



**BEHAVIOUR
MANAGEMENT
IMPLEMENTATION
PROCEDURES
2017**

(Reviewed February 2017)

SACRED HEART CATHOLIC PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT PHILOSOPHY

At Sacred Heart Catholic Primary School we endeavour to develop the full potential of each child in a supportive faith-filled school community. With Jesus as our model, we strive to nurture a culture of respect: self-respect, respect for others and respect for our environment.

Sacred Heart Catholic Primary School is to provide a learning environment that is welcoming, safe and supportive. The school values right relationships and puts people before structures and processes. (Duignan 2009) We foster the development of the whole child and all aspects of student well-being: intellectual, physical, emotional, moral, cultural, spiritual and aesthetic development. (Melbourne Declaration 2009)

All members of the Sacred Heart Catholic Primary School community must accept their responsibility for establishing and maintaining positive relationships and for promoting responsible behaviour. Behaviour expectations are to be clearly communicated, and programs are to be provided that promote effective social skills and positive relationships.

Behaviour management in an effective learning community is a positive way of building and maintaining relationships and developing self-disciplined and responsible children.

Therefore we believe:

- a) The home and school should work together as partners in education, through modeling of right relationships, appropriate behaviour and collaborative decision-making.
- b) Expectations of behaviour should be appropriate and realistic and students, parents and staff need to be aware of acceptable behaviour and the consequences of inappropriate behaviour.
- c) Students should be encouraged to reflect on their words and actions and accept personal responsibility for their behaviour and the consequences of inappropriate behaviour.
- d) Students should be encouraged to seek ways to make things right and restore relationships that have been harmed or broken.
- e) The school should provide programs that develop social and emotional skills and foster wellbeing, personal growth, responsibility and resilience.

CHILDREN'S RIGHTS AND RESPONSIBILITIES

| RIGHT | RESPONSIBILITY |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> To be able to learn in a friendly, encouraging, secure, supportive and positive environment. | <ul style="list-style-type: none"> To be co-operative and considerate |
| <ul style="list-style-type: none"> To have appropriate access to the school's facilities and resources. | <ul style="list-style-type: none"> To share resources. To care for facilities and resources and report any damage to class teacher. |
| <ul style="list-style-type: none"> To have appropriate access to the teacher's time. | <ul style="list-style-type: none"> To recognise and support the needs of others. |
| <ul style="list-style-type: none"> To have a safe non-threatening environment. | <ul style="list-style-type: none"> To act in a safe and responsible manner. |
| <ul style="list-style-type: none"> To appropriate opportunities to communicate their ideas and concerns to the school community | <ul style="list-style-type: none"> To give opinions and listen to others with courtesy. |
| <ul style="list-style-type: none"> To know what is acceptable and unacceptable behaviour and the consequences of the behaviour. | <ul style="list-style-type: none"> To accept the consequences of their personal choices |
| <ul style="list-style-type: none"> To be treated justly, fairly and sensitively. | <ul style="list-style-type: none"> To respect the privacy of others. |
| | <ul style="list-style-type: none"> To be truthful and treat others fairly. To accept the wisdom of those who are ultimately responsible for just decision-making. To speak out about any perceived injustices. |

PARENTS' RIGHTS AND RESPONSIBILITIES

| RIGHT | RESPONSIBILITY |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> For their children to receive an education based on the Catholic Faith and Gospel Values. | <ul style="list-style-type: none"> To support the school in its endeavours to provide an education in Catholic Faith |
| <ul style="list-style-type: none"> To have their children taught by professionally trained, competent, caring teachers. | <ul style="list-style-type: none"> To keep informed regarding school activities and decision-making processes. |
| <ul style="list-style-type: none"> To expect support in their roles as the first and foremost educators of their children. | <ul style="list-style-type: none"> To be open-minded about education and willing to listen and work towards solutions to problems |
| <ul style="list-style-type: none"> To regular, informative communication from the school. | <ul style="list-style-type: none"> To communicate any concerns directly with those involved |
| <ul style="list-style-type: none"> To expect consistent implementation of the Behaviour Management Policy. | <ul style="list-style-type: none"> To support the implementation of the school's Behaviour Management Policy. |
| <ul style="list-style-type: none"> To expect equity in all circumstances. | <ul style="list-style-type: none"> To acknowledge that those responsible for making decisions do so in a fair and just manner. |

