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STUDENT BEHAVIOUR MANAGEMENT PROCEDURE

RATIONALE

The Behaviour Management Procedure provides a framework to develop as Christian people in a safe, caring and supportive environment. The procedure seeks to encourage appropriate behaviours while at the same time developing an awareness of the responsibilities, we all share in being part of a Christian community. This procedure aims to encourage all members of our school community to emulate the school values of Respect, Responsibility, Compassion and Excellence.

Through the implementation of this procedure, we are attempting to involve all the school community in nurturing a school environment that will encourage positive change and growth for all individuals and assist children to develop a sense of social responsibility and self-discipline.

“Teach a child how he should live, and he will remember it all his life” - Proverbs 22:6

“Treat others as you would like them to treat you” – Luke 6:30

OVERVIEW OF BEHAVIOUR MANAGEMENT AT GOOD SHEPHERD SCHOOL

A Whole School Approach

- A whole school approach to behaviour management
- Strong collaboration and communication with all stakeholders in implementation of behaviour management
- Include working alongside and seeking assistance from outside agencies for those students who have specific behavioural, social and emotional needs.

Positive School Environment

- A caring, safe and positive school environment which encourages a strong sense of belonging and encompasses the school values of Respect, Responsibility, Compassion and Excellence.

Proactive Prevention

- Appropriate instructional strategies, programs and pedagogies, which are relevant, engaging, address the needs of the students and cater for individual difference
- Proactive preventative measures such as the explicit teaching of social skills through everyday examples and our Keeping Safe social and Emotional program.

Relationships

- Positive relationships and a sense of mutual respect existing between members of the school community
- Parents kept informed about their child's behaviour and progress

Rules and Procedures

- A clear set of rules and procedures based around Red and Green thinking
- Fair and effective application of consequences for those who misbehave

Roles

- Stakeholders aware of their roles and responsibilities
- Operational procedures for the implementation of the Behaviour Management Procedure in place, and known and followed by staff

Support

- A student support service available in place to provide intervention and corrective strategies for those who continue to misbehave or who have special needs
- Staff seek to provide collegial support through effective communication

Review

- Review and reflection processes in place to monitor student behaviour and plan for improvement
- Policy and procedures are reviewed as necessary

A Whole School Approach

A whole school approach is undertaken to student management and is guided by the following principles:

- All practices and procedures will reflect Catholic ethos and Gospel values
- Respecting the dignity and value of each person fosters the development of positive attitudes, relationships and well-being
- Commitment from the individual, home and school as key stakeholders is required
- The rights and responsibilities of all within the school community are acknowledged
 - o All members of the school community have a right to be always treated courteously and respectfully
 - o All members have a right to learn and work in an orderly, safe environment

Positive School Environment

Good Shepherd Catholic Primary School aims to create a caring, safe and positive school environment by helping students, staff and parents to become known and valued members of our school community.

Some of the ways we work to achieve this aim:

School Environment

- Welcome sign at the front of the school
- School vision / mission statement at the front of the school
- Motto displayed in Ward House
- School grounds neat and well maintained
- Classrooms neat, orderly and in good repair
- Equipment, furniture and facilities in good repair

Classroom Environment

- Classroom aesthetically pleasing and child-centred including a variety of learning situations
- Positive message posters up in room
- Acknowledgement of student birthdays (stickers, awards etc.)
- Appropriate instructional strategies and pedagogies

Teaching and Learning

- Explicit teaching of social and emotional skills
- Explicit teaching of protective behaviours
- Providing an appropriate and flexible curriculum
- Providing engaging, instructional strategies

- Providing pedagogy which caters for different learning styles and individual needs
- Providing learning programs which enable students to experience success
- Provide individual education plans and individual behaviour plans where necessary

Positive Reinforcement

- Merit awards – directly connected to one of our school values of Respect, Responsibility, Compassion and Excellence
- Values Award
- Verbal acknowledgement of positive behaviour
- End of Year Awards – Presentation

Public Acknowledgement / celebration of student achievement

- Acknowledgement of student achievement outside of school hours
- Acknowledgement of student achievement in newsletter
- Displays of student work around the school e.g. front office display
- Students referred to Principal with samples of good work
- Assemblies – WOW work acknowledgement
- Social Media

