

Our Lady Help of Christians
Catholic Primary School
Epping



Behaviour Management Policy

Celebrating our faith

Challenging students to achieve

Educating students to be life-long learners

Reaching out to others in justice and love

INTRODUCTION

Our Lady Help of Christians Catholic Primary School, Epping is a one streamed K-6 co-educational school located in the North Shore cluster of Catholic schools in the Diocese of Broken Bay, Sydney. The school is a mixed community with approximately 33% of students from Language Backgrounds other than English. (LBOTE)

RATIONALE

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

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)

Our school Behaviour Management Policy takes into account the **School Code of Conduct** which recognises that we create a safe and friendly school environment by:

- (i) Showing respect and care for ourselves and others by being considerate;
- (ii) Ensuring the safety of ourselves and others, and
- (iii) Respecting the property of the school, ourselves and others.

The School Code of Conduct is discussed with the class by the classroom teacher each year to determine the classroom rules. This is revisited each term and referred to constantly. Corporal punishment is expressly prohibited at OLHC (including all teachers, support staff, parents and others)

AIM

The School aims to provide an environment where all children, parents and staff feel safe and secure.

The Behaviour Management Policy aims to incorporate the recognition of both appropriate and inappropriate behaviours and the reward/consequences for both.

The Behaviour Management Policy recognises that if we all share the responsibility for discipline, with a positive and pastoral outlook for the children in our care, then a safe, challenging and caring environment should be possible for all children, staff and parents.

OUTCOMES

This policy will ensure that a positive approach to discipline is set in place to encourage positive behaviour, which enables children to develop individual dignity, self respect, respect for others, responsibility for their own actions and successful living skills.

The Behaviour Management Policy takes into account school protocols that influence the way children behave with each other and Contribute to a positive school image.

The Behaviour Management Policy recognises the shared responsibility of staff, parents and children to model appropriate values and behaviours, communicate expectations clearly and in an appropriate manner and negotiate rules/consequences appropriately and consistently.

Disciplinary practices outlined in this policy are to be:

- (i) Respectful of the dignity, rights and fundamental freedom of individual students;
- (ii) Focused on the proper running of the school for the benefit of all, and
- (iii) Understanding of the balance between the rights of the individual and the need to work for the greater good of the majority.

APPROPRIATE AND INAPPROPRIATE BEHAVIOUR REWARDS AND CONSEQUENCES

The School aims to provide an environment where all children, parents and staff feel safe and secure.

This can only occur when:

- (i) Behaviours that contribute to the feeling of safety and security – appropriate behaviours - are recognised and actively encouraged, and
- (ii) Behaviours that detract from this feeling – inappropriate behaviours - are recognised and actively discouraged.

Appropriate Behaviour

Appropriate behaviour is any action that reinforces the Christian values upheld by the school in its adoption of the Pastoral Care Policy and the School Code of Conduct.

Affirmation of Appropriate Behaviour

Children are affirmed by the teachers in our school in the following ways:

- ◆ Merit awards at school assembly
- ◆ Colour House points
- ◆ Verbal affirmation
- ◆ Class Award
- ◆ Mention of achievements in the school newsletter
- ◆ Class visits and sharing
- ◆ Buddies K – 6
- ◆ Classroom stickers/rewards
- ◆ Various leadership roles of responsibility such as school leaders, house captains, message bag monitors and classroom monitors.
- ◆ Positive comments in the child's diary

Inappropriate Behaviour

Inappropriate behaviour is any action that works against the Christian values espoused by the school in its adoption of the Pastoral Care Policy and the School Code of Conduct. It includes breaches of rules specific to the playground.

Inappropriate behaviour includes, but is not limited to:

- ◆ Disrupting class
- ◆ Disrespect to fellow students, staff, parents or visitors
- ◆ Rude or hurtful comments to fellow students
- ◆ Swearing
- ◆ Striking, kicking or punching *
- ◆ Bullying (see Anti Bullying Policy). *

* refer serious offences section below

Consequences of Inappropriate Behaviour

Each class teacher established class rewards and consequences to encourage appropriate behaviour and learning. Inappropriate behaviour is communicated to students to ensure that they know:

- (i) The behaviour is not acceptable;
- (ii) The reason why the behaviour is not acceptable;
- (iii) They are receiving a warning;
- (iv) They have the chance to modify their behaviour, and
- (ii) They are aware of alternate, acceptable ways to deal with a similar incident should it arise in the future.