STAFF RIGHTS AND RESPONSIBILITIES

| <i>RIGHT</i> | <i>RESPONSIBILITY</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> The right to establish the optimum learning environment i.e. (the right to teach) by requesting and expecting appropriate behaviour. | <ul style="list-style-type: none"> To implement suitable behaviour management and classroom management and learning strategies. |
| <ul style="list-style-type: none"> To have access to appropriate professional development. | <ul style="list-style-type: none"> To respond to In-service in a responsible manner. |
| <ul style="list-style-type: none"> To work in a pleasant and safe environment. | <ul style="list-style-type: none"> To accept appropriate responsibility in the administration of the school and the maintenance of a safe environment. |
| <ul style="list-style-type: none"> To have active support and loyalty from peers, administration and D.C.E.O. | <ul style="list-style-type: none"> To be supportive of other staff members and D.C.E.O. |
| <ul style="list-style-type: none"> To be part of collaborative decision making at the appropriate level. | <ul style="list-style-type: none"> To participate in collaborative decision-making. |
| <ul style="list-style-type: none"> To be supported and treated with courtesy. | <ul style="list-style-type: none"> To treat others with courtesy. |
| <ul style="list-style-type: none"> To be recognized as a competent professional. | <ul style="list-style-type: none"> To act professionally at all times. |
| <ul style="list-style-type: none"> To receive/access information and co-operation from parents regarding home and family situations which may affect behaviour and attitudes at school. | <ul style="list-style-type: none"> To establish open lines of communication with parents, and co-operate with them to achieve acceptable behaviour and learning. To ensure respect and confidentiality. |
| <ul style="list-style-type: none"> To work in an environment that recognizes equity in all situations. | <ul style="list-style-type: none"> To treat others equitably. |
| <ul style="list-style-type: none"> To expect a consistent approach by parents to students' observance of school rules as set out in the School Policy. | <ul style="list-style-type: none"> To be aware of school policy and to be consistent in methods of upholding that policy. |

At Sacred Heart School, we protect our **rights** by encouraging **responsibility**, and the expectation of

RESPECT:

- For ourselves and each other.
- For our property and the property of others.
- For the environment.

Our expectation for respect is based on Gospel values and the School Mission Statement.

