ST. PATRICK’S PRIMARY KILMORE

STUDENT BEHAVIOUR MANAGEMENT POLICY

Presented to the school board in 2016.

At St. Patrick’s Primary School, we work to restore relationships, ensure a safe and secure learning environment for all and provide opportunities for students to own their behaviours and support them to make better choices. Our procedures are guided by our Behaviour Management Policy. Principles of Restorative Practice are embedded in all attempts to respond to student behaviours. It is understood that corporal punishment is not permitted in our school.

**Student Norms of Behaviour**

Appropriate behaviours expected of students at St. Patrick’s Primary School are categorized under three headings.

**Respect of self**

*Whether I am in the presence of teachers or not, I always act in a way that is respectful. I do nothing that places myself at risk of harm.*

**Respect of others**

*We let others work and play without interference. We listen to others and speak to others politely. We do nothing that places others at risk or harm.*

**Respect of property**

*We respect and take care of our school. We respect other’s property as we do our own.*

**Classroom norms of behaviour**

These include the ‘Student Norms of Behaviour’ (above) as well as other norms that are generated by students and the home room teacher at the start of each school year that focuses on building our learning community and understanding ourselves as learners.

**Student Misbehaviours**

In providing guidance in responding to inappropriate behaviours, we have approached student misbehaviours in three levels: 1. Misbehaviours (low level that can be dealt with immediately by the teacher present)

2. Serious Misbehaviours (when a student demonstrates a persistent pattern of misbehaviour)
3. Extreme Misbehaviours (those misbehaviours that place the student or those around them at risk of injury or harm, both physically and emotionally).

Our policy is based on the belief that we are all social and emotional learners. As such we need to:

- Recognise and express our emotions
- Express and control difficult emotions
- Learn how to stop and think before responding to feelings and know how to make good choices
- Learn how to make friends and get along with people
- Learn how to play and work together and appreciate how others feel.

At St. Patrick’s Primary we have high expectations and insist upon high standards of behaviour. We will do this by providing all individuals with high levels of support and care. In every room the phrase “Behaviour not challenged is behaviour encouraged” will be displayed and explained to students.

WHOLE SCHOOL RULES

1. Follow instructions – doing what you have been asked to do.
3. Speaking politely – e.g. using the following: “Excuse me”, “Thank you” “Pardon?” Knowing when it is the right time to speak and using the appropriate volume and tone.
4. Listening Well – Eyes and body facing the speaker. Body is calm.
5. Being Safe – Walking to and from places. Lining up correctly. Respect for personal space.
6. Care for property – using equipment mindfully.
7. Uniform – take pride in ourselves and in our school uniform.

RIGHTS & RESPONSIBILITIES

We have the right to learn and to feel safe.

We have the right to feel welcomed and included.

We have the responsibility to respect others and restore relationships.

ENCOURAGING POSITIVE BEHAVIOUR

Students need to know what is expected of them in regards to their behaviour. This has to be established by the home room teacher and reinforced on a regular basis. Students start charts, school awards, stickers can be used to celebrate and recognise student achievement.

When dealing with a student the following guide can be used:
1. Commence a conversation with the student. Identify the behaviour and offer a helpful hint.
2. Stop, Think, Do. Remind the student of what the right choice could be.
3. Logical Consequence – this may involve some reflective time or recording what happened.
4. Saying “Sorry” – restore with others. Making things right. “I am sorry for …… It must have made you feel …… Next time I will………”
5. For repeated or serious choices such as hurting others or property the parents and school leadership would be contacted.

RESTORATIVE PRACTICES

The Restorative Philosophy

Restorative Practices is grounded in the principle that when something happens, it harms and damages relationships. It involves building positive relationships and establishing a supportive environment that is fair, consistent and democratic. It is based on the belief that:

We must take responsibility for the wrong choices we make
We need to think about how we were feeling when we made the wrong choice
We must understand how other people are affected by our wrong choice
We must repair the hurt after we have made the wrong choice.

Restorative Practices involves the student actively. Rather than scolding, lecturing or handing out punishments all students have the chance to speak.

Questions asked are:

What happened?
Who did it?
How?
Who has been harmed/ affected?
What can you do to make things right?

Using the Restorative Practices approach means that students, teachers and parents work together collaboratively to develop solutions to misbehaviour. Misbehaviour is seen as a teachable moment where students can learn about the links between personal relations and self-discipline.

POSITIVE BEHAVIOUR MANAGEMENT

Effective discipline is about:

Exposing students to a fair and just environment
Promoting the development of students' self-discipline

Positive recognition of appropriate behaviour

Setting clear guidelines and protocols

Helping students learn to make better choices

**CIRCLE TIME**

Circle Time is a structured framework for group interaction. It can be used in many different ways, sometimes focusing on:

- Self-awareness, knowledge and skills
- A sense of belonging and connectedness
- A focus on the positive
- Increased emotional resources and wellbeing
- Collaborative decision making, conflict resolution and problem solving.

Circle Time helps to explore respectful relationships that teach problem solving skills to assist conflict resolution. When children feel they belong within a group they develop trust and confidence to open up about their feelings. Creating a warm and welcoming circle where children feel secure and included is the first aim of Circle Time.