The St Augustine’s Behaviour Management policy will promote a whole school culture of positive behaviour within which all individuals are valued for who they are and the contribution that they make to our Catholic learning community. The policy will provide a framework within which behavioural expectations are understood and communicated in a manner which ensures that all staff and students are able to be successful community members.

At St Augustine’s School we are ‘Together in Faith, Learning for Life’. To live this vision our Behaviour Management Policy will:

- Reflect the role model provided by Jesus.
- Provide clear expectations for all staff, students and families.
- Provide clear consequences for choices, which honour the individual and affirm their role as a member of our Catholic learning community.
- Be connected to the St Augustine’s Pastoral Care Framework and follow the Policy and Guidelines provided by Catholic Education Services, Cairns.

The vibrant Catholic learning community of St Augustine’s is the result of people who are committed to working together to provide a safe and engaging learning for all staff, students and families. We act on our belief that:

- As individuals we are created in the image of Jesus.
- All individuals are able to make choices with regard to their own behaviour.
- As a staff, it is our privilege and professional responsibility to work with all students to provide consistent behavioural expectations, which guide and enable their choices.

As the result of our staff, students and families working together we create a place where the positive climate of the school is supported by respectful relationships.

Our Behaviour Management Policy is broken into the following elements:

1. Student Rights and Responsibilities.
2. Whole School Non-Negotiable Behaviour Expectations: acceptable and unacceptable.
3. Acceptable Behaviour Processes
4. Unacceptable Behaviour Processes
5. Rewards and Sanctions.
6. Teacher Responsibilities
1. Rights and Responsibilities

**STUDENT**

We recognise that it is our **RESPONSIBILITY to:**

- Act safely in all learning and play environments.
- Treat others with respect and care.
- Participate in the learning of the school.

We understand that it is our **RIGHT to expect:**

- A safe learning and play environment.
- To be respected and cared for.
- To learn.

**STAFF: please refer to the Code of Conduct for Employees**

We recognise that it is our **RESPONSIBILITY to:**

- Create safe and engaging learning environments.
- Set clear expectations for student behaviour.
- Work to make sure that the Behaviour Management Policy is consistently and fairly implemented.

We understand that it is our **RIGHT to expect:**

- Students will respect the learning environment and follow the class covenants that we establish.
- Parental support in relation to the decision we make in the implementation of this policy.

**PARENTS: Please refer to the Code of Conduct for Parents and Volunteers**

We recognise that it is our **RESPONSIBILITY to:**

- Support the work of the staff.
- Help our students understand their responsibilities and accept their behaviour choices.
- Communicate respectfully, openly and honestly with the school.

We understand that it is our **RIGHT to expect:**

- Be informed of behavioural concerns which relate to our students.
- Be involved in the decisions around student behaviour when it relates to our child.

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2. Whole School Non-Negotiable Behaviour Expectations

<table>
<thead>
<tr>
<th>Acceptable behaviours</th>
<th>Non-Negotiable Behaviours</th>
<th>Unacceptable behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are honest.</strong></td>
<td><strong>T</strong></td>
<td>Telling lies. Ignoring instructions.</td>
</tr>
<tr>
<td><strong>We follow instructions.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wearing our uniform with pride.</strong></td>
<td><strong>R</strong></td>
<td>Wearing an incorrect uniform. Hitting or hurting other people. Touching or damaging other people’s things. Swearing or speaking rudely to others. Disrupting the class.</td>
</tr>
<tr>
<td><strong>We keep our hands and feet to ourselves.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We respect others and their differences.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We respect the learning environment.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We strive to understand and accept others feelings and ideas.</strong></td>
<td><strong>U</strong></td>
<td>Ignoring other people’s feelings or ideas. Not listening to other people. Wasting our learning time.</td>
</tr>
<tr>
<td><strong>We listen to others.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We value learning.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We enjoy being a part of our school and class learning community.</strong></td>
<td><strong>E</strong></td>
<td>Hurting other people’s feelings. Stopping other people from enjoying learning. Making others afraid or sad.</td>
</tr>
<tr>
<td><strong>We enjoy being with each other.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We make others feel happy and safe.</strong></td>
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<td></td>
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</tbody>
</table>
3. Acceptable Behaviours

We work with our students to enable them to choose to be cooperative and engaged learners who enjoy being at school. As a school we recognise students who choose to demonstrate excellence in their learning and behaviours and provide others with role models to aspire to. We recognise these ‘above and beyond’ behaviours through the following award structures.

