
MANAGING STUDENT BEHAVIOUR POLICY

Flowing from our School Charter is our School's Managing Student Behaviour Policy which should be read in the context of the Charter.

OUR SCHOOL'S PRIMARY PURPOSE IS TO

To educate and nurture the whole child in a Catholic environment to function in life.

RIGHTS FLOWING FROM THE PRIMARY PURPOSE OF OUR SCHOOL:

The student has the right to learn and feel safe

The teacher has the right to teach and feel safe

The group has the right to learn and feel safe

RATIONALE:

The School's processes focus on rewarding and encouraging students who give of their best to achieve positive behaviours, however structures based on natural consequences are enacted to educate and re-direct those who fail to fulfil their responsibilities and the school's expectations.

For a child to develop and grow into a complete person he or she needs to:

1. Take responsibility for their learning.
2. Take appropriate risks in order to challenge them self to achieve his/her potential.
3. Learn to display appropriate social behaviour patterns.
4. Work co-operatively with staff and peers.

The Managing Student Behaviour Policy provides a structure which encourages the child to:

1. Value education.
2. Accept responsibility for learning development and decisions.
3. Learn from his/her mistakes.

STUDENT RESPONSIBILITIES

1. To participate in and complete all tasks to a set standard.
2. Comply with school and classroom rules.
3. Be organised and prepared for the school day.
4. Respect themselves, others and their rights to learn, teach and feel safe.
5. Respect their own property and that of others and the school.
6. Participate and support Catholic ethos, practices and religious life experiences.

PRINCIPLES:

The Managing Student Behaviour Policy aims to:

1. Provide an environment where the Gospel values are enacted.
2. Ensure the student accepts responsibility for his/her education and behaviour.
3. Encourage and reward positive behaviours that fulfil their responsibilities and the school's expectations.
4. Facilitate the achievement of Student and Teacher's rights as outlined above.
5. Provide structures through which the child can develop the understanding that decisions and behaviours have consequences.
6. Provide procedures for addressing inappropriate behaviours.

PROCEDURES:

- 1 Positive attitudes or desired behaviours will be rewarded and celebrated using processes for encouraging the desired behaviour as detailed in the School Charter.
- 2 Cases of poor attitudes or behaviours will be:
 - a. Dealt with in accordance with the Managing Student Behaviour Policy.
 - b. Dealt with according to the Class Discipline Plan.
 - c. Communicated to the parent/s.
- 3 Appropriate consequences for poor attitudes or behaviours may include:
 - a. Time out.
 - b. Withdrawal of privileges.
 - c. Contract arrangements.
 - d. Discipline journals.
- 4 The school's Managing Student Behaviour Policy endeavours to develop a positive relationship between the children, parents and staff. As an aid for parents a five step behaviour management plan is provided.

- 5 In cases of serious or re-occurring negative behaviour:
 - a. The Principal, or his delegate, will meet with the child to seek a resolution.
 - b. The Principal, or his delegate, the class teacher, parents and child will meet to try to establish a resolution and to plan a way forward.
- 6 Inquiries and investigations shall respect the principles of natural justice with each party will be given equal opportunity to put their version on the record.
- 7 The process for detaining a child on the bench at recess or playtime is as follows.
 - a. The disciplining teacher will:
 - i. Complete the Teacher Advisory Form (Appendix B) and hand it to the child for completion by the Duty Teacher.
 - ii. The disciplining teacher will subsequently ensure 8B and 8C have occurred.
 - b. The child will sit on the bench maintaining a distance of 2 metres from other children and not interact with others. At commencement of the recess or lunch break the child will hand the form to the Duty Teacher for completion.
 - c. The Duty Teacher will initial the form and return the Teacher Advisory Form to the child.
 - d. Where the child is regularly benched, or has been benched for more than one day, the parent will be notified in writing.
- 8 All concerns or issues arising from the implementation of the Managing Student Behaviour Policy should be raised with the staff member concerned or the Principal.
- 9 In cases of a serious breach of the Managing Student Behaviour Policy a process will be established in consultation with the parent/s and student to reinforce the principles of this policy.
- 10 This policy maybe varied at the discretion of the Principal.
- 11 The use of any form of *child abuse*, *corporal punishment* or other *degrading punishment* to manage student behaviour is explicitly forbidden. These terms are defined in accordance with the *Guide to Registration Standards and Other Requirements for Non-Government Schools*:

Child abuse: Four forms of child abuse are covered by Western Australian law:

Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.

Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:

the child is the subject of bribery, coercion, a threat, exploitation or violence;

the child has less power than another person involved in the behaviour; or

there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

Emotional abuse includes:

psychological abuse; and being exposed to an act of family and domestic violence.

Neglect includes failure by a child's parents to provide, arrange or allow the provision of:

adequate care for the child; or

effective medical, therapeutic or remedial treatment for the child.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

SCHOOL RULES

School rules exist for the safety of those within the school community.

At all times rules and their enactment should be consistent with Gospel values and reconciliation which is a central value to the Gospel and should be the underpinning philosophy to the management of student behaviour.

- 1 Whilst in the school uniform or when representing the school in any manner the highest standard of behaviour is expected.
- 2 Attendance at school prior to the 8.30am.
 - a. **Children should not be on the school premises prior to 8.30am.**
 - b. Children who arrive prior to 8.30am remain in the care of their parent/guardian and must go to the Under Cover Area where they are to remain seated. **No supervision will be provided prior to 8.30am and parents remain responsible for their child/ren until 8.30am.**
- 3 Once a child arrives at school he/she shall not leave the school grounds except when accompanied by a teacher or parent/ guardian or their confirmed nominee.
- 4 Between 8.30 and 8.50am Children enter their classes for Gathering time.
- 5 Children must be in class and ready for lessons to commence when the bell rings at 8.50am. (Under the Education Act 1999 students are required to be in class on time for lessons to commence at the start of the day.)
 - a. Parents of children who are late for school are required to provide written explanation or a letter requesting explanation will be sent home with the child.
(Appendix C)
 - b. Where a child is regularly late for school the Principal will commence a process, with the family, to address the concern.
 - c. Procedural Guideline:
After three late notices signed by the teacher, the teacher will notify the Principal who will signed all other notices.

The Principal will enact a process to enforce the appropriate sections of Schools Education Act to address the punctuality.
- 6 All forms of bullying are unacceptable and will be dealt with according to the school's Bullying and Harassment Policy.
- 7 Playground and class rules shall be followed at all times.

- 8 Fighting and other actions that may cause harm to others are unacceptable therefore children should not:
 - a. Touch, carry, grab or demonstrate aggression towards their peers.
 - b. Throw any object – excluding appropriate sports equipment.
- 9 All forms of communication shall be respectful.
- 10 All students shall wear the appropriate school uniform in accordance with the School Uniform Policy. No child shall be permitted to attend any excursion unless in correct school uniform or in the clothing designated by the organiser.
- 11 Under Cover and Verandas:
 - a. Running on the concrete under the verandas and in the Under Cover Area is dangerous and therefore not permitted.
 - b. Ball games, other than hand ball, should not be played under or near the veranda
- 12 To support the school in the provision of the best environment possible children:
 - a. For the safety of all shall walk their bicycles, scooters and wheeled items while on the school grounds.
 - b. Shall not:
 - i. Litter.
 - ii. Have chewing gum at school.
- 13 “No Hat No Play” in the sun.
 - a. Must be a school hat worn appropriately.
 - b. Applies all year round.
 - c. A child moving between the teaching areas is not required to wear a school hat.
 - d. A child without a hat is permitted to be in:
 - i. The Under Cover Area or under the verandas.
 - e. Class teachers will establish an appropriate process to deal with children who repeatedly fail to bring their hat to school.
- 14 Personal games, toys and sports equipment tend to be expensive and treasured by the owner and as the school cannot guarantee the safety of the items they should not be brought to school.

CONSEQUENCES OF BREAKING SCHOOL RULES

The consequences will be determined by the staff member dealing with the incident, following an appropriate investigation, and may include consequences such as:

- Verbal Warnings.
- Being assigned to have time out in the covered assembly area from peers at recess and/or lunchtime.
- Completion of a "Think" or reflective sheet. (Appendix E)
- Parents being notified.

Parents are partners in the education of their children and as appropriate will be notified of significant or repeated breaches of this policy.

The consequences for repeated or serious misbehaviour may result in consequences including, but not limited to:

- Being sent to the Assistant Principal/Principal.
- A letter to parents.
- Parental meeting with the Assistant Principal /Class Teacher and/or Principal.
- In-school suspension, where the child remains in the School Office block for a set number of days to complete their school work.
- Suspension from attending school for a set period.

Each incident and disciplinary consequence will be determined by the merits of the case and in accordance with processes outlined in this policy. A copy of the completed Think Sheet will be forwarded to School Secretary who will maintain the school's Discipline File as The Principal's delegate.

