



BEHAVIOUR MANAGEMENT POLICY

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*“Love the Lord your God with all your heart,
with all your soul and with all your mind.”*

Matthew 22: 37-39

RATIONALE:

Inspired by the call of discipleship in Christ and committed to excellence in teaching and learning, we strive to “make a difference” as a community by embracing and celebrating the uniqueness, creativity and achievements of each individual. Our school aims to assist students in their intellectual, physical, social, spiritual and emotional development. Self-discipline is an important aspect of this. We recognise the worth, dignity and uniqueness of every individual in our school community.

Birlirr Ngawiyiwu Catholic School (BNCS) has adopted a whole school approach to bring about positive behaviour. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to enable these positive behaviours. BNCS aims to provide a safe and supportive environment in which learning takes place. This Policy recognises that we (staff, students and parents) all share the responsibility for Behaviour Management, with a positive and pastoral outlook for all.

We believe the following:

1. Learning is a cooperative activity.
2. Every student has the right to learn without being disturbed.
3. Every teacher has the right to teach without being disrupted.
4. All members of the school community have the right to be treated courteously and with respect.

SCHOOL RULES:

- **LOVE GOD - Respect Self**
- **LOVE ONE ANOTHER - Respect Others**
- **LOVE THE ENVIRONMENT - Respect the place we are in**



RIGHTS AND RESPONSIBILITIES

| | have the Right to... | have the Responsibility to... |
|-----------------|--|--|
| Staff | <ul style="list-style-type: none"> • respect, courtesy and honesty. • teach in a safe, secure and clean environment. • teach in a purposeful and non-disruptive environment. • cooperation and support from the whole school community. • be heard in an appropriate forum on school related matters. | <ul style="list-style-type: none"> • model respectful, courteous and honest behaviour. • ensure that the school environment is kept neat, tidy and secure. • establish positive relationships with students, staff and parents. • plan and develop learning programs consistent with current educational requirements. • report student progress to parents. • consistently implement and account for school policies. |
| Students | <ul style="list-style-type: none"> • respect, courtesy and honesty. • work and play in a friendly, safe, secure and clean environment. • learn in a purposeful and supportive environment related to their developmental level. • clear guidelines and expectations. • access to an effective system dealing with harassment and bullying. • be exposed to proactive social and anti-bullying programs. • be heard. | <ul style="list-style-type: none"> • behave safely and respectfully to others. • ensure that they are punctual, prepared and display a positive manner to their learning. • ensure that their behaviour is not disruptive to the learning of others. • contribute to a neat, tidy and secure school environment. • follow school guidelines and expectations. • listen to others. |
| Parents | <ul style="list-style-type: none"> • respect, courtesy and honesty. • be informed of behaviour management procedures and decisions affecting their child's health and welfare. • access for their child to a meaningful and adequate education. • be heard in an appropriate forum on matters related to their child's education. • Engage the school in cultural dialogue | <ul style="list-style-type: none"> • interact with the school community in a respectful manner. • support BNCS in its religious education program. • ensure punctual attendance of their child.. • support the school in its educational endeavours. • inform teachers of factors that may affect their child at school. • support procedures in relation to Behaviour Management Policy and the school curriculum. |



POSITIVE REINFORCEMENT

It must be emphasised that all teachers strive to create a positive, rewarding and enriching learning environment. This remains the single most significant opportunity to influence cooperative behaviour and underlies all actions in this policy. This needs to be considered at an individual, class and whole school level.

All staff at BNCS will be responsible for recognising and reinforcing children who consistently and continually behave appropriately as well as those students who make an effort to manage their own behaviour. The policy also provides for those students who need additional support and direction.

The following initiatives are run at BNCS to establish and maintain the students' positive behaviour.

- Teachers trained in Trauma recognition (2016)
- "PATHS" promotes positive social, mental and emotional wellbeing.
- Incentive programs in the classroom which acknowledge appropriate student behaviour. Teachers design their own programs.
- Positive classroom teacher/staff attitudes.
- Individual behaviour programs to meet individual student's needs.
- Merit Certificates (Class Teachers)
- Attendance Certificates (Class Teachers)
- Consistent expectations throughout all classrooms regarding student behaviour and procedures.

While rules are necessary, they do not change behaviour like positive action does. By valuing and developing positive relationships, and by implementing behaviour management procedures effectively, we can improve that interaction.



