Behaviour Management Policy

RATIONALE

At St Mary of the Cross Catholic Parish Primary School we believe in the dignity of the human being and that the self-esteem of the child should have priority. Each member of our school community has rights, and along with those rights comes responsibilities. We strive to promote a sense of wellbeing, through opportunities that nurture the valuing of themselves and others. Ultimately individuals should develop self-discipline and the skills and strategies to make responsible, healthy and informed choices in a safe environment. Our Code of Behaviour gives priority to enhancing self-discipline and respecting the rights and responsibilities of others. At St Mary of the Cross MacKillop Catholic Parish Primary School we are committed to having a safe, supportive and positive learning environment.

UNDERSTANDINGS

Our Code of Behaviour is based on the Gospel values and is underpinned by the Restorative Justice philosophy of love, care, justice, acceptance, respect, compassion and forgiveness. These values also underpin our philosophy of Restorative Justice that has as its’ framework:

- Misconduct is a fundamental violation of people and interpersonal relationships
- Violations create obligations and liabilities
- Restorative Justice seeks to heal and put right the wrongs

Restorative Justice is a participatory and democratic justice that focuses on the community defined by the incident and not just the offender. It is an approach to harmful behaviour and community conflict that sees wrongdoing as essentially a violation of people and relationships.

We promote values and behaviours that facilitate trusting relationships and positive school experiences, within a stimulating and safe environment.

We believe that a code of behaviour and the restorative philosophy on which it is based is concerned with the socialization of children, their emotional security, personal maturation, life experiences and moral development.

We believe in a positive approach to discipline wherein respect and consideration are of the utmost importance, as we facilitate children’s acceptance and understanding of themselves, others and their environment.

We value social learning and respect for other people’s choices, for developing personal responsibility and enhancing empathy for individual rights, responsibilities and consequences of actions. We recognise that teaching social competencies and promoting the philosophies of Restorative Practices is inherent to each child achieving emotional wellbeing.

We believe that the tone of our school, including our Code of Behaviour, is built on the relationships forged between staff and children within the St. Mary of the Cross MacKillop
Catholic Parish Primary School community. Positive relationships are communicated through attitudes and actions of welcome, mutual respect and care, friendliness, cooperation and a striving towards mutual goals.

We believe that in assisting children to grow and develop, it is important to enlist the support and co-operation of the parents and the school community.

We value our partnerships with agencies to support us in promoting our students’ wellbeing.

AIMS

The aim of this policy is to ensure that at St Mary of the Cross MacKillop Catholic Parish Primary School we develop:

- Qualities of respect and acceptance for self and others
- Resilience
- Skills in the children to enable them to make responsible choices and to accept the consequences of their choices, actions and decisions
- Procedures to enable a consistent approach to behaviour management

IMPLEMENTATION

Therefore at St Mary of the Cross Catholic Parish Primary School our approach to behaviour management aims to provide a teaching and learning environment that fosters and promotes the following:

- Rules that acknowledge that each member of the school community has rights and responsibilities
- Making responsible choices in respect to health and safety
- Learning opportunities for all members of the school community
- Acceptance of the opinions of others
- Acceptance of a person's background, race, culture, religion, gender, intellectual ability, physical appearance
- Showing respect for self, others and their property

AT ST MARY OF THE CROSS MACKILLOP CATHOLIC PARISH PRIMARY SCHOOL CORPORAL PUNISHMENT IS NOT PERMITTED.

Rights & Responsibilities

At St Mary of the Cross MacKillop Catholic Parish Primary School we believe that all members of our school community have the following rights:

STUDENTS:
We all have a right to work, play and learn in a friendly, safe and respectful environment.

SCHOOL STAFF:
We all have a right to work in a friendly and safe school that is supported by the school community.