CLASS BEHAVIOUR MANAGEMENT PLAN

PREAMBLE

At the beginning of the year, by consultation with the class, each class teacher will establish a Behaviour Management Plan which is consistent with the guidelines provided below.

The Class Behaviour Management Plan should be reflective of the class's stage of development and, as far as practicable, consistent across the year levels.

AIMS:

The Class Behaviour Management Plan aims to support, educate and nurture the whole child in a Catholic environment to function in life through the achievement of the school's primary purpose and rights flowing from the primary purpose of the school:

The student has the right to learn and feel safe

The teacher has the right to teach and feel safe

The group has the right to learn and feel safe

GUIDELINES:

- 1 The teacher should approach the Principal or a peer if they wish additional advice on establishing behaviour management processes within the classroom.
- 2 The class process should establish a direct link between the child's actions, the violation of the Class Behaviour Management Plan and the consequences.
- 3 The consequences should be reflective of the child's developmental stage.
- 4 The consequences for a decision may include:
 - a. Positive:
 - i. Verbal and written comments of praise from the class teacher and staff. Examples include stickers, merit awards, raffle tickets and class reward programs.
 - ii. Letters and verbal comments to the child's parents.
 - iii. Visits to the Principal's Office.
 - b. Corrective procedures:
 - i. Where a child fails to comply with the Class Plan or rules the following procedure will be implemented:

✓	Child is spoken to by the staff member indicating how the child has violated the Class Discipline Plan.	ii. The ticks will be recorded in the Class Discipline Journal and the child notified verbally at each stage.
✓✓	Child given verbal correction and time to reflect on their actions separated from the class (This time will vary according to stage of development as a guide the time will be between 1 to 3 minutes).	
✓✓✓	Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development as a guide the time will be between 5 to 10 minutes).	
✓✓✓✓	The Assistant Principal engaged and the Parent notified.	

Continuous or severe misbehaviour will be discussed with the Principal, by the teacher, at the earliest opportunity and an appropriate Behaviour Management Plan developed.

Categorisation of Behaviours

Minor Behaviours	Moderately Serious Behaviours	Very Serious Behaviours
<ul style="list-style-type: none"> • Pushing in • Telling tales • Being cheeky • Wasting time • Being noisy • Horseplay • Play fighting • Name calling • Attention seeking • Interrupting the teacher • Avoiding work • Being rude • Running in walking only areas • Constant talking in class <p>These behaviours can be managed with the process above</p>	<ul style="list-style-type: none"> • Uncooperativeness • Lying • Stealing • Indecent exposure • Refusing to work • Inappropriate touch/language • Swearing (context) • Bullying • Swearing <p>These behaviours will need conferencing with the Child Teacher and Assistant Principal and an appropriate consequence delivered such as behaviour management plan may be implemented. Parents are met with, informed and supported.</p>	<ul style="list-style-type: none"> • Dangerous refusal to follow instructions • Physical/verbal abuse of staff/students • Bringing weapons to school • Running out of school • Bringing drugs to school • Racial abuse • Striking violently • Vandalism • Inappropriate use of the internet at school. • Throwing furniture <p>As for moderately serious behaviours consequences except the Principal is involved.</p>

APPENDIX A

Discipline Procedure Checklist

Date Tick to indicate that it has happened.

	1. Teacher has negotiated a Class Discipline Plan and Class Rules based on the School Behaviour Management Policy.
	2. Teacher has displayed the Class Discipline Plan and Class Rules prominently in class and provided a copy for each family.
	3. Where a child fails to comply with the Class Discipline Plan and Class Rules the following procedure will be implemented:
	✓ Child spoken to by the staff member indicating how the child has violated the Class Discipline Plan
	✓✓ Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development. As a guide the time will be between 1 – 3 minutes).
	✓✓✓ Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development. As a guide the time will be between 5 – 10 minutes).
	✓✓✓✓ Parent notified and in-class sanction imposed.
	4. The ticks will be recorded in the class discipline journal and the child notified verbally at each stage.
	5. The Teacher will engage the Principal where the behaviour is continuing

APPENDIX B



DUTY TEACHER ADVISORY

Please make sure that _____ from _____ (insert class) remains seated on the stage steps for :

_____ Recess _____ Lunchtime _____ on
Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

Initial _____ Initial _____ Initial _____ Initial _____ Initial _____

Junior Duty Teacher

*Please initial to indicate that he/she has **presented this at the beginning and end of your duty.***

Please check the following:

- 1 The child remains seated.
- 2 The child has no one sitting within 2 metres of them. They are responsible for having the other children move away.
- 3 The child is not playing with anything.

