Behaviour Management Policy

Policy Number: BMP 1.2.V2

Status: Ratified

Date Issued: 27.02.2015


Policy Contact Personnel: Principal and Assistant Principal

Related Documentation: Anti-Bulling Policy
Behaviour Management Plan

Vision

“I have come that they might have life and have it to the full”. John 10:10

At Mary Help of Christians School we uphold Christ’s values, and promote and celebrate the mission of the Catholic Church.

Our school provides a personalised and flexible learning environment where we all collaborate, sharing responsibility for reaching our potential.

We accept, respect, challenge and help each other, believing that everyone can be a successful learner.

We use imaginative and innovative methods and technologies, recognising that school should be engaging, relevant, meaningful and fun.

We know that learning occurs within and beyond the classroom and we build local, national and global connections so that we can effectively participate in contemporary society.

Our school is a place where achievements are acknowledged and celebrated, and we feel we belong.

Mission

We aim to fulfil the mission of the Catholic school, and our vision for a safe and harmonious work and play environment for all members of our school community by the ways in which we “Walk Worthy of God”. (MHOC School Mission Statement).

Rationale

This policy exists to maximise quality teaching and learning in an environment free from harassment and discrimination, assisting students, parents and teachers to work harmoniously together, at the same time fulfilling our obligations to Government and Diocesan authorities and our responsibility to parents and students.

Underpinning Gospel value

“I have come that they may have life and have it to the full” (John 10:10)

Aims

In our school community teachers and parents work in partnership to assist students to become responsible, independent people.

The aims of our Behaviour Management Policy are:

- To teach the children the difference between appropriate and inappropriate behaviour.
- To ensure the safety of all students.
- To enhance the development of ‘the whole child’.
- To facilitate learning
- To promote growth in social responsibility, confidence and self-esteem.
We believe that positive working relationships within our community are important. Positive relationships allow everyone to achieve maximum potential and growth. Our belief is that a co-operative school is a happy, secure place where all have the opportunity to succeed.

At Mary Help of Christians there are a variety of strategies and programs in place that foster positive relationships. They include:

<table>
<thead>
<tr>
<th>Programs and Strategies</th>
<th>Pastoral Care Policy</th>
<th>Anti-Bullying Policy</th>
<th>Personal Development and Health Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills Programs eg “Stop, Think, Do”</td>
<td>Peer Support</td>
<td>Buddy System</td>
<td>LAP program</td>
</tr>
<tr>
<td>New Skills for Classroom Success</td>
<td>Social Stories</td>
<td>School Welfare Worker</td>
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<tr>
<td>(Microskills)</td>
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</table>

All programs focus on building self-esteem and interpersonal skills; encourage good manners, positive behaviour and skill building in conflict management. Our Restorative Justice practices teach that reflection and restitution are appropriate responses in Christian communities.

Students are encouraged to make choices, solve problems and become accountable for their work and behaviour. They are encouraged to be motivated by a sense of their own pride rather than a fear of punishment.

We believe in modelling a cooperative value system based on Gospel values by treating children the way we would like them to treat each other. The respect and dignity of each student is essential for effective classroom management. Each class teacher, in partnership with his/her students, will develop a set of class rules, which will be based on fair, just and consistent expectations. Our class rules will be based on the four key areas of Safety, Respect, Self-Responsibility and Effort. (Refer to School Behaviour Code). The respect and dignity of each student is essential for effective classroom management.

All programs, including the Social Skills, Peer Support, Anti-Bullying and Personal Development, aim to encourage students to make correct choices, solve problems and take responsibility for their actions and learning.

The classroom climate should be conducive to personal growth and development where students will be more likely to take responsibility for their actions. Messages must be fair, consistent and directed at encouraging positive self-esteem. The Diocese of Lismore promotes the use of “New Skills for Classroom Success” as a positive contributor to classroom environment.
Awards

Students are rewarded or acknowledged for positive behaviours. In addition to whole-school acknowledgement each class teacher may develop his or her own Award System. Techniques that have proven worthwhile include:

- Stickers
- Sticker charts or personal sticker cards
- Rice or marble jars to earn free time or rewards
- Award cards
- Visit to the office for a Principal’s award/sticker/praise
- Weekly achievement awards presented at assembly
- Merit Awards signed by Principal
- Good Deeds Box

Some of the informal methods include:

- Positive feedback for a job well done
- Praise in front of peers/teachers
- Note home or comment to parents using student diary, or workbooks, regarding their child’s good behaviour

For health and safety reasons, food and lollies should not be used as daily rewards.

