



BEHAVIOUR MANAGEMENT POLICY

1.0 INTRODUCTION

Diocese of Sale Catholic Education Limited (DOSCEL) is committed to the provision of school environments that nurture the growth of all students towards maturity through the development of their personal and social capability. Our aim is to support each student to successfully belong and participate in all facets of society.

DOSCEL promotes the use of whole school approaches to positive behaviour support. The characteristics of a whole school positive behaviour approach include prevention, instruction, use of evidence-based practices, and utilising data for informed decision making. A positive behaviour approach supports teaching and learning environments so that the academic and social-emotional outcomes of students are maximised. This provides a structure and process for school communities and classroom operations so that a positive social culture is established.

2.0 COMMITMENT TO CHILD SAFETY

DOSCEL holds the care, safety and wellbeing of children and young people as a 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.

3.0 PURPOSE

This policy provides direction for schools in establishing whole school behaviour management policies, procedures and guidelines.

4.0 PRINCIPLES

- 4.1 Students are central to all decision making and action.
- 4.2 Positive relationships between teachers, students and parents/caregivers are fostered.
- 4.3 The safety of all students is a priority.
- 4.4 All students can learn.
- 4.5 The school's practice promotes the values of fairness and respect for others.
- 4.6 The school will maintain good order and harmony.
- 4.7 The school affirms cooperation as well as responsible independence in learning.
- 4.8 The school's practice fosters self-discipline and responsibility for one's own behaviour.
- 4.9 The school will articulate expectations and rules that are clearly promoted and consistently maintained.
- 4.10 The school will seek and expect the support and cooperation of parents/guardians in fostering and encouraging positive student behaviour.



5.0 PROCEDURES

- 5.1 DOSCEL will ensure that all schools adopt behaviour management policies, procedures and processes that are underpinned by whole school positive behaviour approaches and that comply with relevant legislation.
- 5.2 Schools will actively develop, share, discuss, promote, practise and enact school wide expectations that are broadly stated, relate directly to skills, apply to all people across all school settings and are linked to the mission and vision of the school.
- 5.3 In order to ensure procedural fairness, schools will develop a process for consequences for inappropriate student behaviour that maintain the dignity and psychological and physical safety of students, are gradually progressive, related to the seriousness and repetition of behaviour, are logical, and directly relate to repairing the situation.
- 5.4 Under no circumstances is corporal punishment to be administered or tolerated. Any physical intimidation or handling of a child by staff members is unacceptable.
- 5.5 Schools will develop a school plan that outlines how they will explicitly teach personal and social skills, skills to keep students safe, and skills required to enact the school wide expectations.
- 5.6 For students who demonstrate challenging and/or complex behaviour, schools in partnership with relevant stakeholders will develop a Behaviour Support Plan (BSP) referenced in the DOSCEL Whole School Approach to Positive Behaviour Support. The BSP is a working document designed to clearly outline the adjustments that will be implemented to maximise the student's engagement, thereby increasing learning outcomes. The BSP should be regularly reviewed and documented in the student's file.

6.0 EXPECTED OUTCOMES

- 6.1 Schools will have effective behaviour management policies, procedures and processes that are underpinned by whole school positive behaviour approaches and that comply with relevant legislation.
- 6.2 Schools will clearly document their school wide expectations, the processes for determining behaviour consequences, and intensive support plans for students.
- 6.3 There will be improved student self-efficacy and engagement.
- 6.4 Staff and students will have a clear understanding of expectations and school-wide processes.

7.0 REVIEW

Implementation Date:	May 2020
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