



St MARTIN'S CATHOLIC
PRIMARY SCHOOL

BEHAVIOUR AND PERSONAL RESPONSIBILITY POLICY

Vision

To be a Catholic school community that recognises the uniqueness and diversity of every person, nurturing faith, wellbeing, and inclusivity while pursuing excellence.

Rationale: add PBIS principle

The Behaviour and Personal Responsibility Policy supports the growth and development of each person, respecting their dignity, uniqueness and their relationship with others.

At St Martin's positive student behaviour is a collaborative effort. All members of the St Martin's community must work together, striving for consensus on procedures and consistent implementation.

St Martin's Catholic Primary School focusses on the development of personal and social responsibility in students and we believe that:

- the development of social and emotional competencies and personal and social responsibility contribute to the lifelong learning of all students and the preparation for active participation in the wider community.
- the effective teaching and learning practices within our school community support student behaviour, learning and wellbeing whilst building respectful relationships.
- having clear expectations for students is important to the culture of the school. The values of Respect, Responsibility, Integrity and Kindness are the underlying principles for these expectations.
- behaviour choices require positive support intervention and correction.
- learning and wellbeing are interconnected and will flourish where teaching and learning is inclusive, dynamic, student centred and relevant.

Aims:

At St Martin's Catholic Primary School, the development of personal responsibility is underpinned by Positive Behaviour Intervention Supports (PBIS), Restorative Practice, The Resilience Project and the LearnWell framework and seeks to:

- protect personal and school community safety, enhance wellbeing, foster responsibility, enable personal growth, restore relationships, encourage reconciliation and uphold dignity for all students and staff
- foster and maintain a safe and supportive environment for all students in which Restorative Practices are the foundation for building respectful relationships, addressing bullying and harassment, and developing resilience
- develop personal and social capacity and intercultural and ethical understanding of our students in line with the Australian Curriculum
- respond to behaviour related issues and correct the behaviour error at the earliest possible opportunity, mindful of the uniqueness of each situation and those involved
- inform students, their families and staff the school's expectations
- provide guidelines for the management of undesired behaviours, should they occur in the school

Expectations:

We believe that everyone has the right to feel safe and learn to the best of their ability at all times. At St Martin's Catholic Primary School, we have four values which connect with the four pillars of Our Lady of Sacred Heart (OLSH) education.

This underpins and supports the school expectations and Behaviour and Personal Responsibility Policy.

Respect – We are heart people who are faith-filled
Responsibility – We are heart people who reverence relationships
Integrity – We are heart people who pursue excellence
Kindness – We are heart people who touch the hearts of others.

Implementation:

- Social and Emotional Learning (SEL) is a major teaching and learning focus and is used to support positive behaviour and Restorative Practices.
- At the beginning of each school year and as required, teachers work with students to unpack and explicitly teach the school values, classroom agreements, procedures and school wide expectations.
- Positive behaviour expectations are clearly displayed and practiced throughout the school.
- There is a focus on positive behaviours within school settings and acknowledgement of correct, expected and positive behaviour is enforced.
- The provision of Our Place, where students can seek adult support, find a calm space or regulate their emotions, is an important space on the school site.
- Our shed provides a space for students to be able to express their problem solving and creative skills.
- Positive play plans are developed by teachers as needs arise.
- Each year teachers implement the SEL program as part of their Health program.
- Weekly affirmations and meditations are practiced by the whole school.
- The provision of predictable, structured, routines each day is vital for student success. The day's learning or events are shared with students through visible timetables and schedules to ensure all are well aware of expectations.

Procedures:

All behaviour has a purpose, and as such a clear and appropriate approach to behaviour, learning and teaching underpins our responses to inappropriate behaviour.

- Taking into account the student and their needs
- Ensuring a clear understanding of expectations by both students, staff and families.
- Providing consistent and engaging learning environments.
- Scaffolding the student's learning program to achieve success.
- Participating in Restorative Conversations, when there is a break down in relationships.
- Documenting minor and major behaviour errors in a timely and efficient manner.
- A team approach that involves input from the student, teachers, leadership and families, in addressing behaviour errors, to ensure student success
- Re-entry conversations in partnership with parents and carers is vital to the continued success and social growth of a student.

St Martin's Catholic Primary School will seek to respond to behaviour related issues at the earliest opportunity and with regard to the uniqueness of each situation, the stage of development of those involved, the opportunities for continued growth in personal and social responsibility and with an understanding of the needs of all members of the school community.

Procedures for Dealing with Consistent Inappropriate Behaviours:

Consistent inappropriate and serious behaviours may result in the implementation of the procedures from the Behaviour Response Flowchart. (Appendix A)

Restorative Practice:

Restorative Practice puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents involve interpersonal conflict or wrongdoing. (Appendix B)

Responsibilities:

All students, staff and families are expected to uphold the expected values, Behaviour and Personal Responsibility Policy at St Martin's Catholic School.

Responsibilities of Students:

- ✓ To contribute to a safe and supportive learning environment
- ✓ To show care and respect for others and property by following the class and school, values, agreements and expectations
- ✓ To recognise that we need to take responsibility for our mistakes and behaviour errors
- ✓ To participate in Restorative Conversations as required

Responsibilities of Staff:

- ✓ To provide a safe and supportive learning environment for all students modelling respectful relationships.
- ✓ To develop and maintain inclusive and engaging teaching and learning programs for all students
- ✓ To focus on building social and emotional competencies and the development of social responsibilities throughout the school through the SEL program
- ✓ To use strategies and procedures that support a Restorative Practice philosophy

Responsibilities of Families:

- ✓ To accept that they are role models for their children and support their child's development of positive relationships and personal responsibility
- ✓ To encourage their children to make good choices and support school policies and practices.
- ✓ To talk with the school if they are aware of any student concerns. Initial discussions occur with the classroom teacher. If further dialogue is required, the student's teacher, and or a member of leadership may be involved.
- ✓ To support staff and engage in conversations to maintain a safe, supportive and respectful learning environment for all students

Socially unacceptable behaviours (Behaviour Response Flowchart) will not be tolerated at St Martin's Catholic Primary School and will require immediate intervention. Families will be asked to collect their child from school in order to provide respite for their child and others in the school community.

Suspension Information:

For serious and exceptional incidents or after other reasonable intervention has occurred, the principal may initiate the suspension process. An internal suspension means a student attends school but is withdrawn from class and its activities for a specific period.

An external suspension means that a student is precluded from attending school and school activities for a specific period of time. The procedures outlined in the Building Respectful Relationships: Student Suspension and Cancelling Enrolment Procedure (SACCS 2019) will direct the process. Parents/carers will be central to these conversations and expected to attend the re-entry meeting on completion of the suspension with their child. A re-entry plan will be created to support the student.

Reasons for suspension may include:

- Serious irresponsible behaviour
- Serious breaches of school rules
- Gross intolerance(s)

Extreme or exceptional behaviours will follow the procedures outlined by the South Australian Commission for Catholic school Building Respectful Relationships: Student Suspension and Cancelling Enrolment Procedure (2019)

Outside Agencies:

The following may be useful for dealing with behavioural issues

- Child and Family Health Services
- CESA Consultants
- ACCESS
- Child Protection Services
- Catholic Church - Centacare
- Women's and Children's Hospital
- CAMFS (Child and Adolescent Mental Health Service)
- Be You

Appendices:

Appendix A: St Martin's Behaviour Response Flowchart

Appendix B: Restorative Conversation Script and record sheet

Appendix C: Restorative Practice Student Reflection Sheet

Implemented:	2010
Ratified by School Board:	2015
Reviewed:	2024
Next Review:	2027