

# Holy Family Catholic Primary School Lindfield



## Behaviour Management & Student Discipline Policy

## BEHAVIOUR MANAGEMENT and STUDENT DISCIPLINE POLICY For HOLY FAMILY CATHOLIC PRIMARY SCHOOL

**"All that happens in the Catholic School, the curriculum, the relationships, the priorities, the aims and objectives, the pastoral care and discipline has the potential to speak of God's life"**

*[The Distinctive Nature of a Catholic School]*

### PURPOSE

At Holy Family Catholic Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment. Therefore all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students. At Holy Family Catholic School we believe in adopting proactive strategies for defining, teaching, and supporting appropriate student behaviours in order to develop social competence and enhance learning.

*"At Holy Family Catholic Primary School we foster strength and gentleness within our Christ centred community ... where the human dignity of all people is valued and respected."*

*Extract from Holy Family Vision Statement*

### POLICY FRAMEWORK

Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice.

Our school Behaviour Management and Student Discipline Policy takes into account the Diocesan Pastoral Care Policy and the Behaviour Management Student Discipline Policy for Diocesan Systemic Schools in that our approach to discipline has its basis in our pastoral care for each other - students, staff and parents.

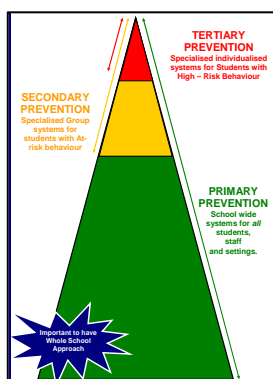
We believe that Pastoral Care:

- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

*(Extract from Diocesan Pastoral Care Policy)*

### DEFINITIONS

- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment.
- *Challenging Behaviour* is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.
- *At Risk Behaviour* is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.



Holy Family Catholic Primary School has adopted a whole school approach to bring about positive behaviour; Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours.

***"Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all."***

*Diocesan School Student Discipline Policy*

***Corporal punishment by any school person or non-school person is not permitted.***

## **POLICY CONTENT**

### **SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS**

Our Holy Family Catholic School Rules and Behavioural Expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at Holy Family Catholic School will be taught, encouraged and supported to demonstrate these expected behaviours.

At Holy Family Catholic School, we are **Respectful, Responsible, Learners**

<b>Respectful</b>	<b>Responsible</b>	<b>Learners</b>
Be a good listener	Make good choices	Be prepared
Use kind words and actions	Be in the right place at the right time	Learn and let others learn
Be inclusive	Care for others	Always do your best
Care for our appearance	Care for the environment	
Care for all property		

*See appendix A - for full matrix of behavioural expectations [complete matrix with non - classroom and specific settings to be developed throughout 2009 - 2010]*

### **PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS**

Holy Family Catholic Primary School community is committed to:

- ***Teach,***
- ***Practise,***
- ***Apply,*** and
- ***Acknowledge*** appropriate behaviours

The Holy Family Positive Behaviour for Learning (PBL) Team will coordinate the process involved and support staff in teaching, practicing, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

*Specific procedures and processes for teaching and practising Behavioural Expectations are outlined in Appendices B and C.*

### **PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR**

Holy Family Catholic Primary School community is committed to *acknowledging* students in order to encourage the behavioural expectations and school rules. We endeavour to acknowledge students through a variety of means.

### Acknowledging Appropriate Behaviours

- Each class teacher develops their own systems of acknowledgement and reinforcement within their class including:
  - Body language strategies - smile, gestures, nod, thumbs up, proximity etc
  - Verbal acknowledgment - recognition of how behaviours effect other, single word utterances, praise, descriptive encouraging etc
  - Extrinsic rewards
  - Positive comments in student workbooks
  - Being chosen for responsibilities and leadership
  - Class visits sharing of work / achievements
- All staff members make use of the
  - Colour House point system where points are awarded to students for positive behaviour. The points are accumulated and the team with the most points at the end of the week is recognised with "Colour House Trophy".
- Assembly awards -
  - **Merit awards** class teachers present at least one merit award for academic achievement and learning [Friday assemblies, once a fortnight, Terms 1-3, K-6]
  - **PBL awards** class teachers, librarian, music teacher, learning support, admin and PE teacher - to present *at least one* merit award to students demonstrating behavioural expectations [Monday morning Assemblies]
- **Principal Award** "strength and gentleness" given out weekly at Monday morning assemblies for student/s nominated by staff linked to Respectful, Responsible, Learners. Nominating teacher writes a descriptive paragraph around the qualities this child presents in their day to day involvement at school.

### **PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS**

Holy Family Behaviour Management Policy and practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.

Staff are encouraged to remember the dignity of the student and therefore avoid any practices that single out students for inappropriate behaviour. When discouraging or correcting students behaviours, staff are encouraged to use the least intrusive methods as possible.