Responsibilities that give a sense of purpose for students at risk

- Special responsibilities in the classroom
- Special responsibilities working with animals and vegetable gardens

Enrichment Opportunities

- Choir
- Concerts
- Musical productions
- Drama opportunities
- Talent Quests
- Inter-school competitions
- Creative Edge Thinking
- Speak Up
- Science Week

- Special Science Projects such as Tiddaliks Garden and Bug Motel
- Enrichment Classes
- Speak up Awards
- Creative Edge Thinking Competitions

Giving Students Responsibility

- Student Leadership Teams
- Assembly organization
- Fundraising projects
- Roles in special events e.g. ANZAC Day
- Student newsletter articles

Badges or Identifying Clothing

- Badges for student leadership
- Leaver's shirts
- Staff name badges and uniform

Self-Improvement / Peer Support Programs

- Keeping Safe: Child Protection Curriculum
- Bidjara
- Seasons for Growth

Student/ Family Services

- School Psychologist
- Parkerville Family and Youth Care / Chaplain
- Parish Priest
- School Health Nurse

Outside agencies for students with special needs

Proactive Prevention

Keeping Safe Program

Relationships

Students need to feel loved by their teachers and by other school staff, just as Jesus disciples felt loved by Him. Students need to be inspired to love their teachers in turn. Ideally, teacher-student relationships will develop the openness and dialogue that helps teachers to guide their students.

Positive relationships enable students to understand what is involved in living as Christians in Australia today. Staff need to model and speak of Christian values, attitudes and behaviour, especially in the informal discussions that can arise outside the classroom. This helps students to accept the Christian message as reasonable, valuable and relevant.

(Bishops Mandate 2009-2015, p.23)

At Good Shepherd School we believe that while rules are necessary, they do not change behaviour and encourage self-discipline like positive action and interaction does. By valuing and developing positive relationships, and by implementing behaviour management procedures effectively, we can improve that interaction. These relationships include staff, students and parents.

Making an effort to develop respectful relationships most of the time, we believe we can make a significant contribution towards a caring and positive school environment, and good student behaviour.

We believe we need to work at building relationships. When we have to discipline students, it should be done so in a manner that will not damage our relationship with them. When rules have to be enforced, they should be done so in the 'spirit of the law' and not to the 'letter of the law'. Likewise, when consequences are required, they should be applied in an impartial and non-emotional way if possible. Students should understand that they have chosen to receive that consequence as a result of their actions.

We believe that students should be given every opportunity to make 'a fresh start' after inappropriate behaviour/s have been dealt with and that each child has the right to not be labelled by staff, students or parents.

Staff, parents, community members and outside agencies should work together to encourage, support and teach students how to behaviour in a manner that is positive, caring, kind and safe for themselves and others.

Rules and Procedures

School Rules

Following Instructions

Students must follow the instructions of staff at all times.

School Uniform

Students are to dress in accordance with the School Uniform Code. Students are required to wear a hat at recess and lunch. If students do not have a hat they are required to play under the shade sails and verandah.

Student Access Areas

Students are only permitted in designated areas of the school.

Students are only allowed in classrooms where a staff member is present.

Students are not allowed on school grounds after school or on weekends unless they are involved in an approved, supervised activity.

Students out of class during a lesson

Students out of class during a lesson must have a valid reason and teacher permission.

Leaving the School Grounds

Students may only leave the school grounds during the school day after being signed out by a parent or designated guardian.

Unacceptable Behaviour

The following behaviours are not acceptable at our school:

- Spitting
- Obscene language or swearing
- Verbal or physical abuse of others, harassment or fighting
- Littering
- Throwing objects in a dangerous way
- Splashing, squirting, or wetting other students
- Rough or dangerous play
- Running on walkways

Items not permitted at school

- Personal toys (including sport equipment or game cards)
- Chewing gum.
- Knives, weapons or any kind of explosive device

Food and Drinks

- Students must queue up in line and use good manners at the canteen.
- Students are to eat seated in the designated area and remain seated until dismissed by the duty teacher. Good Shepherd is a 'nut free' school.

