

# St Patrick's School Katanning

## Behaviour Management Guideline



Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

### AIMS & BELIEFS

We seek, through this Policy, to protect personal and school community safety, address destructive behaviours, restore relationships, encourage reconciliation, enhance well-being, foster responsibility, enable personal growth and promote the common good.

At Saint Patrick's, we believe in the importance of being preventative and restorative in managing student behaviour. We believe in the importance of actively promoting and encouraging positive behaviour and we use negative and punitive consequences as a last resort. We value each child as an individual and recognise their God-given dignity. We always consider the best interests of the individual child when addressing their behaviour.

### ENCOURAGING POSITIVE BEHAVIOUR

#### Making Jesus Real

Through the implementation of the Making Jesus Real (MJR) program, we create an inclusive and compassionate school culture, where all are encouraged and taught how to relate to others in the way Jesus would want. This is integral to the management of student behaviour.

#### Student Engagement

We believe that in order to prevent misbehaviour, both in the classroom and playground, engaging students in positive activities is crucial. We continually review our lessons and outdoor environment to maximise the chances of positive interaction between all individuals in our school.

## 'Concern'- Motto and Recognition System

At St. Patrick's, our motto is 'Concern'. This ethos of concern influences everything that we do. Our core values are:

Concern for God

Concern for Others

Concern for Self

We encourage and actively teach our students to act according to our core values. We seek opportunities to frequently recognise those students showing our core values through the awarding of a 'Concern' card. Concern cards are placed in a special box in the office and at each Merit Assembly, a concern card is drawn for each faction, with an associated prize of a canteen voucher awarded. This is a key part of our approach to encouraging positive behaviour.

### Incentives

A range of incentives should be offered to encourage the desired student behaviours. Both class-based incentives and whole-school incentives are used to recognise positive behaviours.

### Student Code of Conduct

A Student Code of Conduct is in place, which is discussed and signed by all students and their parents at the beginning of each school year. The Student Code of Conduct requirements of students are as follows:

At St Patrick's, students will show concern for God by:

- Treat others the way that you would like to be treated.
- Owning your own actions and admitting when you make a poor choice.
- Forgiving others and seeking forgiveness when they make poor choices.
- Trying to speak, act and think as a child of God.

At St Patrick's, students will show concern for self by:

- Being optimistic and having a positive outlook.
- Learning from their mistakes.
- Taking pride in their school and work at all times.
- Trying their best in all that they do.

At St Patrick's, students will show concern for others by:

- Respecting their peers, teachers and the school community.
- Treating property belonging to the school or others with care.
- Helping others when they are in need.
- Finding ways to make others smile.

## ANTI-BULLYING PROCESSES

St. Patrick's School takes measures to minimise the number and severity of bullying incidents. We will:

- Encourage acknowledgement and greeting of each other. Names are to be used by all staff and students when addressing people. When we do this, we acknowledge the humanity in the person we are speaking to.
- Conduct regular and explicit teaching about bullying in classes, especially at the beginning of the year.
- Implement lessons to help develop resilience to bullying.
- Have duty teachers attend to instances of inappropriate behaviour and inform class teachers.
- Treat information regarding bullying confidentially.
- Encourage students to express themselves appropriately to those who hurt them.
- Work with parents to assist them in having appropriate conversations with their children at home regarding bullying.

## ADDRESSING UNDESIRABLE BEHAVIOURS

The following consequences are appropriate for students displaying negative behaviours within the wider school environment. Staff members are to use their discretion and good judgement in all situations. All incidents of moderate or severe misbehaviour should be documented as a pastoral care note in SEQTA, with the classroom teacher informed.

### ***Mild Misbehaviour***

This includes, but is not limited to behaviours such as not wearing a hat, interfering with another's game, running on verandahs, dropping rubbish, wearing the incorrect uniform.

- Resolve problem with the student/s and supervising staff by discussion.

### ***Moderate Misbehaviour***

This includes but is not limited to behaviours such as inappropriate toilet behaviour, ignoring instructions and requests from staff, use of inappropriate language, deliberate disobedience, repeated mild misbehaviour.

- Student removed to time-out area for period of time at supervising staff member's discretion.

### ***Severe Misbehaviour***

This includes but is not limited to behaviours such as physical, verbal or emotional abuse of others, acts of vandalism, repeated moderate misbehaviour. All staff will adopt a stance of 'zero tolerance' for severe misbehaviour.

- Student removed to Administration area/office for remainder of play period and the Principal or delegated senior staff member informed of the misbehaviour
- Written/ verbal notification of misbehaviour to parents for acknowledgement and record kept at school. Principal or senior staff member to decide on consequence appropriate to situation.

Repeated severe misbehaviour will result in a meeting between the Principal, the student and his or her parent/guardian.

## ***In School Suspension***

In the case of serious misconduct or a series of misdemeanours and following a review by members of the leadership team, it may be decided that an in-school suspension is warranted.

- This will be held at the school in the administration area under supervision.
- The student will sit and complete work.
- There is to be no contact with other students.
- Recess and lunch breaks will be taken at different times to the rest of the school.
- Duration of in-school suspension may range from a half a day to three days.

## ***Out of School Suspension***

St. Patrick's policy on 'Out of School Suspension' is guided by the policy of the Catholic Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will work in partnership with the leadership team, parents and key staff members, taking into account all previous circumstances prior to invoking an out of school suspension.

Please note: If an action is deemed serious enough then the leadership team may choose to go directly to this form of consequence for a student's inappropriate action.

In extreme cases, where exclusion for disciplinary reasons is necessary, St. Patrick's is guided by the CEWA policy 'Exclusion of Students for Disciplinary Reasons'.

## **APPROPRIATE PUNISHMENTS**

The use of any form of *child abuse*, *corporal punishment* or other *degrading punishment* to manage student behaviour is explicitly forbidden.

These terms are defined in accordance with the *Guide to Registration Standards and Other Requirements for Non-Government Schools*:

- *child abuse*  
Four forms of child abuse are covered by Western Australian law:
  1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
  2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
    - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;

- b) the child has less power than another person involved in the behaviour; or
  - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
    - a) psychological abuse; and
    - b) being exposed to an act of family and domestic violence.
  4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
    - a) adequate care for the child; or
    - b) effective medical, therapeutic or remedial treatment for the child.
- *corporal punishment*  
Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, *General Comment No. 8* (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].
  - *degrading punishment*  
Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, *General Comment No. 8* (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007]."

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