

BEHAVIOUR MANAGEMENT POLICY



VALUES: Love, compassion, justice, dignity, self-discipline, tolerance, respect.

REFLECTION MATERIAL: Emmanuel Catholic School Mission Statement
Catholic Schools Australian Landscapes, Maurice Ryan, Damien Brennan, T. Willmet.
Pastoral Care for Schools, Kevin Treston:
Student Welfare and Discipline, Curriculum Keynotes.
Beating Bullying, The Wyncroft Centre.
Behaviour Management Plan, The Wyncroft Centre.
Pastoral Care Support Documents, No. 1, 2 and 3. CEO Sydney.

RATIONALE

The teaching and management of student behaviour is the responsibility of all staff, parents and children within our school community. Underpinning its success is the recognition of the dignity and worth of all individuals.

As stated in our school's Mission Statement, we aim to '*encourage and build effective communication and collaborative decision making processes to foster mutually beneficial relationships*'

A positive, supportive and caring environment will be promoted through creating and implementing an effective behaviour management program.

PURPOSE

To develop commitment and ownership in our community's behaviour by involving all stakeholders in the development of the expectations of how we will live and learn together.

To enable all students to extend their skills of living and learning together in productivity and harmony by learning and experiencing appropriate behaviours..

To create an environment that satisfies the needs of students in our care and, as a result, promotes appropriate behaviour for all students.

To allow mistakes to be platforms of learning for students, teachers and the school community.

To resolve conflict at the most appropriate level that is beneficial for all stakeholders.

POLICY:

We view Behaviour Management as a process by which we help our students to develop genuine respect for the dignity of all people and the world in which we live through the provision of quality community relationships, satisfying learning experiences and effective support networks.

CONSEQUENCES:

1. There will be an explicit set of beliefs about children and their behaviour
2. The Rights and Responsibilities of parents, students and staff are clearly articulated through the Charter of Right Relationships.
3. There will be a Code of Behaviour developed by community members.
4. There will be an explicit set of school rules.
5. Classroom teachers will develop classroom rules annually.
6. The consequences of behaviour and the procedures to be followed will be clearly stated.
7. Staff training will be provided to maintain and develop skills aligned to behaviour management and development, consistent with the school policy.
8. Proactive programs to continue to build, promote, enhance and teach skills and attitudes relating to appropriate behaviour.
9. Effective systems be implemented to monitor and report behaviour throughout the school community.
10. Procedures to handle bullying will be developed and openly communicated.

OUR BELIEFS ABOUT CHILDREN'S BEHAVIOUR

We believe that children are precious.

We believe that the task of caring for children (as parents or staff) is an important one

We believe that all children are different and are to be valued for their differences.

We believe that adult responses to children's behaviour should be in keeping with the Christian values upon which the Mission of the school is based.

We believe that children learn best in a positive, supportive environment.

We believe that children behave in positive and negative ways to satisfy a need.

We believe that the behaviour of children can be affected by:-

 their beliefs about themselves

 the attitudes and support of the people at home

 the expectations of the significant adults in their lives.

We believe children need to feel secure that justice and fairness operate in the school environment.

We believe children need to experience success in tasks.

CHARTER OF RIGHT RELATIONSHIPS

A Charter of Right Relationships develops a caring, life-giving and liberating environment and maintains a culture of safety for all. It seeks to provide guidance for the highest standard of practice in dealing with others and encourages the establishment and maintenance of right relationships. Above all, it aims to protect and support the dignity and integrity of each person. Our Charter is expressed in the following statements:

- **Respectfully listen to hear the wisdom of each person.**
- **Be mindful of the effects of your words and actions.**
- **Affirm the dignity and worth of all individuals while valuing differences.**
- **Exercise sensitivity, discretion, prudent judgement and self-control.**
- **Be aware of the needs of another.**
- **Honour the presence of another person through our interaction.**
- **Exercise patience and perseverance in developing right relationships**

CODE OF BEHAVIOUR

We respect the rights of all members of our school community.

