



St Anthony's Catholic Primary School Clovelly Behaviour Management Policy

Revised 14.08.23, 13.03.24, 10.04.25

Rationale

Catholic schools in the Archdiocese of Sydney have had a long history of exercising a role in the pastoral care of their students and it began with the work of the religious congregations. The very term 'pastoral care' traces its origins back to Jesus' description of himself as the Good Shepherd (John 10:1-21). This endeavour has been, and continues to be, an educational endeavour for the development of the 'whole person' and reflects '...the centrality of the human person in the educational project of the Catholic school' ([The Catholic School on the Threshold of the Third Millennium no. 9](#)). It is recognised, in this regard, that schools have a primary purpose in education, and that they need to be sensitive to the fact that there will be instances in which the appropriate course of action is to work in partnership with or refer to other agencies within the Church, or more widely. Parent support for, and involvement in, their children's education is a critical factor in student engagement, achievement and wellbeing.

Sydney Catholic schools are commissioned by the [Archbishop's Charter](#) to "care for students through an inclusive curriculum, pastoral care and student wellbeing policies and practices that are consistent with the mission of the Catholic school."

In our schools, wellbeing is understood as a sustainable state characterised by positive relationships at school, positive attitudes, resilience, being able to maximise strengths and high levels of satisfaction with learning experiences (e.g. Noble and Wyatt, 2008). Well-being is best promoted in a safe and supportive school. In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing.

[\(National Safe Schools Framework \(NSSF, p.2\)](#)

Guiding Principles

- Quality relationships maximise learning
- Clear expectations help create a positive learning environment
- There is always the chance for restoration, to be reintegrated with our beliefs and values
- Community is lived by working together to solve problems.

Through the Behaviour Management Policy we aim to instill in students:

- Freedom of conscience
- A sense of worth
- Independence of thought and action
- An expectation of forgiveness
- Aspirations towards growth in self-discipline
- A commitment to justice
- The obligation to search for truth
- Respect for the rights of others
- The reciprocity of rights and responsibilities
- A concern for the well-being of all members of the community

Policy Statement

At St Anthony's we actively teach and reinforce desired behaviour while implementing consistent, reasonable and mostly positive intervention to address challenging behaviours. Preserving and building student self-esteem and image as well as encouraging self-monitoring behaviour are fundamental components of a positive approach to behaviour management. These principles are aligned with the Schoolwide Positive Behaviours for Learning and the *Restorative Justice Practices*.

At no time and under no circumstances do we condone the use of corporal punishment by any member of staff or volunteer. In our dealing with students we have due regard for legislative requirements in such areas as Child Protection, Disability Discrimination and Privacy.

- Students should be encouraged to take responsibility for their own actions.
- Students need to be aware of both the positive and negative consequences for themselves and others.
- Emphasis should be placed on positive choices of behaviour.
- Students will become more self-disciplined in an environment that is calm, nurturing, supportive and positive.
- Effective learning occurs in an environment where guidelines are understood and consistent.
- Self-discipline is important for each student to develop a sense of love and service, justice, security and respect for both self and others.
- The implementation of restorative practices in behaviour management ensures that the dignity of each child is respected and maintained while continuing to support and encourage positive relationships for students and teachers.

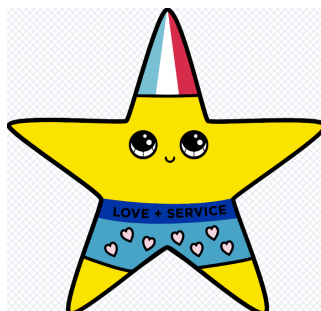
Aim

Through our management of behaviour at St Anthony's, we aim to:

- Facilitate learning
- Promote growth in social responsibility, confidence and self-esteem
- Use procedural fairness in dealing with students
- Ensure safety for all students

In working to achieve these, we use approaches and strategies which:

- Respect the dignity of each student
- Protect the student's developing self-esteem
- Help students become considerate of others
- Help students develop respect for others
- Help students become self-directing and independent



Behavioural Premise

At St Anthony's we believe ***"Everyone at our school has the right to a safe and respectful learning environment."***

Students are given the opportunity to participate in identifying what this means for them and others in all aspects of their life at school.