Procedures

1. Parents will be informed of the Student Management Policy during the enrolment interview and made available through the school website.
2. Each classroom teacher will develop a Class Management Policy which is underpinned by the School Discipline/Management Policy Principles and the School Code of Conduct.
3. Parents will be informed of the Class Discipline/Management Policy at the parent information meeting held in first term.
4. If issues cannot be satisfactorily resolved, then, in consultation with the Assistant Principal or Principal, written contact with the parent(s) will be made to convene a meeting between the teacher, parent(s) and child to set goals and a behaviour plan.
5. Formal record of this meeting will be kept. This will be maintained in the student's file.
6. Referral to appropriate agencies to investigate and respond to specific needs will occur when deemed necessary, with the approval of the principal.
7. A review meeting will be conducted to reset goals, acknowledge progress and determine further action.

PLAYGROUND BEHAVIOUR

Duty Procedures

Designated outdoor duty areas include the Undercover Area, ECE Play area, Courts, Oval

Duty times

- 8.15 am - 8.40 am – crosswalk before school
- 10.45 am – 11.05 am – recess
- 12.40 pm – 1.00 pm – first lunch
- 1.00 pm – 1.20 pm – Oval duty
- 1.00 pm – 1.20 pm – second lunch
- 3.00 pm – 3:20 pm – after school duty

Duty Roster

The duty roster is posted in the staffroom

General Procedures for Managing Schoolyard Behaviour

Duty teachers are responsible for the safety and acceptable behaviour of students in the areas they supervise.

Duty teachers –

- Wear high-visibility vests
- Carry duty bag
- should be punctual
- should praise and encourage positive playground behaviour
- should use some of the following strategies for minor breaches of the school rules:
 - call the student aside and motivate him/her towards positive behaviour and remind them of red and green thinking rules
 - sit the child out of the play area for a few minutes
 - have the student walk with the teacher for a period of time
 - refer students to our school rules and agreed code of behaviour
 - staff to sign into the contemporaneous register when on duty in the kindergarten area.

Acknowledgement of Positive Schoolyard Behaviour

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the school environment or simply positive behaviour, this will be acknowledged and rewarded by:

- **Positive verbal acknowledgement**

- **Positive body language –**
- **Issuing school values award in the playground**

Negative Playground Behaviour

All teachers here at Good Shepherd Catholic School strive to create a safe, positive and rewarding play environment by arriving at duty on time, circulating in and around the play area, intervening where necessary and maintaining a 'relaxed vigilance' over games, conversations and behaviours.

Should any child on any day decide *not* to comply with the school rules and code of behaviour then the following procedures will occur:

SERIOUS MISDEMEANOURS

- If a 'incident is deemed serious enough (eg bullying, wilful property damage, verbal abuse, causing deliberate physical harm, deliberately disobeying a teacher's instructions, stealing, vandalising property), it requires immediate and automatic removal of the student from the playground area.

Consequences may include a combination of the following:

- Stern Warning – parents notified
- Detention - Lunch time/s or after school and parents are notified
- In-school Suspension – parents notified
- Out of School Suspension – parents notified
- Incident is recorded on SEQTA

Restorative Practices

Depending on the severity of the incident and the student's history in relation to behavioural issues, a lunchtime or after school detention will be issued.

Lunchtime detentions are held during lunch from 12.40 – 1.20pm and will be supervised by a member of the leadership team in the Administration Office. Detention is preferably to be held the next day available after the consequence has been given.

Students on detention complete a self-reflection with one of the team members and then sit quietly until the end of detention. Reflections are sent home with the students for their parent's to sign and on return are scanned into SEQTA along with the teacher report.

In School Suspension

Following a review by the Principal, it will be decided if an in-school suspension is warranted. This will be held at the school in either a classroom or the administration area (the room will be decided on the day). The students will sit and complete work. There is to be no contact

with other students. One staff member will be allocated to supervise. Recess and lunch breaks will be taken at different times to the rest of the school.

In School Suspensions may also be issued following a serious incident. Duration of in-school suspension may range from half a day to three days.

