



Behaviour Management Policy

BELIEF:

“Children will be encouraged both by our example and instruction to share with others within the community the Christian values of respect, care, love and forgiveness. The Catholic School must develop persons who are inner directed, capable of choosing freely and in conformity with an informed conscience.” *(The Catholic School Article 31)*

At St Munchin's Catholic Primary School, the Behaviour Management Policy is based on the belief that to participate effectively in the activities of a collaborative classroom, children require a level of behaviour that respects their rights and the rights of others to:

- Be safe and feel safe
- Learn to the best of their ability
- Express themselves
- Take responsibility for their choices

Based on positive reinforcement, the Behaviour Management policy incorporates the Pastoral Care philosophies that:

- We treat everyone with care and respect.
- It is never acceptable to hurt others in any way – eg bullying, put-downs, etc.

At St Munchin's Catholic school, pastoral care is actively living out our Christian faith.

Active
Loving
Involved
Valuable
Experiences

'ALIVE' awards are given as an acknowledgement of positive behaviour i.e. kindness, gentleness, courtesy, etc. Our 'ALIVE' program is an integral part of the school philosophy that encourages students to develop to their full potential. When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the environment or simply positive behaviour, there will be acknowledgement and celebration.

'ALIVE' tickets are printed in the faction colours. They are carried in the teachers' duty pouches and distributed by teachers. When children receive a ticket, they enter their name, class and the date on the ticket and 'post' their ticket in the post box within every classroom. Points are awarded for each ticket which culminate both towards personal 'ALIVE' reinforcements and faction ALIVE competition.

Children are encouraged to develop self-discipline and to be aware of their rights and the rights of others.

Children, whose behaviour impacts in a negative way upon the rights of others and themselves, need to be taught acceptable modes of behaviour and given extra instruction, in the same way as children with learning difficulties.

A. IN CLASS MANAGEMENT

Please note: This is a step-by-step process and each part of the procedure should be followed before arriving at the point where a Behaviour Management Sheet is issued, unless there is a serious crisis requiring a Red Card.

Step 1: Encouragement of good behaviour.

Step 2: Verbal warning and reminder of the rule.

Step 3: Time out within the classroom.

3.1 Student is removed to a “time out” area within the classroom to work individually on a set task or think about his/her behaviour.

3.2 When this work is completed, or at some other convenient time, the teacher discusses with the student how this behaviour affects the rights of others and outlines more appropriate ways of responding. The child may now return to the normal classroom situation.

3.3 Children should be held accountable for their behaviour and receive meaningful consequences that work at repairing and rebuilding the damaged relationships. Certain freedoms, such as part of “play time”, are replaced by staying back in class to discuss the issue with the teacher, walking with the teacher (if on duty) or other community-based ideas may be considered.

Step 4: TIME OUT IN CO-OPERATING CLASS

4.1 A responsible student accompanies the offending child to the “co-operating time-out class” with the completed Behaviour Management Sheet.

4.2 The teacher contacts parents at the earliest convenience to inform them of the problem.

Step 5: THE STUDENT IS SENT TO THE OFFICE

5.1 The class teacher completes the details on the Behaviour Management Sheet and sends it with the offending child to the office accompanied by a responsible student

5.2 A member of the Administration Team signs the Behaviour Management Sheet and parents are informed of the child’s behaviour. If necessary an appointment is made for a meeting to discuss the issue.

5.3 The Behaviour Management Sheet is to be taken home and signed by the parent/s and returned to the class teacher the next day. The form is sent to the Administration team

5.4 IN-SCHOOL SUSPENSION

In cases of serious inappropriate behaviour or where students are continually unco-operative, an “**IN SCHOOL SUSPENSION**” will take place.

The student is **withdrawn from the classroom** and remains in the **ADMINISTRATION AREA** to complete work under **SUPERVISION** with alternative break times to the rest of the school.

Step 6 RED EMERGENCY CARD

The red emergency card is to be used when a child behaves in a seriously threatening or dangerous manner.

6.1 A responsible student takes the red card to the office when a child behaves in a seriously threatening or dangerous manner.

