



2019 ST ALIPIUS PARISH SCHOOL'S BEHAVIOUR MANAGEMENT POLICY

BEHAVIOURAL PATHWAY

Level 1 - Low level inappropriate behaviours	
Student Actions	Teacher Actions
<ul style="list-style-type: none"> • Being late and not in the right place at the right time. • Acting unsafely. E.g. Throwing things inside, • Unsafe movement indoors. • Not listening to instructions. • Not completing set work. • Not completing home learning. • Swearing. (Non-abusive) • Rudeness. • Running or playing in the garden or courtyard. • Not wearing a hat between January -April and October- December. • Not wearing correct uniform. • Refusing to join in activities. • Distracting, annoying or disrupting others. • Breaking or losing school equipment. • Using put-downs. • Interrupting or pushing in. • Hands on, rough play. • Not including others in play • Littering • Playing sport in the wrong places. (e.g. Soccer on Asphalt) • Playing in the toilet, stairs or no play zones. • Not giving people privacy in the toilet. • Irreverent behaviour in the Church or whole School Prayer • Minor breaches of Digital Citizenship Policy e.g. accessing games during learning time etc. 	<p>Remember positive support strategies Refer to Agreed Behaviours</p> <ul style="list-style-type: none"> • Restate expectations • Verbal warning • Move/isolate the student • Rebuild Teacher/Student relationship (refer to restorative practices format) <p>In class</p> <ul style="list-style-type: none"> • Finish learning at recess or lunch time <p>Outside</p> <ul style="list-style-type: none"> • Time out area or bench for age appropriate time. (Aged 5 – five minutes) <p>Follow up incident with the student's learning community teacher.</p>

Level 2 - Repeated low level behaviour	
Student Actions	Teacher Actions
<ul style="list-style-type: none"> • Students persist with level 1 behaviours 	<ul style="list-style-type: none"> • Communication with parents via phone call or face to face. • Time out in a prearranged classroom. • Student can return at the end of the session when they have stated that they are ready to behave appropriately and the group agree. • Restorative chat with teacher or affected parties. • The incident must be recorded on SIMON*.

Level 3 - Escalating behaviours	
Student Actions	Teacher Actions
<ul style="list-style-type: none"> • Significant one off event • Student persist with Level 1 behaviours • Misbehaviour escalates in frequency and intensity • Defiance to repeated instruction by staff • Significant one off event using a digital platform e.g. defamatory comment to a student on an online forum, disclosing personal information about another student etc. 	<ul style="list-style-type: none"> • Contact parents by phone • All children involved in the incident to be afforded the opportunity to speak one to one with a representative of the school. • A critical incident form could be filled out. • Student Behaviour Reflection form completed. • Parent/Leadership Team Member/Teacher/Student support group meeting. • Personalised Learning (Behaviour) Plan formulated. • Student Agreement Form completed. • Rebuild Teacher/Student or Student/student relationship through restorative chat. • Incident recorded on SIMON. • Student spoken with one to one with a trusted adult.



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Level 4 - Student wrongful behaviour of a serious nature	
Student Actions	Teacher Actions
<ul style="list-style-type: none"> • Persistent failure to change inappropriate behaviours • Fighting (An act of violence that is defined by any punch, hit, kick, or other use of body or an object to purposely hurt or injure another person.) • Threatening • Obscene and abusive language written or spoken. • Patterns of 'at risk' choices/behaviour. • Using technology to abuse or harass. • Bullying (Repeated deliberate oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons.) • Significant isolated event ie leaving the school premises, stealing, etc • Deliberate unsafe • Cyberbullying etc. 	<ul style="list-style-type: none"> • Contact parents by phone • A critical incident form will be filled out. • Student Behaviour Reflection form completed. • Personalised Learning (Behaviour) Plan followed if existing if not one is formulated within an SSG*. • Student Agreement Form completed. • Regular support group meetings. (SSG – Parent/Leadership Team Member/Teacher/Student.) • Suggest referral to Counsellor and/or appropriate professional. E.g. Psychologists. • All children involved in the incident to be afforded the opportunity to speak one to one with a representative of the school. • Principal involved. • In-school withdrawal for a day or more (Completed supporting paperwork) • Out of school suspension followed by an SSG within 48 hours.

Level 5	
Student Actions	Teacher Actions
<ul style="list-style-type: none"> • The student's behaviour is of such a magnitude that the health and safety and wellbeing of staff and students at the school and the maintaining of effective school educational programs are compromised. • Major one off event. (Student wrongful behaviour of a serious nature) E.g. Setting the school on fire. Possession of a weapon. Assault. Damage of a criminal nature. 	<ul style="list-style-type: none"> • Principal to be involved • Review of enrolment. • Negotiated transfer. • Rebuild Teacher/Student or Student/student relationship through restorative chat. • Process of collection of data. SIMON. • Student spoken with one to one with a trusted adult.

*SIMON – is our inschool student record keeping system used for tracking student attendance, academic progress and behaviour

*SSG – Student Support Group, A student Support Group Meeting is held with teachers, parents/caregivers (and other concerned adults as is necessary eg: principal student wellbeing worker, case-worker, psychologist) The role of this group is to put goals and support structure in place to enable a student to build appropriate skills, strategies and behaviours.