We are responsible for our own behaviour.

We settle our differences peacefully.

We are all responsible for making our school a safe place.

We respect and value the ideas, culture and property of others.

We are courteous, co-operative and considerate.

EMMANUEL'S SCHOOL RULES

We respect the rights of all members of our school community.

We listen when others are speaking on assembly, in our classrooms.

We greet visitors to our school respectfully and warmly.

We will acknowledge any helpers in our school with "please"

and “thank you” and “excuse me”.

We are responsible for our own behaviour.

I will not bully anyone and I will report bullying of others and myself.

I will not do anything that could cause injury to another.

I will obey instructions given to me by teachers or other responsible adults.

I will only play in the areas permitted at the times permitted.

I will put my rubbish in the bin.

I will wear my school uniform correctly and with pride at all times.

We settle our differences peacefully.

I will own up when I have done the wrong thing.

I will say sorry and try to make up for my mistakes.

I will not fight.

I will not touch others in an unwelcome manner.

I will not encourage others to fight.

I will not use offensive language, call names or tease others.

We are all responsible for making our school a safe place.

I will report any unsafe behaviours to a teacher.

I will report any unsafe places to a teacher.

I will warn others of unsafe practices.

I will use school equipment carefully.

I will walk my bicycle into and out of the school yard.

I will enter and leave the school by the correct gate.

I will not run in the Assembly area.

I will stay away from out-of-bounds areas.

I will always wear my hat outside of the classroom.

I will not be in a classroom without a teacher present or without a teacher’s permission.

We respect and value the ideas, culture and property of others.

I will ask permission before borrowing others property and I will return it in the same condition.

I will make sure that I have the tools I need for school each day.

I will ensure that all my property is clearly marked.

I will only use language that is acceptable in the school area.

I will respect the privacy of the teacher’s desk..

I will leave toys and valuable personal items safely at home.

We are courteous, co-operative and considerate.

I will speak politely at all times.

I will stand back from doors and allow people to leave rooms carefully.

I will stand aside for my elders.

I will use people’s correct names.

I will not make fun of others.

I will obey our classroom rules.

I will knock on a teacher’s door and wait to be asked in when visiting other classrooms.

I will take my hat off inside rooms.

RESPONSIBLE THINKING PROCESS



Ensure **class rules** are established and clearly displayed at the front of the room. Rules should be mutually agreed, written in a positive language and be few in number.

It is suggested to spend time examining each class rule in detail. Emphasis what the rule looks and sounds like and what it doesn't look and sound like. The children need to be clear on what the rules mean. Refer to the rules regularly to demonstrate positive behaviour, as well as inappropriate behaviour.

Each class should have a **Behaviour Reward System** in place. It is important to focus the children's attention on positive behaviour as often as possible.

Introduce the **Responsible Thinking Process** to the children as the approach that will be adopted within the whole school.

Set up in your classroom a **Responsible Thinking Space / Desk**. Explain how this space is to be used:

Purpose: The RTP is used when a child's behaviour is outside the set classroom rules and they are disrupting the teacher or another child. There are five Steps that should be followed in managing behaviour at Emmanuel Primary School

5 Stage Process

Stage One Class teacher and student involved.

Stage 1 situations - behaviours - are those that can be addressed by the **class teacher** with the offending student.

- 1.1 Non-verbal response; eye contact; hand gesture; facial expression; body position.
- 1.2 One way verbal response; vocal variations; special mention; reminder of behaviour code; inform child of effect on you or class; task instruction.
- 1.3 Two way verbal response; ask the child the following questions:
 - What are you doing?
 - What are our rules?
 - What happens when you break the rules
 - Is this what you want to happen?

What will happen if you disrupt again?

The teacher may deferred interview; ask child to see you later briefly.

Stage Two - Class teacher/student/with Principal kept informed.

(“Principal” in Stages Two to Four may refer to anyone on the Admin Team.)

