

 <p><b>Mater Christi</b> Catholic Primary School</p>	Policy:	<b>Behaviour Management Policy</b>
	Originally Released: Date for Review:	<b>1997</b> <b>2020</b>

## **RATIONALE:**

The school community of Mater Christi Catholic Primary School believes that the students, staff and parents have the right to work together in a safe, caring and inclusive environment showing courtesy, cooperation and consideration towards others. Behaviour Management is based on the dignity of the human person. Created in the image and likeness of God, each human person has an innate dignity and a right to be treated with respect. Mater Christi has clear standards of behaviour required. Fair rules are set out and must be followed. Gospel values such as honesty, justice, integrity, compassion and love must be apparent in all situations where behavioural issues are addressed.

Any behaviour that seriously affects or endangers the well-being of the community needs to be addressed with Christ-like compassion.

Our school's **Policy** is derived from our school's **Vision Statement** which is Christ centred. The core purpose of this statement is:

**Making Jesus Real in the lives of our students, our families and our staff.**

**At Mater Christi Catholic Primary EVERYBODY has the RIGHT to:**

- Be safe
- Be respected
- Be a learner
- Be valued

## **AIM:**

Mater Christi Catholic Primary School endeavours to ensure all children accept responsibility for their education and behaviour, understanding that attitudes and behaviours have a natural consequence. As a school, we aim:

1. To nurture Respect, Responsibility and Resilience.
2. To create of a positive environment where children respect the rights of others, including:
  - The rights of other children to learn
  - The rights of the teacher to teach
3. To foster self-discipline and develop responsibility for one's own behaviour.
4. To encourage students to learn from their behaviour.
5. To promote to all staff that educators must not belittle, humiliate, denigrate, scapegoat, threaten or ridicule a child.

6. To establish clear guidelines that protect the rights of all individuals, where the procedures, consequences and incentives are clearly defined and known by the school community.
7. To assist parents and caregivers in developing and maintaining their child's educational, physical, spiritual and pastoral needs.
8. To acknowledge the worth of all members of the community and their right to work and learn in a positive, harmonious, safe and supportive environment guided by the Gospel values.

**Mater Christi Catholic Primary School has a responsibility to provide an educational environment that promotes the dignity and respect of the person and, therefore, aims to eliminate bullying and harassment in all forms.** Learning outcomes, physical health, emotional, psychological and spiritual well-being can be adversely affected by bullying and harassment.

#### **PRINCIPLES:**

The Policy is designed to complement **The Friendly Schools Plus** program, **Highway Heroes** program along with the **Making Jesus Real** philosophy. This is an outline of the whole school process involved in dealing with behaviour management and allows teachers, parents and students to understand the steps involved in implementing this policy.

The Friendly Schools Plus initiative is one of the most effective means to reduce bullying among young people to enhance their social and emotional understandings and competencies, in developmentally appropriate ways, using a whole-school approach. Friendly Schools Plus addresses the social and emotional learning of young people, both formally through explicit classroom pedagogy and learning strategies and informally through the development of a whole-school culture, organisation and structures that reinforce and uphold these essential understandings, skills and competencies.

Friendly Schools Plus provides toolkits to assess and augment school staff capacity to recognise, develop and sustain those components of a whole-school approach that support their students' unique social and emotional learning and foster the prevention of bullying behaviour.

In addition to this, Highway Heroes, a program reinforced through our School Counsellor, aims to develop childrens' proactive skills (forming friendships, gaining inclusion, thought/mood management) and reactive skills (dealing with play refusals, friendship difficulties, teasing and bullying) by using tools, resources and activities with structured stand-alone modules and lesson plans on particular topics such as Resilience and Bullying. The Highway Heroes program promotes:

- Positive Psychology:
  - Helping children to flourish and function optimally in their peer relationships by incrementally building key social and emotional skills that help them to deal positively with every day events and challenges.
- Cognitive Behavioural Therapy:
  - Introducing children to the connection between their cognitions, mood and behaviour illustrated through experiential exploration of common peer scenarios.
- Social Learning Theory:
  - The guiding structure of *Highway Heroes* is the use of experiential learning – role plays, direct instruction, observation and modelling is incorporated into lessons.
- Solution-focused Therapy:
  - Providing children with a range of skills and strategies, or tools, assists the development of active problem-solving behaviours leading to a solution and positive outcome.

## DEFINITIONS:

Mater Christi Catholic Primary School adopts a Whole School Approach to bring about positive behaviour with a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.

Bullying is defined as a repeated behaviour that may be physical, verbal, written and/or psychological; where there is intent to cause fear, distress or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is /are unable to stop this from happening.

- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations. Appropriate behaviour contributes to and builds an environment of positive wellbeing.
- *Inappropriate Behaviour* is any behaviour that does not meet the school rules and behavioural expectations. Inappropriate behaviour detracts from an environment of positive wellbeing.
- *Challenging Behaviour* is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts adversely on learning and positive wellbeing 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.

