



Behaviour Management Procedure

1. Aim

St Columba's Catholic Primary School has adopted the Keeping Safe: Child Protection Curriculum, which is predicated on two main themes

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

Our Behaviour Management Procedure reflects the school's vision:

"Fostering a nurturing and supportive Catholic school community we empower students to harness their full potential to become caring, confident and connected members of society. In the spirit of our history with the Sisters of Mercy, the Sisters of St Joseph and St Mary of the Cross MacKillop, we live with courage, trust and openness."

and is in line with the following school goals:

- To provide a loving and caring environment in which children can develop to their full potential spiritually, academically, physically, socially and emotionally;
- To affirm, respect and develop the individuality and God-given gifts of each child, staff member and community member; and
- To provide a sense of security and hope through encouragement of self-esteem and sound relationships with others and with God.

Sources of Authority	
CECWA Policy	Community Policy
Executive Directive	Student Safety, Wellbeing and Behaviour Executive Directive

2. Scope

The Behaviour Management procedure applies to all students at St Columba's Catholic Primary School.

3. Procedure

Rights

The fundamental common rights that exist at St Columba's Catholic Primary School are:

- Everyone has the right to feel safe at school.
- Everyone has the right to be treated fairly and with respect.
- Everyone has the right to work in an environment, which enables them to learn.
- The school explicitly forbids the use of any form of child abuse. corporal punishment or degrading punishment.

Responsibilities

Responsibilities give protection for the rights of each individual at St Columba's Catholic Primary School. Students have a responsibility to follow school rules and we:

- Act in safe ways and seek help when we need it.
- Treat others in a friendly and respectful way. We appreciate our similarities and differences by sharing our ideas and listening to the ideas of others.
- Support each other by listening, helping, cooperating and behaving responsibly.
- Include and welcome others.
- Are considerate, courteous and show good manners towards each other.

Positive Reinforcement and Recognition

Teachers strive to create a positive, rewarding and enriching learning environment. Each teacher may have their own incentive procedure that best suit their students and style. However, these procedures are all created around the rules stated on the Student Expectation Matrix.

Behaviour Management Framework – 123 Magic™ and Emotional Coaching

St Columba's Catholic Primary School utilises the 123 Magic™ and Emotional Coaching program. This approach involves teachers and education assistants putting limits on undesirable behaviour by a counting or signalling method. Students are taught what behaviours are not okay. These are known as stop behaviours. If the child stops at 1 or 2 then nothing else happens. If the child reaches the count of 3, the child will be directed to a think spot, students will be given some 'time out' to reflect on their behaviour. At the end of the time the student will re-join the class activity and will be given a fresh start. There may be occasions when on the count of 3, instead of 'time out' the student may briefly lose a privilege (i.e., if the student was misusing an iPad, they may lose access to the iPad for a short period of time). The student would be informed about the alternative consequence prior to reaching the count of 3.