CLASSROOM & SCHOOL EXPECTATIONS

| Classroom Expectations | Examples |
|------------------------|---|
| Mutual respect | <ol style="list-style-type: none"> 1. Respect others physically, verbally and emotionally. 2. Speak politely and use good manners to all others. 3. Listen to the teacher and ask questions when you are not sure. 4. Ask for permission to leave the room. 5. Accept responsibility for own learning and behaviour. 6. 'Teasing' – is not encouraged |
| Respect for property | <ol style="list-style-type: none"> 1. Look after all school equipment, including computers and sporting materials. 2. Graffiti is not acceptable on any property. 3. Keep desks and chairs clean. |
| Think Safety | <ol style="list-style-type: none"> 1. Move carefully around the classroom. 2. Pass objects to others. 3. Only enter the room when a teacher is present. |



PROCEDURES FOR BEHAVIOUR MANAGEMENT

CLASSROOM POLICY:

All staff members follow the following suggested classroom and whole school management guidelines which work in conjunction with PATHS and with Trauma informed procedures.

- The physical environment allows for students to seek an area to self regulate
- Teachers use positive reinforcement of acceptable behaviour rather than targeting negative behaviour
- Teachers work on establishing positive relationships with their students.

If a student demonstrates unacceptable behaviour then:

- verbal warning
- Another warning with movement away from distraction
- Third warning invokes a time out in the class room environment
- Fourth warning – buddy class
- If the student continues to be unable to self regulate or uses inappropriate, violent language/behaviour the student is removed from class to have some 'quiet' time with the principal/office
- Before returning to class the student is required to apologise for his/her actions

If the behaviour continues, then this will be referred to the Principal and parents will be invited in to the school for a meeting. Possible consequences for consistent misbehaviour: loss of privileges, detention, in school detention, loss of privileges



“OUT OF CLASS” BEHAVIOUR MANAGEMENT

| School Rules | Elaborations |
|---|---|
| Mutual Respect - LOVE GOD - self - LOVE ONE ANOTHER - others - LOVE THE ENVIRONMENT - property | <ol style="list-style-type: none"> 1. Respect each other physically, verbally and emotionally. 2. Include others when playing. 3. Keep hands and feet to yourself. 4. Look after all school equipment. 5. Take care of your property and that of others. |
| Positive Talk - be polite - no teasing | <ol style="list-style-type: none"> 1. Speak politely and use good manners to all others. 2. Speak respectfully to, and about, others. |
| Think safety | <ol style="list-style-type: none"> 1. Walk on paved areas and around corners. 2. Keep corridors and walkways free for easy access. 3. Give way to adults when necessary. 4. Hat to be worn during outdoor activities. 5. Keep play fun and safe. |
| Respect the environment. | <ol style="list-style-type: none"> 1. Respect (the environment Rubbish in bins. |
| Eat and play in the allocated area. | <ol style="list-style-type: none"> 1. Always eat and play in the area allocated. |



MANAGEMENT OF BULLYING AND HARASSMENT

This Bullying and Harassment component integrates with the school's Behaviour Management Policy. There is a strong statement to the school community that bullying and harassment will not be tolerated at St Joseph's Catholic Primary School.

DEFINITION OF BULLYING:

Bullying is when there is an **inappropriate use of power**. When a person or group of people hurts (emotionally / physically) or frightens another person **deliberately** (on purpose) and **repeatedly** (again and again).

Harassment can be seen as a form of bullying. Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended.

The nature of bullying may be:

Verbal:

- Name calling (spoken, written or electronic)
- Teasing / laughing and joking about someone
- Using hurtful and racist names

Physical:

- Hitting, punching, pushing, kicking, tripping, throwing objects
- Deliberate action – with intent to harm

Social:

- Excluding someone from play (ignoring, hiding, ostracizing)

Psychological:

- Cyber bullying - Internet/electronic harassment (inappropriate email/text messages...)
- Threatening someone
- Spreading of rumours
- Hiding or breaking someone's belongings

RESPONSE TO INCIDENTS OF BULLYING

Children are not expected to tolerate bullying or suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and supported.