**BEAUT BEHAVIOUR AWARDS**

We expect that all students demonstrate that they are TRUE to the behaviour expectations of St Augustine’s School. Teachers who are on playground duty look for students who are demonstrating an above expected commitment to these behaviour expectations and acknowledge this by giving these students a beaut behaviour award.

**SOCIAL AND EMOTIONAL LEARNING AWARDS**

Social Emotional Learning is a process for helping children develop the fundamental skills of being able to recognise and manage emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions and handle challenging situations effectively. These are necessary for wellbeing and therefore, for life effectiveness.

The Social and Emotional Award recognises students who are showing excellence in their learning attitude in the following areas that are explicitly taught as part of SEL in the school:

- Resilience
- Getting along
- Organisation
- Persistence
- Confidence

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**BEAUT BEHAVIOUR AWARDS**

Step 1: Teachers on duty will give students a beaut behaviour award slip which students place in the beaut behaviour box.

Step 2: Prior to the fortnightly assembly the Beaut Behaviour awards are counted and awarded as house team points.

Step 4: At assembly 6 beaut behaviour awards are drawn and each child receives a tuckshop voucher in recognition of their excellent playground behaviour.

**SOCIAL AND EMOTIONAL LEARNING AWARDS**

Step 1: Teachers monitor student behaviour in class and identify students who are demonstrating excellence in their Social and Emotional Learning.

Step 2: Prior to the fortnightly liturgy each class teacher identifies 2 students who have achieved excellence in this area and prepares an award for these students. The teachers keep a record of these awards.

Step 4: At the whole school liturgy the students who have achieved excellence in their Social and Emotional Learning are recognised. Student names are published in the school newsletter.
ACADEMIC AWARDS

Academic development and achievement of students across the Australian curriculum and other learning areas taught at St. Augustine’s is valued and recognised as an important feature of the learning process.

The Academic Awards are given by staff to celebrate students’ success in improvement and achievement in their learning.

CATHERINE MCAULEY AWARDS

St. Augustine’s has a proud faith tradition of being a Sisters of Mercy school. Since 1934, the Sisters of Mercy Nuns promoted a way of living the Gospel of Jesus, to the students taught under their care. The school carries on the Mercy tradition values, started by Catherine McAuley, by encouraging students to develop their own God given talents in order to help others live life to the full, both at school and in the wider community. These values recognised by staff in students through the Catherine McAuley awards are;

- Service
- Justice
- Hospitality
- Respect
- Courage
- Compassion

Teachers monitor student learning in class and identify students who are demonstrating excellence in their learning through effort and achievement.

Prior to the fortnightly assembly each class teacher identifies 2 students who have achieved excellence in this area and prepares an award for these students. The teachers keep a record of these awards.

At the whole school assembly the students who have achieved excellence in their Academic Learning are recognised. Student names are published in the school newsletter.
4. Unacceptable Behaviour Process

At times students will make poor behaviour choices which require a school wide consistent management response. The following process details how all staff will manage students in response to demonstrations of unacceptable behaviours. In following this process we recognise the following:

a. Some behaviour expectations vary according to maturity of each year level.

b. Staff will use their professional judgement to determine the seriousness of specific behaviours.

c. The role of mediation: when there is an issue which impacts on the relationship between students, teachers will conduct an informal mediation process in order to repair the relationship. This will be managed at the staff member’s discretion.

Bullying

Any behaviour which presents as bullying, such as the deliberate targeting of a student with the intent to cause harm or distress. While we depend on teacher professional discretion in their management and response to such behaviours all staff are expected to manage any behaviour which may be perceived as bullying as a level 3 behaviour. When this happens on the playground the duty teacher will inform the classroom teachers.

When the class teacher, or any other staff members, become aware of repeated patterns of behaviour which indicate genuine bullying behaviour they will be reported to the Principal so that a proper investigation into the behaviour can be conducted. See bullying processes.

BEHAVIOUR LEVEL 1

Student’s behaviour breaches a non-negotiable behaviour expectation during a learning experience or on the playground.

- **Remind:** Teacher reminds student of behaviour expectations as per class covenant or non-negotiable behaviour expectations.

- **Warn:** Teacher warns student of the consequences of continued poor behaviour choices.

- **Redirect:** Teacher directs student to re-engage with learning experience or playground activity.

BEHAVIOUR LEVEL 2

Student’s behaviour continues to breach non-negotiable behaviour expectations during a learning experience or on the playground.
BEHAVIOUR LEVEL 3

Student’s repeatedly breaches one of the non-negotiable behaviour expectations during a learning experience or on the playground. Or is demonstrating behaviour that is deliberately targeting another student with the intent to cause harm or distress.

