



Infant Jesus School

A LEADing Learning School

Behaviour Expectations

Behaviour Management Guidelines and Procedures

Aim

Infant Jesus School is a place where every individual is welcomed, cherished, respected and valued. Our Catholic ethos ensures that a Christ-centred approach is at the heart of all we do. We live and learn within a community that is caring, loving, compassionate and forgiving. The Infant Jesus School Code of Conduct is implemented as the foundation of behaviours that we expect from all in our community.

Our values convey the beliefs that positively influence our behaviour and the way we interact with individuals, groups and communities. They represent the deepest beliefs and sentiments to which we can aspire, and they shape our school community. The following core values guide the behaviour at school.

Our school expectations are based around the following three values;

- Uniqueness,
- Respect, and
- Excellence.

We value Uniqueness – this means we:

Value every person as having been made in the image and likeness of God (Genesis 1:27).

- Acknowledge the diverse background of each person and their culture.
- Share and celebrate the gifts and talents of ourselves and others.
- Recognise that we all learn differently and have individual needs.

We value Respect – this means we:

Treat others as we would want to be treated (Luke 6:31).

- Use manners.
- Are kind, considerate and tolerant.
- Allow others to learn without interruption.
- Play fairly, co-operatively and inclusively.
- Look after and care for our school.

We value Excellence – this means we:

No one after lighting a lamp hides it under a jar, or puts it under a bed, but puts it on a lamp stand, so that those who enter may see the light (Luke 8:16).

- ExpectGreatThings of ourselves and others
- Are accountable for our actions and words (we own what we do).
- Work hard and strive to improve in all areas.
- Show pride in our uniform and the way we present ourselves.
- Attempt challenges, take risks and learn from our mistakes.
- Resolve differences in positive ways.
- Always produce work of a high standard.

Sources of Authority	
CECWA Policy	Community
Executive Directive	<u>Student Safety, Wellbeing and Behaviour Executive Directive</u>

Scope

This procedure statement applies to all students in the school community. The Behaviour Expectations and the Code of Conduct apply not only to our students, but also to the staff and parents within our school community as they identify and convey the beliefs that positively influence our behaviour and the way we interact with individuals, groups and communities. They also represent the deepest beliefs and sentiments to which we can aspire, and they shape our school community.

Definitions

- Behaviour is defined as anything we say or do.
- Appropriate Behaviour is any behaviour that contributes to the positive learning environment and aligns with our school and behavioural expectations. Appropriate behaviour contributes to and builds an environment of positive wellbeing.
- Inappropriate Behaviour is any behaviour that does not meet the school and behavioural expectations. Inappropriate behaviour detracts from an environment of positive wellbeing.
- Challenging Behaviour is behaviour that significantly challenges the day-to-day functioning of schools. The behaviour impacts adversely on learning and positive wellbeing and interrupts students' and staff capacity to function in a safe and orderly environment.
- At Risk Behaviour is any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional, or psychological harm.
- Bullying involves:
 - desire to hurt
 - hurtful behaviour (physical, verbal or relational)
 - an unjust use of power
 - typically repetition causing distress, not only at the time of the attack but also by the threat of future attacks
 - an imbalance of power (that is inappropriate and where there is an intention to hurt)

Bullying can be characterised as:

1. **Physical bullying**
This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing.
Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying**
Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. **Covert bullying**

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. **Psychological bullying**

For example, threatening, manipulating or stalking someone.

5. **Cyber bullying**

Using technology to bully verbally, socially or psychologically.

- Flaming: online fights using electronic messages with angry or vulgar messages
- Harassment: repeatedly sending nasty, mean or insulting messages
- Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- Outing: sharing someone's secrets or embarrassing information or images online
- Exclusion: Intentionally and cruelly excluding someone from an online group
- Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

Procedure

Classroom Behavioural Expectations

Trusting and inclusive classrooms are essential to improve outcomes in all curriculum areas. As the 'decisive element' in the classroom teachers are responsible for;

- developing classroom environments where success for all children underpins the planning and organisation
- using positive, supportive language
- ensuring that the classroom environment is safe, inclusive and that trusting relationships and connections are established between the teacher and children and each child and their peers.
- ensuring that classrooms are safe places.
 - safe for the person and for personal possessions.
 - safe and free of put downs.
 - safe and free from ridicule, harassment and isolation.

Inappropriate Behaviour in the Classroom and in the Playground

Our process for dealing with inappropriate behaviour in the classroom is:

1. Treat each child with dignity and respect.
2. Use low key responses; ie. close proximity, speak very quietly, use eye contact etc.
3. Provide a quiet verbal reminder of behaviour wanted/expected in the classroom and in the playground.
4. Verbal reminder with choice of appropriate behaviour or consequence (child to make choice).
5. Time out in the classroom/playground (usually in a specific allocated space). Parents need to be notified of the reason that the child has been in time-out. This also needs to be documented on SEQTA.
6. Time out of the classroom in another classroom or time out in another area of the playground (eg. piazza, library) – if a child is still choosing inappropriate behaviour. Parents need to be notified of the reason that the child has been in time-out. This is documented on SEQTA.
 - Children should only be given time out for a designated period of time. Children return to class/play area when collected by the teacher. (At no time should the child lose their dignity or be shamed.)
 - If behaviour persists once a child has returned to classroom the child needs to be referred to the Assistant Principal for serious misbehaviour / inappropriate behaviour.
 - Parents will be notified of serious misbehaviour / inappropriate behaviour.

- All teachers follow the process as listed for the classroom and playground.
- Should behaviour continue to persist, alternative options will be implemented (e.g. individual behaviour plan, escalation plan, support from external professionals).
- Parents are expected to support the School Behavioural Expectations and the Student Code of Conduct and work alongside the school to support their child's continued compliance with the school's expectations.

Serious Misdemeanours

For serious actions including fighting, continuous use of inappropriate language, damage to school property or swearing the child/children are removed from the classroom / playground and referred to the Assistant Principal. Each situation is addressed based on the individual needs of each student and knowledge of each involved student's circumstances.

Confidentiality

The confidentiality of all concerned in relation to behaviour management is respected at all times.

Authorised by	Clare Moffat	Signature:	<i>cmoffat</i>
	Infant Jesus School Principal	Date:	8 December 2021
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