6.3 An administration team member will go to the classroom and remove the child.

The behaviour management process will be continued in the administration area and may involve either:

“In School Suspension” with alternative break times to the rest of the school

or

Contacting the parents and requesting them to take the child home.

MEETING PROCEDURE

- Ongoing communication between home and school is arranged for students who continue to experience behavioural difficulties.
- A meeting is arranged for the attendance of the student, the parents, the class teacher and a member of the Administration team and other support personnel, if desired by the teacher.
- The parents are advised of their child’s unacceptable behaviour. The child has an opportunity to respond, explain his/her actions and suggest ways to improve his/her behaviour.
- The group then works collaboratively to develop an individual behaviour management plan to assist the child and monitor behaviour both at home and at school. Achievable goals need to be set and details of appropriate consequences put into place.

B. PLAYGROUND MANAGEMENT

Teachers on duty use their discretion to decide whether or not a situation is minor or serious.

1. **Minor situations** - e.g. littering, running on concrete, minor conflicts, spreading rumours, not wearing hats.
 - The duty teacher deals with these situations by asking the children to walk with him/her or sit down and discuss the issue with the other children involved until they reach a solution. This is followed up later if necessary.
 - If a child needs to walk with the duty teacher or is given a minor consequence, the child's name is noted in the notebook kept in the duty pouch. These notebooks are monitored by the administration team each week and followed up as required.
2. **Seriously dangerous situations** - e.g. deliberate physical and/or verbal aggression; bullying; open defiance; blatant disrespect; placing others in physical danger or intent to hurt; throwing of objects, eg. honky nuts; racial comments; spreading malicious gossip; going out of school boundaries; behaving inappropriately when representing the school ,e.g. on excursions, at sports carnivals

These situations should be dealt with in TIMEOUT using the following procedure:

2.1 TIMEOUT

- The teacher on duty talks with the children involved determining the nature of the situation and who is involved.
- The pink slip consists of two copies –
 - the pink one is placed in the timeout plastic sleeve in the staff room ready for the next timeout duty
 - the white one is given to the class teacher by the duty teacher to give to be sent home for parents to sign and return. This ensures that the parents are kept informed.
- If the pink slip is issued the child attends timeout the next day. If required the student may be asked to walk with the teacher for the rest of that duty/break.
- At the end of play the teacher on playground duty gives the classroom teacher the child's copy of the timeout slip. This is sent home to the parents/guardians.

2.2 AT TIMEOUT

- The situation is discussed between the child and the timeout duty teacher.
- The time-out teacher records a summary of the incident in the time-out book and the date of the offence on the class list.

If the child has received three timeouts in the term, the duty teacher informs a member of the administration team. The child's parent is then contacted regarding an after school detention.

- Any child sent to timeout will be given the white copy of the timeout slip. This is sent home informing parents. It needs to be signed and returned it to the class teacher who will send it to the office.

3 **EMERGENCY RED CARD**

- If the child refuses to comply, the teacher on duty sends a Red Card to the office.
- An administration team member or another staff member goes to the area and removes the child to the office.

The behaviour management process will be continued in the administration area and may involve either:

“In School Suspension” with alternative break times to the rest of the school or contacting the parents and requesting them to take the child home.

4. **AFTER SCHOOL DETENTION**

- “AFTER SCHOOL DETENTION” will be held on Wednesdays from 3:10pm - 3:40pm.
- Students are automatically placed on “AFTER SCHOOL DETENTION” when they have been in “TIMEOUT” for THREE times in one term. Students start each new term with “a clean slate.”
- Parents are notified by the administration staff and asked to make suitable arrangements to ensure that their child is able to attend.
- For reasons of security, staff members have been rostered in pairs for AFTER SCHOOL DETENTION

5. **IN-SCHOOL SUSPENSION**

In cases of serious inappropriate behaviour or where students are continually uncooperative an “**IN SCHOOL SUSPENSION**” will be put into place.

The student is **withdrawn from the classroom** and remains in the **ADMINISTRATION AREA** to complete work under **SUPERVISION** for an appropriate period of time.



5. **OUT- OF- SCHOOL SUSPENSION:**

Out of school suspension of students will apply in extreme cases, in accordance with Catholic Education Office Policy (*Handbook for Catholic Schools 5.2.1*)