Stage 2 is begun when Stage 1 responses are ineffective in bringing about desired behaviour change or serious misdemeanours are occurring.

- 2.1 Loss of minor privileges; isolation in class; short manual task; loss of free time; short-term placement in another class (RTP to complete or with work provided).
- 2.2 Contract arranged for a specific time - with class teacher.
- 2.3 Informal problem solving interview with class teacher.
- 2.4 Informal contact with parents - e.g. note, phone call.

When introducing your RTP, it is important to spend time presenting the chosen Responsible Thinking Plans to your class and ensuring the students understand what is expected of them should they have to complete such a plan. Discuss things such as:

- * How you wish for them to complete the form.
- * Neatness / presentation.
- * What they are to do when they have completed the plan and are ready to share it with you.
- * If they have a problem, what they should do.
- * The fact that they are no longer part of the lesson

A variety of plans are provided as a resource that you may wish to use in full or alter for your class.

Stage Three - Student/Principal/Parents/Class teacher

Stage 3 is begun at the discretion of the Principal or at the request of the teacher or parent.

- 3.1 Student sent to Principal for formal interview, perhaps with teacher present.
Contract arranged by Principal and student, in consultation with the teacher.
- 3.2 Parents informed of current problem and action (contract) taken.
- 3.3 Parents interviewed by teacher and/or Principal.
- 3.4 Teacher, Student, Principal, Parent - interview.
- 3.5 Outside referrals may be agreed to by parents and Principal.

Stage Four - School Community and appropriate agencies, which may include the Parish Priest.

Initiating Stage 4 options indicates that a serious problem exists and is recognised by the school community. Stage Four procedures must be followed in sequence.

- 4.1 a) Major loss of privilege; student is told by class teacher/Principal that the privilege of staying in class is removed; suitable place of isolation from other students is provided, with work and supervision. e.g. office.
- b) Further parent interview requested. Explain that parents' assistance is required to resolve the current situation. If an outside referral is recommended, then an agreement and commitment to this be made.
- c) Student returns willingly to class on conditions supplied by the class teacher/Principal.
- d) If unacceptable behaviour resumes, the process may be repeated after suitable consultation. Parents are kept informed.

Stage Five - School Community and DCEO

Stage 5 is implemented only when all other options have been exhausted.

- 5.1 Suspension then expulsion would be proceeded with only after consultation with D.C.E.O. and Parish Priest and in accordance with current DCEO policy.

A range of Professional Services are available to assist the student, staff, and/or parents. In the event of the need for these services parents will be informed and their co-operation will be sought. Parents will retain the decision whether this assistance will be received or not. This assistance may take the form of Emmanuel's School Counselling Service.

SERIOUS BEHAVIOUR

Should a child demonstrate behaviour that threatens the safety of another student or staff member or demonstrates serious disrespect for another person (eg. swearing), staff should contact a member of the Leadership Team immediately (Stage Three).

PLAYGROUND DISCIPLINE

Stage One - Duty teacher and student involved.

Stage 1 situations - behaviours - are those that can be addressed by the duty teacher with the offending student.

- 1.1 Non-verbal response; eye contact; hand gesture; facial expression; body position.
- 1.2 One way verbal response; vocal variations; special mention; reminder of behaviour code; inform child of effect on you or playmates.

- 1.3 Two way verbal response; ask child to describe what she/he is doing; ask child to explain why she/he is doing it; deferred interview; ask child to see you later briefly.

Stage Two - Duty Teacher/Student involved with class teacher and Principal informed.

("Principal" in Stages Two to Four may refer to anyone on the Admin Team.)

Stage 2 is begun when Stage 1 responses are ineffective in bringing about desired behaviour change or serious misdemeanours are occurring.

- 2.1 Loss of minor playground privileges. Isolation from playmates, exclusion from use of equipment or specified areas.
- 2.2 Contract carried for specific time with teacher concerned.
- 2.3 Informal problem solving interview with duty teacher concerned.
- 2.4 Informal contact with parents - e.g. note, phone call. Class teacher is informed.

