



ST BRIGID'S SCHOOL COLLIE BEHAVIOUR MANAGEMENT POLICY

Implemented: 2003

Reviewed: 2019

Next Review: 2022

Rationale

All members of the school community have a right to experience a caring, safe and positive school environment. Our Behaviour Management Policy has been developed to ensure there is consistency and clarity in the expectations required of students and in the way breaches are managed by the school.

Our Behaviour Management Policy encourages students to take responsibility for their own behaviour; in turn supporting them to become confident, independent, fully functioning members of our society.

Principles

- All members of the school community deserve mutual respect.
- The school community needs to be aware of, and to respect the needs and the rights of others.
- Positive behaviour in children should be expected and encouraged.
- Negative behaviours should be discouraged through the application of a set of prescribed consequences.
- All children need to be made aware of the consequences of negative behaviours.
- Behaviour management plans can only be effective when supported by all members of the school community.
- Violating the rights of others in our school community is a more serious offence and should attract more serious consequences.
- Bullying, Harassment, Aggression and Violence are covered explicitly in our "Dealing with Bullying, Harassment, Aggression and Violence Policy".

Guidelines

- Leadership and teachers will regularly explain and reinforce the behavioural expectations and consequences outlined in "**St Brigid's Respectful Behaviours**" and "**Behaviour Note**". All students will receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to develop positive relationships with each other, staff and volunteers.
- Each teacher will develop their own class/subject Behaviour Management Plan that aligns with our school model and is communicated with parents at Parent Information Evening.
- Communication to parents:
 - Level 1 breaches are minor in nature and no communication is provided.
 - Level 2-4 breaches are more significant and involve a Behaviour Note and a text message to parents informing them that a Behaviour Note has been sent home.

Level 5 breaches are regarded as very serious and involve a meeting between the parent(s)/carer(s) and school leadership.

- St Brigid's recognises that children are at different developmental levels and have differing capacities, and so alternative consequences may be applied in particular circumstances.
- The administration and application of consequences/sanctions conforms to the rules of procedural fairness and are non-discriminatory.

Rules of Procedural Fairness require:

1. **(a) a hearing appropriate to the circumstances;**
 2. **(b) lack of bias;**
 3. **(c) evidence to support a decision; and**
 4. **(d) inquiry into matters in dispute.**
- The only accepted behavioural consequences are outlined in **St Brigid's Respectful Behaviours** and may involve time out, detention, suspension, exclusion, restorative action and other related actions as determined by leadership (e.g. if a student has been damaging the cubby area they may not be permitted to play there for a period of time). 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]."