School Vision Statement
At St Patrick’s Parish School, Mitchell we try to live by the values demonstrated by Jesus in the Gospel. *Jesus is my mind, Jesus in my heart and Jesus in everything I do.*

School Mission Statement
St Patrick’s Parish School strives to educate the whole person by giving everyone the opportunity to participate in physical, social, academic and spiritual activities. The staff members of St Patrick’s see their role as guiding students to be lifelong learners, mentors and active participants in school, parish and community life. As a faith community, our school prays together, shares the sacraments, models Gospel values and inspires hope in our students.

Behaviour Management Vision
St Patrick’s prides itself on being a pastoral community where the children feel safe and happy. Through our vision for St Patrick’s the staff endeavour to manage the behaviour of all students in a caring, supportive and just way. We believe in supporting students to develop strategies to regulate their own behaviour. We value the relationship between parents and teachers to work together to ensure that all students are treated fairly and that the rights of all members of the community are respected. With this collaborative partnership between staff and parents, our school’s priority is to keep parents informed of all matters that pertain to the overall growth and development of the children.

Managing student behaviour in order to provide a safe, happy and secure learning environment for all members of our school community is essential. At St Patrick’s we strive to ensure that the classroom is a place of learning, where every child’s right to learn is respected and not disrupted by the behaviour of others.

To this end, we have put into place behaviour management procedures which encourage children to respect, learn and be safe during their time at school. Each teacher uses a variety of strategies in their classroom to encourage all the children to behave in an appropriate manner in all learning situations. There are a variety of whole school processes in place to reward children for their responsible behaviour in class and on the playground and to recognise their positive contribution to our school community. We have also put in place strategies to deal with inappropriate behaviour in the classroom and on the playground.

Behaviour Management Statements
- Gospel values are lived by all in a supporting, caring and harmonious environment.
- Each person is welcomed and valued for who they are and what they can become, and that children will develop physically, emotionally, intellectually and spiritually in a secure and pleasant environment.
- Justice and fairness prevail in our decisions. Both teachers and students acknowledge mistakes.
- Forgiveness is modelled.
- Friendships are fostered and valued in the knowledge that everyone is respected as a unique individual.
- Open communication and co-operation are features of the relationships in our school and that these are used to resolve conflict and to affirm individuals.
- Praise and affirmation are commonplace.
- Discipline is the result of individuals understanding and acknowledging their rights and responsibilities and also that of others.

**Principles**

Schools accept as their mission teaching and learning. Behaviour is simply an area where knowledge and skills need to be taught. We cannot assume that all children know the appropriate way to act in a variety of circumstances nor can we assume that they have the required social and decision making skills to make positive behavioural choices. We are charged with the responsibility to teach.

An effective behaviour support plan is therefore about teaching children the specific social skills and behaviours expected at St Patrick’s School and giving them opportunities to practice them successfully and receive feedback. All expectations must be based on fairness, rights and responsibilities. Misbehaviour signals a point of teaching and learning and responsibility sits with the owner of the behaviour. Logical and predictable consequences are required (as a result of breaking well known rules) in a spirit of wisdom, justice and compassion. (Commercial resources such as “Bridge Builders” by Empowering Life Skills and Circle Solutions)

**Dealing with Inappropriate Behaviour**

When dealing with inappropriate behaviour it is crucial to be least intrusive initially. The following table describes steps from least to most intrusive intervention strategies. Note: Best practice management techniques may be used before a child is placed on a step

<table>
<thead>
<tr>
<th>Incidence of Inappropriate Behaviour Action</th>
<th>First Step</th>
<th>Second Step</th>
<th>Third Step</th>
<th>Fourth Step</th>
<th>Fifth Step</th>
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<tbody>
<tr>
<td>1) Verbal Warning/Redirection (3 X)</td>
<td>2) 5 min time out recess</td>
<td>3) 10 min time out recess</td>
<td>4) Reflection Sheet (Parent signature)</td>
<td>5) Parent Contacted</td>
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Under usual practice a student starts each new day at the beginning of the steps. Intentional swearing or extreme verbal aggression will result in the student moving immediately to step 4. Extreme physical aggression will result in the student being moved immediately to step 5. In crisis situations, it is important for a staff member to notify another staff member and/or administration staff.

If a child persistently displays undesirable behaviour they will be referred to the Behavioural Management Team. Along with the child’s carers, learning support staff and specialised consultants, the Team will negotiate a plan of action (Behavioural Management Plan could include Managed attendance) which is in the best interests of the child and all members of the school community.

More lengthy suspension may be considered as an option, particularly in the absence of parental support and/or failure to meet negotiated requirements of an individualised behaviour management plan. Expulsion is the decision of the Executive Director of Toowoomba Catholic Education under recommendation from the Principal.