Students’ Rights and Responsibilities

We believe that everybody in our school is a unique individual created by God and as such, has equal rights and responsibilities.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>The right to learn</td>
<td>The responsibility to make the best effort</td>
</tr>
<tr>
<td>The right to feel safe at all times</td>
<td>The responsibility to ensure the safety of others</td>
</tr>
<tr>
<td>The right to be respected</td>
<td>The responsibility to respect people and property</td>
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</table>
Unacceptable Behaviours

Our school identifies some behaviours for which there is zero tolerance. These behaviours will consistently be addressed using a range of logical sequences depending upon the individual circumstances.

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<thead>
<tr>
<th>Unacceptable Behaviours</th>
<th>Consequences</th>
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<tbody>
<tr>
<td>➢ Inappropriate language (e.g. Putdowns, Swearing)</td>
<td>Students will reflect on their behaviour choices, often completing a Reflection Sheet. All significant or repeated behaviour, allegations and reflections will be documented. Privileges may be lost.</td>
</tr>
<tr>
<td>➢ Physical Aggression</td>
<td>If behaviour re-occurs, parents should be contacted. Strategies to modify the behaviour will be discussed. For less serious offences on the playground students will be given appropriate time out from the playground.</td>
</tr>
<tr>
<td>➢ Bullying of any type</td>
<td>Consequences may vary for individual children dependent upon their age, ability or situation.</td>
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<tr>
<td>➢ Preventing others from learning through constant disruptions</td>
<td>&quot;Fairness is not sameness&quot; (M. Vespa)</td>
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<tr>
<td>➢ Showing disrespect for teachers and constant disobedience</td>
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1. Reminder of expectation

2. If unacceptable behaviour continues the student is sent to work or reflect at a time-out area within the classroom or a Buddy Class. The student completes the Reflection Form and the form is copied and sent home or parents contacted personally.

3. The student is permitted to return to group or class and reminded of appropriate behaviour.

4. If unacceptable behaviour continues the student is sent to the Principal or Assistant Principal.

5. Parents/guardians are notified if behaviour continues.

6. Student is placed on an Individual Behaviour Plan (IBP- see appendix) and reports daily or weekly to the Principal/Assistant Principal.

Under no circumstances will Corporal Punishment be used in any schools in the Lismore Diocese.

For serious and continuous offences, the guidelines set out by the Catholic Education Office will be followed. (Diocesan Handbook).
**NOTE:** Teachers should use the appropriate teaching and learning/management strategies and structures to reduce or prevent the likelihood of unacceptable behaviour occurring.

<table>
<thead>
<tr>
<th>New Skills for Classroom Success</th>
<th>Individual Behaviour Plans</th>
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<tbody>
<tr>
<td>42 Grids (Blooms/Gardners)</td>
<td>PEEL</td>
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<tr>
<td>Seating arrangements</td>
<td>Kagan Stuctures</td>
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<tr>
<td>Sociograms</td>
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**APPENDIX**

<table>
<thead>
<tr>
<th>Vision Statement</th>
<th>Anti-Bullying Policy</th>
<th>Behaviour Agreement</th>
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<tr>
<td>Mission Statement</td>
<td>Grievance Procedure</td>
<td>Reflection Form</td>
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*Behaviour Benchmarks*

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<tr>
<th>School Community Code of Conduct</th>
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**Violence in Schools Guidelines**

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<tr>
<th>Weapons at Schools Advice</th>
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Appendix

Weapons in Schools

NSW Department of Education and Training,
Student Discipline in Government Schools (PD2006/0316)
Suspension and Expulsion of School Students – Procedures
6.1.5 Principals must suspend immediately and consistently with these procedures, including the factors outlined in 4.0.5 any student who:

- **is physically violent:** Any student who is physically violent, resulting in pain or injury, or who seriously interferes with the safety and wellbeing of other students, staff or other persons, is to be suspended immediately. The matter may need to be reported to the NSW Police Force.

- **is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause):** Any student in possession of a prohibited weapon, firearm or a knife (without reasonable cause), is to be suspended immediately. The matter must be reported to the NSW Police Force immediately.

- **uses, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance:** The Government firmly believes that schools must be places which are free of illegal drugs. Suspension is to occur immediately if the substance is being represented by the student as an illegal substance, or on confirmation (in accordance with the relevant procedure for identification of illegal substances) that the substance is, in fact, illegal. Students who assist other students to obtain illegal substances or supply restricted substances, such as prescription drugs, are also to be suspended. Under arrangements made with the NSW Police Force, the substance will generally be identified within 48 hours of the material being handed to the police by the principal. The cost of this identification will be met by the Department of Education and Training. NSW Police will hold the substance pending any legal action. Schools should contact their school education director to make arrangements. Refer to the *Drugs in Schools Policy* for additional information.

160210  Director of Schools CSO