

ST MICHAEL'S CATHOLIC PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY



Released 2009
Review 2021

Rationale

Our Behavioural Management Policy reflects the principles of Pastoral Care in Catholic Schools by encouraging the development of each persons' Christian conscience. The Policy seeks to assist our students to work and play together according to the principles of love and respect that Jesus taught us. All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

All staff, students, parents and visitors of St Michael's agree to adhere to the school Code of Conduct.

Definitions

Behavioural Management is defined as having guidelines and strategies that enable the school community to provide an atmosphere where students are free to develop to their full potential with positive self-worth based on Christian values.

- Develop a respect and tolerance of others
- Enhance achievement and emotional well being
- Build confidence and resilience
- Include reflective problem solving strategies
- Develop student responsibility for their behaviour.

Self-Discipline

Children will be encouraged to develop self-discipline. They will be asked to realise they have responsibilities and they should be aware of their rights and the rights of others.

Self-discipline will be promoted by:

- the development of self esteem
- the administration of observable justice
- and by reconciliation

Children need guidance directed to their age and level of ability to develop self-control and the capacity for co-operation.

Scope

This Policy applies to St Michael's Catholic Primary.

Principles

- We share our Christian values in the way we relate with others.
- Each child has the right to be respected as an individual and made to feel valued.
- Each child has the right to learn, work and play in a friendly, safe and supportive school.
- Each teacher has the right to teach.

Procedures

We are committed to a partnership with the home based on communication including telephone calls, notes in the student's diary and face to face meetings.

Every effort is made to focus on positive responses to the rules celebrating good choices through verbal praise, merit awards and positive notes sent home (diary).

Fair Process will be followed whereby

- Rules will be clearly set out
- Students and parents will be informed
- All matters investigated
- The student is given a reasonable opportunity to respond
- Consequences of disruptive or misbehaviour are fair and reasonable

School Rules

1. Always follow directions given by staff
2. Show respect for self, others, property and the environment
3. Be kind and courteous at all times
4. Walk on the verandahs
5. Wear the school uniform correctly

Misbehaviour

Students are asked to reflect on what they have done and what will be expected in the future. A warning will be issued first. If the child continues to behave inappropriately a logical consequence will be issued.

These consequences include:

- Losing the right to continue with what they have been doing
- Being isolated from the others
- Writing or verbally expressing an apology
- Rehearsing the appropriate behaviour
- Being asked to spend time thinking about their behaviour
- Supervised Time Out
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Behaviour Plan

Serious misbehaviour are continuous, regular or one off actions such as verbal or physical aggression, intimidation (physical and emotional bullying) vandalism, defiance, swearing, disruption, dangerous behaviour or isolated serious breaking of the rules.

In these cases the teacher will consult the Principal. Parents will be contacted and an appointment made to discuss the situation. Consequences may include lunchtime detention in the Principal's office, loss of playground privileges, regular behaviour reports.

Student right of Reply – i.e. student can respond

Playground Supervision

The key emphasis in the playground is a duty of care that supports student behaviour in ways that enhance safety, enjoyment, health and fair treatment. There is active movement of the duty teacher around the grounds - talking with students, encouraging and acknowledging positive play, encouraging and acknowledging a clean safe environment.

For inappropriate behaviour in the playground all staff use the following sequence to deal with students:

- Stop and calm the child / children
- Ask for an explanation
- Reflect back on the rule
- Discuss what the child / children are going to do about it
- Consequences or solutions suggested
- Consequences or solutions put into effect

For more serious offences, and/or repeated offences, students are given time-out from the playground. The duty teacher follows up with these students at the conclusion of their duty, including informing their class teacher.

Staff will endeavour to be consistent in their approach to student management:

- Identify students behaving appropriately by giving positive feedback
- Identify students behaving inappropriately and insist on the correct behaviour at all times
- Each Friday a name will be drawn from the box and the student will receive a canteen voucher.
- Making Jesus Real Award.

Classroom Behaviour Management Plan

The children are to be involved in formulating classroom rules and these are to be displayed in the classroom in a format suitable to the age level. Rules are to be stated in positive terms.

When formulating classroom rules consideration must be given to the following:

- Talking or Communication Rules
- Learning rule
- Movement rule
- Treatment rule - how we treat others, manners, etc.
- Problem rule - the way we fix up problems
- Safety rule - behaviour, equipment, excursions
- Rights, responsibilities and rules established with students at the beginning of the year
- Discussion of consequences

Each teacher will discuss classroom behaviour plan with parents. This will include:

- Brief statement related to what the teacher believes in relation to behaviour management, but in line with the school policy
- The agreed rules, rights, responsibilities for students
- The positive outcomes
- The logical negative consequences
- A concluding statement requesting the school and home work together
- A return slip to indicate the policy has been discussed at home and giving parents the opportunity to respond to the plan