Bullying involves:

- a desire to hurt
- hurtful behaviour (physical, verbal or relational)
- an imbalance of power
- an unjust use of power
- typically repetition causing distress, not only at the time of the attack but also by the threat of future attacks
- An imbalance of power (that is inappropriate and where there is an intention to hurt)

Bullying can be characterised as:

1. **Physical bullying**

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing.

Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. **Verbal bullying**

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. **Covert bullying**

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. **Psychological bullying**

For example, threatening, manipulating or stalking someone.

5. **Cyber bullying**

Using technology to bully verbally, socially or psychologically.

- **Flaming:** online fights using electronic messages with angry or vulgar messages
- **Harassment:** repeatedly sending nasty, mean or insulting messages
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships

- Outing: sharing someone’s secrets or embarrassing information or images online
- Exclusion: Intentionally and cruelly excluding someone from an online group
- Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

**PROCEDURES:**

All classes are to follow the standard school procedures for their Classroom Behaviour Management Policy. Pre-Kindy, Kindergarten and Pre-Primary procedures may be modified in consultation with the Leadership Team.

Teachers to formulate a classroom Code of Conduct with their class so that students take ownership of the expectations and are fully aware of the positive and negative consequences. Parents need to be informed of the Classroom Behaviour Management Policy at Parent Information Evenings and within the Parent Handbook.

In addition to playground supervision and bullying rules the following core school rules will be adhered to at all times;

1. Everyone at Mater Christi Catholic Primary School has the RIGHT to LEARN, WORK and PLAY in a supportive, secure and safe environment.
2. Respect yourself, adults and other children.
3. Respect your property, the property of others and of the school.

**Rights and responsibilities of our school community**

<p>Children have a right to:</p> <ul style="list-style-type: none"> <li>• Be safe at school</li> <li>• Learn without interference</li> <li>• Be treated with courtesy by staff, students and families</li> </ul>	<p>Children have the responsibility to:</p> <ul style="list-style-type: none"> <li>• Obey school rules and safety guidelines</li> <li>• Endeavour to do their best</li> <li>• Treat others with respect and courtesy</li> <li>• Take responsibility for their behaviour and accept the consequences</li> </ul>
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**Positive consequences:**

Positive attitudes or desired behaviours will be rewarded and celebrated.

Processes for encouraging the desired behaviour includes:

- Merit and Aussie of the Month Certificates issued at Assemblies.
- Immediate social re-enforcement, such as praise, rewards, privileges e.g. free time.
- Letters of praise to parents or verbal feedback.
- Stickers within the classroom.
- Positive written comments.
- Class reward time.

Individual, group and class positive consequences to be displayed in the classroom. These should encourage intrinsic motivation and relate to the school values.

**Negative consequences:**

Process for discouraging inappropriate attitudes or behaviour may include:

- Ongoing re-direction within the context of the lesson.
- Individual discussion with the teacher away from the class lesson.
- Specialist teachers to inform class teaches of inappropriate behaviour.

- Any major behaviour incidents will result in an immediate Think Sheet.

To support children's acceptance of responsibility for their own actions and encourage appropriate behaviours, a range of consequences have been developed. These are applied after due consideration is given to:

1. The individual circumstances of the student.
2. The nature and frequency of the action.
3. How the action has infringed on the rights of others.

### **MINOR BEHAVIOUR INCIDENTS**

Minor behaviour incidents can be managed at a classroom level following the teacher's preferred behaviour management system and individual classroom rules. Each classroom Code of Conduct operates under the umbrella of the whole school Behaviour Management Policy and both must be adhered to.

#### **Consequences**

1. **Issue the 1<sup>st</sup> warning (verbal)** and redirect the student to appropriate behaviours.
2. **Issue 2<sup>nd</sup> warning (chart move)**, speak with the child privately and specify the inappropriate behaviour before returning them to the group. This warning will need to be made visible by moving the child's name on a chart.
3. **Issue 3<sup>rd</sup> warning (chart move)**, reminder given to the child to reflect on behaviour and make better choices. The child is required to move their name down a second place on the behaviour chart.
4. **Issue 4<sup>th</sup> warning (chart move)**, child's name moved to the third step on the behaviour chart. The student completes a '**Think Sheet**' which needs to be signed by an Assistant Principal before going home to the parent for a signature. This then needs to be returned to the class teacher. Parents must be called before the 'Think Sheet' goes home. Teacher to file with behaviour records.
5. Should misbehaviour continue, teacher to request a parent interview (Leadership may sit in and support). This shall be due to patterns of anti-social or misbehaviour.

#### **When a Think sheet is given:**

1. Teacher issues *Think Sheet*. Depending on the situation, this will be completed by the teacher or an Assistant Principal.
2. *Think Sheet* will need to be signed and dated by the teacher Assistant Principal. Send this home with the child.
3. Parents are called to inform them why the *Think Sheet* was given and to remind them to sign it.
4. Parents sign & date the *Think Sheet* and this is returned to school to be filed.
5. If a child receives three Think Sheets, Leadership is to call a meeting with parents to discuss behaviour modification plan.
6. **(Teachers to keep record of the *Think Sheet* and file in confidential folder at the end of the year.) Think Sheet: Appendix A**

#### **Considerations to note:**

- \* The bench is not to be used for students who fail to do their homework or have not returned notes.
- \*Please note that teachers, as professionals in their field, will modify this process depending on the individual needs of the student.

