



Sacred Heart Primary School, Corryong

Behaviour Management and Discipline Policy

Revised: 2015

Ratified: Feb 2016

Reviewed: May 2018

Rationale

Sacred Heart School is committed to ensuring a safe and secure learning environment for all students. At school everyone should be treated respectfully, every person needs to feel safe and secure and students need an environment that supports their learning, personal growth and positive self-esteem.

Policy Statement

Sacred Heart's Behaviour Management and Discipline Policy reflects mutual respect for all concerned. The staff at Sacred Heart wishes to identify and enhance the protective factors within the young person and so strengthen their ability to solve problems and grow in the qualities of social competence and personal autonomy. At Sacred Heart's the staff will be guided by the Catholic Education Sandhurst Whole School Behaviour Management Guidelines.

Under no circumstances is corporal punishment used in this school.

Guidelines

- ☐ To establish what is expected with regard to student behaviour, and to state how the school will respond to student misbehaviour.
- ☐ An element of this is clear and consistent expectations and guidelines around student behaviour and safety.
- ☐ To ensure that our school is a place where:-
 - A. Everyone feels safe, positive and cared for.
 - B. Positive relationships between teachers, students and parents
 - C. Rights and responsibilities are known, respected and protected
 - D. Self-discipline and a capacity to accept responsibility for one's own action is nurtured
 - E. There is always clear expectations for student behaviour and how the school responds to student misbehaviour
 - F. Co-operative and restorative approaches to resolving conflict are encouraged.

- ☒ Specific school rules are negotiated with each class at the beginning of the school year.
- ☒ A Rewards system is used in both classrooms
- ☒ The school uses a Restorative Justice approach in response to major incidents of inappropriate behaviour.
- ☒ The consequences need to be applied consistently, logically and without moral judgement.
- ☒ Classroom teachers emphasise the development of student self-esteem through various activities.
- ☒ The teaching and learning will take into account the different learning styles, which promotes academic and social success for each student.
- ☒ Children develop responsibility for what goes on in the school, treating property with respect and good use that it deserves.
- ☒ To create a safe, caring and supportive environment where children develop positive, personal and interpersonal skills, talents and identities.
- ☒ This school will provide realistic expectations for all members to develop and achieve their full potential.
- ☒ That the school endorses the need for a clear approach that supports and develops trust between teachers, children and their parents.
- ☒ The school community will respect cultural diversity and individual differences of its members.
- ☒ Certificates presented at assembly and recognition of good behaviour, sporting achievements, and community efforts.
- ☒ Teachers' individual positive strategies for acknowledging good behaviour in the classroom.
- ☒ Staff will remain consistent in their approach to the above.

Expectations

The School sets the following expectations that underpin student behaviour in the classroom, playground, incursions/excursions/camps and all school activities

Expectations of Students

- A. Be friendly and polite, and protect the safety and well-being of self and others
- B. Learn and allow others to learn
- C. Look after one's own belongings, other's belongings and school resources
- D. Follow the directions of staff
- E. Play safely
- F. Wear the school uniform
- G. Care for and respect the school environment
- H. Keep hands and feet to oneself unless in friendship

Classroom Expectations

Each teacher is to establish with his or her class age-appropriate understandings and expectations of the learning environment that is to be established and maintained. The 'Expectations of Students' stated above is to be used as the guide to the scope of the classroom rules. While there is to be an emphasis on positive behaviours, from time to time there will be a need to clearly articulate what constitutes inappropriate behaviour.

Roles

All staff members are to apply this policy consistently and fairly, and are expected to give unqualified support to their colleagues with regard to all matters concerning this policy. All staff members work together and encourage and assist each other to improve their classroom management and instructional skills. All staff actively support a partnership between parents/caregivers and students.

Responding to Student Misbehaviour

The school's emphasis is on responding to student behaviour in positive and encouraging ways. On those occasions where students make poor choices with their behaviour, staff will assist them to learn from the incident so that a similar mistake might not be repeated. At all times the dignity of the students involved will be maintained and the relationship between the parties restored – (student/student, staff/student).

The school aims to have a **Restorative Approach** to all matters. A Restorative Approach simply recognizes that punishment alone will not cause behaviour to change and the student will not learn from the situation. The restorative approach does not rule out punishment/sanctions/consequences. It simply looks at the problem from a different perspective. Its focus is on the harm that has been done, & how it can be repaired.

There are several methods that can be used individually, one /two students, group or whole class.