The management of incidents of alleged bullying will involve the child, parent and teacher. If it is a duty teacher, the matter is dealt with, and the classroom teacher is informed. The class teacher retains overall responsibility to manage alleged incidents after immediate issues of safety and fact finding are completed. At any stage, or in the case of recurring, complex or serious bullying incidents, teachers may refer the matter to the leadership team. The referral is made for consultation, counselling or management (including consequences if necessary).



PROCEDURES FOR STUDENT REPORTS OF BULLYING

Students need to be encouraged to report any incidents of alleged bullying to teachers whether they are the person being bullied or a bystander. Reports can be made verbally or through a written reporting system, which is treated confidentially. Students will be given the option of submitting concerns in a sealed box in their classroom, accessed only by the class teacher. Anonymous submissions are acceptable.

The teacher will use discretion whether the matter is raised at the class meeting. (if appropriate)

Sensitive management is required by teachers when handling concerns raised by students, whether received as a verbal or written report.

PROCEDURE FOR PARENT REPORTS OF BULLYING

Parents are instructed to meet with their child's class teacher as the first point of contact. If necessary, other staff such as the principal may be involved.

PROACTIVE MEASURES TO MINIMISE BULLYING

- Promotion of the school values.
- Information on bullying will be made available to parents, teaching and non teaching staff in the form of literature, educational sessions or through discussions as required.
- The school curriculum will provide opportunities for teaching preventative and proactive programs such as PATHS, and other material covering protective behaviours.
- Students will be given opportunities to talk about bullying and other social problems they may be experiencing through regular class meetings and circle time.
- Teachers will teach and model positive cooperation through restorative practices in building positive relationships, negotiation, compromising, sharing, valuing the opinions of others, discussion skills, respecting others and developing good communication skills.
- At risk students will be supported to learn appropriate ways of communicating their needs and relating to others. This support will be provided by the class teacher,
- Emphasise a restorative approach by listening to both sides, problem solving and facilitating students to find solutions to their interpersonal issues.
- Provide a regular buddy program - pairing younger students with older students for a variety of activities both with an academic and social focus.
- Encourage restorative practice and cooperative learning throughout the school.



SEVERE CLAUSE:

A severe clause will apply for instances of wilful, persistent, malicious or dangerous behaviour, which threatens the safety of people and/or property, or disrupts the normal teaching and/or working environment of the school.

The Principal reserves the right to deal with instances of severely disruptive behaviour on their individual merits. Any consequences resulting from a severe clause will not be implemented until the matter has been discussed with the parents of the child.

Repeated instances of severely disruptive behaviour will lead to consequences such as in-school suspension and out-of-school suspension.

In keeping with Catholic Education Office policy the Principal reserves the right to exclude a student from school for extremely serious or repeated instances of gross misconduct, serious infringement of school rules, behaviour that is persistently disruptive or contrary to the mission statement of the school. It is hoped that this final step would be used very rarely if ever.

I have read and discussed this school Discipline policy with my children and agree to support the school and staff by ensuring that my children abide by the rules and procedures contained within.

SURNAME: _____ CHILDREN: YR ____ _____

DATE: ____ / ____ / ____ YR ____ _____

YR ____ _____

SIGNATURE: _____

YR ____ _____



CODE OF GOOD CONDUCT

Love God Love One Another Love the Environment

COURTEOUS, CONSIDERATE AND CO-OPERATIVE BEHAVIOUR:

At Birlirr Ngawiyiwu we are always expected to show real consideration for others. That means that we consider their feelings and their rights at all times - and don't just think of ourselves.

Considerate behaviour also means that we treat others with courtesy and politeness. We use people's names when we speak to them. We speak clearly and nicely; and we use respectful language. We never answer back, mutter under our breath or pull faces when we are being spoken to or when we are speaking to anyone.

Being courteous also means that we use manners when we speak. ("Please", "Thank you", "Excuse me", "I beg your pardon", etc.) We are polite to others (and we should expect to be treated in a polite and considerate manner also).

Being considerate means being aware of the feelings of others. We never tease people, laugh at them, make fun of them or 'put them down'. We treat others in the way we would like them to treat us, and we allow others the right to be accepted as individuals.

Co-operative behaviour means that we work well with others and that we are prepared to share and to take turns. We should not try to dominate others - nor should we expect (or accept) to be pushed around by others.

Our attitudes and our 'body language' should always show our consideration.

Being a 'Bystander' and not supporting our school mates is not acceptable. We do not support bullying or teasing at Birlirr Ngawiyiwu.