RATIONALE

We seek, through this Procedure, to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance well-being, foster responsibility, enable personal growth and promote the common good.

At Saint Joseph's, we believe in the importance of being preventative and restorative in managing student behaviour. We believe in the importance of actively promoting and encouraging positive behaviour and we use negative and punitive consequences as a last resort. We value each child as an individual and recognise their God-given dignity. We always consider the best interests of the individual child when addressing their behaviour.

Our school is committed to providing a safe, nurturing, and inclusive environment where every student can thrive. This Positive Behaviour Policy outlines the structures and strategies we use to promote positive behaviour and address inappropriate behaviour.

ENCOURAGING POSITIVE BEHAVIOUR

Making Jesus Real
Through the implementation of the Making Jesus Real (MJR) program, we create an inclusive and compassionate school culture, where all are encouraged and taught how to relate to others in the way Jesus would want. This is integral to the management of student behaviour.

Student Engagement
We believe that in order to prevent misbehaviour, both in the classroom and playground, engaging students in positive activities is crucial. We continually review our lessons and outdoor environment to maximise the chances of positive interaction between all individuals in our school.

Positive Behaviour in Schools
We implement the Positive Behaviour in Schools (PBS) program. Through this program, we make clear and explicitly teach the desired routines, procedures and behaviours for students in all environments and areas of school life.

The PBS program is based upon the school's '4 Pillars of Behaviour' as outlined below. All that we do in managing student behaviour can be linked back to these pillars.

4 Pillars
- Safety
- Compassion
- Responsibility
- Respect

Incentives

A range of incentives are offered to encourage the desired student behaviours. Both class-based incentives and whole-school incentives are used to recognise positive behaviours.

ANTI-BULLYING PROCESSES

Saint Joseph's School takes measures to minimise the number and severity of bullying incidents. We will:

- Encourage acknowledgement and greeting of each other. Names are to be used by all staff and students when addressing people. When we do this, we acknowledge the humanity in the person we are speaking to.
- Conduct regular and explicit teaching about bullying in classes, especially at the beginning of the year.
- Make students aware of their responsibilities with regard to the Bullying Policy through classroom teaching and by communicating information frequently to parents via the school newsletter, parent nights etc.
- Implement explicit lessons to help develop resilience to bullying.
- Have duty teachers attend to instances of inappropriate behaviour and inform class teachers. Treat information regarding bullying confidentially.
- Encourage students to express themselves to those who hurt them appropriately.
- Respond efficiently to all bullying allegations.

Please refer to our 'Dealing With Bullying and Harassment Policy' for more detail on school processes in regard to bullying and harassment.
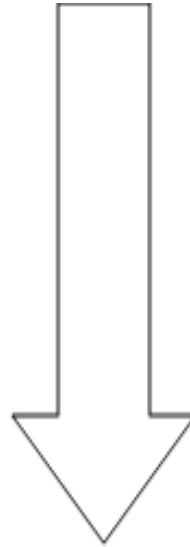
ADDRESSING UNDESIRABLE BEHAVIOURS

The following is a list of minor and major incidents that are possible within the school setting.

Minor Incidents	Major Incidents
• Calling out • Talking over teacher • Name calling/ Teasing • Dishonesty • Rough play • Disrespectful tone/attitude • Disrupting others with noises • Not following PBS rules • Using inappropriate language (within context) • Refusing to work	• Defiance to complete work • Destroying property • Using inappropriate language • Using inappropriate gestures • Refusing to follow teacher instruction • Using physical aggression • High level bullying/teasing • Stealing

The following is a possible process for addressing misbehaviour. This process is a guide only and may be different depending on the needs and circumstances of the individual child/ren involved.
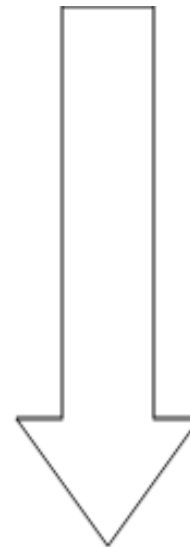
Playground – Minor

Verbal warning
Time out and complete Reflection Sheet 5 min K – 3 10 min 4-6 (record in behaviour book and mark against student name) Teacher/Principal to discuss with student how they can make better behavioural choices in the future.
Return to play but any other incident results in a complete sit out and recorded in behaviour book again

Playground – Major

Time out immediately sitting near office for the remainder of play time. Complete Reflection Sheet Incident needs to be written on an 'incident report form' Principal to call parents. (mark behaviour against student name in behaviour book). Teacher/Principal to discuss with student how they can make better behavioural choices in the future.
Miss out on following 2 play sessions or suitable consequences to be negotiated between principal, parents and student.

Minor Incident

1st Tally *Write behaviour in book	☐ Sit out 5/10 mins
2nd Tally *Write behaviour in book	☐ Sit out 5/10 mins
3rd Tally *Write behaviour in book	☐ Sit out 5/10 mins + call home by class teacher. ☐ Child must miss following rec or lunch session
4th Tally *Write behaviour in book	☐ Sit out for remainder of play time ☐ Principal to call parents ☐ Miss out following rec or lunch session
5th Tally *Write behaviour in book	☐ Sit out for remainder of play time ☐ Principal to call parents ☐ Miss out following rec or lunch session
6th Tally *Write behaviour in book	☐ Sit out for remainder of play time ☐ Principal to call parents and arrange a meeting with parents and class teacher. ☐ Miss out following 2 recess or lunch session

Major Incident

*Complete incident form by the end of the day. Mark student tally in playground behaviour book.	☐ Send to office ☐ Principal to call parents ☐ Miss out following 2 recess and/or lunch sessions

IN SCHOOL SUSPENSION

In the case of serious misconduct or a series of misdemeanours and following a review by members of the leadership team, it may be decided that an in-school suspension is warranted.

- This will be held at the school in the administration area under supervision.
- The student will sit and complete work.
- There is to be no contact with other students.
- Recess and lunch breaks will be taken at different times to the rest of the school. Duration of in-school suspension may range from a half a day to three days.

OUT OF SCHOOL SUSPENSION (EXCLUSIONS)

St Joseph's policy on 'Out of School Suspension' is guided by the policy of the Student Behaviour Executive Directive.

"**The decision to exclude a student from a Catholic School must be carefully considered and will only occur in the following circumstances:**
1. **The nature of the alleged incident is deemed serious to a level that merits such action** e.g. possesses a weapon on school grounds or at a school activity, uses a weapon to commit a crime on or off school grounds, or sold (or tried to sell) illegal drugs on or off school grounds.
2. **Attempts to address the behaviour(s) of concern have been exhausted.**
The Principal must seek consultation from SIA before proceeding with this course of action.

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will work in partnership with the leadership team, parents and key staff members, taking into account all previous circumstances prior to invoking an out of school suspension.

In extreme cases, where exclusion for disciplinary reasons is necessary, St Joseph's is guided by the CEWA 'Student Behaviour' Executive Directive, specifically following the processes for 'Exclusion of Students for Disciplinary Reasons'.

APPROPRIATE PUNISHMENTS

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]."

Date of Last Review	Date of Next Review	Authorised By
2025	2027	Ashlee De Campo