

St Thomas More Positive Behaviour Guidelines

Rationale:

Our underlying principles are based on the work conducted by psychologist, Alfred Adler, and later modified by Professor Maurice Balson. This approach is based on the belief that the goal of all human behaviour is to belong.

St Thomas More School expectations are consistent throughout our school. This consistency supports students, staff and parents being clear what is expected of them at all times. Our guiding principles are:

- A positive school environment is guided by gospel values and honours the dignity of the individual, the family and the school.
- The development and promotion of high-quality relationships are responsibilities shared by all members of the school community.

Our values of respect, integrity, collaboration and innovation are intrinsic in our management of the students. Expectations of behaviour are developed around these values.

Recognition of effort and growth and encouragement allow the child to own his/her own behaviour. When an inappropriate choice is made, a logical consequence follows.

We see discipline as a lifelong learning and growing process, which enables students to respect the rights of others, and to accept responsibility for their own actions and decisions.

Discipline needs to focus on the rights and responsibilities of each individual.

**Corporal punishment is not part of our behaviour guidelines
and is not to be used by any staff at St Thomas More School.**

Student Expectations

- Follow directions
- Learn together
- Move and act safely
- Listen to the speaker
- Care for our belongings and the environment
- Speak appropriately

These expectations apply in classrooms, in specialist classes and on the playground.

Restorative Practices

When resolving a conflict, students use the process of restorative practices. They will be asked to reflect on questions guided by the teacher.

- What happened?
- Who has been affected? How?
- What needs to be done to put things right?
- What do we need to do to move forward?

Consequences for student behaviour

The School adopts a staged response to challenging behaviour allowing the child choices to continue with their learning. Appropriate consequences for behaviour may take the form of:

- Reminder of the expectation – non-verbal or verbal
- Take a break (Moving to another space in the room)
- Think time in another room – reflection sheet completed
- Return to class activity based on student agreeing to class rules
- Student required to complete work during recess / lunchtime
- Student engaged in restorative actions supervised by classroom teacher

In more serious cases, or if the above process is not effective, the following 2 steps will be included:

- Exit student to Principal / Deputy Principal
- Meet with parents

When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, a targeted response to identify and address the presenting issues may include the following support strategies:

- If a student is deemed to be placing themselves, other students or staff at risk of physical harm then the parents will be contacted to collect their child.
- Developing a Behaviour Support Plan
- Referral to Catholic Education or external Health or Allied Health providers
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Suspension (in-school and out of school)
- Exclusion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.