



St Joseph's School

PETERBOROUGH

BEHAVIOUR EDUCATION & PERSONAL RESPONSIBILITY POLICY

BELIEF STATEMENT

In line with the SACCS (2010) Policy for Behaviour Education & Personal Responsibility, we firmly believe that:

- This policy is formed within the mission and values of the Catholic Church. The values of love, compassion, justice, reconciliation and hope lead all members of the Catholic school community into the justice and love of the Reign of God.
- Every person is part of the Body of Christ and their physical, spiritual, social and emotional growth towards personal and social responsibility, and self discipline is a life long process. Each child's growth is nourished by the many opportunities to develop positive relationships, build resilience skills and form deep connections in a learning community.
- Behaviour is driven by the needs of the individual. The values of justice and reconciliation guide the school community to determine consequences for behaviour. The consequences ought to include opportunities for learning new behaviours and address the underlying needs of students.
- Behaviour education and the development of personal responsibility in Catholic schools seeks to protect personal and school community safety, enhance wellbeing, foster responsibility, enable personal growth, heal destructive behaviours, restore relationships, encourage reconciliation and promote the common good.

This policy supports and works in conjunction with the Anti-bullying, Harassment & Violence Policy.

RESPONSIBILITIES

All members of a school community contribute to the development of behaviour related policies and practices and their successful implementation.

STUDENTS

- To contribute to a safe and supportive learning environment for all students.

PARENTS

- To support school staff in maintaining a safe and supportive learning environment for all students.

STAFF

- To provide a safe and supportive learning environment for all students.
- To develop and maintain inclusive and engaging teaching and learning programs and initiatives for all students with a focus on building social and emotional competencies and the development of personal and social responsibility.
- To develop and implement specific behaviour intervention programs and strategies where necessary.

PRINCIPAL

- To demonstrate consistency and fairness in implementing behaviour related policy and practices.
- To encourage and implement ongoing professional learning for staff in behaviour education, learning and wellbeing and encourage opportunities for parent education and information.

IMPLEMENTATION & REVIEW

This policy and its workings should be highlighted thoroughly at the beginning of each school year with the entire staff. New staff members are required to familiarise themselves with the policy. Teachers are encouraged to work extensively with students throughout the year at appropriate times to reinforce our school's vision and beliefs about the development of personal responsibility

At St Joseph's School, we employ a restorative approach to the teaching and learning of behaviours and their consequences. All staff must familiarise themselves with the language and methods involved in restorative practices. These include affective statements, small group conferences, large group conferences and circle time. These strategies and the language used need to be explicitly taught at the beginning of the year and immersed within the classroom / school culture in order to create opportunity and provide greater responsibility for students to engage in conflict resolution.

At the beginning of each school year, teachers and students will work together to develop classroom expectations and these will be displayed in the classroom. These expectations should also be discussed at Parent Information Night.

BEHAVIOUR MANAGEMENT IN THE CLASSROOM

All students have the right to learn in a safe and welcoming school environment. When a student's behaviour interferes with classroom learning, the teacher must apply classroom behaviour management and intervene. Teachers are encouraged to consider why particular behaviours are occurring and address the students underlying needs/attitudes/etc. Teachers are also encouraged to treat each situation as an opportunity to learn for the student(s) involved. A regular review will be conducted to ensure that these expectations and consequences remain relevant.

At St Joseph's School we recognise and reinforce positive behaviour. Each teacher will be responsible for the consequences of inappropriate behaviour in his/her own classroom and will exercise their professional discretion on how this is managed within the classroom environment.

RESTORATIVE JUSTICE & CONFLICT RESOLUTION

In congruence with the "Anti-Bullying & Harassment Policy", St Joseph's School values the continued strengthening of relationships throughout the whole school community. These relationships are central to the smooth operation of the school. Therefore, when conflict arises within the school community it is important that it is resolved quickly. The following steps alongside restorative practices can be used as a guide to resolving conflict:

- everyone's needs are respected
- problems are turned into opportunities
- attack the problem, not the person
- defuse "power over" and build "power with" the other person
- recognise personal issues clouding the picture
- chart all factors involved to build a common vision
- design creative solutions together
- use effective planning and strategies to reach agreement
- mediation can help others to understand each other and build solutions
- see the problem in its broader context

"Are you part of the problem or part of the solution?"