



St Francis Xavier

Behaviour Management & Well Being



The keys to a safe &
happy environment...





RATIONALE

The SFX Behaviour Management and Well-being Program is not a set of rules, it is:

An attitude about how a student interacts in a positive way with others.

An understanding that can help students build resilience and work towards making positive choices, rather than dwelling on poor choices.

A way to give students opportunities to learn, to actively participate and consider the needs of others in the process.

SCHOOL EXPECTATIONS

Students can expect to learn in a safe environment.

Teachers can expect to teach in a safe environment.

Students are responsible for their own actions.

The SFX Behaviour Management and Well-being Program supports each teacher's classroom management plan.

THE STUDENT

Each student has a unique background, but they do not have the right to disturb or interfere with the teaching and learning of others.

Uncontrollable factors (such as a difficult home life) or specific personal issues (such as an Oppositional Defiance diagnosis) do not exempt students from complying with our school's behaviour guidelines.

However, we must show empathy in our dealings with all our students.

THE TEACHER

Our school's behaviour management and well-being program is designed to be a pastoral experience, which supports both the need for the students to learn and the teachers to teach.

Our teachers:

Give clear expectations for classroom behaviour through their behaviour management plan.

Allow students to make mistakes with behaviour.

Give students the opportunity to rectify their behaviour.

WHEN CLASSROOM EXPECTATIONS ARE NOT FOLLOWED

A student goes to the office to meet with one of the Leadership Team when...

The classroom behaviour management plan has been exhausted.

Or the student commits one of the following major incidences.



AUTOMATIC REFERRALS TO BMW ROOM

- MAJOR INCIDENTS
- Violence/fighting
- Intentional aggression towards staff or other students (verbal or physical)
- Very unsafe behaviour: pulling out the chairs of other students.
- Intentional damage, misuse or destruction of property.
- Theft

THE BMW REFERRAL PROCESS

When the classroom behaviour management plan has been exhausted, the student will be directed to a member of the Leadership Team.

The teacher will complete a referral form, detailing the incident that has occurred and the steps taken by the teacher to assist the student to modify his/her behaviour.

PROCEDURE USED BY LEADERSHIP TEAM

When a student is directed to the office with a referral form to meet with a Leadership Team member –

L.T. member will read through referral form with the student and ask them to explain the incident in their own words.

A discussion will then be held about what the appropriate behaviour should be.

A set of consequences will be negotiated with the student.

The classroom teacher will be advised of the outcome as will parents, if warranted.

The incident will be recorded in TASS under Pastoral Care.

If a student refuses to leave the classroom and go to the office, the teacher is to phone the office and seek assistance from a member of the Leadership Team.

LUNCHTIME DETENTION

Green Seat: This is a 'Time Out' seat where students can be sent for behavioural issues such as running on the cement, not playing by the rules, not being inclusive, littering, or speaking while the teacher on duty is addressing the student body.

Detention Room: Forms must be completed by the classroom teacher **prior** to lunch time and placed in the staffroom basket for the teacher on duty to collect. Students are sent to the Lunchtime Detention Room (library) if they have not completed classroom or homework tasks. They may also be sent if they are not wearing the correct uniform or are failing to wear the uniform with pride. (shirts out)



SERIOUS ISSUES AT LUNCHTIME

Students who are involved in any of the following activities at lunchtime, are to be sent directly to the office to meet with a member of the Leadership Team.

- Violence/fighting
- Intentional aggression towards staff or other students (verbal or physical)
- Very unsafe behaviour: pulling out the chairs of other students.
- Intentional damage, misuse or destruction of property.
- Theft

CONSEQUENCES

- INVESTIGATION OF INCIDENT WITH PARTIES INVOLVED E.G. INTERVIEW STUDENTS
- INFORMING PARENTS OF INCIDENT
- WRITTEN APOLOGY
- IN-SCHOOL SUSPENSION
- OUT OF SCHOOL SUSPENSION
- EXCLUSION FROM REPRESENTING SCHOOL
- LOSS OF PRIVILEGES E.G. LEADERSHIP BADGES
- EXCLUSION FROM CAMPS, EXCURSION ETC.
- EXCLUSION FROM LUNCH PLAY FOR A PERIOD OF TIME
- PROVIDE STUDENTS WITH THE OPPORTUNITIES TO BETTER INFORM THEIR DECISIONS E.G. TALK BY POLICE OR ADOPT-A-COP

STUDENTS WITH SPECIAL NEEDS

Students with special needs often have modified behaviour management plans, but are still guided by the SFX Behaviour Management and Well-being Program.

These plans may include another step where the student is directed to the LS room to assist in a debriefing session with the LS teacher before meeting with a Leadership Team member.

CHILDREN WHO NEED TIME TO PROCESS WHAT HAS HAPPENED ARE GIVEN TIME AND A PLACE TO PROCESS THE SITUATION



COMMUNICATION

Communication with parents about a student's behaviour is of vital importance. The classroom teacher must inform parents of any **patterns of behaviour** which are causing distractions within the learning environment.

WE WILL NOT ACCEPT BULLYING AT OUR SCHOOL.

SFX Anti-Bullying Policy

KEEPING THE WELL-BEING OF OUR STUDENTS AT THE FOREFRONT OF ALL WE DO



WE USE THE BE YOU WELL-BEING PROGRAM TO ASSIST WITH THE WELL BEING OF OUR STUDENTS.

Growing a mentally healthy generation

Be You provides educators with knowledge, resources and strategies for helping children and young people achieve their best possible mental health.

Human Behaviour is a response to many different complex triggers. Getting to know your students well and the triggers which cause poor behavioural choices, may assist in preventing disruptive behaviours in the classroom. Remember, every time a student behaves inappropriately, it affects his/her self-esteem, which may, in turn, trigger poor behaviour, in the future. Prevention is better than a cure.