?

Staff will consider the following:

- The specific incident(s), focussing on the behaviour
- Draw out who was affected and how they were affected
- Direct questions towards problem solving - what needs to happen to make things right.

In certain situations, it is acknowledged that a restorative practices approach may not be appropriate or effective. In these instances, the following procedure will be used by staff:

- Leadership is consulted
- A behaviour support plan may be created and monitored
- The support plan may include withdrawal from class/of privileges
- Parents/guardian are informed and where appropriate, work with the school to assist in planning and implementing a Behaviour Support Plan

## Consequences

Consequences for breaches of the Behaviour Code (including the ICT acceptable use agreement) are as far as possible natural and logical, and related to the breach. (eg verbalise /write a letter of apology, time away/withdrawal of a device, replace broken item, make up time / time out from group for disruption, clean up area for defacing or littering)

- Minor breaches of the Behaviour Code are usually managed by a staff member.
- More serious or major breaches of the Behaviour Code may require support from members of the Leadership Team.
- Repeat breaches or serious incidents require a member of staff to contact a parent / guardian.

## Meetings with parents / families

If deemed necessary by school staff or at a parent request, a meeting with parents or families will be scheduled and might take place with or without a member of the Wellbeing Team present. These meetings need to be conducted in a manner that is following our parent code of conduct as well as the staff code of conduct.

Sometimes investigations into incidents take time. Staff will be given adequate time for this. All parties involved need to allow for such investigation to occur appropriately (eg. All perspectives of the incident need to be considered).

## Withdrawal from class

- If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class (refer to Behaviour Code: teacher can teach and students can learn) or where there is a possibility of harm to others (people feel safe), that student may be (temporarily) removed from regular classroom activities.
- In more serious cases the student may be required to leave the classroom for a specified period of time.
- Leadership may be required to support the student.

## Withdrawal of privileges

Staff at St John Vianney's can withdraw student privileges as a consequence of breaching the school Behaviour Code. When withdrawing privileges as a disciplinary measure, we will ensure that;

- The withdrawal is time-limited
- The reasons for and period of the withdrawal is clearly communicated to the student
- The student is made aware of behaviour standards expected in order for the privileges to be reinstated
- Consideration is given to the impact on the students' engagement (i.e. where the withdrawal of a privilege may contribute to students' risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal)
- Approval from the Principal/delegate is obtained

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

## Incidents on the playground

- Playground incidents will be dealt with by the supervising teachers. If appropriate, the restorative approach should be enacted. When inappropriate behaviour is deemed serious enough, as judged by the staff member on duty, or this behaviour continues, the staff member on duty is to record the student's name and behaviour in the yard duty book. It is the role of the Student Wellbeing Coordinator, Deputy

Principal and Learning Support Officers to monitor these entries.

### **Pre-emptive /Intervention Strategies**

- Circle time is used regularly in all classrooms to support Social Emotional Learning as well as to address issues that arise.
- As well as our Social and Emotional classroom teaching (outlined in the Wellbeing and Pastoral Care Policy & S.E.L. Scope and sequence) the school promotes Student Wellbeing through a range of activities / clubs. Some of these may be conducted each week across the year (eg. Choir). Other clubs are conducted periodically throughout the year (eg. Garden Club). Student Leaders often facilitate and organise these lunchtime clubs (eg. Dance, Chess, Performing Arts, Indonesian and Sports Club). The school may open library to cater for those students who require a quieter setting than the playground activities.
- School based programs may be implemented in an effort to promote positive behaviour management.
- The Rights, Resilience and Respectful Relationships resource is used as a framework that promotes skills and knowledge around positive relationships and behaviour.
- Peaceful Kids and the Kool Kids Program is implemented to support individual student's wellbeing.
- Counselling is offered for at risk students. The school uses the services of an accredited Psychologist. The psychologist comes to see referred students regularly during school time. This service is free and confidential but must be accessed through a referral from the student's GP and a Medicare Mental Health plan.
- The school on occasion also uses the expertise of Masters-in-Counselling Students when they require placement. Further counselling can also be arranged using this service.
- The Wellbeing Team meets weekly as a team or with a designated classroom teacher(s) to discuss the students within their class who are deemed currently 'at risk'. These students may display dysregulated behaviours / social and emotional / learning needs.
- Student Safety Plans may be required to be developed for some students. These plans are devised by the classroom teacher in consultation with the Student Services Leader, Student Wellbeing Leader, parents and other agencies as appropriate e.g. CEM support-staff, Psychologist, Wellbeing Team. These plans clearly outline the adjustments that will be implemented in an effort to support the student's ability to regulate their behaviour and maximise their engagement. With the approval of the school Principal the student safety plan may include that it is in the best interest of the student and / or the school that the student be taken home by the parent earlier than the end of the school day (eg. escalating behaviours, such as, but not limited to, violence or unmanageable behaviour).
- Program Support Group Meetings for students who have behavioural concerns are held regularly.
- Class teachers and / or Leadership conduct meetings with parents to address important behavioural issues.
- Serious behaviour issues, as judged by the teacher, are documented and stored on Synergetic Docman/ SynWeb Pastoral Care Database.
- Families will be provided with feedback regarding their student's behaviour through A-E reports and family/teacher meetings.

### **Suspension and Expulsion from school:**

In some instances, it may be appropriate to suspend or expel a student who consistently compromises the health, safety and wellbeing of other students and staff at the school. It is only the Principal who has the authority to suspend or expel a student.

