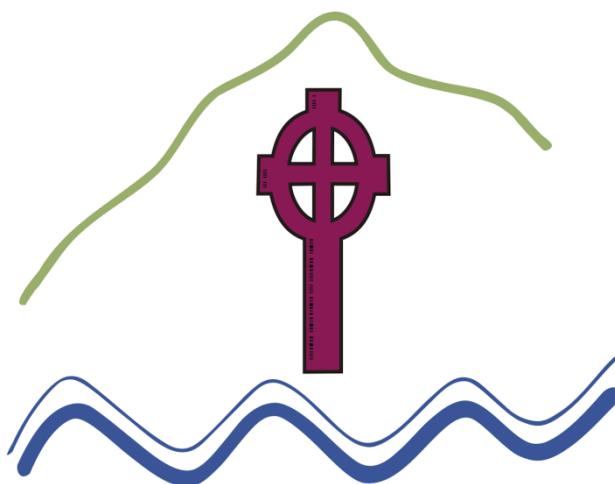


Holy Cross Catholic Primary School Kincumber



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]

At Holy Cross School Kincumber we are ‘striving to develop Christian disciples through the values of *Respect, Cooperation, Compassion and Learning.*

Excerpt from *Vision Statement,*

Holy Cross Catholic Primary School, Kincumber

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 a consistent and supportive Catholic Community. Therefore, as a School Community, we work collaboratively and share the responsibility to promote positive behaviours from all students.

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 the 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 a 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 wellbeing 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.

Child Protection Code of Professional Standards for Catholic School Employees (2nd June 2005) item 5.

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

POLICY CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Our School Rules and Behavioural Expectations outline appropriate student behaviours that contribute to a safe, nurturing and inclusive learning environment. Students 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,***
- ***Practise,***
- ***Apply,*** and
- ***Acknowledge*** appropriate behaviours

The Holy Cross Wellbeing Team will support staff in teaching, practising, 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

Our 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 acknowledgement – recognition of how behaviours affect others, single word utterances, praise, descriptive encouraging etc.
- Non–Verbal acknowledgement – 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** – These Awards (two each class) will be presented at our fortnightly Assembly; Class teachers, Teacher librarian, Learning Support Staff, Music teacher, PE teacher, Japanese teacher and Admin staff may nominate children for Merit Awards and these may be given in collaboration with the class teacher
- It is anticipated that each child will receive at least two Merit Awards per year.

PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

Holy Cross' 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 Incident Tracking Form** (Staff Intranet). The **Student Think Paper** will be signed by the student and teacher, 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 place 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** (Staff Intranet) in order to write and implement a **Behaviour Support Plan**. (<http://wellbeing.dbbcso.org/behaviour.html>); the purpose of both being to teach and support the student to develop 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 January 2018

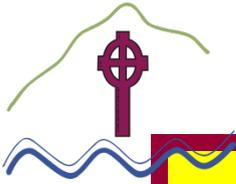
Reviewed: 2017

Next Review : 2021

Inappropriate Behaviour Consequence Flowchart

<u>Teacher Managed Behaviour</u>	<u>Office Referred Behaviour</u>	<u>At Risk Behaviour</u>
<p><i>Are recognised as any behaviour that does not meet the School Rules and Behavioural expectations.</i></p>	<p><i>Are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of self and others</i></p>	<p><i>Is identified as any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional or psychological harm.</i></p>
<p><u>These may include:</u></p> <ul style="list-style-type: none"> ● Off-task behaviour ● Disruptive behaviour ● Inappropriate language ● Inappropriate physical contact ● Disrespect by defiance ● School uniform infringements ● Property Misuse ● Technology Misuse ● Tardiness <p><i>This list is not exhaustive and other minor inappropriate behaviours may arise that the professional judgement of the teacher recognises as fitting here.</i></p>	<p><u>These may include</u></p> <ul style="list-style-type: none"> ● 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 <p><i>This list is not exhaustive and other behaviours may arise that the professional judgement of the teacher recognises as fitting here.</i></p>	<p><u>These include:</u></p> <ul style="list-style-type: none"> ● Violent Behaviours ● Violent language ● Harm-based language ● Bullying ● Destructive behaviours
		
<p>Restorative practices should now be implemented. These may include:</p> <ul style="list-style-type: none"> ● 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 <p>Questions: What harm has been caused? Who has been harmed? How can I heal the harm? (see diagram below)</p>		

	<p>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.</p>	<p>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.</p>
<p>Possible time out within the classroom or in ‘buddy’ class or on playground can be used as a circuit-breaker Ongoing monitoring by the class teacher. Possible contact with parents if warranted.</p>	<p>Data <u>MUST</u> be recorded during interview (eg Think Paper and/or notes) then filed for reference if necessary. Possible Behaviour Plan negotiated and implemented.</p>	<p>Data <u>MUST</u> be recorded. Possible Behavioural Plan recorded and Risk Management Plan implemented.</p>



HOLY CROSS BEHAVIOUR MANAGEMENT – STAFF DATA FORM

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: _____

Location WHERE	Time WHEN	Incident WHAT HAPPENED
<input type="checkbox"/> Bottom Playground <input type="checkbox"/> Top Playground <input type="checkbox"/> Hall <input type="checkbox"/> Play equipment <input type="checkbox"/> Library <input type="checkbox"/> Classroom <input type="checkbox"/> Japanese Room <input type="checkbox"/> Music Room <input type="checkbox"/> Church <input type="checkbox"/> Green Classroom <input type="checkbox"/> Toilets <input type="checkbox"/> PE <input type="checkbox"/> Lines <input type="checkbox"/> Canteen	<ul style="list-style-type: none"> • Before school • Morning Learning Session • Recess • Middle Learning Session • Eating time Lunch • 1st half lunch • 2nd half lunch • Afternoon learning session • After school / dismissal <p>Time: _____ am/pm</p>	<p>Inappropriate behaviour - deliberate actions that are offensive or dangerous to the physical or emotional wellbeing of others. Value not reflected: Discipleship Learning Respecting Cooperating</p> <hr/> <hr/> <hr/> <hr/>

Teacher Comments: _____

Consequence : _____

Signed : _____



HOLY CROSS BEHAVIOUR MANAGEMENT – STUDENT THINK PAPER

At Holy Cross Catholic School we believe
in:

- being disciples of Jesus,
- learning,
- respecting and
- cooperating.