Implementation of School Specific Behaviour Management Procedures

- Our school will continue to develop, through a process of community consultation, a student code of conduct, which places significant emphasis on the development and recognition of positive behaviours and outlines agreed behavioural development and management strategies.
- Student individual academic reports will include details regarding student behavioural achievement.
- Peer support will be employed to guide and develop student behaviour. This will be achieved through the School Buddy Program and Peer Support groups also integrated into Personal Development and Religious Education class programs.
- The school will engage the services of guest speakers and workshop facilitators etc to act as positive role models.
- Positive student behaviour achievement will be appropriately recognised through class and school weekly awards (Merit Awards and Student of the Week) which are presented at weekly assemblies.
- All staff will undertake professional development on student behaviour, the implementation of Schoolwide Positive Behaviours for Learning (SPBL) and Restorative Practice behaviour management strategies each year.
- The school curriculum includes units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focusing upon agreed goals.
- Consequences for ongoing inappropriate behaviour may include counselling, loss of privileges or suspension.
- Parents will be kept informed, and actively encouraged to assist in the development of their children's behavioural performance.

Use of Restorative Justice Principles

Strategies to Support Restorative Practices are in place as follows:

Professional learning

Opportunities are provided to staff to develop their skills in SPBL and managing student behaviour positively and in a way that is inclusive of the principles of Restorative Justice.

RESTORATIVE JUSTICE PRINCIPLES:

AFFIRMATION AND POSITIVE REINFORCEMENT

FOCUS AREAS

1. Focus on the specific behaviours or incidents without blaming
2. Draw out who was affected and how they were affected
3. Direct questions toward the problem - what needs to happen to 'make things right'

AFFECTIVE QUESTIONS

1. What happened?
2. How did it happen?
3. How did you act in this situation?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again, how could you behave differently?

Parent Information

The school works collaboratively with parents regarding these principles.

At St Anthony's we have 3 key expectations.

This is a common language we have between staff and children.

- ★ Be Safe
- ★ Be Respectful
- ★ Be Responsible



Whole School Matrix

As a community of learners we recognise the need to be **respectful, responsible and safe** towards **ourselves, our peers, adults and the environment**.

	Be Respectful	Be Responsible	Be Safe
Ourselves	<ul style="list-style-type: none"> Present your best self Believe in your self-worth Strive to be your best Wear uniform with pride 	<ul style="list-style-type: none"> Make the right choices Own your behaviour and accept consequences 	<ul style="list-style-type: none"> Be aware of your surroundings Be alert to danger Respond thoughtfully
Peers	<ul style="list-style-type: none"> Recognise and respond to the rights of others Use appropriate ways to interact 	<ul style="list-style-type: none"> Recognise and respond to the rights of others Report if necessary 	<ul style="list-style-type: none"> Recognise and respond to the rights of others
Adults	<ul style="list-style-type: none"> Listen to and follow instructions Address adults by their name eg. Mrs Smith Ask permission to speak if an adult is already speaking with someone 	<ul style="list-style-type: none"> Listen to and follow instructions Take care of school resources when helping a teacher 	<ul style="list-style-type: none"> Listen to and follow instructions from teachers
Environment	<ul style="list-style-type: none"> Be a steward of God's creation Take care of my belongings Use my belongings only Treat the school's belongings carefully 	<ul style="list-style-type: none"> Be a steward of God's creation Place rubbish and food packaging in the correct bin 	<ul style="list-style-type: none"> Be aware of your surroundings Be alert to danger. Respond thoughtfully

Incidents occurring in the classroom and playground are recorded on COMPASS - STUDENT CHRONICLE and 3 (three) **MAJOR** incidents equates to a Detention with the Assistant Principal during Recess and/or Lunch times.

Teachers record **MINOR/MAJOR** offences on COMPASS Chronicle and notify the Assistant Principal when a detention is necessary.

The Behaviour Management and Pastoral Care Policy builds relationships, respect and relevance. It encourages responsibility and an understanding of making informed choices that have clear consequences. The Behaviour Management and Pastoral Care Policy reflects a sense of justice, reconciliation, consistency and concern for the individual and promotes the development of responsible self-discipline among children.

School Behaviour Expectations

We expect students to behave in a responsible way. Each teacher works with students to establish class behavioural expectations that are consistent with these practices and inclusive of whole school behaviour expectations.

Behaviour Incidents at St Anthony's Catholic Primary School are divided into Minor Behavioural Incidents and Major Behavioural Incidents defined here

Parents are informed of serious misbehaviour through a follow up phone call from the class teacher or member of the school Executive Team.