Please return the form to the child as he/she needs to present the form to me after lunch.

Regards

Mr McDonald

APPENDIX C



Dear _____

_____ was late for school this morning.

Under the Education Act I am required to remind you of your obligation to have your child in class by the commencement of the school day at 8.50am at school on time each day.

I am required to ask that you complete this form or provide a letter of explanation each time

_____ is late for school.

Please complete the form below and return it to school by tomorrow.

Yours sincerely

.....

Class Teacher

Date:

My child (Child's Name) was late for school because

.....

.....

.....

Parent's Signature

..... (Date)

APPENDIX C (II-ADMIN)



Dear _____

_____ was late for school this morning.

Under the Education Act I am required to remind you of your obligation to have your child in class by the commencement of the school day at 8.50am at school on time each day.

I am required to ask that you complete this form or provide a letter of explanation each time

_____ is late for school.

Please complete the form below and return it to school by tomorrow.

Yours sincerely

.....

Darren McDonald

Principal

Date:

My child (Child's Name) was late for school because

.....

.....

Parent's Signature (Date)

APPENDIX D



Dear _____

Your child _____ has failed to complete assigned work on time.

The work in question is:

This work was due to be handed in on _____ .

Please discuss the importance of completing work of the best standard possible with
_____ and ensure that the work is submitted by _____.

Yours sincerely

Teacher

Date _____

(Please sign and return to the class teacher commenting if you wish)

Parent Signature: _____

Date: _____

APPENDIX D (II-ADMIN)



Dear _____

Your child _____ has failed to complete assigned work on time.

The work in question is:

This work was due to be handed in on _____ .

Please discuss the importance of completing work of the best standard possible with
_____ and ensure that the work is submitted by _____.

Yours sincerely

Teacher

Date _____

(Please sign and return to the class teacher commenting if you wish)

Parent Signature: _____

Date: _____

APPENDIX E



Dear _____

_____ has been involved in inappropriate behaviour today.

Attached is the "Think Sheet" he/she has completed which outlines the incident/s.

I would ask that you discuss this matter with _____ and ensure that he/she understands your expectations, as his/her current behaviour is adversely affecting his/her education.

Should you wish to discuss this matter further, please do not hesitate to contact me.

Yours sincerely

Teacher

Date _____

(Please sign and return to the class teacher commenting if you wish)

Parent Signature: _____

Date: _____

APPENDIX E (II- ADMIN)



Dear _____

_____ has been involved in inappropriate behaviour today.

Attached is the "Think Sheet" he/she has completed which outlines the incident/s.

I would ask that you discuss this matter with _____ and ensure that he/she understands your expectations, as his/her current behaviour is adversely affecting his/her education.

Should you wish to discuss this matter further, please do not hesitate to contact me.

Yours sincerely

Staff Member

Date _____

(Please sign and return to the class teacher commenting if you wish)

Parent Signature: _____

Date: _____

APPENDIX E

Think Sheet

Child's Name: _____ Class: _____ Date: _____

Please write down your version of what happened:

Who else saw what happened?

Write down the School or Class Rules you have broken:

What would be a suitable consequence for your actions?

Signed Teacher:

Date:

Signed Parent:

Date:

APPENDIX F

PARENT SUPPORT FOR THE SCHOOL'S CLASSROOM MANAGEMENT STRATEGIES

ST MARIA GORETTI'S CATHOLIC SCHOOL STAFF USE A RANGE OF BEHAVIOUR MANAGEMENT TECHNIQUES AS PART OF THE PASTORAL CARE FRAMEWORK TO GUIDE, MOTIVATE AND ENCOURAGE THE STUDENT'S APPROPRIATE CLASSROOM BEHAVIOUR AND A POSITIVE ATTITUDE TO LEARNING.

It is important that the parents and school work together in partnership in order to achieve the principles outlined within the Managing Student Behaviour Policy. This appendix endeavours to provide parents with techniques they can use to support their child's behaviour management.

Research has shown that when parents are involved in and are supportive of the school's educational efforts, the students benefit significantly

TIPS FOR PARENTS

1 Tell your child how you expect him or her to behave in school

Speak clearly and directly. Sit down with your child and in a no-nonsense, serious manner let him or her know that you are the parent, and you set the rules. Look your child in the eyes and say, "There is no way I am going to tolerate your misbehaviour at school. I know that you can behave. I care about you and love you too much to allow you to continue acting this way at school".