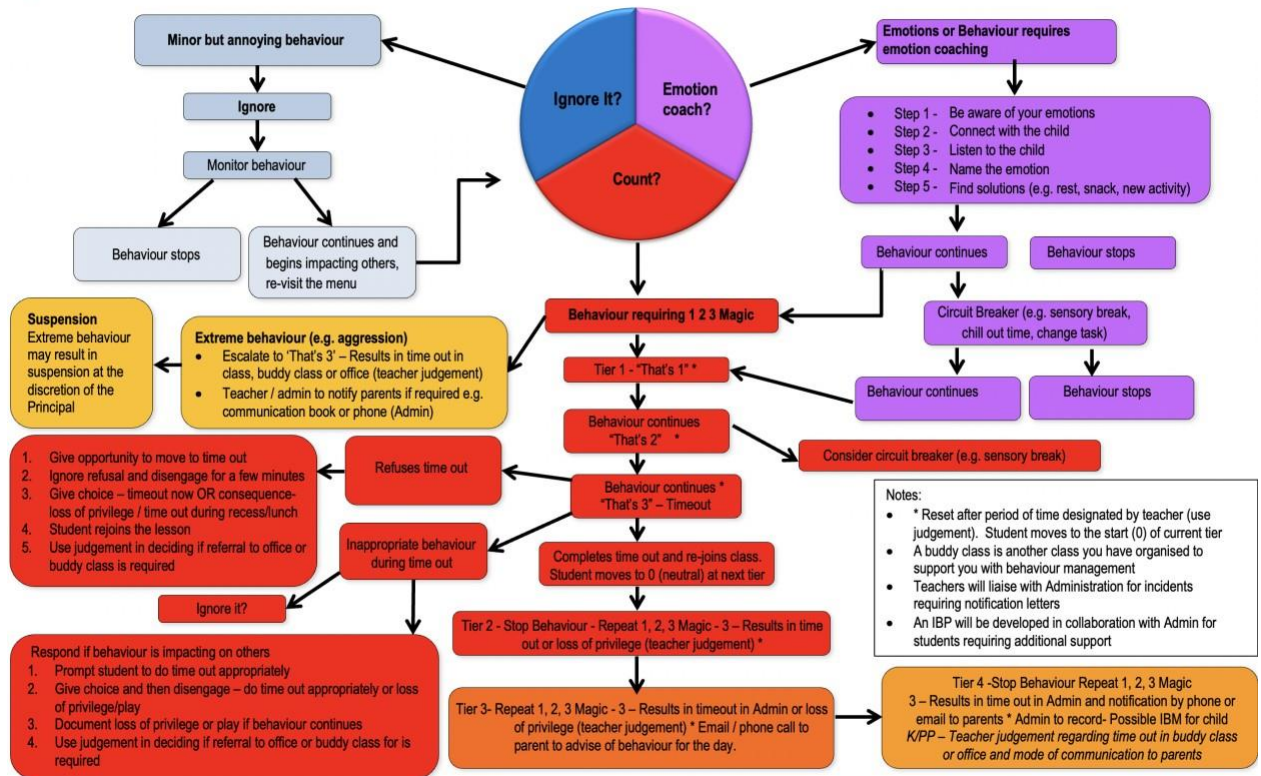
Emotion coaching is a complementary strategy to the behaviour management techniques of 123 Magic™. Emotion coaching sees teachers using empathy to help students reflect on and identify with their emotions. This enables them to get better at managing their emotions, which in turn develops better self-control of their behaviours. The desired outcome is that students improve their emotional intelligence and thus learn to respond more flexibly to emotional triggers.

Emotion coaching, together with the behavioural strategies encompassed within 123 Magic™, provides teachers with a balanced approach to managing a student's behaviour while teaching them skills to better manage their emotions and take more responsibility for their own behaviours.

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A flexible 3 choices model

Behaviour Management Plan



SERIOUS MISBEHAVIOUR

A student may be sent to the office and may be seen by the Principal or a member of the Leadership team. If the behaviour is deemed serious, the school will contact parents or caregivers by phone or email.

IN SCHOOL SUSPENSION – UNDERTAKEN BY PRINCIPAL

If a student is involved in three serious incidents in one term, an in-school suspension may occur. This will be held at the school in a supervised room for half a day (the room will be decided on the day). The student will be seated in a room away from other students. They will be required to complete set work. Recess and lunch breaks may be taken at different times to the rest of the school. This will be at the discretion of the Principal.

OUT OF SCHOOL SUSPENSION – UNDERTAKEN BY PRINCIPAL

St Columba's Catholic Primary School is guided by the CECWA Policy for any out of school suspension. The Principal may enforce an out of school suspension if a student's behaviour is deemed to be serious and not respectful of the school rules or school staff.

EXCLUSION

Exclusion means total withdrawal of a student's rights to attend a particular school. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of the Code of Conduct and school rules or behaviour that is persistently disruptive or contrary to the mission statement of St Columba's Catholic Primary School. Exclusion is a sanction to be applied only as a last resort, normally after all other measures have failed. The Principal will refer to the CECWA Student Behaviour Directives, if exclusion is being considered.

INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

Individual behaviour management plans may be developed to support students in targeting specific inappropriate behaviour/s.

BEHAVIOUR ESCALATION

Staff managing behaviour escalation should be primarily concerned with personal safety and the safety of students in their care. If necessary, the staff member may contact the Leadership team for assistance.

Authorised by	Rebecca Clarke	Signature:	
		Date:	
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