Stage Three - Student/Duty Teacher/Principal/Parents.

Stage 3 is begun at the discretion of the Principal or at the request of the duty teacher or class teacher. All duty teachers kept informed of current contracts. The class teacher is also informed.

- 3.1 Student sent to Principal for formal interview, perhaps with teacher present. Contract arranged with Principal and student.
- 3.2 Parents are informed of current problem and action taken.
- 3.3 Parents are interviewed by Principal.
- 3.4 Teacher, student, Principal, parent interview arranged.
- 3.5 Outside referrals may be agreed to by Parents and Principal.

Stage Four - School Community/appropriate agencies which may include the parish priest.

Stage 4 indicated that a serious problem exists and is recognized by the school community.

Stage 4 must be followed in sequence.

- 4.1 a) Major loss of privilege; student is told by the Principal that the privilege of remaining on the playground is removed; a suitable place of isolation from other students is provided, with work and supervision. eg. office. Class teacher and all duty teachers are informed.

b) Further parent interview is requested. Explain that the parents' assistance is required to resolve the current situation. If an outside referral is recommended then an agreement and commitment to this is made by the parents and the school.

c) The student returns willingly to the playground on conditions supplied by the Principal in consultation with the duty teachers concerned.

d) If unacceptable behaviour resumes, the process may be repeated after suitable consultation. Parents are kept informed.

Stage Five - School Community and DCEO.

Stage 5 is implemented only when all other options have been exhausted.

5.1 Suspension, then expulsion would be proceeded with, only after consultation with the DCEO and Parish Priest and in accord with current DCEO policy.

A range of Professional Services are available to assist the students, staff, and/or parents. In the event of the need for these services parents will be informed and their co-operation will be sought. Parents will retain the decision whether this assistance will be received or not. This assistance may take the form of Emmanuel's School Counselling Service.

RESPONSE OPTIONS NOT AVAILABLE WITHIN THIS POLICY

1. Children excluded from the room for long periods of time (eg onto the verandah, etc) without work or an appropriate place to go.
2. Corporal punishment.
3. Regular exclusion without moving to further stages or utilizing other options.
4. Inappropriate ridicule, sarcasm or other verbal abuse by teacher.
5. Response options enforced by playground duty teachers may need to be communicated to the class teacher, but should not become the responsibility of the class room teacher.
- 6 Detention after school.

Anti – Bullying Policy

RATIONALE:

'It is a fundamental democratic right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in bullying.' (Olweus)

As a school community, our aim is to develop a nurturing and life-giving environment where a culture of safety is promoted for all. The establishment of respectful relationships is critical in protecting and supporting the dignity and integrity of each person. It is important that school communities help students build and restore respectful relationships with each other.

Incidents of bullying undermine respectful relationships. An episode of bullying has three identifying characteristics:

1. an imbalance of power,
2. an intent to hurt, embarrass, or humiliate,
3. repeated behaviour.

Bullying behaviour has many forms.

Physical Bullying may include hitting, poking, tripping, pushing or damaging someone's belongings.

Verbal Bullying may include name calling, insults, homophobic or racist remarks and verbal abuse.

Social Bullying may include lying, spreading rumours, playing a nasty joke, mimicking, and deliberately excluding someone.

Psychological Bullying may include intimidation, manipulation and stalking.

Cyber Bullying may include using technology (such as email, mobile phones, chat rooms, social networking sites, etc) to verbally, socially or psychologically bully.

It is also important to define what is not considered bullying behaviour. Bullying behaviour is not:

- arguments and disagreements
- disliking someone
- single-episode acts of nastiness or spite
- Random acts of aggression or intimidation

In such circumstances, the behaviour will be addressed within the School's Behaviour Management Policy and Procedures.

Our school community aims to develop and enhance a positive school culture that supports responsible personal behaviour and actively discourages bullying behaviours.

VALUES

Respect, Justice, Dignity, Honesty, Love, Forgiveness.