**With Jesus as our companion we honour the past,
enrich the present and shape the future as we celebrate our**

Journey together

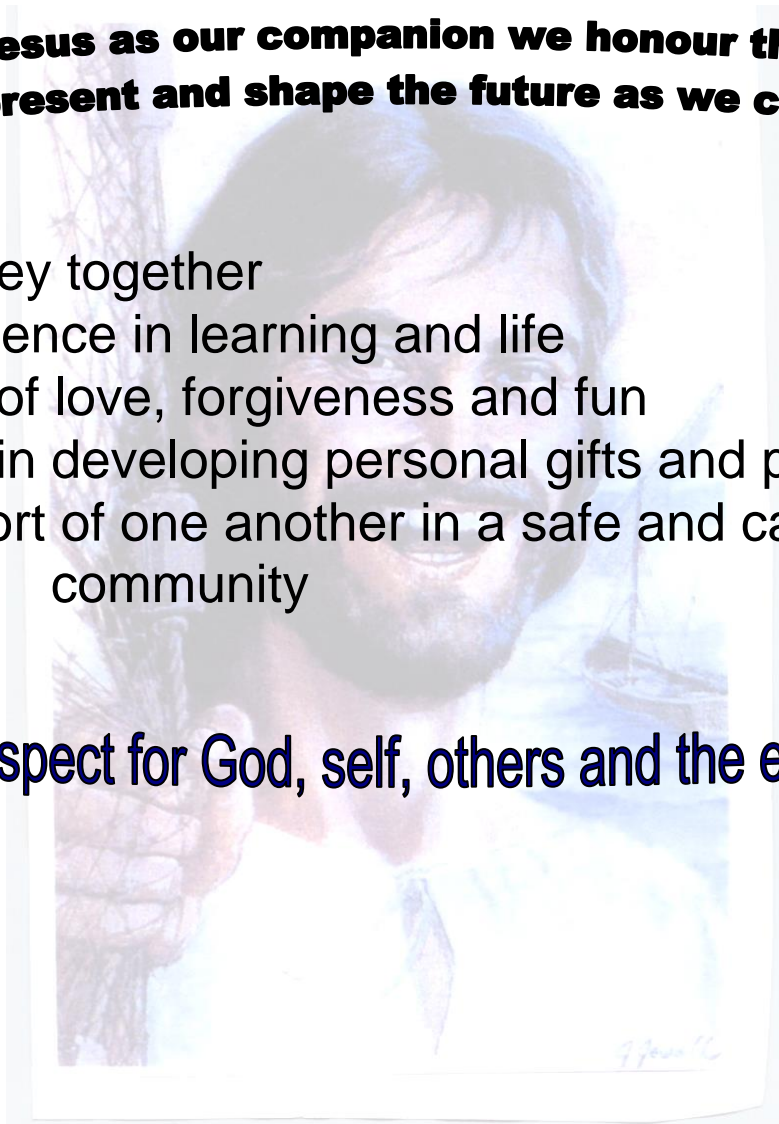
Excellence in learning and life

Spirit of love, forgiveness and fun

Unity in developing personal gifts and potential

Support of one another in a safe and caring
community

Through respect for God, self, others and the environment.



SCHOOL EXPECTATIONS

UNIFORM

- ◆ hair should be cut in an acceptable style suitable for primary school children; hair is longer than shoulder length must be tied back: extreme hair colouring is not acceptable for primary school children
- ◆ correct uniform should be worn at all times
- ◆ acceptable jewellery includes the wearing of plain studs / sleepers (one per earlobe, no other body piercing is acceptable), a signet ring, a simple cross on a small, plain chain and a plain watch
- ◆ wear the uniform with pride
- ◆ departure from uniform requires consultation between home and school
- ◆ no hat, play in the shade
- ◆ cosmetics and other fashion accessories do not belong at school

SAFETY

- ◆ bike helmets should always be worn when riding
- ◆ children will be supervised at school only after 8.15am and until the last bus leaves or until 3.30pm; or, in the case of authorised training sessions, supervision will cease at the advertised finishing time. Deviation from these times occurs only when prior arrangements have been made with the Principal
- ◆ bicycles to be wheeled through school and parked only in the appropriate racks
- ◆ classrooms are out of bounds unless a teacher is present
- ◆ walk sensibly on concrete and pathways at all times
- ◆ keep the school grounds clean
- ◆ sit down to eat lunch
- ◆ report all injuries and accidents to teachers
- ◆ hand medicine to the office
- ◆ play SAFE games in designated play areas only
- ◆ sit quietly on buses
- ◆ leave the school grounds only with the Principal's permission.

CONSIDERATION FOR OTHERS

- ◆ punctuality is expected of all children during the entire school day
- ◆ a note, email or phone call is required for an absent child
- ◆ tuckshop must be pre-ordered
- ◆ use polite language and greet adults in the appropriate manner
- ◆ play fairly in all your games
- ◆ ask permission before borrowing things
- ◆ leave chewing gum and bubble gum at home
- ◆ use the bins correctly

PROPERTY

- ◆ have all property named
- ◆ toys and computer games belong at home
- ◆ respect the belongings of others
- ◆ take care of the natural environment of the school
- ◆ eat all your lunch or take left-overs home
- ◆ take responsibility for one's own equipment and school equipment
- ◆ accept responsibility for mistreatment of school or other's property

WHOLE SCHOOL APPROACH TO BULLY AND VIOLENCE

Diocesan Education Council 2016/12 – Version 06 Approval Date: 11 November 2016 – 1
<http://www.rok.catholic.edu.au/wp-content/uploads/Prevention-and-Elimination-of-Abuse-Bullying-and-Harassment-2016-12-V6.pdf>

PREVENTION AND ELIMINATION OF ABUSE, BULLYING AND HARASSMENT

Scope: This policy applies to all Catholic schools, colleges, kindergartens and outside school hours care centres conducted by Catholic Education - Diocese of Rockhampton (referred to as Catholic Education in the document).