It is very important that you remain calm while speaking. Don't yell or scream your demands. Speak in a firm, clear tone of voice. By staying calm you will let your child know you are in control.

2 Avoid arguments. Use the Broken-Record technique

When you tell your child to do something, chances are you'll get an argument back. Don't fall into the trap of arguing with your child. Arguing is not useful - nobody wins. You must stick to your point and let your child know that you mean business. A technique called the Broken Record will help you avoid fruitless arguments.

The Broken-Record technique can be summarized as:

Tell your child exactly what you want him or her to do. For example, "I expect you to complete your assignments during class".

If your child argues, just keep repeating what you want. Do not respond to anything your child says. Just say, "I understand, but I want you to complete your assignments in class".

Use the Broken-Record a maximum of three times. If it does not work, stop the conversation. If the problem persists, you will have to take stronger measures. You will need to back up your words with actions.

3 Backing up your words with actions

If your child continues to misbehave, you must be ready to back up your words with actions. This means that you must have disciplinary consequences chosen which you will use if your child still does not behave. It may be helpful to have a range of possible consequences thought out beforehand so you aren't caught off guard. The consequence selected must be something that your child does not like, but it must not be physically or psychologically harmful. Taking away privileges, such as watching TV or talking on the phone is often effective. So is grounding. With younger children, grounding can mean being restricted to their room for a specific amount of time. For older children, grounding can mean having to stay at home for a certain number of days.

Possible guidelines:

- **Present the consequence as a choice**
Your child must understand that he or she has a choice. Your child can behave as you ask, or misbehave and choose to accept the consequence. Tell your child, "If you misbehave at school, you will choose to (for example) lose the privilege of watching TV during the week".
- **Give the child a consequence each time he or she chooses to misbehave**
You must be consistent if your child is to know that you mean business. Each time your child chooses to misbehave at school he or she must be given a consequence. No exceptions. No excuses. Don't back down.
- **Stay calm when you enact the consequence**
Stay in control. Remember, your child chose this to happen. You are simply following through with what you promised and they agreed to.
- **Forgive and forget**
Once your child has received the consequence, the issue is over and should be forgotten. It's time to move on. Don't stay angry or resentful. Instead, let your child know that you still have confidence in his or her ability to behave appropriately.

4 Know what to do when your child begins testing you

Children often test their parents to see if they really mean business. Don't be surprised if this happens to you. When given a consequence, your child may cry, scream or yell at you, or beg you to give him or her just one more chance. Stand your ground! No matter how much your child cries or pleads, you must follow through with the consequence. Don't give in, no matter how upset your child gets. Let your child know that you are prepared to follow through.

Tell your child (for example), "You have chosen to be grounded in your room. You will go to your room and stay there".

5 Catch your child being good

Praise your child when he or she behaves appropriately at school! This is the real key to improving behaviour. All children appreciate hearing praise from parents, and yours is no exception.

Possible guidelines:

First, give your child plenty of praise when he or she begins to show improvement. You need to let your child know that you recognise the good effort being made. Don't ever let a day of good behaviour go unrecognised.

Tell your child, *"I like how well you did at school today. I'm so proud of you for trying so hard"*.

Next keep in mind that sometimes it's helpful to combine your praise with special privileges or rewards, like staying up late one night, going out to lunch, going to a movie, or whatever your child might appreciate and you are comfortable giving. Ask yourself, *"What would my child like to earn? What special treat might make him or her put in a bit more effort?"*

Be consistent in giving praise – your child must know that just as he or she can expect disciplinary consequences for misbehaviour, he or she can also expect lots of praise and reinforcement for good behaviour.

Reference: "Parents on your side" By L and M Canter

STAFF NOTES

1. Managing student behaviour is a stressful and time-consuming process.
 2. The child can only receive a good education in an environment where the child :
 - a. Has the right to learn.
 - b. Is aware of the consequences that flow from failing to comply with the class or school rules.
 - c. Feels safe.
 - d. Understands that a consistent approach will be applied by all staff members.
 - e. Knows what is expected of them under the Managing Student Behaviour Policy.
 - f. Knows the consequences that flow from their decisions under the Managing Student Behaviour Policy.
 3. Teachers can only provide a good education in an environment where:
 - a. The Managing Student Behaviour Policy is implemented by all staff consistently.
 - b. The teacher is free to focus on the educational processes.
 4. Managing student behaviour is the responsibility of all staff; therefore all staff should be active partners. A staff member who needs support in the area of managing student behaviour should feel comfortable to consult a peer or the Principal in the spirit of mutual support and with open communication to ensure the best outcome.
-