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? _____

8. Next time I am in a similar situation, what will I do? _____

9. Is there anything else I would like to add? _____

Consequence: _____

Student signed: _____ Teacher : _____

My parents have discussed this with me.

Parent signed: _____

PLEASE RETURN THIS FORM TO SCHOOL TOMORROW



HOLY CROSS BEHAVIOUR MANAGEMENT – STUDENT THINK PAPER

At Holy Cross Catholic School we believe in:

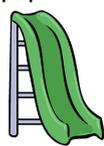
- being disciples of Jesus,
- learning,
- respecting and
- cooperating.

NAME: _____ CLASS: _____ DATE: _____

1. Where was I ?

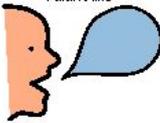
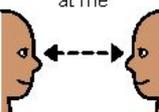
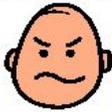
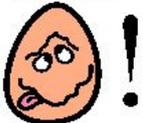
2. What did I do?

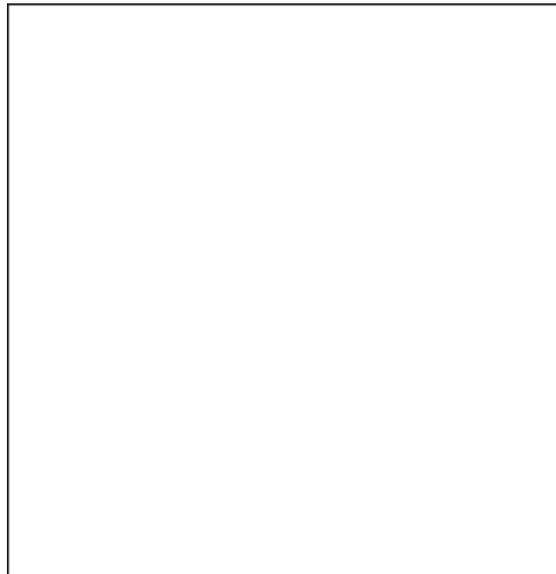
<p>bottom playground classroom assembly lines</p> <table border="1"><tr><td>on the oval</td><td>classroom</td><td>assembly</td><td>on class grid</td></tr><tr><td>library</td><td>toilet</td><td>bubblers</td><td>computer lab</td></tr><tr><td>canteen</td><td>garden seating area</td><td>sports</td><td>church</td></tr></table> <p>Library toilet bubblers canteen</p>	on the oval	classroom	assembly	on class grid	library	toilet	bubblers	computer lab	canteen	garden seating area	sports	church	<table border="1"><tr><td>I walked away</td><td>I got help from a teacher</td><td>I pushed them</td></tr><tr><td>I kicked them</td><td>I hit them</td><td>I used inappropriate language</td></tr><tr><td>I spit at them</td><td>I called them names</td><td>I pulled their hat off</td></tr></table> <p>Other:</p>	I walked away	I got help from a teacher	I pushed them	I kicked them	I hit them	I used inappropriate language	I spit at them	I called them names	I pulled their hat off
on the oval	classroom	assembly	on class grid																			
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I walked away	I got help from a teacher	I pushed them																				
I kicked them	I hit them	I used inappropriate language																				
I spit at them	I called them names	I pulled their hat off																				

 garden PE/Sport church hall	       
play green equipment classroom music other	
	
 	

2. I did it because....

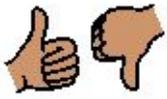
4. Other:

Someone said something I didn't like 	someone dlobbered 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 

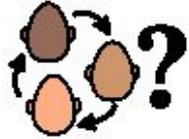
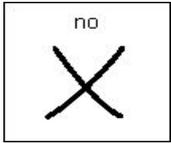


How did I feel?

angry 	sad 	mean 	silly 	happy 
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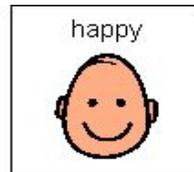
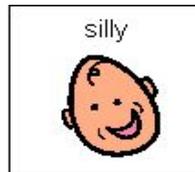
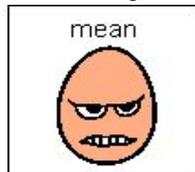
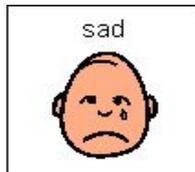
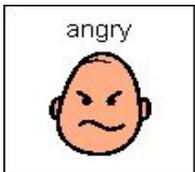
Did I make a good choice?



Who/What has been harmed?



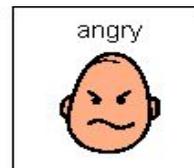
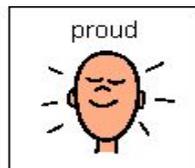
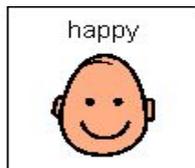
How did they feel?



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