



St. Joseph's Primary School

Acceptable Behaviour Policy

This policy relates to Child Safe Standard 1, 2, 3, 4, 6 & 7

At St. Joseph's we hold the care, safety and wellbeing of children as a central and fundamental responsibility of our school. At all times, the ongoing safety and wellbeing of all children at St. Joseph's will be the primary focus of care and decision-making, with particular attention paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

The underlying principle at St. Joseph's is that relationships are important, and when a harmful or disruptive incident occurs, the focus is on the harm caused to the relationship and the subsequent actions that will work towards restoration. Importance is placed on responsibility for actions and the affect they have on others in the community. At St Joseph's we aim to build and maintain healthy, positive relationships and establish a culture of respect. This involves:-

- Promoting respectful relationships with self, others and the environment.
- Utilizing classroom mission statements.
- Making things right.
- Creating safe environments.
- Building a culture of collaborative learners.
- Modelling and encouraging empathy.
- Explicitly teaching social skills to negotiate conflict and build relationships.

ACCEPTABLE BEHAVIOUR POLICY

The Acceptable Behaviour Policy of St. Joseph's Primary School reflects the values and goals of the Vision and Mission Statements. Specifically, this Policy is informed by the Gospel values of **JUSTICE, FORGIVENESS** and **RESPECT** and the principles of restorative practices, logical consequences and positive psychology. St Joseph's does not permit corporal punishment.

RIGHTS & RESPONSIBILITIES

A **right** is something to which you are entitled and it should not be taken away by anyone.

Responsibilities are the things we **must** do to ensure everyone's rights are respected.

These rights and responsibilities have the 3 school rules as their foundation: **Respect for Self; Respect for Others; Respect for the Environment.**



STUDENTS

Basic Rights	Basic Responsibilities
To be treated with courtesy and respect.	To act in ways that positively promotes me and my school.
To be treated with kindness and understanding.	To treat others with kindness and understanding.
To be safe.	To follow the school rules (3 Rs). To consider the safety and well-being of others.
To expect my property to be safe.	To respect the belongings of others. To ask for permission before using another's property. To take care of school property.
To have a sense of belonging.	To be welcoming towards others.
To obtain maximum benefit from lessons.	To cooperate with teachers/staff and others. To be well-behaved and not disturb the learning of others. To keep up to date with my classwork and homework. To join in school activities and do my best at all times. To develop talents and skills to the best of my ability.
To express my opinions and beliefs.	To present my views in an acceptable way.
To learn social skills, self-discipline and good citizenship.	To exercise self-control. To be honest and thoughtful. To respond sensibly when I am corrected for breaking school rules.
To keep a pleasant, clean and well-maintained school.	To care for the school environment - its buildings, rooms and grounds. To keep my school neat and tidy and be prepared to remove litter.

PARENTS

Basic Rights	Basic Responsibilities
To expect a holistic education for my child.	To be willing to be partners in our child's education.
To communicate (to speak and be listened to).	To listen to and communicate with staff. To work in partnership with the school.
To know our child is safe.	To take the necessary precautions to know our child is safe in the physical and virtual world.
To be a member of a safe school community.	To take the necessary precautions to ensure the safety of all members of the community.
To feel welcome and included in school life.	To participate in and contribute to the building of a respectful Christian community.
To be recognized as the first and most	To accept my role and responsibility as the first and most



influential educators of our child.	influential educators of our child. To ensure that my child arrives at school punctually and regularly attends.
To be informed about matters relating to our child and the school.	To keep the school informed about relevant information regarding our child. To stay up to date with school information.
A well-managed school in which the staff keeps up to date with current developments in education.	To be supportive of staff and the school community by attending parent meetings whenever possible. To meet financial commitments to the school.

STAFF

Basic Rights	Basic Responsibilities
To be informed and consulted regarding relevant administrative matters.	To communicate openly and freely regarding relevant administrative matters. To stay up to date with school information. To know the relevant legislative and school based policies.
To be treated justly and with respect.	To act justly and respectfully towards others.
To feel safe (self and property).	To contribute to creating a safe, friendly and supportive environment.
To experience a sense of belonging in a supportive environment.	To be welcoming towards others. To contribute to a culture of collaboration.
To obtain relevant information about students.	To ask for and share relevant information about students and maintain confidentiality.
To expect parent support regarding the child's learning.	To communicate and share support with parents.

