BEHAVIOUR MANAGEMENT SCHOOL POLICY

“All that happens in the Catholic School, the curriculum, the relationships, the priorities, the aims and objectives, the pastoral care and discipline has the potential to speak of God’s life”

[The Distinctive Nature of a Catholic School]

PURPOSE
We at St Cecilia’s believe that all students, their families and staff have the right and responsibility to create and experience a safe, respectful and cooperative learning environment.
Therefore, we implement proactive strategies to teach and support appropriate student behaviours. This maximises students’ learning and helps them self-manage their choices which empowers them to let their light shine.

POLICY FRAMEWORK
Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice.

Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy, our school Pastoral Care Policy and the Student Discipline Policy for Diocesan Systemic Schools in that our approach to discipline has its basis in our pastoral care for each other – students, staff and parents. Our school’s Student Management Policy is grounded in our School Values that state:

To be a learner at St Cecilia’s
Be Safe
Be Cooperative
Be Respectful

We believe that Pastoral Care:

- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

DEFINITIONS

- **Behaviour** is defined as anything we say or do.
- **Appropriate Behaviour** is any behaviour that contributes to the positive learning environment.
- **Challenging Behaviour** is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning 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 others. This includes physical, emotional or psychological harm.

St Cecilia’s Catholic Primary School has adopted a whole school approach to bring about Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.

“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”

Diocesan School Student Discipline Policy

Corporal punishment by any school person or non-school person is not permitted.

POLICY CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS
St Cecilia’s Catholic Primary School’s rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at St Cecilia’s Catholic Primary School will be taught, encouraged and supported to demonstrate these expected behaviours.

**To be a learner at St Cecilia: Be Safe, Be Cooperative, Be Respectful.**

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Cooperative</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be in the right place at the right time.</td>
<td>Be fair, take turns and honest</td>
<td>Be a good listener</td>
</tr>
<tr>
<td>Move safely at all times</td>
<td>Follow instructions</td>
<td>Care for our school</td>
</tr>
<tr>
<td>Wear a hat outside</td>
<td>Learn and let others learn.</td>
<td>Do your personal best</td>
</tr>
<tr>
<td>Use safe and caring actions</td>
<td>Make good choices.</td>
<td>Take pride in your appearance</td>
</tr>
</tbody>
</table>
PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

The St Cecilia’s Primary School community is committed to:

- Teach,
- Practise,
- Apply, and
- Acknowledge appropriate behaviours

The St Cecilia’s Positive Behaviour for Learning (PBL) Team will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

Specific procedures and processes for teaching and practising Behavioural Expectations are outlined in Appendices B and C.

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

St Cecilia’s Catholic Primary School community is committed to acknowledging students in order to encourage the behavioural expectations and school rules. We endeavour to acknowledge students through a wide variety of means.

Acknowledging Appropriate Behaviours

- The whole school has adopted a positive behaviour strategy which aims to ‘Catch students BEE-ing good’. All staff at the school give students a ‘bee’ token to acknowledge their positive behaviours which are added to class beehives. When a class reaches their ‘swarm’ (a certain goal or number of bees on the class chart decided upon by the students in the class) the students receive a whole class reward or acknowledgement. These rewards are decided upon by the students and may include extrinsic rewards, stickers, extra play etc.
- Body language strategies – smile, gestures, nod, thumbs up, proximity, etc
- Verbal acknowledgment – recognition of how behaviours affect others, single word utterances, praise, descriptive encouraging, etc
- Positive comments in student workbooks
- Being chosen for responsibilities
- Class visits, sharing of work / achievements
- Positive comments in school diary
- Assembly awards –
  - **PBL awards**: All staff (class teachers, librarians, office staff and canteen coordinator) to present at least one PBL award to a student for behaviour in regards to the weekly PBL focus.
  - **Principal Award**: “Alive and Aware” given out weekly for student/s nominated by staff linked to our school values Hope, Respect, Justice, Personal Best. Nominating teacher writes a descriptive paragraph around the qualities this child presents in their day to day involvement at school.

See appendix D for a sample of our PBL award.
PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

St Cecilia’s Behaviour Management Policy and practices are based on our school rule of **To be a learner at St Cecilia’s: Be Safe, Be Cooperative, Be Respectful**. and are respectful of the dignity, rights and fundamental freedom of individual students. At the same time this policy focuses on the effective running of the school for the benefit of all.

Staff are encouraged to remember the dignity of the student and therefore avoid any practices that single out students for inappropriate behaviour. When discouraging or correcting students behaviours, staff are encouraged to use the least intrusive methods as possible.

**Inappropriate Behaviours**

*Inappropriate behaviour* is behaviour that challenges the day to day functioning of our school and is contrary to our “School Rules and Behavioural Expectations”.

*Minor inappropriate behaviours [teacher managed behaviours]* are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

*Major inappropriate behaviours [office referred behaviours]* are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others. The consistent and repeated occurrence of minor behaviours may also be considered as major.

Procedures for responding to inappropriate behaviours are outlined in the following diagram.
Inappropriate behaviour occurs

Is behaviour ‘minor’ or ‘major’?

MINOR
Teacher managed behaviours [classroom / playground]

MAJOR
Office referred behaviours

Minor [teacher managed behaviours] inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

Major [office referred behaviour] inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and / or emotional well being of others. [may also include repeated minor]

Long Time Out
Classroom: Student has time out in ‘buddy’ class immediately after the incident for a maximum of 15mins (1min per age of child). Student is given ‘long time out’ card and is accompanied by a buddy to the designated class. No interaction from teacher or class. When student returns to class, they are encouraged to join in class activity without any further follow up of incident at this stage.

Before the end of the day, the class teacher completes a “Long Time Out Slip” [see appendix]. Teacher puts the LTO slip into the LTO pigeon hole. Teacher informs member of PBL team of incident and contacts parents of children involved.

Long Time Out
Playground: Student is asked to sit out of play for 15minutes.

Playground duty teacher
1. fills in a “Long Time Out Playground Slip”
2. informs relieving duty teacher of incident.

When student is returned to play, duty teacher reminds student of the behaviour expectation. Teacher puts the LTO slip into the LTO pigeon hole. Teacher informs member of PBL team and class teacher of incident and contacts parents of children involved.

Remember, Time Out is used to bring about a positive change in behaviour, not as punitive action – “circuit breaker”

Reflection Sheet may be used after serious incidents or when inappropriate Behaviours continue. Principal or delegate facilitates a session using the reflection sheet in order to restore right relationships and plan ways of supporting positive behaviour.

Classroom: Student sits within the classroom away from others for a pre-determined amount of time. This time frame should be age appropriate; one minute per student's age. [eg max 5mins for Kinder] and not exceed 15mins.

Playground: Student is asked to sit out of play for 5minutes [max].

When the ‘Time Out’ is over, the child returns to the class / playground with a reminder of behavioural expectation.
When inappropriate behaviours continue, or a serious incidents occurs, the Principal or delegate facilitates a session with the student using Reflection Paper Appendix F. This practice is aimed at restoring relationships and also to facilitate initial 'investigations' so that possible reasons for the behaviours can be understood.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the “Students Presenting Challenging Behaviour Form 1” [Diocesan Behaviour Management – Support Class page] in order to write and implement a “Behaviour Support Plan”. The purpose of both being about teaching and supporting the student to develop more appropriate replacement behaviours.

Major disciplinary sanctions including suspension, suspension pending negotiated transfer, negotiated transfer and expulsion are outlined in the Diocesan Student Behaviour Management and Discipline Policy.

Date of Policy June 2009
Date for Review February 2010