



St Mary's Catholic School

Boyup Brook

St Mary's School Boyup Brook: Behaviour engagement plan.

(Drafted: 2020, reviewed 2023).

School Vision statement:

St Mary's Catholic School is committed to the education of the whole child based on Gospel values and the person of Christ.

We strive for excellence in all areas and involve the parents and community in the education of the children of our school.

We hope to lead the children to an integration of faith, life and learning and in doing so assist them to prepare for their place in society.

This we do in a caring atmosphere where individual needs are catered for in a spirit of compassion, understanding and encouragement.

Rationale:

St Mary's School Boyup Brook aims to assist all students in all aspects of their development as reflected in our Vision Statement. We recognise the worth, dignity and uniqueness of every individual in our school community whilst at the same time acknowledging that membership of a community sometimes requires modification of personal behaviour for the general good.

The most effective behaviour education inside and outside the classroom results from positive relationships between teachers, students and parents.

Our Behaviour Engagement Policy is based on the encouragement of constructive and positive behaviour and the sensitive curbing of aspects of misbehaviour if and when they occur. We aim to provide students with the opportunity to reflect on their own actions if/when the opportunity arises through the use of restorative practices.

St Mary's School promotes the vision of the Australia Student Wellbeing Framework that identify proactive and preventative strategies are at the core of minimizing behavioural issues. The Australian Student Wellbeing Framework supports Australian schools to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life.

Scope:

This policy applies to staff, students and parents of St Mary's School Boyup Brook.

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Principles:

1. All staff of St Mary's School Boyup Brook have a responsibility to care for children and to promote their safety and wellbeing.
2. All children have the right to feel safe at St Mary's School Boyup Brook.
3. The dignity of the person shall be maintained and respected in all dealings regarding behaviour education.
4. The confidentiality of all concerned in relation to a behaviour education issue should be respected.

Procedures: How this works:

In class:

1. At the start of the school year students are given the opportunity to draft up a list of positive behaviours that support learning and safety with their teacher.
2. Students have the opportunity to monitor their own behaviour in class. Teachers have a chart with levels of behaviour clearly outlined in a green, amber, red identification pattern, with green being the lowest level and red being the highest level.
3. If student behaviour in class does not support a positive learning environment they progress through the levels depending on whether or not the behaviour continues.
4. If an individual student's behaviour continues to need correcting this will lead to some reflection time with the teacher.
5. Depending on how distracting the behaviour was for the student in question and others in class the student will either have a reflection conversation with the teacher or be given the opportunity to complete a reflection activity.
6. The class list of agreed behaviours that was drawn up at the start of the year is to be revisited at the start of each term.
7. If the conduct of an individual student becomes a consistent issue then the student will be given the opportunity to work through some social stories and social reflections with the School Chaplaincy worker.
8. The classroom teacher will ensure that parents are kept informed and are notified as deemed appropriate.
9. The school implements the Keeping Safe: Child Protection Curriculum. The KS:CPC teaches children and young people (age 3 to year 12) to recognise bullying/abuse, tell a trusted adult, understand what is appropriate and inappropriate touching and ways to keep themselves safe.
10. Protective behaviours and how to identify and deal with bullying or incidents of bullying are also covered in class through the Health program.
11. We emphasise the attitudes and values of the Making Jesus Real program to complement our Religious Education lessons in class. These attitudes and values further reinforce the positive behaviours we encourage at our school.

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In the playground:

1. Positive attitudes and behaviours are regularly discussed and reinforced at morning assemblies by the Principal and the whole staff.
2. Faction points are regularly used to highlight students that display our 4 core values of Courtesy, Kindness, Respect and Pride on a regular basis. Highlighting good deeds in front of the whole school encourages others to follow suit.
3. Two teachers are on duty at recess and lunchtime. This is a positive teacher-student ratio. Teachers are mobile while on duty and monitor to ensure that games remain fair and any situations that arise are diffused in a prompt and positive manner.
4. Teachers are also mindful of keeping track of other more subtle behaviours that may be happening, such as teasing, exclusion from games or incidents in areas that are not in view such as the toilets.
5. If/when incidents do take place during recess/lunch or before school the teacher on duty works with those involved to reflect on their own behaviour and come up with a positive resolution.
6. For any incidents that may be more serious extra time and effort may be required to come up with a positive resolution. Other staff members may be asked to assist such as classroom teachers, the Chaplaincy Worker or the Principal.

Online:

1. Students abide by strict rules when using the I.T. resources the school provides.
2. Teachers give students the opportunity to become more aware of what can be deemed as Cyber-Bullying through lessons on this topic.
3. The school gives students the opportunity to attend incursions/presentations on Online Safety.
4. The school closely monitors how students are using devices and the internet while at school.
5. Students are also educated on the many pitfalls associated with using social media.
6. If an online bullying incident occurs between students of St Mary's School the school will take steps to ensure those involved have the opportunity to learn from it, even if the incident in question does not happen at school.

Reporting, recording and tracking of incidents:

Staff record incidents on SEQTA pastoral care and inform the Principal and parents if necessary.



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Child abuse/ Corporal punishment:

St Mary's Catholic School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. These terms are defined in accordance with the Registration Standards and Other Requirements for Non-Government Schools in Western Australia."

Definitions:

Child abuse:

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

- (1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
- (2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
 - (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - (b) the child has less power than another person involved in the behaviour; or
 - (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- (3) Emotional abuse includes:
 - (a) psychological abuse; and
 - (b) being exposed to an act of family and domestic violence.
- (4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment:

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment:

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

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Summary:

At the heart of this policy is the dignity and safety of every person in our school (students, staff, parents, visitors). We work hard to ensure that each child in any given incident is treated with respect and care. Our aim with this Behaviour Engagement policy is to ensure the safety, well-being, growth and development of each student.

Links and references used in the development of this policy:

Catholic Education WA policy preamble:

<https://policy.cewa.edu.au/preamble/>

Australian Student Wellbeing Framework

<https://studentwellbeinghub.edu.au/educators/framework/>

Keeping Safe Child Protection Curriculum:

<https://kscpc.sa.edu.au/>

Catholic Education WA student wellbeing page:

<https://www.cewa.edu.au/learning-wellbeing/wellbeing-and-safety/student-wellbeing/>

Catholic Education WA policy/Executive Director's directive on student behaviour:

<https://policy.cewa.edu.au/executive-directive/student-behaviour/>

Information on how Restorative Practices can be used positively within a school community from the Victorian Department of Education:

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

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Information on the Making Jesus Real program:

<https://makejesusreal.com.au/>

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