Suspension and expulsion are serious disciplinary measures and are best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 1125. Catholic Education Melbourne expects that a student shall not be suspended for a total of more than nine school days in any one school year.

### **In school suspension:**

The Principal may judge that a student be excluded from standard instruction or educational opportunities being provided to other students but remain on site supervised by a staff member.

After student de-escalation has occurred, in-school suspensions should focus on encouraging the student to exhibit more positive behaviour, to increase their level of participation, engagement with learning and where appropriate, to learn problem solving and/or conflict resolution skills.

### **Out of school suspension**

In the case of an out-of-school suspension being judged appropriate, it is recommended that it be for the shortest time necessary. At least one day prior to the day on which the suspension is to commence, the school should notify the student's parents/guardians, if possible by verbal communication initially and by confirming in writing. The communication ought to include the reason for the suspension, the purpose of suspension, the date(s) on which the suspension will occur, contact details of support services if appropriate and designated contact point (staff member).

Parents and carers should be offered the opportunity to participate in a meeting to consider these and other related matters, including:

- The legal and partial responsibilities of parents / carers during the time of suspension
- The school's responsibility for providing learning material during the time of suspension
- The process of settling back into the school environment, and how this is to be facilitated
- Arrangements for monitoring the student's progress following his or her return to school

If initial verbal contact with the parent(s)/guardian(s) is not possible, it may be necessary to ask the student to take the written notice home to them as their first notification. This decision rests with the principal, taking into account the age of the student, legal requirements, duty of care and other relevant circumstances.

### **Immediate Out of school Suspension**

The principal may implement a suspension with immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where an immediate suspension is imposed, the principal has a duty of care to provide supervision of the student until they can be collected by a parent, carer, or an emergency contact nominated by the parent of carer. If the parent, carer or emergency contact is unable to collect the student, a member of staff must adequately supervise the student until the end of the school day.

### **Expulsion**

It is an expectation that expulsion of a student from a Catholic school in Melbourne will not occur except in the most serious circumstances, and when the following conditions all apply:

- The student has engaged in wrongful behaviour of a serious nature
- The school's other processes for addressing such behaviours have been applied and not been successful
- The welfare and safety of others in the school community, or the need to maintain order and protect the rights of others, makes it necessary that the student no longer be present in that school community

Only the principal has the authority to expel a student.

Prior to confirming and expulsion the principal will:

- explain clearly to the student and the students' parents / guardians the reason for the intended expulsion and provide them with an opportunity to speak on behalf of the student.
- provide to the parish priest formal written notification of the intended expulsion and the reasons for it and seek endorsement.
- provide the Executive Director of Catholic Education Melbourne a formal written notification of the intended expulsion the reasons for it and request that the Executive Director endorse the Principals decision.

Should the decision to expel the student be confirmed, the principal must insure that the expulsion is formally recorded in the school files and provide to the parents / guardians of the expelled student a formal Notice of Expulsion. Where possible, this notice is to be issued before or on the day of the expulsion is to commence, and include the reason for the expulsion, the commencement date of the expulsion and details for the review and/or appeal process.

**Communication of the Policy**

The Positive Behaviour Management Policy is communicated with families via the school website and is included in the Parent booklet and spoken about at Orientation / Transition meetings. Positive Behaviour Management is from time to time included in the school / level newsletters. It is also discussed at appropriate parent and staff meetings.

**Linking documents:**

National Safe Schools Framework

[SJV S.E.L. Scope and Sequence](#)

CECV Positive Behaviour Guidelines

CECV Child Safety Commitment Statement

Rights, Resilience and Respectful Relationships resource

SJV Vision & Mission Statements

Parent Code of Conduct

Staff Code of Conduct

What is Circle Time?

[Wellbeing Referral Form](#)

[Behaviour Record Template](#)

[Behaviour Management Plan Template](#)

[Student Safety Plan Template](#)

[Internal referral process](#)

CEM eXcel '*Wellbeing-for-learning*'

**Related policies and documents:**

SJV Restraint Policy

SJV Wellbeing and Pastoral Care Policy (2020)

SJV Bullying Prevention Policy (2019)

SJV ICT Acceptable Use Agreement

SJV ICT Policy

**Appendices:**

Appendix 1 - SJV Behaviour Code and supporting documents

Appendix 2 - restorative practices

## **Appendix 1 - Behaviour Code and supporting documents**

Documents will be attached from [this folder](#) on DRIVE - All 6 documents need to be attached.

## **Appendix 2 - Restorative Practices**

At St John Vianney's, we follow the restorative practices model. Restorative Practices promote resilience and aims to contribute to the building of positive relationships in school communities. It is focussed on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. As a framework, Restorative Practices guides our actions and language.

Restorative Practices is a strategy that is used in many settings to repair the harm that has affected victims. Restorative Practices is the process that the offender and the victim go through to restore the relationship that has been damaged. It focuses on repairing the harm and connecting people again - "a commonly accepted definition used internationally is: Restorative Justice is a process whereby parties with a stake in a specific offence collectively resolve how to deal with the aftermath of the offence and its implications for the future." (Marshall, T 1998)

In the school setting, Restorative Practices is used with students to build relationships that have been affected by conflict. It is "based on the notion that people need to take responsibility for the impact of their behaviour on other people and that the consequences of harmful behaviour is that relationships are damaged and people get disconnected."