Out of School Suspension

Good Shepherd Catholic School's policy on 'Out of School Suspension' is guided by the policy of the CEWA, which states:

Despite a school's proactive efforts, there are circumstances when a student's behaviour is unacceptable and warrants exclusion. This (CECWA) policy statement assists schools in assessing whether allegations of student behaviour contrary to the school's expectations may require the exclusion of a student from the school.

Exclusion is an extreme disciplinary action reserved for cases of gross misconduct, serious breaches of school rules, or repeated behaviour that is persistently disruptive. Given the significant implications for the student and their family exclusion is, therefore, to be applied as a last resort.

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will take into account all previous circumstances and will consult with key staff prior to invoking an out of school suspension.

CLASSROOM BEHAVIOUR MANAGEMENT

While we acknowledge that each teacher will have his or her own style of classroom management and that age of the students should be taken into account, it is important that there is a consistent and fair 'whole school' approach to behaviour management.

Step 1	Proximity Praise / Reward <ul style="list-style-type: none">• Check to see that the student understands the task and can do it.• Observe the student doing something positive and praise this behaviour.
Step 2	Rule Reminder <ul style="list-style-type: none">• Refer the student to the displayed rules.
Step 3	Verbal Warning <ul style="list-style-type: none">• State the problem and clearly state the desired behaviour.

Step 4	<p>Issue the Consequence</p> <ul style="list-style-type: none"> • Student is separated from the distraction within the classroom • Student to complete a Restorative Practice Reflection sheet.
Step 5 Or at teacher's discretion	<p>Serious Misconduct or Repeated Breaking of School Rules</p> <ul style="list-style-type: none"> • Student sent to a member of the Admin Team • Student completes a Restorative Practice Reflection sheet • File recorded in SEQTA

Each classroom will have a classroom management procedure that provides boundaries and positive reinforcement of students complying with classroom rules. Classroom rules and expectations to be displayed in each classroom.

CLASSROOM SUMMARY		
Not taking responsibility	Not behaving responsibly	Serious Behaviour
<p>Action – carried out by class teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal warning <input type="checkbox"/> Communicate with parent <input type="checkbox"/> Follow up <input type="checkbox"/> Issue consequence 	<p>Action – carried out by class teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rule Reminder <input type="checkbox"/> Verbal Warning <input type="checkbox"/> Issue consequence <ul style="list-style-type: none"> • Separated from distraction • Complete Restorative Practice Reflection sheet <input type="checkbox"/> Parent contacted <input type="checkbox"/> Record on SEQTA 	<p>Action – carried out by Principal or AP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal Warning <input type="checkbox"/> Student Behaviour Plan <input type="checkbox"/> Interview notes and plan on SEQTA <input type="checkbox"/> Parent contacted <input type="checkbox"/> Detention <input type="checkbox"/> In-school suspension
<p>Examples include:</p> <ul style="list-style-type: none"> • Late to class after recess or lunch • Homework not completed • Not following class rules 	<p>Examples include:</p> <ul style="list-style-type: none"> • 'Off task' behaviour • Not completing class work • Speaking inappropriately • Disturbing others • Interrupting teacher • Not following instructions • Rough/unfair play 	<p>Examples include:</p> <ul style="list-style-type: none"> • Throwing objects • Using abusive language or gestures • Disrespectful behaviour • Vandalising property • Disobeying instructions • Stealing • Inappropriate physical behaviour

PLAYGROUND SUMMARY		
Not taking responsibility	Not behaving responsibly	Serious Behaviour
<p>Action – carried out by duty teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal warning <input type="checkbox"/> Rule reminder <input type="checkbox"/> Sit out of play for a number of minutes <input type="checkbox"/> Walk with the duty teacher or community service (eg picking up rubbish) 	<p>Action – carried out by duty teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal warning <input type="checkbox"/> Rule reminder <input type="checkbox"/> Duty teacher fills SEQTA report <input type="checkbox"/> Student may be given a further consequence. 	<p>Action – carried out by duty teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview notes and plan on SEQTA <input type="checkbox"/> Parent contacted <input type="checkbox"/> Detention <input type="checkbox"/> In-school suspension <p><i>Also refer to Bullying Policy</i></p>
<p>Examples include:</p> <ul style="list-style-type: none"> • Running on walkways • Leaving rubbish in eating area • Minor rough play • Not sharing equipment in game 	<p>Examples include:</p> <ul style="list-style-type: none"> • Rough play • Speaking inappropriately • Not following teacher instructions 	<p>Examples include:</p> <ul style="list-style-type: none"> • Bullying / intimidation • wilful property damage • verbal abuse • causing deliberate physical harm • deliberately disobeying a teacher's instructions • stealing

