

Behaviour Education Plan



OUR COMMITMENT

CHRIST: We live, teach and learn through Christ by following the Gospel message of love, vigilance in prayer and devoted sacramental celebration.

WISDOM: We strive to develop a community that yearns for knowledge, truth, excellence and justice, thus empowering all for life long growth.

COMMUNITY: We engage with all in trust where each person is valued as a contributing member of an all-embracing, inclusive, Christian based community.

TRADITION: We remember those who have come before us, especially the Sisters of St Joseph of the Apparition and celebrate the vision of our founders while following their path of Faith through St Emilie and St Joseph.

RESPONSIBILITY: We are all accountable for the education and well-being of our students so that they flourish spiritually, physically, intellectually and socially both now and in the future.

“The school must be a community whose values are communicated through the interpersonal and sincere relationships of its members and through both individual and corporate adherence to the outlook on life that permeates the school.”
(The Catholic School)



Sources of Authority	
CECWA Policy	Community
Executive Directives	Student Safety, Wellbeing & Behaviour Code of Conduct

VISION STATEMENT

As a Catholic community Mary's Mount Primary School provides excellence in education focusing on the development of the whole child, guided by the Gospel values, and grounded in the wisdom and truth of St Emilie de Vialar.

RATIONALE

Mary's Mount Primary School has a responsibility to provide an educational environment that promotes the dignity and respect of the person. Any elements or behaviour that affect the well-being of the community need to be addressed with Christlike compassion.

At Mary's Mount we believe in the uniqueness and dignity of each person as made in the image of God. Mary's Mount is a community based on faith, truth and trust, in which the child is educated within a framework of Catholic values and attitudes. In this community the cooperation of each member is required in order to create the common good. (CS 60, 61)

1. PRINCIPLES

- 1.1. Mary's Mount Primary School owes a duty of care to its students.
- 1.2. Mary's Mount Primary School provides a supportive environment, which promotes respect for self and others, physical/emotional well-being and positive mental health.
- 1.3. Dealing with bullying and harassment requires a whole school approach within the school's Pastoral Care Framework.
- 1.4. When bullying and harassment are ignored or overlooked, it serves to condone and reinforce the behaviour.
- 1.5. Bullying occurs in all school communities and can be secret in nature.

2. PROCESSES

Processes involve the means by which the policy is translated into action. This requires open communication between all parties.

The following processes will enable the school to carry out the policy:

- identification of needs of all parties
- relevant information gathering – Behavioural and Anecdotal Records
- critical analysis of information
- systematic and appropriate sharing of information on a "need to know" basis
- management of sensitive information and confidential storage
- collaboration with the school community
- Professional Development of staff and parents
- involvement of outside agencies eg Non Government Schools Psychology Service
- identification of roles and responsibilities of students, staff and parents
- on-going development and publication of action statements for dealing with bullying
- intervention through the curriculum

Note – A number of the processes will be addressed through the use of resources including Highway Heroes, the use of the restorative practices approach and seeking the support of our social worker as required.

3. PROCEDURES

Mary's Mount Primary School has a Behaviour Education Plan which includes:

- 3.1 The rights and responsibilities of all members of the Mary's Mount community. This called the Code of Conduct. <https://marysmount.wa.edu.au/school/compliance/code-of-conduct/>
- 3.2 Each class develops their own individual Code of Conduct relevant to their class, which is revisited regularly throughout the year.
- 3.3 Staff will use a range of positive reinforcement strategies to reward and affirm good behaviour. These may include positive comments and feedback, contact with parents, merits certificates, incentives and positions of responsibility.
- 3.4 Duty teachers are responsible for dealing with students who behave inappropriately during duty periods.
- 3.5 Staff will implement student management procedures appropriate to the level and needs of their students in accordance with their classroom Code of Conduct and restorative practices.
- 3.6 Ongoing behavioural concerns in the classroom will be documented in the classroom behaviour book. Classroom teachers to follow up with admin, notify parents and record on SEQTA.
- 3.7 Assistant Principals will take a proactive approach in supporting students and teachers in managing student behaviour through restorative conversations using the Highway Hero language and wellness walkway and providing feedback to relevant parties as necessary.
- 3.8 As required, teaching staff will contact a student's parents to engage in a consultation process when behaviour management issues are encountered. Parents are informed and engaged in the process when planning individual behaviour management plans.
- 3.9 Refer to CEWA Policies:
 - CEWA Student Safety, Wellbeing and Behaviour Executive Directive
 - CEWA Process for Exclusion of Students for Disciplinary Reasons
 - Bullying Procedures

4. CURRICULUM LINKS AND RESOURCES

- BEST Programs 4 Kids – Highway Heroes Program
- Digital Citizenship and Cyber Bullying in Health Education Program
- Keeping Safe Child Protection Curriculum
- The Social Worker will be available to work with classes, small groups or individuals with have been referred by a teacher or parent.
- Ysafe student and parent workshops.
- Cybersafe Family Zone Parent Hub on MMPS website: <https://www.familyzone.com/mmps>
- The Administration team will work with all teachers to assess student needs and share problem solving strategies

- Student Voice Letterbox System - <https://vimeo.com/591314312>.
- Seasons for Growth Program
- Student goal development

5. RESPONSIBILITIES

OUR STAFF HAVE THE RESPONSIBILITY TO:

- Provide an inclusive, safe and engaging learning environment conducive to effective learning
- Model respectful, courteous and honest behaviour
- Establish positive relationships
- Ensure good organisation and planning
- Consistently implement MMPS Code of Conduct
- Negotiate and display Code of Conduct in classroom
- Raise awareness throughout the curriculum and Highway Heroes Program

OUR STUDENTS HAVE RESPONSIBILITY TO:

- Treat others with respect, empathy and tolerance in a Christlike manner
- Be prepared for the day's learning
- Ensure that their behaviour is not disruptive to the learning of others
- Ensure that they are punctual, polite and display a positive manner
- Abide by the school Code of Conduct
- Take ownership for their actions and work to restore their relationships

OUR PARENTS HAVE RESPONSIBIITY TO:

- Provide information about their child or circumstances that may impact on learning at school
- Ensure that their child attends school, wears the correct uniform and is punctual
- Support the school in the management of students
- Treat the school staff with respect, courtesy and honesty
- Abide by the schools Code of Conduct

SERIOUS INFRINGEMENT

In the case of a serious breach of the Mary's Mount Primary School Code of Conduct the student is referred to the Principal or Assistant Principal. Parents/Guardians are to be contacted and in consultation the outcome or consequence will be determined.

