****

**ST. DAMIAN’S PRIMARY SCHOOL**

**POSITIVE BEHAVIOUR (RELATIONSHIP) MANAGEMENT POLICY**

***The Catholic Education Commission Of Victoria Ltd (CECV) holds the care, safety and wellbeing of children and young people are our central and fundamental responsibility of Catholic education. . This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.***

***(***[***CECV Commitment Statement to Child Safety***](http://cevn.cecv.catholic.edu.au/WorkArea/DownloadAsset.aspx?id=8589940582)***).***

**VISION STATEMENT:**

Alive in the Spirit we journey together, engaging with the present and shaping the future.

**INTRODUCTION:**

At St. Damian’s we believe that the care and safety of our students is paramount to their wellbeing and we base our policies and procedures around this belief.

**RATIONALE:**

**At St. Damian’s we believe that by helping students practise good behaviour, we will build a positive school culture where learning achievement and social and emotional development can flourish.**

**AIM:**

● To promote the 3 School Wide Positive Behaviours of :

1. Do your best

2. Help Others Succeed

3. Respect the Environment

● For students, teachers and parents to work together to actively promote positive behaviours within the school by focusing on the expected behaviours as stated on the MAJOR/MINOR BEHAVIOUR GRID.

● To track undesirable behaviours and take follow on action where necessary.

● To work with all stakeholders to consistently address behaviours that are undesirable.

**IMPLEMENTATION:**

● At the commencement of each school year the Student Wellbeing Leader, alongside classroom and specialist teachers, will actively promote and raise awareness of the “Expected Behaviours” as outlined in the MAJOR/MINOR BEHAVIOUR GRID. Teachers will also explicitly go through the PROCESS USED TO ADDRESS MINOR AND MAJOR BEHAVIOURS.

● At the commencement of each school year, parents will be informed of the

Positive Behaviour Management Process at Information Nights and how it will be used to address MAJOR and MINOR behaviours within the school.

● All stakeholders to view the MAJOR/MINOR BEHAVIOUR GRID at information Nights as well as the PROCESS USED TO ADDRESS MINOR AND MAJOR BEHAVIOURS.

● All Classroom Teachers, Specialist Teachers and Learning Support Officers to utilise a Behaviour Tracking Folder where they can track and record both positive and negative behaviours.

● Major and Minor Reflection sheets to be placed in box by teacher with lid outside Principal’s office for Principal to sign. At the end of each week, the Student Wellbeing Leader collates and tracks MAJOR and MINOR behaviours.

● Student Wellbeing Leader will place and record all slips in the main ‘Behavioural Tracking Folder’ (outside the Principal’s Office) and this will be reviewed termly by Student Wellbeing Core Team.

● Both Principal and Class teacher to be advised of unacceptable patterns of behaviour of a particular student by Student Wellbeing Leader.

● Teachers can request or are invited to attend a Core Team meeting to gain advice and support regarding behaviour management of certain students in their class.

NEGOTIATED TRANSFER OF STUDENTS IN CIRCUMSTANCES OF A SERIOUS NATURE

In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student’s wellbeing can be responsibly supported or restored. Such a change, known as negotiated transfer, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student’s needs and circumstances. Negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student’s continuing presence poses a threat to that community’s safety).

SUSPENSION AND EXPULSION OF STUDENTS

Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. This is to be avoided in Catholic schools wherever possible. Only the principal has the authority to expel a student, having sought the prior approval of the diocesan Executive Director of Catholic Education.

CORPORAL PUNISHMENT IS NOT PRACTISED AT OUR SCHOOL.

WE BELIEVE EVERY CHILD HAS THE RIGHT TO A NON VIOLENT UPBRINGING AND EDUCATION.

**Updated February 2018**