

## 1.0 CATHOLIC EDUCATION WODONGA VISION:

In Catholic Education Wodonga we believe that:

- Catholic education in Wodonga is a living expression of the dynamic and evolving tradition of the Church.
- Catholic schools exist as an integral part of the Church's mission in the world.
- Catholic schools exist as part of Parish and are intrinsically connected with each other.
- Children have a right to education in the faith, and we have a responsibility to provide places for those who seek a -
- Catholic education to the best of our ability.
- Mutual respect, understanding and collaboration in the implementation of this policy are imperative.
- Children have the right to feel safe, be treated with respect and be protected from harm.

## 2.0 ST. AUGUSTINE'S IDENTITY STATEMENT:

St Augustine's Catholic learning community is based on St Augustine's call to be truly successful learners and creative individuals.

## 3.0 GRADUATE OUTCOMES:

St Augustine's endeavours to educate students who:

- are developing a spiritual connection and an understanding of their faith.
- are creative and engaged learners, taking risks and reflecting on their learning.
- have sound literacy and numeracy skills.
- are socially just, show compassion and have an awareness of environmental issues.
- display positive behaviours and strong social skills creating and maintaining meaningful relationships.
- are responsible global citizens who value and respect diversity.

## 4.0 RATIONALE:

St Augustine's is committed to providing a safe environment for all members of the school community by developing a school wide system that includes strategies for defining, teaching and supporting respectful behaviours. Students are educated to follow our Be True expectations with the goal being to establish a climate in which respectful behaviour is the norm.

## 5.0 AIMS:

St Augustine's will ensure that:

- Corporal punishment is not permitted at St. Augustine's Primary School.
- Students are valued and treated with respect as they develop self-confidence.
- Students have the right to work in a secure environment where, without intimidation, bullying or harassment, they are able to fully develop their talents, interests and ambitions.
- Students have the right to learn in a productive and cooperative environment.
- Staff has an obligation to fairly, reasonably and consistently, implement this Student Management Policy.
- Bullying and violence will not be tolerated.
- There will be no discrimination based on differences of culture, race and gender.
- Teachers will use positive reinforcement to establish a respectful environment.
- Strategies implemented to support respectful behaviour will ensure the best outcome for the student.
- Staff create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full

without any concern for their safety.

## **6.0 GUIDELINES FOR IMPLEMENTATION:**

- Ensure open communication between students, parents and teachers.
- Ensure open communication between teachers and leadership.
- Allow staff time to debrief on student issues during Professional Learning Team (PLT) meetings.
- Staff to be issued with the staff handbook at the beginning of the year with expectations of their role while on yard duty.
- Staff will be regularly updated of their role and the processes when they are on duty.
- The Student Management Policy is clearly communicated to all new members of the school community.

## **7.0 STUDENT CONNECTEDNESS AND ENGAGEMENT: – (Taken from SSEB)**

An essential element of human well-being is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged within a community. For the wellbeing of students, their school must provide them with such an experience. It follows that when a school is addressing student behaviour that is judged inappropriate or wrongful, behaviour support and intervention processes which ensure that the student remains engaged and connected with school activities and the school community are to be preferred to those that disengage the student. It is recommended that processes that disengage not be applied unless other options are clearly not appropriate. Disengagement and disconnection are potentially harmful of student wellbeing.

## **8.0 STUDENT MANAGEMENT STRATEGIES**

### Overview

In our efforts to promote a more positive approach to behaviour management and to maintain a safe, welcoming and purposeful learning environment, we have implemented a program called St Augustine BE True. The aim of the program is to prevent rather than respond to problem behaviour with a focus on acknowledging students for respectful behaviour within the School. Each staff member focuses on our expectations:

As we learn we:

- Respect Selves;
- Respect Others and
- Respect Environment

This is adapted to the age level of the students and their learning needs. This ensures that each student understands what the expectations of the School are and provides students with the opportunity to be acknowledged for their positive behaviour.

Students are actively involved in learning what the Respect self, others and environment expectations mean and what they look like in all areas of our school through activities, lesson, demonstrations, videos and role-playing.