#### **Inappropriate behaviours**

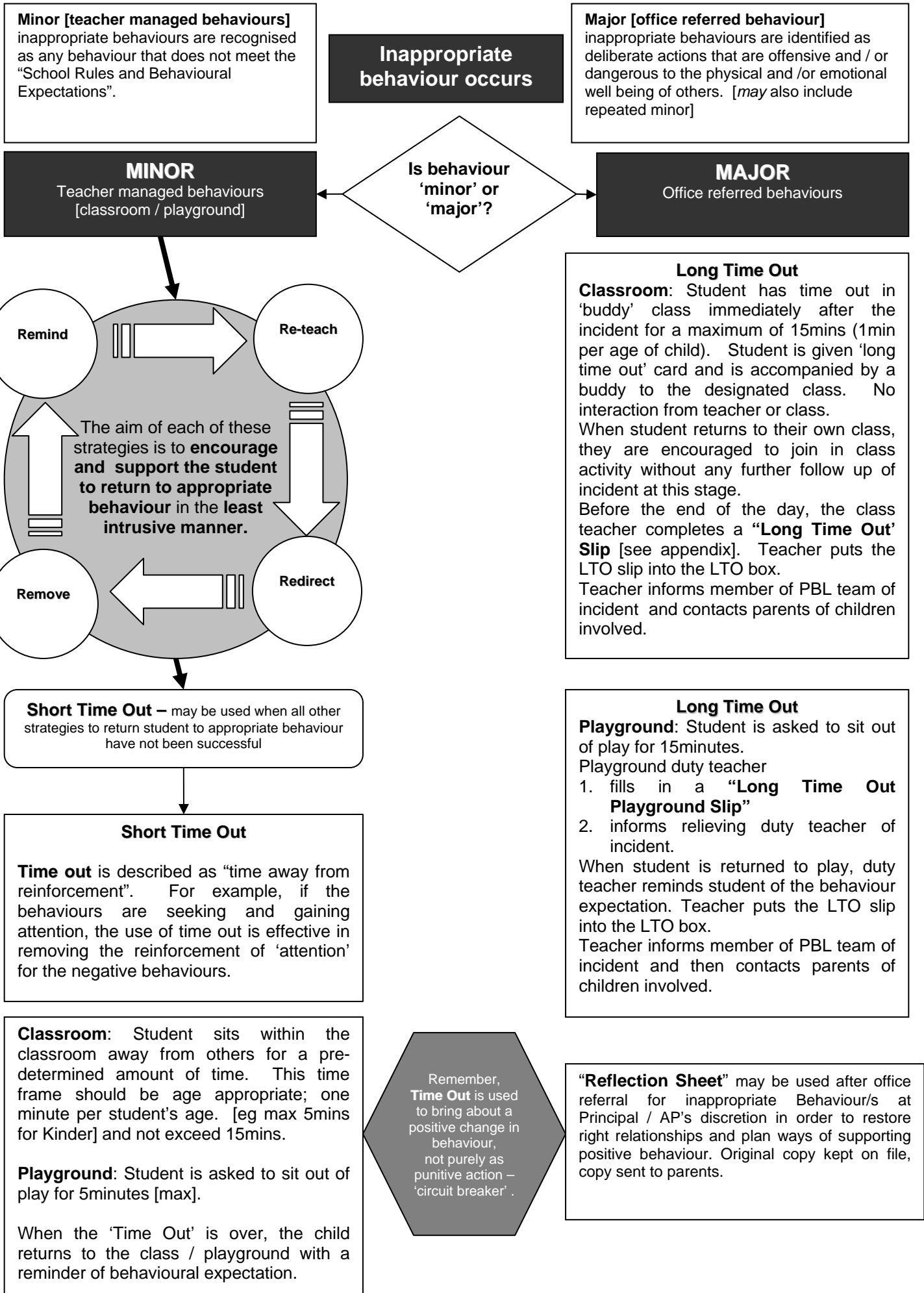
*Inappropriate Behaviour* is behaviour that challenges the day to day functioning of our school and is contrary to our "School Rules and Behavioural Expectations".

*Minor inappropriate behaviours [teacher managed behaviours]* are recognised as any behaviour that does not meet the "School Rules and Behavioural Expectations".

*Major inappropriate behaviours [office referred behaviours]* are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours *may* also be considered as major.

***Emergency critical incidents*** are times when a person or persons are acting in a manner that is endangering the safety of self or others. For the Holy Family procedure for dealing with an emergency critical incident see appendix G.

Procedures for responding to inappropriate behaviours are outlined in the diagram below.



When inappropriate behaviours continue, or a serious incidents occurs, the Principal or delegate facilitates a session with the student using **Reflection Paper Appendix F**. This practice is aimed at restoring relationships and also to facilitate initial 'investigations' so that possible reasons for the behaviours can be understood.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the **"Students Presenting Challenging Behaviour Form 1"** [Diocesan Behaviour Management - Support Classpage] in order to write and implement a **"Behaviour Support Plan"**. The purpose of both being about teaching and supporting the student to develop more appropriate replacement behaviours. The school will, when needed, seek the support of Diocesan Education Officers, outside agencies and persons of expertise to assist in this process.

Major disciplinary sanctions including suspension, suspension pending negotiated transfer, negotiated transfer, and expulsion are outlined in the Diocesan Student Behaviour Management and Discipline Policy.

#### **POLICY REVIEW**

This policy will be reviewed not less frequently than once every three years.

#### **EVALUATION**

Policy Date: May 2009

Revised: July 2010

To be reviewed on: May 2012

Signed by Principal:



Date: May, 2009