The three key principles of Restorative Practice are:

- A. Those who have done harm face up to those who have been harmed
- B. Those who have been harmed have a say in how that harm is repaired
- C. To enable those who have done harm to make amends & ultimately to be reintegrate into the school community

D. When is the Restorative way used in our school?

Level 1	Level 2	Level 3
Minor behavioural breaches at school can be managed by teachers with reminders of the expected behaviour, redirection, and consequences, such as brief 'time out'. Incidents which risk damage to student relationships will be followed up by teachers in a restorative way.	When student's relationships have been damaged through conflict, differences or bullying a small group or class conference will be held using a restorative approach.	When serious offences happen, a conference involving the Principal, parents and others (victim, bully, teacher, community members etc) will be held.

Key Stages	Restorative Questions
1. Identifying and describing the problem.	<input type="checkbox"/> What happened? <input type="checkbox"/> What were you thinking at the time?
2. Explaining & reflecting on the effects of the incident / problem	<input type="checkbox"/> Who do you think was affected by what you did? <input type="checkbox"/> In what ways were they affected?
3. Identifying ways to make reparation / to resolve the problem	<input type="checkbox"/> What do you need to do to make things right?
4. Making plans for actions that reduce the possibility of the problem continuing, and for making use of support and resources	<input type="checkbox"/> What can I do to help? <input type="checkbox"/> What can we do to prevent it from happening again?

Restorative Practices:

- Promote the importance of building relationships between individuals after an incident /misdemeanour
- Builds links between relationships (student/teacher) & educational outcomes
- Encourages school connectedness for students
- Promotes repairs relationships
- Replaces punitive approach in managing misdemeanours
- Allows for appropriate sanctions / consequences to occur
- Teach conflict resolution & other problem solving skills
- Involve classroom management practices that are less punitive & more democratic & supportive
- Encourage students to learn from their mistakes, reconcile & resolve problems with others.
- Allows students to reflect on the impact of their behaviour on others.

Where students need greater support staff are to work in partnership with the parents and are to put in place appropriate, student-specific strategies to assist the student in his/her attempts to improve the behaviour.

Under no circumstances is corporal punishment to be administered or tolerated.

Serious misbehaviour

Serious misbehaviour must be reported to the Principal immediately. Behaviours that constitute serious misbehaviour include, but are not limited to the following:

Direct verbal or physical abuse

Bullying

Deliberate physical damage to property

Non-compliance or refusal to follow a direct instruction by a member of staff

Repeated disruption to student learning and the classroom

Actions

The incident is reported to parents/guardians by phone or in writing via a letter and the parent is required to acknowledge receipt of the letter.

A conference involving parents, student, relevant staff and Principal will take place. The aim of the conference is to restore the relationship between all parties and determine the best method of assisting the student to adhering to our Behaviour management policy. **The School will be guided by the Catholic Education Sandhurst Whole School Behaviour Management Guidelines.**

The child will be counselled as needed.

Time-off the playground and/or time-out of the classroom will be implemented.

The length of time will be taken into consideration along with all relevant needs and safety issues

Further serious misbehaviour will require a further conference with parents and the school will be guided by the **Catholic Education Sandhurst Whole School Behaviour Management Guidelines.**

APPENDIX 1

RIGHTS AND RESPONSIBILITIES

☒ You have the right to be an individual at school

This means that you should not be treated unfairly because you are tall or short, boy or girl, or because it takes a little longer to get the right answer.

☒ You have the right to be respected and treated with kindness

This means that others should not laugh at you, make fun of you or deliberately hurt your feelings

☒ You have the right to express yourself

This means that you may talk freely about your ideas and feelings when it is appropriate and in an acceptable manner

☒ You have the right to a safe school.

This means that your school should try to provide safe classrooms, equipment and rules to ensure your safety at school

☒ You have the right to tell your side of the story remembering the rights of others

This means that you may tell your side of the story when accused of breaking a rule

☒ You have the right to learn at school

This means that you always try your best and take advantage of the opportunities provided

☒ You have a responsibility to let others be individuals at School

This means that you should not treat others unfairly because they are tall or short, boys or girls, or because it takes a little longer to get the right answer.

☒ You have the responsibility to respect others and treat them with kindness

This means that you shouldn't laugh at others make fun of them or deliberately hurt their feelings.

☒ You have the responsibility to let others express themselves

This means that you must let others talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.

☒ You have a responsibility to try to keep the school safe.

This means that you should try to make your classroom safe, look after school equipment and follow school rules to ensure everybody's safety at school.

☒ You have the responsibility to listen to others tell their side of the story

This means that you should let others tell their side of the story when accused of breaking a rule

☒ You have the responsibility to let others learn at school

This means that you shall not distract others learning or the teacher from teaching