PARENTS:
We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and respectful school environment.
Staff at St Mary of the Cross MacKillop Catholic Parish Primary School have a responsibility to:

- Provide a safe, Christian and supportive environment for our students
- Treat students with respect and consideration
- Make decisions that protect others’ rights
- Provide quality curriculum which is inclusive of all students
- Nurture positive relationships with students and their families
- Act as role models
- Actively listen to students and take appropriate action
- Support colleagues by dealing with incidents as they occur
- Document incidents on appropriate pro formas

Students at St Mary of the Cross MacKillop Catholic Parish Primary School have a responsibility to:

- Make decisions that protect others’ rights
- Be organised
- Let others be themselves
- Listen to others’ opinions
- Follow school rules
- Always do our best

Parents at St Mary of the Cross MacKillop Catholic Parish Primary School have a responsibility to:

- Provide a safe, Christian and supportive environment for their children
- Treat their children with respect and consideration
- Nurture a positive relationship with the child’s teacher
- Support and endorse the school’s code of behaviour
- Support the school’s learning and teaching policies

Positive Recognition
Positive recognition should be the most active part of any learning studio discipline plan.

- It encourages students to continue appropriate behaviour
- It increases a student’s self esteem
- Reduces problem behaviours
- Helps improve relationships with students
St Mary of the Cross MacKillop Catholic Parish Primary School

Discipline Plan

The School Discipline Plan will be based on the model of Lee Canter’s Assertive Discipline

School Rules

School rules/ expectations and the values they are based on are determined by staff.

These rules will be based on:

- School values
- Respect for the rights and responsibilities of all children to experience a safe learning environment that fosters risk taking
- Acceptance and valuing of individual differences

The format for the display of rules will include:

A. List of rules for the learning studios and playground

1. Follow directions
2. Keep hands, feet and objects to yourself
3. Speak appropriately with good manners, no swearing, no yelling no put downs
4. Listen to others when they are speaking without interrupting
5. Treat all property with care and respect

B. Agreed Consequences – Corrective actions

Hierarchy of Steps Within the Classroom

Step 1 Warning
Step 2 Movements within the learning studio
Step 3 Formal timeout within the room
Step 4 Sent to another learning studio - fill out Thinking About My Behaviour sheet and make up time doing work at recess

C. Supportive Feedback Within the Learning Studio,

Learning Studio Expectations

At the beginning of the year all teachers are expected to create and display a learning studio discipline plan based on the school’s agreed model. This plan should be revisited with the children as a regular practice and as necessary.

The model will need to be defined and discussed to meet the needs of each group of students.

This model should be enforced by any staff member who has students in their care.

These will be negotiated between the learning studio teacher and the students

Praise according to the rules
Examples of Supportive Feedback:
- Stars, stickers
- When they have filled in their star chart they can have 15 minutes free time.
- Always give out rewards at the end of a session
- Brainstorm with the children; what do you think would be appropriate rewards. e.g.
  - Free time on computer
  - Colouring in book
  - Choice from a box of ideas
  - Board game
  - Lego
  - Choose a partner to play a game

We acknowledge that all children need to feel safe, respected and confident that their concerns will be listened to through use of affective questions with a view to children using them for personal problem solving.

We recognise that if a violation of a relationship occurs it must be dealt with justly.

Affective Questions which are part of our Restorative Practices Philosophy are for use in problem solving situations on both the playground and in the classroom. These questions are:

1. What Happened?
2. How did it happen?
3. How did you act in the situation?
4. Who do you think was affected?
5. How were they affected?
6. What needs to happen to make things right?
7. If the same situation happens again, how would you behave differently?
8. Who can support you in a situation like this in the future?

Expectations of Playground Behaviour

A. **School Rules** (as stated above)

School rules apply to the playground.

B. **Supportive Feedback on the Playground**

The duty teachers will note students requiring recognition for positive behaviour. This is to be acknowledged at level or school assemblies.

C. **Corrective Actions on the Playground**

- The use of affective questions
- Give children the challenge of trying to solve the problem before a given time (check to ensure all parties are satisfied)
- Clearly restate playground rules/expectations (avoid confronting children as it often threatens self-esteem and provokes aggressiveness)
- Group discussion of a dispute and guidance in problem solving e.g. brainstorming or role playing possible solutions
- Sending children to sit in a particular place to cool down and think, prior to talking through solutions (‘thinking spot’)
- Walk and talk over concerns with a duty teacher
- Removing equipment that is a cause of concern
- Verbal apologies, handshakes