POLICY STATEMENT

Abuse, bullying and harassment, including sexual abuse and harassment, are unacceptable forms of behaviour within Catholic schools, colleges and services (hereafter referred to as Catholic schools) **in the Diocese of Rockhampton.**

DESCRIPTION Catholic Education - Diocese of Rockhampton is an organisation that promotes the dignity and fair treatment of all.

Abuse, bullying and harassment, including sexual abuse and harassment, have no place within this organisation. Abuse is any form of mistreatment or lack of care, both physical and mental, that causes damage to a person's physical or mental health and endangers the person in any way. This includes physical abuse, neglect, emotional abuse and sexual abuse.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. This includes cyber bullying, which is bullying through the use of information and communication technologies.

Sexual harassment is an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated or intimidated, where a reasonable person would anticipate that reaction in the circumstances.

Various legislative requirements, including those relating to operating workplaces and student protection, necessitate a proactive approach to the prevention and elimination of abuse, bullying and harassment within Catholic Education.

Solving the Jigsaw Changing the Culture of Violence, Building a Culture of Wellbeing

www.solvingthejigsaw.org.au

The Jigsaw program is a violence prevention and wellbeing program which provides a whole school approach to violence and bullying. A trained facilitator implements the program over two days each week. The program builds skills which enhance self-esteem, well-being and resilience. The program has a *restorative approach* to dealing with relationship issues.

JIGSAW PROGRAM

Central to the Jigsaw program are the skills of 'naming it' and "the three parts of sorry". These skills can assist in conflict resolution and positive social interactions throughout the students' lives.

Naming It

'Naming It' is about standing up for yourself in a 'Smart Way'.

BREAK THE SILENCE

1. Tell the person to stop it, what they are doing and how you feel!
"Stop it, I don't like it when you call me a dork, it hurts my feelings and it makes me feel sad."

GET SUPPORT—STAY CALM

2. If the person does it again, tell them to stop and say that you are going to 'NAME IT' to a teacher or another adult.

DON'T GIVE UP—STAY CALM

3. 'NAME IT' to the teacher or adult.
Let them know that it is important and tell them what you have already tried.

DON'T GIVE UP—KEEP NAMING IT

If you are not listened to find a trusted adult who will LISTEN to you.

If you are scared get an adult to support you to 'Name It'

Everyone is responsible for 'NAMING IT'.

Using violence won't stop violence.

Keep 'Naming It' Until It Stops

*Nobody deserves to be bullied and we **never** be the bully back.*

The Three Parts of Sorry

1. **Think about what you have done and know that you have done something wrong.**

(Have you hurt someone's feelings or hurt the person; broken a rule or the law; damaged someone's property) Make sure you're not just saying sorry to get out of trouble, or to get someone off your back.

2. **Say "I am sorry" and mean it, sincerely from your heart.**

For example, I am sorry for: hitting you; raising my voice at you; being jealous; excluding you; copying your work; gossiping about you

3. **Change your Behaviour.**

It's about wanting to change your behaviour. A sincere 'sorry' means that you will really make an effort not to do that behaviour again.

Student to Student Behaviours

Levels of seriousness:

1. Rude = inadvertently saying or doing something that hurts someone else
2. Mean = purposefully saying or doing something to hurt someone once or twice
3. Bullying = repeated use of power over another to control and belittle

Strategies

What if you are bullied:

- 'Name it' – tell the bully you don't like what they are doing and how it makes you feel and to stop the behaviour.
- Get a support person to help 'name it' if you are nervous.
- If the behaviour continues tell your parent, a teacher or the Student Welfare Officer. We 'name it' until it stops!

What can you do if someone else is being bullied:








- Be a support person for the person being bullied.
- If you feel safe "name it" to the bully.
- Tell your parents, a teacher or the Student Welfare Officer.

Ideas for a parent if your child is being bullied:

- Encourage your child to get support and 'name it'. A support person can be a friend, teacher or the Student Welfare Officer.
- Tell a teacher or the principal.


