



ST MICHAEL'S PARISH SCHOOL ASHBURTON

Behaviour Management Policy

November 2015

1. Rationale

The Behaviour Management Policy addresses individual student's behaviour management needs and assists with their growth in responsible behaviours. It provides the basis for an agreement reached formally between the school, the student, and the student's parent(s)/guardian(s), supported by external professionals (where appropriate), regarding behaviour of the student and their management.

Positive and responsible student behaviour is essential to the smooth running of St Michael's, to the achievement of optimal learning opportunities, and to the development of a supportive and cooperative school environment.

2. Purpose

The purpose of this policy is to:

- Build a school environment based on positive behaviour, mutual respect and cooperation;
- Ensure all students feel safe from harm and supported to achieve their full potential;
- Contribute to the improved developmental outcomes for all students by managing behaviour related incidents;
- Manage poor behaviour in a positive and professional manner; and
- Establish well understood and logical consequences for student behaviour.

This policy aims to ensure a whole school consistent approach to behaviour management and includes:

1. Student behaviour education and pastoral care
2. Pastoral care for the whole school community
3. Student connectedness and engagement
4. Restorative practices
5. School Wide Positive Behaviour Support (SWPBS) (*See Appendix 1: SWPBS Matrix*)

Student behaviour management policies and procedures at St Michael's seek to protect the safety of the whole community, prevent destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good.

(CEOM Policy 2.26, *Pastoral Care of Students in Catholic Schools*)

3. Implementation

- St Michael's will implement the *Behaviour Flow Chart: Disruptive Behaviour* when student behaviour is deemed of a 'serious nature'; ongoing challenging behaviours require supported professional advice.
- St Michael's will create an Individual Behaviour Plan in consultation with the student, the parent(s)/guardian(s), and with external support, (if and when required, in relation to the student's medical or mental health needs) regarding future behaviour of the student.
- St Michael's will provide continuous support for future behaviour improvement.
- In regards to suspension, exclusion and expulsion

(*See Appendix 2: Behaviour Flow Chart*)

4. Additional Resources

- [National Safe Schools Framework](#)
- [Protecting the Safety and Wellbeing of Children and Young People](#)

5. Evaluation

This policy will be reviewed as part of the St Michael's School Improvement Plan review cycle.

6. Ratification

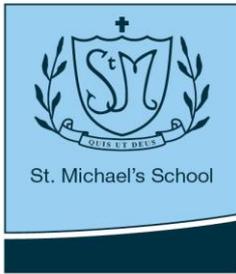
This policy was ratified by John Whitehouse (SAC Chairperson).

Appendix 1: SWPBS Matrix



	EVERYWHERE	LEARNING AREAS	PLAY AREAS	TOILETS AND TAPS
STAY SAFE BY:	<ul style="list-style-type: none"> • using our bodies appropriately • making good choices 	<ul style="list-style-type: none"> • walking in the classroom and pushing our chairs in • using equipment for its purpose 	<ul style="list-style-type: none"> • being aware of ourselves and others • sitting down whilst eating in the designated areas 	<ul style="list-style-type: none"> • going in pairs to the toilet during class time • waiting quietly outside the toilets for our partner
MAKE A DIFFERENCE BY:	<ul style="list-style-type: none"> • being aware and considering the needs of others 	<ul style="list-style-type: none"> • standing up for others • understanding and supporting the needs of all learners 	<ul style="list-style-type: none"> • negotiating rules and ideas with each other • being inclusive 	<ul style="list-style-type: none"> • keeping our toilets and taps clean • using water and toilet paper sustainably
ACT RESPONSIBLY BY:	<ul style="list-style-type: none"> • owning our behaviour • taking care of all property 	<ul style="list-style-type: none"> • looking after all equipment • taking ownership of and remaining focused on our own learning 	<ul style="list-style-type: none"> • collecting our jumpers and equipment after play • disposing of our rubbish 	<ul style="list-style-type: none"> • using toilets appropriately • being hygienic
SHOW RESPECT BY:	<ul style="list-style-type: none"> • being aware of people's personal space • acknowledging and speaking to others appropriately 	<ul style="list-style-type: none"> • demonstrating active communication skills • following directions • valuing others right to learn • keeping a neat and tidy workspace 	<ul style="list-style-type: none"> • being aware of other's games and their choice to be alone • being Stewards of God's Creation 	<ul style="list-style-type: none"> • considering the privacy of others
HELP OTHERS BY:	<ul style="list-style-type: none"> • taking action when we see a need 	<ul style="list-style-type: none"> • offering assistance and support 	<ul style="list-style-type: none"> • caring for those around us 	<ul style="list-style-type: none"> • modeling appropriate behaviour • reporting any difficulties to student leaders or staff

Appendix 2: Behaviour Flow Chart



Behaviour Flow Chart

Disruptive Behaviour

Minor Behaviours

Teacher managed within the classroom.

Major Behaviours

Managed using a wrap-around approach.