**More serious behaviour may require the need for more formal consequences which may include:**

- Time away in a designated area to be monitored by the duty teacher
- Name of student and inappropriate behaviour recorded in the incident book found in the backpack (the incident book will be reviewed during level meetings)
- For repeated misbehaviour or more serious one off behaviour the child will go to the office area for time away
- The principal, deputy or an available teacher will supervise the student and record details. The student will record information on the *Thinking About My Behaviour* sheet
- Parents will be notified by the principal/deputy in consultation with teachers concerned, if unacceptable behaviour continues
- Behavioural contract negotiated including the removal from playground
- Individual/group counselling in social skills and/or conflict management
- Restorative Practices including Collaborative Problem Solving, Restorative Mediation or a Formal Restorative Meeting.
- A formal re-entry process will occur at any time when a student has been removed from the classroom, playground or school for an extended period of time.
- Students who have ongoing issues with behaviour either in the classroom or on the playground will be placed on a *Behavioural Intervention and Management Plan*. Further support from outside agencies will be used if necessary.
- Referral to external agencies for individual counselling if needed.

**The following behaviours would be considered serious:**

- Intentionally placing themselves or other children in danger
- Insolence towards teachers (swearing, rudeness)
- Physical violence (fighting, verbal abuse, hurting peers)
- Any bullying type behaviour
- Poor sportsmanship that disrupts games after a warning
- Continuing to play with sticks or other materials that could be used as projectiles, after a warning is given
- Intentional damage to others’ belongings including school property

See Addendum 1 & 2 on Responding to Serious Incidents
Bullying

St. Mary of the Cross MacKillop Catholic Parish Primary School views bullying as a serious concern and expects teachers and parents to work together to facilitate the personal growth of both victims and bullies.

DEFINITIONS OF BULLYING

Bullying is a sustained act that causes hurt or fear in another person. These are broad headings under which bullying behaviour falls:

- Physical bullying is ongoing, unwanted touching that hurts / offends another
- Exclusion bullying is continually leaving someone out to hurt their feelings
- Verbal bullying is ongoing use of language to intimidate or hurt others
- Gesture bullying is ongoing use of body language to offend or hurt others
- Extortion bullying is ongoing use of stand over tactics to control others

Bullying behaviours include the following:
- Social banter
- Hurtful teasing
- Pushing and shoving
- Subtle but nasty body language
- Malicious gossip
- Racial comments
- Exclusion
- Extortion/bribery
- Internet/phone abuse
- Sexual harassment
- Damage to property
- Physical violence
- Use of weapons
- Criminal acts.

Cyber Bullying

Bullying which is carried out through an Internet service such as email, chat room, discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS).

Examples of cyber bullying

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
- Defamation

Anyone can be bullied online and the bully can act anonymously if he or she desires.

People can also be bullied online by groups of people such as class groups or collective members of an online community.
PREVENTION OF BULLYING IS EVERYONES RESPONSIBILITY:

TEACHERS
✓ Will endeavour to act as role models of caring and tolerant behaviour
✓ Will listen to reports of bullying
✓ Will protect the victim from further harm
✓ Will act to stop behaviour recurring
✓ Will record information on the proforma St. Mary of the Cross MacKillop Catholic Parish Primary School Student Incident Record

STUDENTS WHO ARE BULLIED
✓ Will be encouraged to make clear statements in response to any violation of any school rules
✓ Will speak to a teacher and give him/her full details of the incident

STUDENT WITNESSES TO THE BULLYING
✓ Will intervene if they are able
✓ Will immediately seek teacher assistance if they are unable to intervene
✓ Will be held accountable if incidents are not reported

PARENTS
✓ Will listen sympathetically to reports of bullying incidents
✓ Will speak to the relevant school personnel
✓ Will allow the school to deal with incidents occurring at school and not intervene themselves
✓ Will work with the school in seeking a permanent solution

THE SCHOOL
✓ Will keep records on bullying incidents
✓ Work with parents of victims to assist their son/daughter to avoid being bullied in the future
✓ Support the victim of bullying
✓ Will help the bully deal with his/her own need to bully other students
✓ Will put corrective actions in place to support the bully
✓ Will work with parents of the bully to establish joint strategies for behavioural modification.
Responding to Serious Incidents

The CECV (Catholic Education Commission of Victoria) POLICY 1.14, Pastoral Care of Students in Catholic Schools, defines a serious offence as behaviour which:

1. Seriously undermines the ethos of Catholic Education; or
2. Consistently and deliberately fails to comply with any lawful order of the principal or a teacher; or
3. Is offensive or dangerous to the physical or emotional health of any staff member or any student; or
4. Consistently and deliberately interferes with the educational opportunities of other students.