OTHER PROGRAMS


At Sacred Heart Catholic Primary School we promote effective social skills and positive relationships through the Jigsaw program and the following programs:

-  **Making Jesus Real:** *MJR* is not a programme, but a way of life - Christ's way. *MJR* is easy, you are already doing it. *MJR* is a simple message, it is part of our lives, the way we live our daily lives. *Look for Jesus in yourself and those around you.*
www.catholic.tas.edu.au/our-schools/school-values-education
-  **The Virtues Project:** The mission of The Virtues Project is to inspire the practice of virtues such as honesty, determination, excellence, forgiveness and gratitude in everyday life. www.virtuesproject.com
-  **Daniel Morcombe Child Safety Curriculum:** The Curriculum was developed in consultation with Bruce and Denise Morcombe, the Commissioner for Children and Young People and Child Guardian and representatives from the Department of Education, Training and Employment, Queensland Police Service, and the Department of Communities, Child Safety and Disability Services, as well as experts in child safety education. It aims to teach children about personal safety and awareness, including cybersafety and phone safety, by focusing on three key safety messages: **Recognise, React and Report.** www.danielmorcombe.com.au/educational_resources.html
-  **FRIENDS for Life - Fun Friends:** a program for use in schools to prevent anxiety and depression and build resilience. It is aimed at children aged between 5 and 7 years.
www.friendsinfo.net/index.html
-  **Better Buddies:** The Alannah and Madeline Foundation's Better Buddies Framework is an initiative designed to create friendly and caring primary school communities where bullying is reduced. Through Better Buddies, children in their first and last year of primary school buddy up and learn the values: *caring for others, friendliness, respect, valuing difference, including others and responsibility.* Better Buddies enables younger children to feel safe and cared for while older children feel valued and respected.
<http://www.betterbuddies.org.au/>
-  **Life Education Van:** Life Education Queensland (LEQ) is a community-based, independent organisation at the front line of positive and preventative drug and health education. Children learn to truly appreciate the wonder of the human body and therefore to treat it with respect, whether it be their own or someone else.
www.lifeeducation.org.au/queensland/qld-about
-  **Responsible Thinking Processes (RTP)** (By Edward E Ford – based on perceptual control theory) For children to succeed, they must believe you care, and you have confidence in their ability to solve problems. Always ask questions, in a respectful, calm, curious voice. Never punish, reward, lecture, or yell, because trying to control another doesn't work. Avoid excuses, don't ask why. When children disrupt, ask:
Question 1: "What are you doing?"
Question 2: "What are the rules?"
Question 3: "What happens when you break the rules?"
Question 4: "Is this what you want to happen?"
Question 5: "Where do you want to be?" or "What do you want to do now?"
Question 6: "What will happen if you disrupt again?"
www.responsiblethinking.com

 eSafety: The Office of the Children's eSafety Commissioner is a one-stop-shop for online safety. The office provides Australians a range of up-to-date information and resources coupled with a comprehensive complaints system to assist children who experience serious cyber bullying. www.esafety.gov.au

Additional School Support Personnel

 **Student Welfare Officer:** The Student Welfare officer implements the Jigsaw program in the school and is another person the children can talk to in regards to their well-being including friendships.

 **School Counsellor:** A school counsellor is employed for two days each week. Students can be referred by their parent/s or teacher.

STAGES IN MANAGING BEHAVIOUR

Stages to move through in bringing about desirable behaviour change. The stages are usually progressive, however, they may not be, depending on the severity of the inappropriate behaviour. (Based on Bill Rodgers)

Stage One - Teacher and student

Stage 1 situations and behaviours are those that can be addressed by the teacher with the offending student. A vast majority of inappropriate behaviours will be addressed at this stage. For minor infringements it is not necessary to look beyond this stage however it may be necessary to go through this stage a number of times.

- Non-verbal response / eye contact / hand gesture / facial expression / body position.
- One-way verbal response / vocal variations / special mention / reminder of behaviour code / student is informed of the effect of inappropriate behaviour on others.
- Two way verbal response using Responsible Thinking Questions.
- Deferred interview.
- Loss of minor privileges
 - In the Classroom: Isolation in class / short manual task / loss of free time
 - In the Playground: Loss of minor playground privileges / brief manual task (paper pick-up) / isolation from playmates / exclusion from use of equipment or specified areas.