St Anthony's Catholic Primary School Clovelly SPBL Expectations Matrix								
Be Safe			Be Respectful			Be Responsible		
<ul style="list-style-type: none"> Play and move sensibly around the school Keep hands, feet and objects to self Be in the right place at the right time 			<ul style="list-style-type: none"> Listen and follow instructions from an adult Care and include others and be a kind friend Take care of belongings and equipment 			<ul style="list-style-type: none"> Take ownership of your behaviour Be prepared and ready to learn Keep the school environment clean 		
Expectations	All Settings	Learning Spaces	Playground	Church	Off-Site Activities	Toilets	Walkways	Dismissal
Be Safe	Include others Report problems to the teacher Be in the right place at the right time Use all equipment in the correct way	Include others Walk in all learning spaces Follow teachers' instructions Be cyber safe - only use your password	Wear a hat and sunscreen Stay in bounds at all times Use the right equipment	Watch out for cars on the Grotto Walk in a line to and from church	Stay with the teacher Follow instructions from all adults Use manners and appropriate language Follow transport rules	Walk at all times Use water and soap to wash your hands Try your hands Use the toilet and leave promptly	Walk at all times Walk on the left Wait your turn Keep your hands and feet to yourself	Walk to the correct area Wait patiently in the correct area Seek teacher if needed
Be Respectful	Treat others as you want to be treated Respect other people and their property Listen Speak politely to others Wear school uniform with pride	Tell the truth Follow instructions from all adults Say 'please' and 'thank you' Think of others Lips together, Eyes on me, Listening Carefully	Wait your turn Use polite language Say 'please' and 'thank you' Include others in the games Play by the rules Put rubbish in the bin	'Prayer hands' to and from church Genuflect before and after Mass Listen to the priest Lips together Face the front of church Bow before receiving Eucharist	Treat others as you want to be treated Respect other people and their property Listen carefully Speak politely to others	Respect the privacy and space of others Wait your turn Respect property and the environment Be clean and tidy	Lips together Respect others' personal space Keep to the left	Speak politely Follow instructions from the teacher Care for your own belongings
Be Responsible	Put belongings away Look after your property and the property of others Put rubbish in bins	Bring your required equipment to learn Always do your best Work together as a team Consider the learning of others	Look after your property and the property of others Follow instructions from all adults	Stand, sit and kneel in pews Respond in Mass Join in the singing	Be an active listener Look after your property and the property of others Follow instructions from all adults Use Stranger Danger strategies	Report concerns to the teacher Flush the toilet Use resources appropriately Use the toilet in breaks or before class	Walk directly to class Walk sensibly	Walk sensibly and safely Be in the right place at the right time Stay with your siblings

*** Indicates that this behaviour is serious and therefore needs to be referred to the Principal immediately.**

MINOR Behaviours

MINOR inappropriate behaviours are recognised as any behaviour that does not meet the "School Rules and Behavioural Expectations".

Students do not need to be sent to the office for MINOR behaviours unless these behaviours are repeated regularly. Then it becomes a MAJOR behaviour

MAJOR Behaviours

MAJOR inappropriate behaviours are identified as deliberate actions that are disrespectful and/or dangerous to the physical and/or emotional well being of others. The consistent and repeated occurrence of minor behaviours may also be considered as MAJOR.

Students are sent to the Reflection Room for ALL MAJOR incidents.

3 major incidents - parents MUST be called

Physical Contact / Aggression

Non-serious but inappropriate physical contact.

Deliberate bumping in lines, at lunch tubs or bags

Playing unsafely - including targeting students in games

Actions involving repeated and/or serious and intentional / deliberate physical contact where injury may occur.

Pushing, shoving in lines or whilst playing

Repeated rough play

Fighting, kicking, hitting, throwing objects at any person*

Inappropriate language

Low-intensity, one-off, inappropriate language.

Incidental or one-off use of words and/or swearing in any language not suitable for school

Name-calling

Deliberate and repeated use of offensive, inappropriate language. - Bad Language Note

Regular use of words in any language not suitable for school

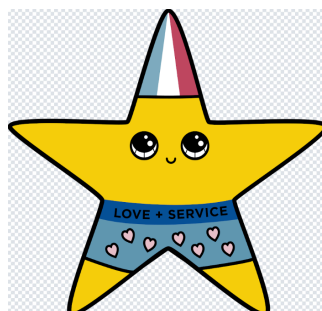
Swearing / use of swear words towards others or staff