Roles

Leadership is responsible for and agrees to:

- Ensure that the School Behaviour Management Plan is developed through a process of consultation and regular review.
- Maintain regular communication with teachers about individual student behaviour concerns in the classroom.
- Ensure parents, students and staff are aware of the policies of the school.
- Ensure that the School Behaviour Management Plan includes:
 - a description of our school's approach to positive behaviour management
 - the rights and responsibilities of members of the school community
 - the roles and responsibilities of stakeholders
 - the school rules, classroom rules, code of behaviour and other behavioural standards used in our school
 - mechanisms for achieving a supportive culture within the school community
 - the school's approach to prevention of violence, harassment, and bullying
 - the school's approach to resolving conflict when problems arise
 - a hierarchy of consequences and sanctions for disruptive students
 - procedures for informing and involving parents should a behavioural difficulty arise

- procedures for documenting student behavioural concerns
- mechanisms for monitoring and reviewing the school's behavioural management plan
- suspension review procedures

Teachers are responsible for and agree to:

- Work on developing good student relationships by getting to know each child and taking a genuine interest in them.
- Participate in the development and implementation of the School's Behaviour Management Plan.
- Set consistent and achievable standards.
- Give consideration to student seating and classroom layout.
- Prepare each lesson thoroughly.
- Give clear instructions, teach at the student's level, choose the time for the lesson carefully, use motivation techniques, cater for a variety of interests, be flexible and adaptable in approach.
- Maintain regular communication with the Principal about individual student behaviour concerns and the strategies they have in place to deal with them.
- Document student behavioural concerns
- Create a positive classroom environment and reinforce appropriate behaviour by encouragement, reward, and praise.

- Be conversant with and implement classroom management practices and procedures which reflect current good practice.
- Set a positive example by good role modelling.
- Be alert to disruptive students and be prepared to use the school behaviour management plan consistently for inappropriate behaviour.
- Be aware of the school and classroom rules and display them in the classroom.
- Be consistent in approach and fair in application of behavioural consequences.
- Focus on the student's behaviour rather than the student.
- Allow student's the opportunity to participate in the formulation of the classroom rules.
- Record on student' file the nature of any communication conducted with parents regarding concerns over student behaviour – whether incidentally, over the phone or interview.
- Follow up on behaviour management issues.
- Communicate regularly with parents – both positive and negative behaviours.
- Actively support other staff members who may be having behaviour management problems, including relief teachers.
- Be punctual to class and when on playground duty.
- When problems arise teachers should resolve them in a calm, fair and consistent manner by following the School Behaviour Management Plan.

Students are responsible for:

- Actively participating in the education process within the school community; and
- Behaving in a way that meets the expectations of the school.
- Behaving in a manner that follows the school rules.
- Behaving in a manner that follows class rules.
- Acknowledging choices in their behaviour.

Parents and Caregivers are responsible for and encouraged to:

- Be proactive in developing positive partnerships with the school to achieve optimum outcomes for their child.
- Ensure that their child participates in the educational program
- Communicate issues and concerns that may impact on their child's behaviour, performance or progress at school.
- Actively support the implementation of the school's Behaviour Management Plan.
- Abide by the school's Code of Conduct

Support

The behaviour management of students is one aspect of the school's efforts to provide a safe and secure environment for its community.

Further support for this policy and the wellbeing of the school community can be accessed through.

- School Counsellor –provided by Parkerville Family and Youth Care
- CEWA Support Services
- School-based Psychology Service
- In school support programs – Bidjara, Seasons for Growth, Fathering Project

Review

The review procedures of this policy will be undertaken as part of scheduled policy review.

The policy will be considered when providing feedback regarding student well-being, pastoral care and Quality Catholic School review processes.