Teacher reminds student of behaviour expectations per class covenant or non-negotiable behaviour expectations.

Teacher gives the student time out within their area of supervision: i.e. to walk with them in the playground or sit in a specific place in the classroom.

Teacher directs student to reengage with learning experience or playground activity.

BEHAVIOUR LEVEL 4: Individual Behaviour Plan (IBP)

An Individual Behaviour Plan is developed in response to identified patterns of behaviour which are impeding the student’s (or other student’s) learning.

Step 1: The teachers will meet with the Principal to establish whether an IBP needs to be developed.

Step 2: The parents will be consulted and invited to participate in the development of the IBP.

Step 3: The IBP will be developed and communicated with:
- Parents
- Student
- Staff

Counselling can be recommended for students who are demonstrating continual unacceptable behaviours.

BEHAVIOUR LEVEL 5: Unsafe Behaviour: Immediate intervention
Any student behaviour that, either in class or in the playground, is unsafe or puts themselves or others at risk of physical or emotional harm or injury requires immediate intervention. The intervention may be:

- Removal from the classroom or playground.
  - To the office.
  - To another classroom.
  - To the learning support area or counselling office.
- Removal of others in the learning environment
  - Taking the whole class away from the incident. When this step is taken another adult is called to supervise the student in question.
- Calling another staff member in to support the intervention.

Timeout areas:

- Playground – identified time out area
  - Senior Playground – sitting in the shade of the playground equipment.
  - Undercover area – sitting on the bench nearest the stage.
  - Junior Playground – sitting in the shade outside the end classroom.
- Classroom – sent to a partner teacher at the opposite end of the school year level with a timeout (reflection) card accompanied by a partner.
- When timeout occurs on the playground the duty teacher will inform the class teacher of the incident.

Bullying Behaviour Process

1. When a staff member observes a behaviour which presents as the deliberate targeting of a student they will follow the ‘No Blame’ approach which may involve mediation and treat it as a level 3 behaviour. Teachers will keep a record of this and any repeated incidents so as to establish behaviour patterns.
2. When the bullying type behaviours are repeated and a pattern of behaviour is identified by staff or reported by parents the Principal will:
   a. Meet with the specific children involved.
   b. Meet with the class teacher.
   c. Meet with the specialist teachers.
   d. Meet with the support staff.
   e. Meet with the parents of all students to:
      i. Plan a response to support the victim.
      ii. Plan a response to support the perpetrator.
3. Counselling will be offered to all students involved.

**Teacher Responsibilities:**

1. To ensure that their students understand the **Student Code of Conduct** at an appropriate (age) level for the students. This is preferably done in Week 1, Term 1 as part of the beginning of the new school year routine and as part of establishing classroom expectations/rule. For any new enrolments to the class throughout the year, the Student Code of Conduct will also be made explicit through the enrolment process and followed up by the classroom teacher.

2. To develop a **Class Covenant:**
   a. A class covenant is developed in the first 2 weeks of school. It contains the agreed behaviours and ways of being for the classroom and is based on the Student Code of Conduct (and TRUE).
   b. It must be developed and displayed in the classroom as:
      i. A poster or;
      ii. A wall display or;
      iii. A canvas or;
      iv. A creative display.
   c. A copy of the class covenant is to be given to the front office.
   d. In weeks 3 and 4 of the Term 1 at a Whole School Assembly, each class will stand up and share their class covenant.
   e. Students joining the class later in the year (new enrolments), are to be taken through the classroom covenant and provided with a copy in their enrolment package (eg. photo or copy)

3. To establish **Class Routines** which:
   a. Guide student interaction and learning
   b. Create a safe and engaging learning environment
   c. Are consistently and fairly implemented.

4. In the instance of a student requiring direct behaviour intervention and modification it is the responsibility of the teacher to:
   a. Develop an **Individual Behaviour Plan** in consultation with the appropriate staff, student and parents.
   b. Ensure that the plan:
      i. Reflects the school Vision and Mission.
      ii. Is supportive and provides guidance to the student.
      iii. Reflects current research and strategies.
   c. Communicate that plan to
      i. The Student
      ii. Parents
      iii. Principal
      iv. Learning Support Teacher
      v. All relevant staff

5. To ensure that they are following the **Unacceptable Behaviour Process** when dealing with challenging behaviour in all areas of the school.