### Classroom Management

The key to a positive and effective learning environment is sound classroom management strategies that address all aspects of the classroom. Routines and expectations will be taught to students at the beginning of the school year and revisited as needed. Areas that may be addressed include getting the teacher's attention, using the restroom, sharpening a pencil, turning in work, and any other routine that takes place on a daily basis. These expectations are displayed in all classrooms and can be referred to by staff and students.

### Behaviour Management

When a student fails to abide by school expectations, staff will choose from a range of strategies to resolve this issue depending on who is involved and what has occurred. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviours that detract from the learning/playground environment and will be used consistently. Staff members will consult with their PLT and/or members of the Welfare team to develop strategies to support students that are unable to follow the BE True expectations.

What if the routines and procedures are not effective?

Routines and procedures are implemented to address behaviour in a proactive manner. At times this is not enough or not effective. When all attempts to deal with a behaviour using the staff member's classroom management plan have been ineffective and the behaviour is still of a minor nature, the staff members may choose to redirect the student to a 'Buddy Teacher'. This allows time for the student and teacher to reflect on and respond to the inappropriate behaviour. Consistently repeating minor offenses may be escalated to a major offense.

### Major Incidents

Some behaviours and incidents require more immediate solutions and/or the attention of an administrator. To determine if a major incident report is required, please refer to what constitutes a minor or a major incident at the end of this document. The student will be sent to the office. The administrator will speak with the student and contact the parent if needed, and determine an appropriate consequence. When a student returns to class they will be welcomed. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise will vary from student to student.

### Punitive Measures

In order to create an environment conducive to learning we must remember that discipline procedures are not the answer to problematic behaviour – it is the positive relationships we build as a learning community. Punitive measures have little effect on student behaviour and are more likely to increase instances of inappropriate behaviour. Our staff will explain appropriate behaviour and procedures throughout the year. They detail why it is important and encourage all students to be respectful.

## **9.0 HARASSMENT AND BULLYING**

St Augustine's is committed to providing a learning environment, which reflects the gospel values of love, forgiveness, justice and hope and the dignity of the individual and his/her community. Any behaviour that prevents another from reaching his/her full potential is unacceptable and will be dealt with in accordance with the BE True expectations developed by the school.

Students with Disabilities and Impairments will be treated with equality and respect and will be supported in the event of any bullying or harassment relating to their disability or impairment.

### What is bullying/harassment?

- Bullying is when a student or group repeatedly target, intimidate or exclude another student/s. They try to hurt their body, feelings, property, reputation or social acceptance. This behaviour is repeated and directed towards the same person/s. A one off fight or disagreement between students isn't bullying.
- No bullying is acceptable. No incident is too small to warrant a complaint. Bullying denies equality and affects the dignity of the individual concerned and weakens their morale of the school.

## **10.0 PROCEDURES FOR STUDENTS DEALING WITH BULLYING**

Stage One: Try to ignore the problem. Stay calm and try not to react.

If bullying continues...

Stage Two: Tell the person that their behaviour is unwanted and to stop.

If bullying continues...

Stage Three: Approach a teacher or Mum/Dad for help. The adult will speak to your classroom teacher and make them aware of the situation. Your teacher will investigate the incident/s and conduct mediation in an effort to resolve the problem.

If bullying continues...

Stage Four: The Principal or Deputy become involved and will speak with both students. Appropriate measures based on our Behaviour Management Policy are put into place to deal with the incident/s. The individual being bullied will be provided with strategies aimed at empowering him/her to deal with similar situations in the future. The parents of both students are to be notified of the events leading up to this stage and the course of action being taken. The school will ask both sets of parents for support and input. This meeting will specifically look at measures to empower the students – to help both sides move forward. Appropriate confidentiality will be maintained.

If bullying continues.....

Stage Five: The Principal/ Deputy Principal will meet with the classroom teacher/s, welfare team and parents in an

effort to resolve the problem/s. Teachers and parents will work together to develop an action plan to empower the victim and modify the offender's behaviour.

If bullying continues.....