Building Expectations for Acceptable Behaviour, and Responding to Breaches of these Expectations

THREE LEVELS OF UNACCEPTABLE BEHAVIOUR	EXAMPLES OF UNACCEPTABLE BEHAVIOUR	POSSIBLE RESPONSES
Level One (Minor infringements) Breaches of behaviour that are managed by the relevant teacher (<i>classroom, specialist or yard duty</i>).	Any behaviour that is counter to the Acceptable Behaviour Policy. Behaviour that is dealt with by the classroom teacher with a warning or reprimand. Examples of such behaviour include: <ul style="list-style-type: none"> Initial failure to follow instructions Incorrect wearing of school uniform Initial disruption to class activities 	<ul style="list-style-type: none"> Warning Reprimand Movement of student within the class Note keeping



	<ul style="list-style-type: none"> • Use of inappropriate language • Failure to stay on task and complete set work • Being inside during break time without permission • Inappropriate movement throughout the school • Inappropriate use of technology • Misbehaviour during specialist classes • Neglecting matters of courtesy, manners and respect with ALL staff and peers • Failure to secure their personal mobile phone as outlined in the school's Mobile Phone Usage Policy. 	
Level Two (Major infringements) Breaches of behaviour managed by the relevant teacher (classroom, specialist or yard duty) that require additional support of the Principal, Deputy or Leadership Team members.	<p>Instances of Level One Behaviour that are continued, despite warnings.</p> <p>Hurting others with intent.</p> <p>Behaviour in which a student does not display courtesy and respect to the member of the school community.</p> <p>Refusal to follow reasonable instructions.</p> <p>Verbal abuse of staff or students.</p> <p>Behaviour that causes damage to property, including graffiti.</p> <p>Continued failure to secure their personal mobile phone as outlined in the school's Mobile Phone Usage Policy.</p>	<p>Instances of Level Two behaviour will require contact with the students' parents, either by phone or formal letter.</p> <p>For Level Two behaviour related to courtesy and respect, a meeting will be arranged with the teacher, Principal, student and parents.</p> <p>Consequences of the behaviour will be determined in the process of contact with parents. These may include:</p> <ul style="list-style-type: none"> • Catch up time for lost time • Reimbursement for damage • Monitoring journal • Behaviour Management Plan • Time off the yard
Level Three (Critical Infringements) Breaches of behaviour that require formal response of Principal and Leadership Team. Response may require consultation with the Parish Priest, CEM or School Board.	<p>Instances of Level Two behaviour that are continued, despite the application of Level Two restorative responses.</p> <p>Behaviour that constitutes a threat to the health and safety of a member of the school community.</p> <p>The possession of dangerous objects.</p>	<p>Immediate withdrawal from classes with Principal or Deputy office.</p> <p>Student to be immediately sent home from school.</p> <p>*External suspension until interview established with Principal or Deputy Principal,</p>



	<p>Threatening behaviour.</p> <p>Behaviour that compromises or impacts the safety of a member of the school or broader community.</p> <p>OH&S is compromised.</p> <p>Allegations relating to sexual harassment or bullying.</p>	<p>student and parents.</p> <p>Consequences of the behaviour will be determined in the process of interview with the parents. These may include:</p> <ul style="list-style-type: none"> • Consequences as for Level Two • Implement of a Behaviour Plan • Implement a Safety Plan • Negotiated transfer to another school or educational institution. • Refer to attached Negotiated Transfer document • Withdrawal of school enrolment
--	---	---

This policy and process associated with negotiated transfer, suspension and expulsion align with this policy, Catholic Education Melbourne's Policy 2.26 Pastoral Care of Students.

***Suspension and expulsion of students.** 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.

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).



Negotiated Transfer

CONFIDENTIAL DOCUMENT – SCHOOL FILE

NEGOTIATED TRANSFER

Negotiated Transfer involves a change of school by a student either between Catholic schools, or to a school within another sector, or to an alternative educational setting. In the case of students who are of post-compulsory school age, a wider range of options might be considered, for example a negotiated transfer, either temporary or permanent, to the workforce or to a higher education or training institute.

RECORD OF NEGOTIATED TRANSFER

for

Name of Student: of Year Level:.....

1. In relation to this Negotiated Transfer, the following matters have been considered:
 - > *the reasons why a change to another setting was being proposed*
 - > *the environment that would best provide for the student's emotional, social and spiritual needs*
 - > *the school or other setting that would provide an educational program suited to the student's needs, abilities and aspirations*
2. Consequently, it was decided to seek a Negotiated Transfer to (name of school or other setting):
3. Particular aspects of this new setting regarded as being suited to the needs of the student as outlined above are:
4. The process by which the Transfer has been negotiated is as follows:
5. The negotiation process has concluded successfully, with an agreement that the transfer be effective as of (date):
6. Consideration has been given to the support required by the student and the student's parent(s) / guardian(s) in making this transition, and consequently it has been agreed that:

Signatures of Approval

Parent(s)/Guardian(s) Date

Principal of exit school: Date

Principal of accepting school:Date

(or equivalent for alternative setting):.....Date.....