Stage Two – Teacher and student / possibly Leadership Team Member

Stage 2 is begun when Stage 1 responses are ineffective in bringing about desired behaviour change or serious misdemeanors are occurring.

- Loss of minor privileges - short-term placement in another class (with work provided).
- Period of lunchtime in teacher supervised 'Behaviour Management Room' with task or reflection sheet to complete.
- Attendance in "Behaviour Management Room" is recorded in "Behaviour Management Book".
- Contract arranged for a specific time - with class teacher / teacher concerned.
- Informal problem solving interview with class teacher / duty teacher.
- Informal contact with parents / class teacher - e.g. note, phone call.
- Leadership Team member may be informed.
- An informal monitoring process put in place focusing on the repair and rebuilding of relationships.
- In the Playground: Removal from playground for 'time-out' or 'cool down' period.

Stage Three – Student / Leadership Team Member / Parents / Class teacher (Learning Support Team consulted if appropriate)

Stage 3 is begun at the discretion of the Principal or at the request of the teacher or parent.

- Leadership Team Member informed by class teacher / duty teacher of the inappropriate behaviour.
- Student sent to Leadership Team Member for formal interview.
- Record of interview maintained by Leadership Team Member (on Teacher Kiosk).
- Contract arranged by Leadership Team Member and student, in consultation with the teacher.
- A monitoring process put in place focusing on the repair and rebuilding of relationships.
- Parents informed of current problem by either the class teacher or the Principal and action taken to address it.
- Parent interview held with teacher concerned and/or Principal. (Child may be present)
- Outside referrals may be agreed to by parents and Leadership Team Member.
- In the Playground: children sent to the office to talk to a Leadership Team Member

Stage Four – Student / Principal / Parents / School Community and appropriate agencies

Initiating Stage 4 options indicates that a serious problem exists and is recognised by the school community. Records are maintained by the Principal.

- Major loss of privilege / student is told by Principal that the privilege of staying in class or in the playground, is removed / suitable place of isolation from other students is provided, with work and supervision. e.g. office.
- Parents may be requested to remove the child from the school for a period of the day or an agreed period of time.
- Further parent interview requested. Parents' assistance is sought and agreement is reached on an action plan to resolve the current situation.
- If an outside referral is recommended, then the parents and the school make an agreement and commitment to this.
- Student returns to classroom / playground on conditions negotiated in action plan by parents, teacher and Principal.
- A monitoring process put in place focusing on the repair and rebuilding of relationships.
- If unacceptable behaviour resumes, the process may be repeated after suitable consultation. Parents are kept informed.

Parents of a student whose conduct is seriously or persistently contrary to the school's ethos and standards of behaviour, must be formally informed in writing. They must also be made aware that further breaches may result in termination of enrolment.

Stage Five - School Community and CEO

Stage 5 is implemented when all other options have been exhausted or when the severity of the behaviour is such that it warrants immediate implementation of this stage. The **CEO Policy: TERMINATION OF ENROLMENT OF STUDENTS** would be implemented.

Policy Statement: A student whose conduct is seriously or persistently contrary to the school's ethos and standards of behaviour may have his or her enrolment terminated.

The decision to terminate enrolment can only be taken by the Director on the recommendation of the principal.

A range of Professional Services are available to assist the student, staff, and parents. In the event of the need for these services, the relevant individuals will be informed and their co-operation will be sought. This assistance may take the form of the Sacred Heart School Counseling Service.

RESPONSE OPTIONS NOT AVAILABLE WITHIN THIS POLICY

1. Children excluded from the room (eg onto the verandah, etc) without work or an appropriate place to go.
2. Detention during eating times.
3. Corporal punishment.
4. Regular exclusion without moving to further stages or utilising other options.
5. Ridicule, sarcasm or other verbal abuse by teacher.
6. Exclusion from team sport is not an option for class or duty teacher.
7. Response options enforced by playground duty teachers may need to be communicated to the class teacher, but should not become the responsibility of the classroom teacher.
8. Detention after school.