



## ST JAMES' CATHOLIC SCHOOL BOARD OF TRUSTEES

### Promoting Positive Behaviour Policy

<b>Date Reviewed:</b>	October 2016
<b>Review Team:</b>	Staff and Board
<b>Date of Next Review:</b>	October 2019
<b>Connection to the Bishop's document "The Catholic Education of School Age Children"</b>	The education provided by the Catholic school differs from other schools in that <i>"Its task is fundamentally a synthesis of culture and faith, and a synthesis of faith and life ..faith, culture and life are brought into harmony.</i>
<b>Related Documents:</b>	Gospel Values – SAINTS SJS Promoting Positive Behaviour Policy/ Procedure SJS Concerns and Complaints Policy SJS Digital Citizenship and Internet Use Agreement Policy Ministry of Education Guidance for New Zealand schools on behaviour management to minimise physical restraint <a href="#">Guidance for NZ schools on behaviour management to minimise physical restraint.</a> Ministry of Education Stand-downs, suspensions, exclusions and expulsions guidelines. November 2011.
<b>NAG</b>	NAG 5 – Health and Safety
<b>Approval Date:</b>	
<b>Signed:</b>	

#### INTRODUCTION

- Our children's well being is central to their success **"To grow as Catholic, Christian, young people, who are CONFIDENT, CONNECTED LIFELONG LEARNERS, inspired by the teachings of Jesus, and who make a positive difference in their community."**
- Learners and teachers have a right to learn and teach in a positive and respectful environment where Gospel values and our Shared School Vision are the model for our interactions with each other.
- Learners feel **safe and secure**, relationships are valued and expectations are clear.
- Staff, learners, family, whanau, parish and community, work together to ensure that everyone according to their need, feels that they are physically, emotionally and spiritually safe here.
- We recognise and respect the uniqueness of every individual within the school community as made in the image and likeness of God.
- Learners have a sense of **belonging and connection** to school, whanau, community, parish, friends and the wider community.
- Learners experience **achievement and success**.
- Learners are **resilient, and** they have the capacity to cope with challenges as they arise.

- Learners are **socially and emotionally competent**, are socially aware and have strong relationship skills, are self confident, are able to lead, can self manage and are responsible decision makers.
- Learners are physically **active** and lead healthy lifestyles.
- Learners are **nurtured and cared** for by all staff at school. They have adults to turn to who grow their potential, celebrate their success, discuss options and work through problems with them.
- Learners are supported to Live the Truth. They are supported to grow in the Gospel Values SAINTS- Strive, Acceptance, Integrity, Nurture, Talents, Service.
- Learners are **included**, involved, engaged and invited to participate and make positive contributions.
- Learners are supported to take responsibility for their actions and choices.
- Learners are kind and respectful to themselves, each other and the environment.
- Learners use restorative justice practices as a process to repair and restore relationships.

## Guidelines

1. Gospel values and Jesus' teachings with which we have aligned our SAINTS Values, are the foundation for our actions (Strive, Acceptance, Integrity, Nurture, Talents, Service).
2. The school Religious Education and Health curriculum will include the development of attitudes, values, skills and knowledge that assist in building responsible, self managing learners. This will include Robert Perriera's Cognitive Behaviour Approach to Bullying (anti Bullying strategies) and other social skills programmes such as Keeping Ourselves Safe and Kia Kaha.
3. The Promoting Positive Behaviour Procedure will detail expectations of behaviour.
4. Family/Whanau will be well informed and involved in nurturing positive behaviour, using a partnership approach.
5. Behaviour that is aligned with our SAINTS Gospel Values will be acknowledged and celebrated.
6. Professional development needs of staff regarding behaviour management, will be identified in part, through the Performance Management process. Ongoing opportunities will be provided to ensure that current professional development needs are met.
7. When individual learner behaviour is complex, severe and/or challenging, it may require individualised, specialist support and management. These learners may require an individualised programme and problem solving, and at times, may require referral to Resource Teachers of Learning and Behaviour (RTLB) or Ministry of Education.
8. Use physical restraint only where there is "imminent danger of physical injury" Physical restraint is a serious intervention. If you have an alternative to physically restraining a student, use it. Resort to physical restraint only when: The student's behaviour poses an imminent danger of physical injury to other students, staff, themselves or others. You have used preventative and de-escalation techniques and not been able to reduce the risk of injury.
9. The use of corporal punishment in any form is unacceptable and against the law.
10. The use of seclusion practices in any form is unacceptable and against the law.
11. In the event of suspension or exclusion, the Board of Trustees, through the Principal will follow the guidelines on the statutory and procedural requirements provided by the Ministry of Education.

**SPECIAL CHARACTER**

The Board of Trustees accepts that the Special Character Values and Philosophy of Hato Heemi (Whakaruru Hau) underpin all Governance and Management Policies and Procedures.