QUEEN OF APOSTLES SCHOOL, STAFFORD

BEHAVIOUR MANAGEMENT POLICY

• The way that we behave is considered important and has consequences.
• We believe that we need to develop skills of living and learning together co-operatively.
• We believe that behaviour is taught and learned. Non belonging behaviours become opportunities for us to learn a better way.
• Our school is a place where the needs of the community are respected.

PURPOSE

• To develop commitment and ownership by involving all stakeholders in the development of our expectations of how we will live and learn together.
• To enable all students extend their skills of living and learning co-operatively by being taught appropriate behaviours which are essential for school and life.
• To create a safe environment that meets the needs of all stakeholders.
• To allow non-belonging choices to become opportunities for learning and not a path of failure.

PROCEDURES

• All members of our school community will be involved in the creation of a classroom covenant at the beginning of each year. The class covenant will be displayed prominently in the classroom. A copy will be on file in the principal’s office.
• The expectations of classroom and break time behaviour, including non-belonging “out system”, will be taught using appropriate strategies e.g. whole school behaviour teaching, class behaviour teaching and class meetings.
• Parents will be given a copy of the Queen of Apostles Behaviour Policy which will be discussed in detail at the parent teacher information session at the commencement of each year.
• Children experiencing difficulties in choosing belonging behaviours will be individually managed through an alternative strategy plan as devised by all stakeholders.
• The Behaviour Management Policy will be reviewed when required.
• New members of staff will be given opportunities to become familiar with the Behaviour Management Policy.
• Belonging behaviours at Queen of Apostles are:
  - Work Smart, Think Smart
  - Act Safe, Be Safe
  - Value Self, Others and the Environment.
NON-BELONGING PROCESS

Non-Belonging behaviours follow a four step process. At the first demonstration of non-belonging the child is placed on Step 1. If the non-belonging behaviour continues the child will move through the steps. At Step 4 the child chooses not to belong to the class and is sent to the Principal/Assistant Principal's office. Parents will be contacted if the child has moved to Step 4.