



Behaviour Management Policy

Policy Area: Education

Date for Review: 2018

1. RATIONALE

St Helena's Behaviour Management Policy is closely linked with the school's Pastoral Care Policy, Bullying and Harassment Policy, Code of Conduct and Behaviour Tonics Program. These policies and program endeavour to promote respectful, secure and healthy environments in which students can prosper.

It is believed that the school should create an environment which is supportive of individuals and groups with special needs, conducive to worthwhile learning and which demonstrates a caring concern for the well-being of all its members. Respecting the rights of all members of the St Helena's community underpins the philosophy of the Behaviour Management Policy and the development of a school culture that addresses the needs and rights of every member of the school community.

The Behaviour Management policy aims to foster the development and experience of responsible self-discipline among students and seeks to promote the well-being and good order of the community.

The Code of Conduct establishes expectations for personal and professional boundaries concerning appropriate and inappropriate behaviour in relation to staff, students, volunteers, parents and guardians. The Code of Conduct provides guidance about behaviour, relationships, attitudes and responsibilities. Its success is based upon the recognition of the dignity, and worth of all individuals.

In order to provide a safe learning environment for all, it is essential that students recognize the need for rules regarding safety of themselves, others and property.

Everyone in the school community needs to develop skills of living and learning together in productivity and harmony. To support this, emphasis is placed on an awareness and recognition of positive behaviours, along with effective management of unacceptable behaviours. When problems are experienced in achieving these goals the focus will be that of finding solutions, whilst managing individuals with respect and dignity.

2. PRINCIPLES

In a variety of ways, Catholic schools are successfully creating environments which are:

- supportive of individuals and groups with special needs,
- conducive to worthwhile learning,
- enhance a sense of belonging and
- which demonstrate a caring concern for the well-being of all of its members.

However, every school has some students whose personal and social problems manifest themselves in behaviours which are:

- either disruptive to the teaching and learning program,
- disrespectful of school rules and codes of conduct, and/or
- harmful to the well-being and security of its members.

2. PRINCIPLES (Cont'd)

In this context, St Helena's school ensures that disciplinary measures are approached with pastoral care to foster responsibility for actions, and to both change and heal unacceptable behaviours.

3. PROCEDURES

School Rules

The school will follow the Behaviour Tonics Program which encompasses 1-2-3 Magic and the Emotion Coaching Program.

The 1-2-3 Magic Program aims to provide teachers with a strategy for confidently managing their student's behaviour, while at the same time helping them to learn to make good choices about behaviour for themselves.

The Emotion Coaching Program helps teachers help children reflect on and identify their emotions and become more competent in managing those emotions. It teaches children skills to better manage their emotions and take responsibility for their own behaviour.

Severe misconduct by a student or the repeated breaking of school rules will be referred to the Principal or another member of the school's leadership team who treats each case individually depending on the circumstances and taking into account the individual needs of the student or students involved.

In the majority of circumstances the parents or guardians of the student/students will be contacted and be encouraged to be involved in resolving the problem.

Class Rules

All staff implement the 1-2-3 Magic Emotion Coaching Program. Has a set of rules ensuring the individual rights of children.

Classroom rules need to be established with the class at the beginning of the school year and revisited regularly throughout the year.

Rules will be expressed in positive terms and clearly displayed in the classroom and students must be made aware of the consequences which will be applied consistently for breaches of the class rules.

Teachers must ensure that class rules cover:

- communication
- learning
- respect
- safety

Each class behaviour management plan will promote the development of:

- Gospel values,
- social responsibility,
- self-discipline,
- independence and initiative,
- while at the same time building the child's own self-concept through a system of praise, encouragement and rewards.

3. PROCEDURES (Cont'd)

Principal's Guidelines/Expectations

When children are referred to the Principal or another member of the school's leadership team for disciplinary reasons a process is followed which is based on three fundamental understandings:

- Parents are the first and most important educators,
- Every child has been created as a unique individual and
- The final outcome of any discipline process must be the growth and development of the child.

Once a child has been sent to the Principal an investigation by the Principal or another member of the school's leadership team will occur. This will involve:

1. Talking to the child
2. Talking to other children and/or other teachers or anyone that may be able to provide information regarding the circumstances of the incident. The aim here is to gather data so that some sound and valid conclusions can be drawn regarding the culpability or otherwise of the child.
3. Parents will then be notified. The Parent is asked to discuss the matter with their child over night and to contact the Principal or a member of the leadership team once such a discussion has taken place.
4. A meeting may then be arranged between the Principal or a member of the leadership team, the Parents and in some cases the child as well. It is expected at this meeting to be advised that the parent has:
 - discussed and dealt with the issue at home.
 - that the behaviour in question will not be repeated in future
 - and that no further action is required on behalf of the school.
5. Each step in the process is documented and filed.
6. If however the child is again referred to the Principal the above process is repeated but a higher expectation is then placed on the parents to ensure that their child learns from the experience.
7. If the problem continues then further negotiation between the Principal and parents on how both school and home can work to the help the child takes place. This may involve the imposition of negative sanctions or a referral to some outside agency.
8. In the case where a severe/extreme circumstance exists steps 1-5 are followed with clear sanction/s being proposed. In addition contact would be made by the Principal with the Catholic Education Office. During this discussion advice would be sought regarding the appropriateness of the sanction being proposed as well as a description of the process that has been followed. The parents would then be contacted and advised of the sanctions being proposed. They would then have the opportunity to establish a case for why the selected course of action should not take place.

Revised 2008

Revised 2013

Revised 2017

Due for Review 2018