## **MAJOR BEHAVIOUR INCIDENTS**

***Any behaviour that challenges the day to day running of the classroom or school and interferes with a positive and harmonious school environment.***

Major incidents of misbehaviour may include

- verbal
- physical
- social
- psychological

Any behaviour management incidents require the involvement of Leadership.

## **WITHDRAWAL OF STUDENTS FOR DISCIPLINARY REASONS**

### **Principles**

1. Withdrawal means removal of a student's right to be present in their classroom.
2. Withdrawal is interim disciplinary step reserved for cases of continual misconduct, breaches of the school code of conduct or behaviour that is persistently disruptive or contrary to the mission statement of the school.
3. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community.
4. The Principal is expected to examine individual cases on their own merits and balance the principle of natural justice with the quality of mercy.
5. The decision to exclude a student shall be the responsibility of the Principal.

### **Procedures**

1. A member of the school Leadership Team will undertake to investigate the matter and provide a fair and unbiased hearing for all parties concerned.
2. During the investigation and before any decision is made to withdraw the student from their classroom, the member of the Leadership Team is to ensure that:
  - the student has the right of representation, normally a parent/guardian
  - a student has the right of response to any allegations made against him/her
  - consultation with parents and staff involved takes place as soon as practicable
3. The Principal shall (where practicable) consult with the school Psychologist/Counsellor.
4. Before any decision is made to withdraw a student, the parent or guardian of the student shall be informed personally that withdrawal is a likely outcome based on the results of the investigation.

## **EXCLUSION OF STUDENTS FOR DISCIPLINARY REASONS**

### **Principles**

1. Exclusion means total withdrawal of a student's right to attend a particular school.
2. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied as a last resort, normally after all other means have failed.
3. Careful consideration shall be given to the overall good of the individual student as well as to the welfare of the school community.
4. The Principal is expected to examine individual cases on their own merits and balance the principle of natural justice with the quality of mercy.

5. The decision to exclude a student shall be the responsibility of the Principal.
5. The Principal shall ensure that detailed records of the events and discussions related to the decision to withdraw the student from the classroom, are maintained on SEQTA.

## **Procedures**

1. The school shall have a disciplinary policy which incorporates procedures for the suspension as well as for the exclusion of a student.
2. Where practicable, the Principal should delegate the responsibility to undertake the investigation to a member of staff. The investigation shall be based on the merits of the matter and provide a fair and unbiased hearing for the parties concerned.
3. During the investigation and before any decision is made to exclude the student, the Investigating Staff Member is to ensure that:
  - the student has the right of representation, normally a parent/guardian
  - a student has the right of response to any allegations made against him/her
  - consultation with parents and staff involved takes place as soon as practicable
4. Where it is not practicable for the Principal to delegate the investigation, the Principal will discuss the merits of the matter with a peer Principal prior to proceeding to procedure four.
5. The Principal shall (where practicable) consult with the school Psychologist/Counsellor.
6. If the Investigating Staff Member recommends to the Principal and/or the Principal forms the opinion that exclusion is an option, the Director of Catholic Education or the Director's delegate(s) shall be informed and the circumstances pertaining to the prospective exclusion discussed prior to formalizing the decision to exclude the student.
7. Before any decision is made to exclude a student, the parent or guardian of the student shall be informed personally that exclusion is a likely outcome based on the results of the investigation.
8. The parent or guardian shall then be given the option of voluntarily removing the student from the school.
9. Should a parent or guardian agree to remove a student from the school, the Principal is to work collaboratively with the parent or guardian to help find an alternative school for the student.
10. Only after a parent or guardian has been given the option to remove a student from the school and has declined to do so should the Principal take a decision to exclude the student from the school. The parent/guardian shall be informed in writing that a decision to exclude has been taken.
11. After a decision to exclude has been taken, the Principal should continue to work collaboratively with the parent or guardian if assistance is sought to find an alternative school for the excluded student.
12. The Principal shall ensure that detailed records of the events and discussions related to the decision to exclude the student from the school, are maintained on SEQTA.
13. Records pertaining to the exclusion should be regarded as 'Restricted Access Records' [ref: Policy Statement: The Management of Confidential Information in Schools] and be accessible only to employees specifically designated by the Principal.

## **REFERENCES:**

- Child Health Promotion Research Centre. 2013. *Friendly Schools PLUS*. [ONLINE] Available at: <http://www.friendlyschools.com.au/research>
- Kids Matter- Australian Primary Schools Mental Health Initiative. *Highway Heroes - Smart Skills 4 Life* [ONLINE] Available at: <https://www.kidsmatter.edu.au/primary/programs/highway-heroes-smart-skills-4-life>

**REVIEW PROCESS:**

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