Stage Six: The matter is placed in the hands of the Principal. If the matter cannot be resolved within the school community it may be referred to outside institutions. Eg community support agencies, professional mediators. Ongoing evaluation of the current policy will occur, specifically looking at measures used to empower students, helping both the victims and bullies. We will also evaluate how constructively home and school can work on this issue.

### Playground Safety

#### Adventure Playgrounds

- No climbing on top of monkey bars or on top of other equipment that was designed for children to hang from.
- If a child cannot reach a piece of equipment older/taller children should not assist him up.
- Use the equipment the way it was designed to be used.
- Take turns on the equipment.
- The Church, paddock and senior yards are out of bounds before and after school.
- No sports equipment to be used on the playground structures.

### Ball Games

- No ball games before or after school except in the basketball court.
- No ball games in the under cover areas.
- Football (AFL) will be restricted to Terms 2 and 3.

### Around the buildings

- No running around the buildings
- Walk on paths and respect plants and gardens.

### Playground areas

- Foundation and grade one play in the junior part of the school near the basketball court.
- Grade 2 can play in the junior, Church and senior yards.
- Grades 3 4,5& 6 play in the senior yard over the road and the Church yard.
- Grades 5 and 6 have an option to also play in the paddock.

### Crossing the roads

- No child is to cross the Osburn St. crossing or the Church St. crossing without the supervision of a teacher.

### After school

- All children going on the bus are to line up in the allocated bus area and wait for a teacher to take them to their bus.
- All other children are to wait outside in the undercover area until their parent comes into the school grounds to pick them up.

### Heat wave and wet weather days

- No hat no play policy for First and Fourth Terms. Those without a hat are to quietly sit in the designated shade areas.
- If the temperature exceeds 35°C or it is raining then the Deputy Principal will declare a heat wave or wet weather timetable. For more information see the Sunsmart Policy.

### **Minor Infractions**

#### BE True Managed Behaviours

School intervention: As a guide, five (5) minor behaviour infractions constitute a major infraction, this will be referred to PLT in the first instance. Further infractions may result in a referral to the welfare team for consideration and support.

Behaviour	Definition
Antagonising Behaviour	Student provokes others either verbally or physically.
Disrespecting Others	Student does not show proper respect to others.
Disruption	Student distracts him/herself and/or others.
Disrespecting Property	Student disrespects school's, others or own property.
Off task	Student does not take an active role in learning; disconnected.
Physical Contact	Student is not keeping arms, legs and objects to self.
Dress Code	Student wears clothing that is not within the dress code guidelines defined by the school.
Respect environment	Student does not dispose of litter in respectful.
Technology violation	Student has disrespected school technology policy.
Incomplete classwork	Student does not complete class work within allotted time.
Willful disobedience	Student refuses to follow instructions.
Inappropriate Language	Student engages in name-calling and/or use of words in an inappropriate way.
Lying	Student delivers message that is untrue.
Not keeping school orderly	Student does not leave a learning space in a manner that is neat, tidy and respectful.
Other	Student engages in any other minor problem behaviours that do not fall within the above categories.

### Major Infractions

School intervention: These interventions may include but are not limited to parent contact, in-school withdrawal, behaviour management plan, referral to school councillor.

Behaviour	Definition
Abusive language	Student exhibits verbal and/or nonverbal forms of swearing.
Fighting/ physical aggression	Actions involving serious physical contact where injury may occur (hitting, hitting with an object, punching, kicking, hair pulling, scratching, etc.).
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property.
Technology misuse/Forgery	Student has severely misused technology eg/ accessing inappropriate site, using another's sign on. Or has signed a person's name without the person's permission.
Harassment	Student delivers disrespectful or inappropriate messages to another person. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin.

Bully (Repeated & Targeted)	Student who repeatedly teases, picks on, threatens, harasses or hurts another student.
Cheating/Lying	Student deliberately violates rules or lies.
Property damage	Student deliberately impairs the usefulness of property.
Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property.
Other	Problem behaviour causing this referral is not listed above. Staff using this area will specify the problem behaviour observed.

Next Review date: 08/03/2019