



ST. PETER'S PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

Rationale:

Positive and responsible student behaviour is essential to the smooth running of St. Peter's School, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

Aims:


- To build a school environment based on positive behaviour, mutual respect and cooperation.
- To manage poor behaviour in a positive and professional manner.
- To establish well understood and logical consequences for student behaviour.

Implementation:

- Restorative practices will be key strategies employed to guide and develop student behaviour.
- Positive student behaviour will be appropriately recognised.
- All staff will undertake professional development on student behaviour and discipline management.
- Students experiencing one off incidents that have broken one of the five school rules will be directed to complete a 'Behaviour Think Sheet' see Appendix 1 and 2. Before this goes home, it will first go to the Principal/Deputy Principal to sign. Teachers are expected to phone parents directly to notify them of the incident prior to the 'Behaviour Think Sheet' being sent home. Copies of these are kept in the central filing system.
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- 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 (negotiated transfer). 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).
- Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and 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.
- St. Peter's adhere's to policies and processes associated with negotiated transfer, suspension and expulsion in line with Catholic Education Melbourne's Policy 2.26 Pastoral Care of Students.
- Parents will be kept informed and actively encouraged to assist in the development of their children's behavioural performance.
- The curriculum to include anti-bullying messages and strategies related to Social Emotional Learning and Restorative and Berry Street Education Model Practices.
- Student individual biannual reports will include details regarding student behavioural achievement.
- St Peter's will provide a wide range of positive extra-curricular activities for students including sporting, theatrical, leadership, community service and appropriate leisure pursuits.

- Corporal punishment is not permitted at St Peter's school.

Evaluation:

St Peter's Catholic Primary School	System Update: 30.10. 2019	
Version 0.2	Date of Next Review: 2020	

St. Peter's Primary School

2A Killeen Street, South West Sunshine

Telephone: 9312 3147

BEHAVIOUR THINK SHEET (Year 3 to 6)

Name: _____ Class: _____ Date: _____

What happened?

What choices did you make?

Who else did your behaviour affect and how were they affected?

How were you affected?

What can you do to make things right?

Circle the rules you have broken

School Rules:

1. Follow Directions
2. Keep hands, feet and objects to yourself
3. Listen to the speaker
4. Speak appropriately
5. Treat property with care

SIGNED

Student: _____ Parent: _____

Teacher involved: _____

Principal / Deputy Principal: _____

*This form must be returned to school and will be kept on file.

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BEHAVIOUR THINK SHEET (Prep to Year 2)

Name: _____ Class _____ Date: _____

1. **What happened?**

2. **What choices did you make?**

I chose to

3. **Who else did my behaviour affect (upset)?**

4. **What can I do to make things right?**

Circle the rules you have broken

School Rules:

1. Follow Directions
2. Keep hands, feet and objects to yourself
3. Listen to the speaker
4. Speak appropriately
5. Treat property with care

SIGNED

Student: _____ Parent: _____

Teacher involved: _____

Principal / Deputy Principal: _____

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