

# POSITIVE BEHAVIOUR MANAGEMENT AT ST FIDELIS

*“At St Fidelis we are always and everywhere faithful.”*

## RATIONALE

- Every member of our school community has a right to fully participate in a Catholic learning environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.
- We believe students learn best when they feel safe and happy in a caring, supportive and engaging environment. We foster positive and respectful relationships.

Through the curriculum, we explicitly teach social skills and values. Students are taught how to manage their emotions, resolve conflict and self-manage their behaviour.

**At St Fidelis we show respect in our learning spaces and playground when we follow these School Agreed Ways (rules)**

## FOLLOW DIRECTIONS

I can listen and follow instructions

## KEEP HANDS, FEET AND OBJECTS TO YOURSELF

I can keep hands, feet, and objects to myself

I can control my emotions and behaviours

I can use appropriate words to solve a problem

## LISTEN TO THE SPEAKER

I can look in the direction of the speaker

I can focus on what the speaker is saying

I can wait my turn before speaking

## SPEAK APPROPRIATELY

I can speak politely

I can use my manners

## MOVE SAFELY

I can walk safely around the school

I can show care for others when moving

## TREAT PROPERTY WITH CARE

I can take care and show respect for other people's property

## REWARDS

Class rewards are decided in levels and include: Free time, games, extra playtime etc.

## CONSEQUENCES (If the student is deliberately choosing to disrupt teaching and learning)

1. **First Warning**
2. **Second Warning** -Move to a timeout area in the classroom
3. **Exit to another room to complete learning until it's completed and then return to their own teacher**
4. If the child continues to be disruptive, leadership is notified and a reflection sheet is completed, signed and sent home. Teacher to contact parents on the day.

## SEVERE CLAUSE

If a student has deliberately harmed or used inappropriate language use the **SEVERE CLAUSE**.

- **Contact a member of the Leadership Team to collect the child immediately.**
- **Reflection sheet is completed.**
- **Parents are contacted and student consequences will be determined by the Leadership Team (could include going home, removal from class/play for the rest of day, lunchtime detention for a week etc...**

*Teachers explicitly teach, monitor and reinforce these agreed ways (rules)*

- *All behaviours in the playground will be dealt with and followed up by the teacher on duty and recorded on the behaviour sheet that is located in the first aid box*
- *These strategies also apply when on an excursion, school camp and when wearing the St Fidelis Primary School uniform in public*
- *Corporal, psychological or emotional punishment is not accepted or used by any member of staff on a student*
- *Our Agreed Ways (rules) are displayed in learning spaces and reinforced at every opportunity.*
- *Unpacking with the students of these agreed ways are unpack each term and students are reminded of these.*

## Suspension and expulsion of students.

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days. It is a serious disciplinary measure and is reserved for incidents where other measures have not produced a satisfactory response.

Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour, all other appropriate behaviour management processes have proved unsuccessful, and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. This is to be avoided in Catholic schools wherever possible. Only the principal has the authority to expel a student, having sought the prior approval of the diocesan Executive Director of Catholic Education.

**Negotiated transfer of students in circumstances of a serious nature.** In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student's wellbeing can be responsibly supported or restored. Such a change, known as negotiated transfer, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student's continuing presence poses a threat to that community's safety).