Repeated inappropriate behaviour will lead to a series of warnings and action as set out below. Repeated inappropriate behaviour takes into account teachers following their own class rewards and consequences. When these have failed to bring about a change in behaviour details of events are recorded in the class Conduct Book by the classroom teacher as follows

First and Second Warnings

Immediate sanction (teacher to choose consequences), a warning and a chance to modify behaviour. This may include classroom discussions, role playing, revising positive Code of Conduct behaviour, setting clear guidelines etc

Third Warning

The classroom teacher notifies Assistant Principal of third warning and behaviour that has led up to the third warning. Classroom teacher is to complete the letter to parents (See Appendix) notifying them of their child's behaviour and the consequences (eg loss of play time, picking up papers). A copy of this letter is filed.

Fourth Warning

The classroom teacher reports the incident to the Principal and a parent meeting is arranged as soon as reasonably possible. Consequences and follow up action is discussed with the parents. The consequences may include extended time out from the playground, work set at lunch time, community service and exclusion from classroom activities.

Serious offences including Bullying and Bully type behaviour , violent and/or threatening behaviour

- ◆ During Class time – the classroom teacher is to ensure that there is immediate follow up and the Principal / Assistant Principal are informed. The incident must be recorded in the Class Code of Conduct Book.
- ◆ During play time - Play ground duty teacher is to ensure that immediate “time out” applies. The playground duty teacher is to inform classroom teacher and all serious offences must be reported directly to the Principal or the Assistant Principal. The incident must be recorded in the Class Code of Conduct Book.
- ◆ The beginning of each term signals a new start for each child. However, the school reserves its right to view repeated instances of inappropriate behaviour over a longer timeframe should the need arise.

BULLYING

See also Anti – Bullying Policy

The school understands that bullying is any repeated physical, verbal or social behaviour that is harmful in any way to another person.

As part of the school’s strategies to counter and eliminate bullying teachers agree to:

- ◆ Consistently support and apply the School Code of Conduct;
- ◆ Talk openly about bullying issues in the classroom as soon as possible, and in any case within two days of the matter being reported;
- ◆ Identify and recognise playground “hotspots” such as the stair tower, canteen, sloping playground near the car park, toilets etc;
- ◆ Establish a Safe Zone in the school playground (ie the amphitheatre);
- ◆ Conduct specific anti-bullying lessons in the classroom;
- ◆ Listen to all reported incidents of bullying, encouraging the acceptance of ‘telling’ when it is in the context of caring for yourself or another;
- ◆ Report any notification of bullying to Principal or Assistant Principal immediately;
- ◆ Support the Principal in keeping staff, parents and children informed about bullying, and
- ◆ Contribute to the review of this policy on an annual, or as needs, basis.

MAJOR DISCIPLINARY SANCTIONS (refer also CSO Student Discipline Policy Aug 2005)

Major disciplinary sanctions are last resort actions that are only pursued in the event of serious and/or repeated breaches of school discipline policy. These sanctions are not to be confused with routine disciplinary sanctions such as “time out” from classes.

They may include:

- ◆ Suspension – the temporary withdrawal of a student’s right to attend the school;
- ◆ Suspension pending negotiated transfer;
- ◆ Negotiated transfer – a change of school either to another Catholic school or to a school in another sector in the best interests of the student concerned, and
- ◆ Expulsion – the total withdrawal of a student’s right of attendance at the school.

(Extract from Diocesan Pastoral Care Policy)

MONITORING OF BEHAVIOUR

A Class Conduct Book is kept by all teachers with the Class Roll. This is to be used as an ongoing record of examples of inappropriate behaviours of students.

This is a helpful way for teachers to monitor and report to parents the student's behavioural and social development.

Conduct book is where details of student behaviour are recorded. Details recorded include the behaviour, when and where it occurred, the teacher's action and if it was reported to the Principal or Assistant Principal.

GUIDING PRINCIPLES FOR THE PROVISION OF A SAFE AND SUPPORTIVE SCHOOL ENVIRONMENT

At Our Lady Help of Christians Primary School we follow the guidelines set down for Safe Schools in Australian schools. This is reflected in this policy.

Therefore we:

1. affirm the right of all school community members to feel safe at school
2. promote care, respect and cooperation, and value diversity
3. implement policies, programs and processes to nurture a safe and supportive school environment
4. recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
5. develop and implement policies and programs through processes that engage the whole school community
6. ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
7. recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
8. have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships
9. focus on policies that are proactive and oriented towards prevention and intervention
10. regularly monitor and evaluate their policies and programs so that evidence-based practice supports decisions and improvements
11. take action to protect children from all forms of abuse and neglect

National Safe Schools Framework, January, 2003

EVALUATION

This policy will be reviewed annually with staff and communicated regularly to the community through newsletters.