<table>
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<tr>
<th>Policy Area</th>
<th>Behaviour Management</th>
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<tr>
<td>Preamble</td>
<td>At St Francis Xavier, teachers have the right to teach and students have the right to learn in a safe environment. One of the most valuable life lessons a student can learn is to take responsibility for his/her words and actions. We believe a behavioural support plan, based on a model of self-discipline, respect, forgiveness and restorative justice should exist.</td>
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<td>We expect our students to behave in a way which is appropriate for their age and stage of development, and their ability to respond to situations in an acceptable way.</td>
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<td>Rationale</td>
<td>At St Francis Xavier school, student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe.</td>
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<td>At our school, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact upon the relational and behavioural responses of students at any given point in time. In light of these influences, Catholic schools seek to develop throughout the school community right behaviours and respectful relationships that are infused with Gospel values.</td>
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<tr>
<td>Values</td>
<td>Dignity, Justice, Respect, Forgiveness, Love, Faith, Truth, Trust, Care, Differentiation</td>
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| Policy Statement | St Francis Xavier School, in partnership with parents, will endeavour to implement an effective Behaviour Support Plan which:  
- Has the child as its focus  
- Operates within the framework of a supportive and encouraging Christian community which is mindful of Gospel values  
- Is life giving by demonstrating the dignity and worth of the individual  
- Is considerate to students who have a range of academic, social, emotional, cultural and spiritual needs  
- Provides an environment where the child can appreciate him or herself, by developing effective personal relationships.  
- Encourages children to develop responsible self-discipline.  
- Recognises that reflection is an integral part of the process. |

| Consequences | 1. School staff, especially classroom teachers, have a responsibility for promoting the learning process and the welfare of the students both in their own classes and throughout the school. This responsibility for student development and welfare occurs within the complexities of the reality that students will always display a wide range of needs and abilities.  
2. The relationship between staff member and student should be characterised as a relationship between adult and child which is founded upon the greater experience and knowledge of a caring adult.  
3. All members of the school community – staff, students, parents – are expected to act in a manner which reflects the Gospel values and Catholic ethos of the school. These stakeholders should also aim to ensure that |
everyone is treated with respect, fairness, compassion, consistency and thoughtfulness. **All** adult members of our school community are challenged to be exemplars to our student community.

4. Staff will seek to maintain a conviction and belief in the worth and dignity of the individual and an awareness of each individual’s needs.

5. In order for parents to be aware of and support the efforts of the school, they should be kept informed of the behavioural expectations of students and advised by the classroom teachers if concerns arise.

6. If significant or ongoing difficulties concerning a child become evident, an opportunity will be given to parents to participate in the resolution of difficulties.

7. When approached by a parent with a concern, staff should seek to listen openly to the information presented. Where a conflict of opinion may exist, communication should remain open and honest between the teacher and parent(s) to discuss behavioural concerns. Teachers have the right to ask parents to make an appointment time. This should be agreed upon by both parties and should not be entered into during core teaching time or if a parent is behaving in an aggressive manor. Adequate time and attention should be given when discussing the problem. Parents should be mindful of the appropriate time and place to discuss areas of concern with teachers.

8. Should a parent’s concerns not be answered by the classroom teacher or further grievances exist, the parent should follow our Diocesan Grievance Policy.

9. For further practical or theoretical information regarding our RTP procedure please ask to be referred to the RTP PowerPoint
Implementation issues

1. Teachers are expected to reflect our school rules by implementing clear goals and expectations in their classrooms. These clear expectations will allow students to work in an appropriate and safe way. Teachers will use redirections and other strategies to maintain the appropriate behaviour of students during classroom learning time.

2. During lunch and recess breaks, students will continue to abide by our school rules.

3. If a student’s behaviour is consistently disruptive, ‘minor’ in nature, or unsafe, teachers are to complete a RTP Planning Room referral form. After asking the RTP Questions, the teacher is to discuss their concerns with the student. The student is to come directly to the office where they will write a plan with a member of the Leadership Team. (The Lunch-time Planning Room exists for similar behavioural concerns, during recess breaks.)

4. After completing a plan to assist in modifying the student’s behaviour, the student will return to the classroom. The student will then negotiate, with the teacher to re-enter the classroom by discussing their plan with the teacher. If the teacher is satisfied with the plan, the student may resume his/her classroom work. If the teacher feels the plan may not be effective, in its current form, the student will return to the Planning Room to make adjustments to his/her plan with the assistance of the RTP teacher.

5. If a student’s breach of our school rules is of a serious nature, he/she will be referred directly to the Planning Room. After discussing the behaviour with the student, the RTP teacher and Leadership Team member will decide the
appropriate course of action. This may include writing a plan concerning what has occurred, contacting the student’s parents and/or sending the student home.

6. If a student is referred to the PR twice in one day they will be sent home.

7. Parents will be made aware of their child’s referral to the PR in the following ways:
   - Each time a student is sent to the Planning Room, they will receive either a PR Card or a stamp in their diary. The student is required to obtain a parent signature to indicate that the form/diary has been seen by the parent. The classroom teacher may also wish to contact the parents.
   - If a student is sent to the Planning Room a second time in one week, the parents will be contacted by a member of the Leadership Team and made aware of the ongoing concerns.
   - If a student presents for a third time in a week, his/her parents will be contacted and the student will be sent home for the remainder of the day (or following day if they are unable to be collected on that day).

8. When sent home, the student is to complete a Planning Room plan. Upon returning to school, the student will go directly to the school office where he/she will discuss his/her re-entry to the school with the RTP teacher.

9. If there are ongoing concerns in relation to a student’s behaviour, the Principal, in consultation with the classroom teacher, may request that a student be placed on a specific Behaviour Management Plan. This will be developed to assist with ongoing monitoring of the student’s behaviour.

10. Should further concerns arise after this modification, it may be necessary to review the student’s enrolment in line with the Diocesan Termination of
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<tr>
<th>Reflection Material</th>
<th>Anti-bullying Policy (DCEO)</th>
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<tr>
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<td>Grievance Policy (DCEO)</td>
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<td>Termination of Enrolment of Students Policy (DCEO)</td>
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<td>St Francis Xavier Discipline Policy (1999)</td>
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<td>RTP PowerPoint</td>
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- support of parents in the process