Holy Cross
Catholic Primary School
Kincumber

Behaviour Management Policy

Victory through the Cross

“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]

We at Holy Cross School Kincumber are ‘striving to develop Christian disciples through the values of Respect, Cooperation, Compassion and Learning’.

Excerpt from Vision Statement,
PURPOSE

At Holy Cross we believe in providing a peaceful and positive learning environment where all individuals are able to reach their full potential through our consistent and supportive Catholic community. Therefore as a school community we work collaboratively and share the responsibility to promote positive behaviours from all students.

At Holy Cross Catholic Primary School we believe in implementing proactive strategies for defining, teaching, and supporting appropriate student behaviours in order to enhance learning and pastoral outcomes.

POLICY FRAMEWORK

Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in Respect, Cooperation, Compassion and Learning. 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.

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

- **Holy Cross Catholic School Community** includes all staff, students, parents, carers, Parish Priests and visitors.
- **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.
- **Teacher managed behaviours** are recognised as any behaviour that does not meet the School Rules and Behavioural Expectations and is managed by the teacher in an appropriate manner.
- **Office referred behaviours** are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of self and others. These incidents need to be referred to the school leadership team for follow-up.
- **At Risk Behaviour** is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm. These incidents need to be referred to the school leadership team immediately for follow-up.

“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.** Corporal punishment is defined as the application of force in order to punish or correct the student.

The Student Behaviour Management Policy should be read in conjunction with the Pastoral Care and Wellbeing Policy.

POLICY CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Holy Cross Catholic Primary School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at Holy Cross Catholic Primary School will be taught, encouraged and supported to demonstrate these expected behaviours.

At Holy Cross Catholic School we believe in:
- being disciples of Jesus,
- learning,
- respecting and
- cooperating.

1. **We are disciples of Jesus** by being inclusive, helping others and considering their feelings.
2. **We learn** by listening actively, engaging in learning to the best of our ability and allowing others to learn.
3. **We show respect** for ourselves, others and our school by caring for our property, our appearance, making good choices and using kind words and actions.
4. **We show cooperation** by playing fairly and doing what we are asked.

PROCEDURES FOR TEACHING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Holy Cross Catholic Primary School community is committed to:
- **Teach,**
- **Practice,**
- **Apply,** and
- **Acknowledge** appropriate behaviours.

The Holy Cross Behaviour Team will support staff in teaching, practicing, applying and acknowledging appropriate behaviours. All staff will actively support all systems and processes in order to bring about appropriate student behaviours for learning.

PROCEDURES FOR ENCOURAGING APPROPRIATE BEHAVIOUR

Holy Cross 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:

- Verbal acknowledgment – recognition of how behaviours affect others, single word utterances, praise, descriptive encouraging etc
- Non – Verbal acknowledgment – smile, gestures, nod, thumbs up, proximity etc
- Each class teacher develops their own systems of acknowledgement and reinforcement within their class. For example extrinsic reward systems, stickers, group point systems etc
- Positive comments in student workbooks
- Being chosen for responsibilities
- Class visits sharing of work / achievements
- Public acknowledging appropriate behaviours from groups of students at assembly.
- **Merit Awards** – (At Stage Assemblies each fortnight) class teachers. Teacher librarian, learning support staff, music teacher, PE teacher, Japanese teacher and Admin staff may nominate children for merits and these may be given in collaboration with the class teacher. Each child should receive at least 2 Merit Awards per year.

**School Wide Behaviour Award System.**

- All classroom teachers and relief staff to award 3 stars per day for excellence in behaviour or learning. Points to be recorded on a class awards chart kept in the classroom. All specialist teachers may also award a point per class each fortnight in addition to the 3 stars per day by the class teacher. Specialist teachers are to inform class teachers if a star has been awarded.
- Once a child has received 10 points they are sent to the office to receive a Holy Cross Medallion. The Principal will keep a record of children who receives a medallion.
- Students can redeem the medallion at the canteen for a slushie or ice block.
- Students who receive 3 Medallions will be awarded a Holy Cross Bronze Award that will be presented at a stage assembly and the names listed in the school newsletter.
- Students who receive 6 Medallions will be awarded a Holy Cross Silver Award that will be presented at a stage assembly and the names listed in the school newsletter.
- Students who receive 9 Medallions will be awarded a Holy Cross Gold Award that will be presented at a whole school assembly and the names listed in the school newsletter.
- These medallion counts will roll over each year so that every child has an opportunity to achieve bronze, silver and gold awards.
- Awards will commence at Level 1 and progress through increasing levels.
- Teachers are encouraged to use the Holy Cross Behavioural Values when awarding points for the day.

**PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS**

Holy Cross’s Behaviour Management Policy and practises are based on our school values of Being disciples of Jesus, learning, respecting and cooperating 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 students when responding to inappropriate behaviour. When discouraging or correcting students behaviours, staff will use the Inappropriate Behaviour Consequence Flowchart.

When Office Referred Behaviours or At Risk Behaviours occur, the Principal / Leadership Team or Class Teacher may facilitate a session with the student using **Student Think Paper and Behaviour Management Staff Data Form** (Appendix). This will be signed by the student and teacher and a copy filed and another copy sent home to the parent to be signed and returned to school. 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 put strategies in to assist and promote more appropriate behaviours.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the “**Students Presenting Challenging Behaviour Form**” in order to write and implement a “**Behaviour Support Plan.**” (Appendix). 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.
HOLY CROSS BEHAVIOURAL LICENCE SYSTEM

In order to implement the school behavioural values the school has devised a behavioural management system based on a behavioural licence which is granted as a right of enrolment at HCK. The underlying assumption in the granting of the behavioural licence is that all students are made in the image of God, and as such are "good" people. The licence system acknowledges the innate goodness in our students and rewards those students who comply with the behavioural expectations of the school community. The key features of the Holy Cross Behavioural Licencing system are as follows:

- The licence system is based on the school behavioural values of: being disciples of Jesus, learning, respecting and cooperating.
- Children are issued with a licence at the beginning of each term. The licence gives students the right to participate in all school-organised activities. Loss of licence during any term means that the student may forfeit the right to participate in any school-organised activities and is ineligible to participate in the end of term behavioural celebration event organised by the class teacher.
- The Holy Cross Behavioural Licence is forfeited once a student loses 10 points. Points are lost for transgressions of the School Behavioural Values.
- Class teachers keep a record of the number of points lost and the reason for loss of points in a behavioural log. This can be used in interviews with parents and to establish behavioural patterns for individual students.
- Before deducting points from a child’s licence a teacher must first give an explained warning to the child regarding the behaviour in question. If the child persists in displaying the inappropriate behaviour a point will be deducted.
- For more serious behavioural indiscretions as indicated in the policy (see inappropriate behaviour consequence chart) the teacher will refer the matter immediately to a member of the school executive who will discuss the matter and put into place procedures appropriate to the circumstance. The executive can direct the teacher to deduct up to 3 points for more serious behaviours.
- Teachers can only deduct points from children in their own class. When a teacher has a behavioural issue with a child in the class of another teacher they need to inform the class teacher of the issue. Unless there is a mitigating circumstance, the class teacher will then deduct the point and record the reason for the deduction.
- Each week class teachers fill in a Holy Cross Licence Log which goes home to parents (in Homework book) indicating the number of points the child has remaining on their Licence. This provides ongoing feedback to parents regarding the behaviour of their child in relation to the school rules.
- At the end of each Term if a child has not lost any points from his/her licence, he/she will receive a Behavioural Values Certificate from the class teacher.

Date of Policy January 2014
Date for Review November 2015
Inappropriate Behaviour Consequence Flowchart

<table>
<thead>
<tr>
<th>Teacher Managed Behaviour</th>
<th>Office Referred Behaviour</th>
<th>At Risk Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are recognised as any behaviour that does not meet the School Rules and Behavioural expectations.</td>
<td>Are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of self and others</td>
<td>Is identified as any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional or psychological harm.</td>
</tr>
</tbody>
</table>

**Teacher Managed Behaviour**

These may include:
- Off-task behaviour
- Disruptive behaviour
- Inappropriate language
- Inappropriate physical contact
- Disrespect by defiance
- School uniform infringements
- Property Misuse
- Technology Misuse
- Tardiness