Abusive / threatening language directed at any person

Deliberate, repeated swearing, threatening language directed at staff or peer/s*

<p><u>Defiance / Non Compliance / Disrespect</u></p>	<p><u>Brief or low-intensity disrespectful behaviour and/or not following teacher directions.</u></p> <p><u>Not following teacher instructions</u></p> <p><u>Consistently not following school/ class rules/ SPBL Matrix Rules</u></p> <p><u>Incomplete and/or poorly presented classwork or homework</u></p> <p><u>Minor questioning (eg, Why do we need to do that?)</u></p> <p><u>Inappropriate body language</u></p>	<p><u>Repeated refusal or ignoring of teacher directions or school rules.</u></p> <p><u>Regularly ignoring or disobeying teacher instructions</u></p> <p><u>Regularly talking back / arguing with staff</u></p> <p><u>Walking away from staff whilst being spoken to</u></p> <p><u>Leave classroom without permission repeatedly*</u></p> <p><u>Disruption to teaching and learning in the classroom through tirade of verbal and/or abuse by student to teacher and/or peers*</u></p>
<p><u>Disruption</u></p>	<p><u>Low intensity but inappropriate interruption to learning or social situations.</u></p> <p><u>Talking or playing at inappropriate times (assembly, in lines etc)</u></p> <p><u>Deliberate walking through games or crowded areas</u></p> <p><u>Late to class - after the bell has gone (recess & lunch)</u></p>	<p><u>Persistent behaviour which causes disruption to school activities and/or teaching and learning.</u></p> <p><u>Sustained talking / yelling / screaming / making inappropriate noises</u></p> <p><u>Repeated and deliberate interruptions of someone's game, school activities or to teaching and learning.</u></p>
<p><u>Disrespecting each other (Student Relationships)</u></p>	<p><u>Non-serious but inappropriate verbal comments or physical behaviour.</u></p> <p><u>Conflict between friends (relationship issues/breakdown)</u></p> <p><u>Exclusion of a student/refusing to work/play with a peer</u></p> <p><u>Teasing as a joke</u></p>	<p><u>Repeated and intentional behaviours which impact a student's self-esteem or wellbeing.</u></p> <p><u>Ongoing teasing</u></p> <p><u>Bullying*</u></p> <p><u>Deliberate verbal or social abuse*</u></p> <p><u>Deliberate physical abuse*</u></p>

<u>Property misuse</u>	<u>Low-intensity careless misuse of student/ school property and technology.</u> <u>Deliberate damage or misuse of personal or school equipment</u> <u>Use of school or personal property without permission</u> <u>Not returning borrowed items</u> <u>Playing in toilets or out of bounds areas</u> <u>Incorrect wearing of uniform</u>	<u>Deliberate damage or unsafe misuse of student or school property, or technology</u> <u>Willful damage and/or inappropriate use of property*</u> <u>Vandalism and/or graffiti*</u> <u>Using property or equipment to hurt others deliberately*</u> <u>Stealing*</u> <u>Willful damage or graffiti on school premises*</u>
<u>Misuse of Technology</u>	<u>Continuing to use devices once asked to stop</u> <u>Use of devices without permission</u> <u>Not handing mobile phones into the office</u>	<u>Misuse of mobile phone or smart watches during the school day</u> <u>Inappropriate use of computer and other technology (as defined by Student Usage of ICT Acceptable Agreement policy)</u> <u>Cyber bullying at school*</u> <u>Inappropriate messaging or chatting online during the school day*</u> <u>Willful damage to digital equipment*</u> <u>Misuse of technology at school which is potentially harmful to self or others*</u>
<u>* Indicates that this behaviour is serious and therefore needs to be referred to the Principal immediately.</u>		



Data Collection

What is the purpose of this data collection?

The Reflection Sheet is used to track repeated behavioural concerns so that they can be addressed and corrected. Furthermore, potential trends in behaviour can be monitored.

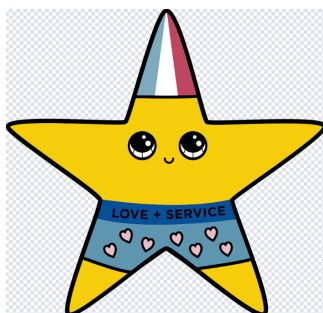
How is this form used?

If a child repeats a minor inappropriate behaviour, after initial warning, the teacher on duty records the incident at that time on compass. The teacher must write a note regarding the behaviour, date and teacher's name.

If a child commits a major behaviour offence the teacher on duty records the incident at that time on compass and immediately issues the student with a [Reflection Sheet](#) to complete at the next best appropriate time by sitting the student out if inappropriate behaviour is done at recess or lunch.

What happens with this data?

A leadership team member collects this data regularly so that patterns in behaviour can be identified and corrected and so that behaviours of concern can be followed up at a higher level.



