



Behaviour Management Guidelines & Procedures

Rationale

Our Belief

Pastoral Care is based on respect for oneself as a unique person created in the image of God and respect for others, especially those with whom we interact. The school has a responsibility to promote the total well-being of each student, both in the classroom and in the context of whole school activities, enhancing his or her dignity within the Catholic faith community.

Purpose

The Behaviour Management Policy's purpose is to establish clear guidelines for a student's behaviour and the school's response.

The Behaviour Management Policy comes under the umbrella of Pastoral Care. It constitutes the formal procedures followed to ensure the aims of the School are achieved and the respect and dignity of each person is maintained and enhanced.

Aim

Sacred Heart School aims to promote the personal well-being and growth of members within the school community, both individually and collectively.

Every member of the school community has the right to go about his/her daily business happy and relaxed, free from interference by others, sensitive to the needs of others and willing to contribute positively to the common good while achieving personal goals.

Behaviour Management in Practice

All members of our school, work and play under the *Golden Rule*:

Treat others, as you want to be treated.

Or as Jesus clearly stated in Mark 12:31:

Love your neighbour as you love yourself.

Sacred Heart School Values

Based on the vision of the school, six Gospel values have been adopted. These are based on the Gospel values of the two founding Religious Orders. These values cover all behavioural situations in our school. These will ensure a uniform approach to the school's behaviour management and discipline, establishing consistency, effective education and enforcement.

Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

The aim of the School's Behaviour Management Policy is to develop and foster:

Respect for Human Dignity

Courage

Humility

Compassion

Forgiveness

Service to Others

These values are placed in prominent areas including the classrooms, library, common shared rooms, and the undercover area.

To establish a better understanding of the values and their application in daily school life, teachers explicitly teach each value, giving students a practical guide that allows them to know when and how the value is being lived or not. The values are set by the school and have been developed using the Positive Behaviours Matrix. The values need to be routinely visited and explained to the class on a regular basis, especially at the beginning of each school year.

Student Code of Conduct

We have developed a Student Code of Conduct featuring our school's gospel values. We are taught how to live these values through our words, thoughts and actions.

Positive Consequences and Rewards

To encourage that these values are displayed in behaviours by all students, positive reinforcement and rewards have been established. Positive reinforcements should be used immediately once students have demonstrated the required value by issuing a *Values Card*. The student is to then record this card on a chart within their classroom.

It is hoped that genuine verbal acknowledgement and praise will eventually suffice and satisfy the intrinsic motivation in all students to behave accordingly.

On the reception of ten value cards, the student is rewarded and acknowledged at the very next assembly with a *Bronze Certificate*. Upon another ten cards – a *Silver Certificate*; upon thirty cards – a *Gold Certificate*. A student's receipt of a certificate is also acknowledged in the school newsletter.

Additionally, at each school assembly, one student from each class (Pre-Primary to Year 6) is awarded a *Christianity Award* acknowledging behaviour for demonstrating one of the six values. These are also acknowledged in the school newsletter.

The school promotes the school values through posters, newsletters and the staff homepage.

Inappropriate Behaviours and Consequences

To discourage misbehaviour and enforce school values, a set of negative reinforcements and punishments have been established. In day-to-day situations, steps are put in place to remind the student of the appropriate behaviour and begin formal discipline in a graduated means to isolate the child from the audience or situation.

To discourage further misbehaviours and enforce the school's values, the following steps are enacted accordingly:

The teacher will:

1. subtly remind the child of the expected behaviour.
2. talk with the child away from others about the expected behaviour.
3. isolate the child from the group for a short time (no more than fifteen minutes) to work alone.
4. isolate the child by sending to a pre-arranged buddy class to continue classwork. Alternatively, spend time walking with duty teacher at recess or lunch and discussing expected behaviour.
5. record the misbehaviour in SEQTA Pastoral Care page for student.
6. communicate with the child's parent/s about the current misbehaviour and record details of the interview in SEQTA on the Pastoral Care page.

Should the misbehaviour continue or is deemed too aggressive or disrespectful, then the teacher:

7. communicates with the Assistant Principal regarding action to be taken. This may involve the child being accompanied to the school office by the Assistant Principal for further discussion regarding the current and expected behaviour. The Assistant Principal communicates with the child's parent/s. An appropriate consequence is set in place. *

Note: The Principal will take the same action expressed in Step 7, if the Assistant Principal is unavailable.

***Desired Behaviours Plan**

A student who has reached Stage 7 in the above steps, will have a Desired Behaviours Plan completed by the classroom teacher. This will be completed in consultation with the Assistant Principal or Principal. The student's parents will be contacted and the plan explained to them. This plan, through its structure, focuses on improving the child's behaviour through employing preventative strategies and explicit instruction of desired behaviours.

Suspensions

This is the temporary cessation of a student's right to attend the school and is effected by the Principal in consultation with the parents. Suspension is for serious one-off infractions or continually failing to respond to corrective advice and measures.

Exclusion

This is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion means total withdrawal of a student's right to attend the school and is a last resort measure exercised by the Principal after consultation with the CEWA.

(Reviewed September 2021)