POLICY STATEMENT

Bullying is any intentional repeated behaviour by an individual or group, where there is an imbalance of power that causes a person to feel unsafe and or helpless.

IMPLEMENTATION

1. General behaviour expectations will be clearly outlined for all students.
2. A clear definition of bullying behaviour will be communicated to students, parents and staff.
3. Intervention strategies will be adopted to address bullying and promote respectful relationships.
4. Promote positive bystander behaviour.
5. Positively reinforce and recognise pro-social behaviour taken by students.
6. Ensure proactive initiatives to build respectful relationships will be integrated into the curriculum.
7. Current thinking and practices used to address bullying in schools will be provided to staff and parents on a regular basis.
8. Options for the reporting of bullying incidents will be available to all students and be age appropriate.
9. Procedures for addressing all bullying incidents will be clearly communicated to all members of the school community.
10. Monitor and evaluate current anti-bullying procedures to ensure they respond to students' needs.
11. Support services will be available to staff, students and parents affected by bullying behaviour.

Policy Area: Administration

Draft Number: Final

Replaces: Current Anti-Bullying Policy

First Presented: Thursday October 20, 2010

Completed:

Board Membership : Michael Brown, Nikki Kirkwood, Liz Russell, Natalie Dunton, Michelle Jensen, Andre Wessels, Mark Mattes, Michael McCusker, Fr Peter Tonti,

PROCEDURES

It is necessary to have preventative programs/activities to maintain a positive school atmosphere and to encourage all students to be respectful to each other. It is also necessary to have procedures for handling cases as they come to people's attention."

The essential elements of a comprehensive school bullying prevention programme include:-

1. A positive school climate
2. Opportunities in the formal and informal curriculum to reinforce positive, Christian behaviours
3. Procedures for handling bullying, bullies and victims.

At Emmanuel a positive school climate is an important element of Pastoral Care. It is built and maintained through:-

- holding positive beliefs about the behaviour of children and adults in the school community
- maintaining positive expectations of children and their behaviour
- encouraging, recognizing and reinforcing desirable behaviours in both classroom and playground settings
- the disciplinary practices of staff

At Emmanuel opportunities for reinforcing positive, Christian behaviours occur formally and informally through:-

- Leadership activities for Year 7 students
- the Religious Education Programme
- the Personal Development Education Programme
- the disciplinary practices of staff
- the example of teachers in their relationships with parents and other school staff
- the messages that students receive on Assembly

At Emmanuel, the procedures for handling episodes of bullying are:-

- listening openly to all sides of the story and clarifying the facts and feelings involved
- speaking to all participants separately to clarify what they want from the other person/s
- bringing the two parties together to confirm facts and feelings in the company of a mutually agreed group of peers (2-4 students) who act as supporters and observers
- Using the technique
 When you do.....
 I feel.....
 I would prefer you to
- Deciding mutually acceptable behaviours for the future
- Making appropriate apologies
- Encouraging confidentiality
- Explaining that on the first occasion it is an informal procedure; repeat offences would include parents and formal warnings.

Ways to Report Bullying

Students often feel that to deal with the problem of bullying can only make it worse. Students are encouraged to realize that bullying can only be dealt with if a significant adult knows about it. The significant adult could be a parent or a teacher. Bullying can be reported by:-

- Telling a parent, teacher or member of the Administration Team.
- Having a friend speak to a significant adult on your behalf
- Self Refer by placing their name in the 'Stop Bullying Box' situated in the library

Signs for parents to look for that a child is being bullied.

- bed wetting
- crying or emotional upset that seems unusual
- not wanting to go to school
- not wanting to be left with certain people
- any changes in sleeping or eating habits
- loss of confidence

Signs for parents to detect if your child is at risk of becoming a bully.

- has difficulties seeing another person's point of view
- likes to win at all costs
- bullies sisters or brothers
- is bullied by family members
- if fighting, arguing and teasing are acceptable at home
- has difficulty keeping or making friends
- has low self esteem
- "looks for trouble"