

ST MICHAEL'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY



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Principles

Our Behaviour Management Policy seeks to assist our students to learn to work and play together according to the principles of love and mutual respect that Jesus taught us. Through a whole school approach to behaviour management we can increase the probability that students will learn responsibility and respect from one another.

- We share our Christian values in the way we relate with others.
- Each child has the right to be respected as an individual and made to feel valued.
- Each child has the right to learn, work and play in a friendly, safe and supportive school.
- Each teacher has the right to teach.

Self-Discipline

Children will be encouraged to develop self discipline. They will be asked to realise they have responsibilities and they should be aware of their rights and the rights of others.

Self discipline will be promoted by:

- the development of self esteem
- the administration of observable justice
- and by reconciliation

Children need guidance directed to their age and level of ability to develop self-control and the capacity for co-operation.

Procedures

We are committed to a partnership with the home and as part of this partnership we are constantly looking at ways to increase communication between school and home. Telephone calls and contact will be made when a student's behaviour is seriously inappropriate, as well as contact and positive notes sent home when behaviour improves. Every effort is made to focus on positive responses to the rules and celebrate such behaviour through merit awards, stickers, gold cards, verbal encouragement, praise and special privileges.

When dealing with disruptive behaviour a positive, assertive and creative approach is to be used. Staff will refrain from using sarcasm and put-downs. Be firm, yet kind, avoiding humiliation of the student. Clear and logical consequences will result from a student's unacceptable behaviour.

Where appropriate, students will negotiate how they will fix things up. Restitution and reconciliation are important elements.

Where persistent disruptive behaviour is causing stress for a teacher, the student is referred to the Principal. There may be occasion where a student is moved to another classroom for a 'cooling off' period. However, this will not be a regular consequence for inappropriate behaviour. Where the student is referred to the Principal, the parents will be notified through the student's diary. They will be offered the

opportunity to discuss the matter with the Principal. With the support of parents, we will seek to change the inappropriate behaviour to acceptable behaviour.

Be critical of the behaviour, not the child. Indicate that the student is respected but that the behaviour is not acceptable.

School Rules

1. Always follow directions given by staff
2. Show respect for self, others, property and the environment
3. Be kind and courteous at all times
4. Walk on the verandahs
5. Wear the school uniform correctly

Minor Offences

Minor offences will be handled on the spot. Students are asked to reflect on what they have done and what will be expected in the future. A warning will be issued first. If the child continues to behave inappropriately a logical consequence will be issued.

These consequences include:

- Losing the right to continue with what they have been doing
- Being isolated from the others
- Writing or verbally expressing an apology
- Rehearsing the appropriate behaviour
- Being asked to spend time thinking about their behaviour
- Time on the verandah during Recess or Lunch

Where possible, a child should be asked to fix or make-up for any damage or hurt that has been caused as a result of their actions and, if appropriate, they may be asked to negotiate their way back into the group.

Where necessary, individual or class contracts can also be formulated.

Serious Misbehaviour

Serious misbehaviour are continuous, regular or one off actions such as verbal or physical aggression, intimidation (physical and emotional bullying) vandalism, defiance, swearing, disruption, dangerous behaviour or isolated serious breaking of the rules.

In these cases the teacher will consult the Principal. Parents will be contacted and an appointment made to discuss the situation. Consequences may include lunchtime detention in the Principal's office, loss of playground privileges, regular behaviour reports and, in extreme cases, exclusion from school after referral to the Principal and after a discussion with parents. It will be necessary for the child in this case to also make some form of reparation for their actions.

Playground Supervision

The key emphasis in the playground is a duty of care that supports student behaviour in ways that enhance safety, enjoyment, health and fair treatment. There is active movement of the duty teacher around the grounds - talking with students, encouraging and acknowledging positive play, encouraging and acknowledging a clean safe environment.

For inappropriate behaviour in the playground all staff use the following sequence to deal with students:

- Stop and calm the child / children
- Ask for an explanation
- Reflect back on the rule
- Discuss what the child / children are going to do about it
- Consequences or solutions suggested
- Consequences or solutions put into effect

For more serious offences, and/or repeated offences, students are given time-out from the playground to sit on the verandah. The duty teacher follows up with these students at the conclusion of their duty, including informing their class teacher.

Staff will endeavour to be consistent in their approach to student management:

- Identify students behaving appropriately by giving positive feedback
- Identify students behaving inappropriately and insist on the correct behaviour at all times
- Gold cards will be issued to students by the duty teacher – 3 per duty. Each Friday a name will be drawn from the box and the student will receive a canteen voucher. At the end of term, a name will be drawn from the term's gold cards and the student will win a family movie pass.

Classroom Behaviour Management Plan

The children are to be involved in formulating classroom rules and these are to be displayed in the classroom in a format suitable to the age level. Rules are to be stated in positive terms.

When formulating classroom rules consideration must be given to the following:

- Talking or Communication Rules
- Learning rule
- Movement rule
- Treatment rule - how we treat others, manners, etc.
- Problem rule - the way we fix up problems
- Safety rule - behaviour, equipment, excursions
- Rights, responsibilities and rules established with students at the beginning of the year
- Discussion of consequences

Each teacher will provide a copy of the classroom behaviour plan to parents. This will include:

- Brief statement related to what the teacher believes in relation to behaviour management, but in line with the school policy
- The agreed rules, rights, responsibilities for students
- The positive consequences
- The logical negative consequences
- A concluding statement requesting the school and home work together
- A return slip to indicate the policy has been discussed at home and giving parents the opportunity to respond to the plan

Catch Them Doing Right

This is a positive affirmation program to acknowledge and affirm students who play cooperatively with others, follow school rules, look after the school environment and show care and consideration for others.

There are a number of elements involved:

- Teachers on playground duty hand out 3 yellow *CAUGHT* cards during each duty. Students write name on card and place in box in office. There is a draw each Friday for a canteen voucher. The winning student's name is published in the school newsletter each week. All cards are placed in an end of term raffle for a Family Movie Pass.
- Teachers on duty are asked to ensure they make at least 6 positive comments to students during duty each day.
- While walking to the staffroom for morning tea or lunch, staff are asked to make a positive comment or affirm a student from a class other than their own.
- At Line Up for morning prayer, on two occasions during the week, students and staff are asked to think of the best thing they heard or the best thing they saw at school the previous day, share with a partner, and then a student from each class is asked to share with the whole group.