*This list is not exhaustive and other minor inappropriate behaviours may arise that the professional judgement of the teacher recognises as fitting here.*

**Office Referred Behaviour**

These may include:
- Repeated ongoing off-task behaviour
- Sustained and intense disruptive behaviour
- Abusive or Offensive language
- Physical aggression
- Repeated Defiance
- Theft
- Wilful property damage
- Sustained Technology Abuse
- Repeated Tardiness

*This list is not exhaustive and other behaviours may arise that the professional judgement of the teacher recognises as fitting here.*

**At Risk Behaviour**

These include:
- Violent Behaviours
- Violent language
- Harm-based language
- Bullying
- Destructive behaviours

Restorative practices should now be implemented. These may include:

- circle time (and conference circles) in which students sit in a circle and, using a structured format, discuss and problem solve an issue that has affected the whole class or specific members of the class
- the ‘restorative interview’ where the teacher/leader uses an incident of misbehaviour as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships

Questions: What harm has been caused? Who has been harmed? How can I heal the harm? (see diagram below)
Immediate referral to a member of the Leadership Team is required. Data will be recorded by Teacher or Leadership Team member and parent will be informed of incident and subsequent follow-up.

Data MUST be recorded during interview (eg Think Paper and/or notes) then filed for reference if necessary. Possible Behaviour Plan negotiated and implemented.

Immediate referral to the Principal, AP or his/her delegate required. Data will be recorded and parent will be informed. Possible interview with parent/s.

Data MUST be recorded. Possible Behavioural Plan recorded and Risk Management Plan implemented.

The aim of each of these strategies is to encourage and support the student to return to appropriate behaviours in the least intrusive manner.

At Holy Cross Catholic School we believe in:
- being disciples of Jesus,
- learning,
- respecting and
- cooperating.

NAME: ________________________________________ CLASS: ____________ DATE: ____________

TEACHER REFERRING STUDENT: ________________________________________

TEACHER COMPLETING DATA: ________________________________________

<table>
<thead>
<tr>
<th>Location</th>
<th>Time</th>
<th>Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WHERE</td>
<td>WHEN</td>
</tr>
<tr>
<td></td>
<td>Bottom Playground</td>
<td>Before school</td>
</tr>
<tr>
<td>Top Playground</td>
<td>Morning Learning Session</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td>Play equipment</td>
<td>Middle Learning Session</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Eating time Lunch</td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>1st half lunch</td>
<td></td>
</tr>
<tr>
<td>Japanese Room</td>
<td>2nd half lunch</td>
<td></td>
</tr>
<tr>
<td>Music Room</td>
<td>Afternoon learning session</td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td>After school / dismissal</td>
<td></td>
</tr>
</tbody>
</table>
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HOLY CROSS BEHAVIOUR MANAGEMENT – STUDENT THINK PAPER

NAME:______________________________  CLASS:__________  DATE:_______

1. What did I do?

________________________________________________________________________

________________________________________________________________________

2. How did it make me feel?

________________________________________________________________________

________________________________________________________________________

3. Did I make an appropriate choice? ______________

4. Which Behavioural Value did I not reflect? ________________________________

5. Who or what was harmed?______________________________________________

6. How do I think it made them feel?_______________________________________

7. How can I heal the harm?_______________________________________________

________________________________________________________________________
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- cooperating.

NAME:_________________________ CLASS:___________ DATE:___________
1. Where was I?
2. What did I do?
2. I did it because...

4. Other:

- Someone said something I didn't like
- Someone dobbed on me
- Someone hit me
- Someone bumped me
- Someone stared at me
- Someone teased me
- I didn't like something someone did
- Someone pulled a face at me
- Someone kicked me

⚠️ How did I feel?

- Angry
- Sad
- Mean
- Silly
- Happy
Did I make a good choice?  

Who/What has been harmed?

How did they feel?

How can I make things better/heal the harm?

How do I feel now?

CONSEQUENCE: ________________________________

Student signed: ___________________ Teacher: ___________________

My parents have discussed this with me.

Parent signed: _________________________

PLEASE RETURN THIS FORM TO SCHOOL TOMORROW