[Reflection Sheet](#)

When and where is this sheet completed?

Students are to complete the Reflection Sheet at the next best appropriate time. They will be under the supervision from a member of the leadership team.

Once the sheet is completed the student is to remain off the playground for the remainder of the lunch time.

What happens once the sheet is completed?

Once the student successfully completes the Reflection Sheet, and the teacher that assigned the Reflection Sheet has checked that it is legible, neat and completed thoroughly then it is given to a member of the leadership team to sign.

SPBL Rewards System

Reward individual Students with a stamp on their card and a token for their house colour (Nagle, MacKillop and Padua)
20 tokens = Bronze
20 tokens = Silver
20 tokens = Gold
20 tokens = Star Award - Trophy awarded
Principal's Award - weekly
SPBL Weekly Focus Award
SPBL Term House Award - Party

- Students are given **ONE** stamp and **ONE** token at a time.
- Every class has tokens and collection tubes for the three house colours (blue, green, red) Three house colours: Nagle, MacKillop and Padua
- Once a week the colour captains collect the tokens and add them to the large tube in the foyer at the Office area
- One Principals award each week at assembly = 1 token

Challenging Behaviours

Challenging behaviours must be seen in the context of the situation, the student's personal experience, stage of development and needs. It is understood that not every situation warrants a standard response. The following strategies are in place to help create a climate in which our beliefs and values are evident in our actions. They provide a reference point on how repeated challenging behaviour can be managed and take into account the expectations of Sydney Catholic Schools in relation to discipline.

- When behaviour becomes challenging at classroom or playground level, teachers are encouraged to use the table in this document as a reference and to share the issue and work through a group process to generate strategies to proceed.
- Time away can be used as a strategy to help guide a student through a process of reflection, problem solving and reintegration.
- Some behaviour is serious enough to engage restorative mediation or a formal restorative meeting immediately e.g. aggressive acts, and blatant disrespect. Trained staff must carry out these processes. A record is to be filed when this strategy is used and stated follow up and monitoring must be established.
- Continued display of inappropriate behaviour after the above interventions have been implemented requires the school to work in partnership with parents. The principal and school consultant to meet and a further restorative meeting will take place.
- This situation is to be recorded, followed up and monitored by staff.
- Continued inappropriate behaviour after these interventions occur, will require a meeting with the parents, the student and the school Principal/Assistant Principal to discuss the situation. A process of daily monitoring by the school principal and relevant staff is established.

Sydney Catholic Schools has developed policies, procedures and guidelines in the area of Challenging Behaviours which can be accessed at: [SCS Guidelines - Challenging Behaviours](#)

Supporting Students with Complex Social and Emotional Needs

At St Anthony's Catholic Primary School we have a commitment to providing high-quality student wellbeing and pastoral care. We are committed to providing a safe and supportive school community that embraces individual differences and optimises student outcomes. Our commitment extends to managing students at educational risk. We acknowledge the complex needs and individual circumstances of such students by positively responding to and promoting student safety, diversity and individual dignity.

We are committed to collaborative, proactive strategies that promote early intervention and seek to minimise disengagement from learning. We provide student-centred support, which encourages positive relationships with parents/caregivers and outside agencies with the objective to promote better mental health and life outcomes.

We follow the Sydney Catholic Schools (SCS) Guidelines for Supporting Students with Complex Social and Emotional Needs. This involves initiating a targeted intervention response when concerns arise about a student's behaviour. In line with the guidelines we follow the SCC series of four staged interventions (Step 1-4) when managing students with complex emotional and social needs. Each step

outlines the appropriate action strategies designed to assist schools with the support of students with complex social and emotional needs.

When managing students with complex social and emotional needs we identify and collaborate with relevant parties, including parents/guardians, SCS office personnel and outside agencies (where necessary), to support and manage the behaviours of students at educational risk.

We complete and maintain a current risk assessment for the management (and enrolment) of students who exhibit violent behaviour, including controls to mitigate the risk to others in the school community and the student themselves.

Exclusion and/or Expulsion

These can only be actioned in consultation with Sydney Catholic Schools following every effort being made by the school to support the student and family. Such action is as a consequence of consistently disruptive or dangerous behaviour.

When behaviour is of such an extreme, serious and continuous nature, the protocols for exclusion and/or expulsion are actioned by Sydney Catholic Schools.

Sydney Catholic Schools has developed policies, procedures and guidelines in the area of Suspension, Transfer and Exclusion which can be accessed at: SCS Student Management: Suspension, Transfer and Exclusion Policy.