SUSPENSION OF STUDENTS

Suspension means temporary withdrawal of a student's right of attendance at the school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed to be prejudicial to the good order or reputation of the school. The Principal will discuss the proposed suspension with the parents/guardians of the student involved.

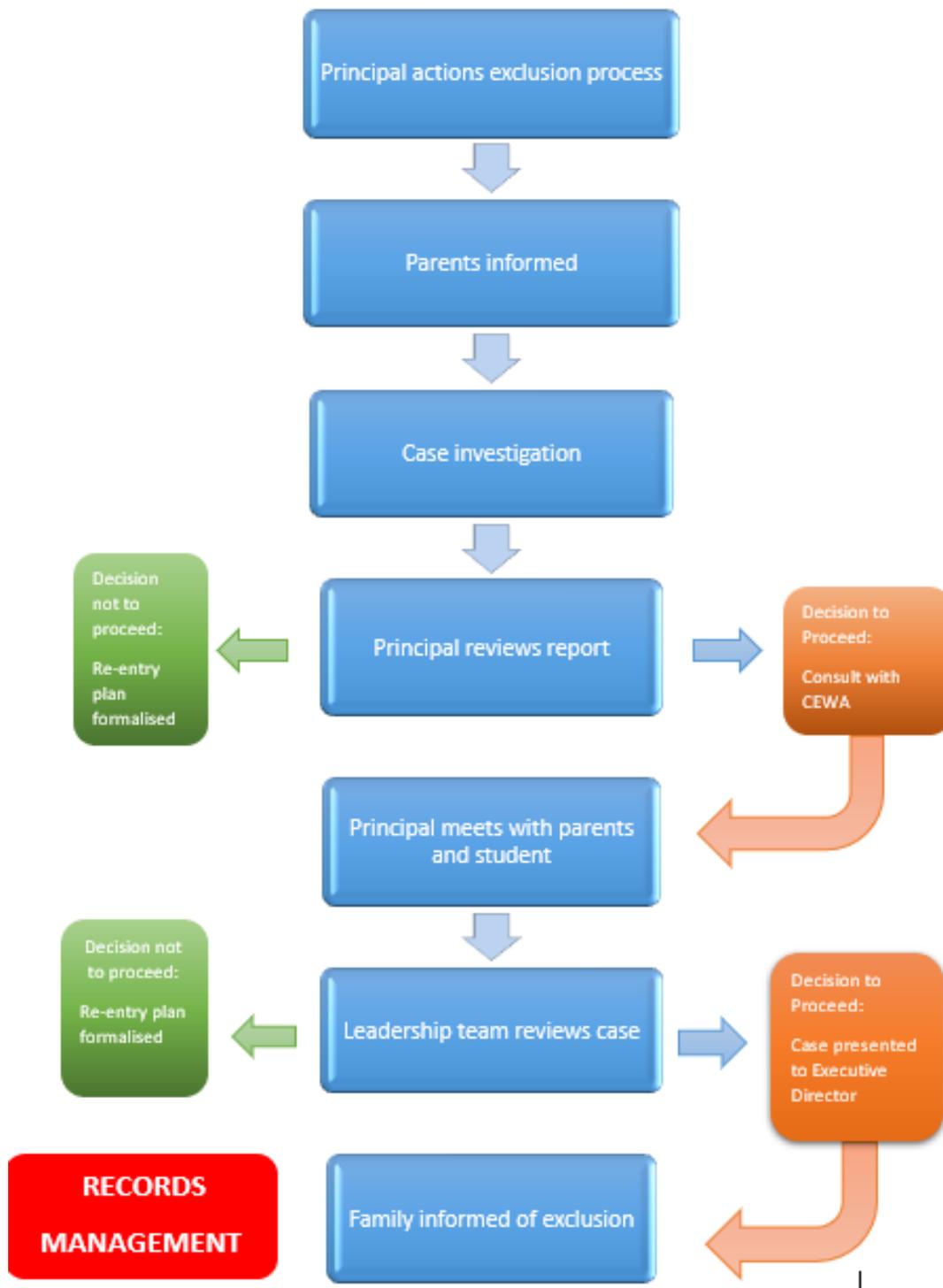
EXCLUSION OF STUDENTS

(Ref: CECWA Policy Statement Exclusion of Students for Disciplinary Reasons.)

<https://cewaedu.sharepoint.com/sites/Handbook/SitePages/Student-Behaviour-Directives.aspx>

Exclusion means total withdrawal of a student's right to attend a particular school, i.e., termination of enrolment. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school and would be applied only as a last resort. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community. The decision to exclude a student shall be the responsibility of the Principal in consultation with the Executive Director of Catholic Education WA. No exclusion shall proceed unless the procedures outlined in the CECWA Policy Statement Exclusion of Students for Disciplinary Reasons have been adhered to.





Authorised By:	Emma Bell	Signature:	<i>EBell</i>
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