St. Mary of the Cross MacKillop Catholic Parish Primary School will respond to serious offences in line with the procedures and policies outlined by the CECV POLICY 1.14.

In response to serious offences the Student Welfare Group will be convened to consider the needs of the student and disciplinary action will be taken in line with Restorative Practices. The student will have an opportunity to reply and will be included in decisions made. Generally an Individual Student Management Plan will be the first option. The plan is to be monitored closely and re-negotiated with the student when necessary.

Where the behaviour of a student is deemed to cause immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend him/her from the student community, pending the deliberation of the Student Welfare Group. The suggested role and responsibility of this group and its composition in these circumstances is outlined in the CECV POLICY 1.14.

The parish priest may attend meetings in an ex-officio capacity, mindful of the fact that the Student Welfare Group will be making recommendations to him for a final decision.

In considering the student and the case at hand, the group has a number of options available to it, including contractual arrangements, suspension and negotiated transfer. All are outlined in the CECV POLICY 1.14.

In final decisions, the group should aim for consensus. Where this is not achievable, the principal takes responsibility for a final decision, in accordance with school policies.
Proactive Measures to Promote Social Competencies and Student Wellbeing

- Restorative Justice Practices such as use of Affective Questions and Statements, the Language of Choice, Circle Time, Inner and Outer Circles, Collaborative Problem Solving and Restorative Mediation.
- Social Skill teaching is integral to the facilitation of children’s social and emotional wellbeing. Social Skills will, therefore, be valued and taught across the curriculum through modeling, discussing and role-playing actual social situations and appropriate conflict resolution skills.
- Collection of data through student, parent and teacher surveys to provide evidence for the need to make changes and to measure the benefits of changes made.
- Professor Michael Barnard’s *You Can Do It* program will be the main resource used to teach social competencies to the students. This will be supplemented by other programs such as ‘Bounce Back’ by Helen McGrath and Toni Noble.
- Ongoing professional development in Student Wellbeing in line with the School Improvement Plan
- Development of Student Leadership Programs and Initiatives
- Small groups targeted for specific social skills intervention.
- Individual counselling and / or referral to external agencies as is deemed necessary.
- Focus on Student Wellbeing in the development of curriculum based topics through the Victorian Essential Learning Standards.
- Development of Community Partnerships - Supportive Friends, Sustainability Initiatives
- Implementation of Drug Education Programs
- Allannah & Madeleine Buddy Foundation social skills framework.

Children will be encouraged to feel happy and secure; friendly, co-operative, kind and accepting of each other through e.g.

- Valuing and celebrating differences
- Welcoming and including each other
- Listening to and supporting each other
- Reporting all instances of bullying
- Showing respect when talking to children and adults
- Listening to and following instructions quickly and cheerfully
- Sharing equipment
- Asking others to join in games
- Awaiting turns
- Go out without making a fuss when playing games; accepting the umpire/teams’ decision
- Demonstrating care and friendliness towards younger children
- Using acceptable language
- Solving problems in ways that everyone feels satisfied
- Not interfering in other’s activities
- Standing up against name calling or teasing
Agreeing not to push, hit, kick or hurt anyone
- Demonstrating Restorative Practices
- Peer Support practices
- Celebrating each other successes

Communicating the policy to the school community
- Staff will be made aware of the directions of this policy through their Induction process
- At the beginning of each school year staff will clarify the school policy as a group and review its implementation expectations.
- The Student Well Being Leader has the responsibility for ensuring that any new staff to the school are familiarised with the school’s policy and its implementation.
- Parents are advised of the school’s behaviour management policy through the school’s newsletter at the beginning of each year and reminders are included at regular intervals.
- At the time of enrolment, parents are advised of the school’s behaviour management policy.
- At whole school and other assemblies, reminders are given to those present (students, parents, teachers) regarding the school’s behaviour management policy.
- Parents will be able to access this policy through the school web site but will also be made aware of its content through the Parent Handbook

EVALUATION
This Policy is evaluated and reviewed as part of the School Improvement Plan. The practice is evaluated on an ongoing basis by staff members, the Leadership Team and Student Wellbeing Committee.