

# **HOLY NAME PRIMARY SCHOOL**

## **FORSTER**



### **Behaviour Management Policy & Anti-Bullying Management**

**Last Reviewed**

**2017**

**Next Review**

**2018**

# BEHAVIOUR MANAGEMENT

## RATIONALE

We believe that respectful and trusting relationships in a positive school environment are the basis of a successful behaviour management policy.

Within such a school context, children learn to make good choices and to take responsibility for their actions.

To assist this learning process, teachers and support staff will be committed to ensuring that all children understand their rights and responsibilities. Rights of children in this school include knowing any consequences which will flow from inappropriate behaviour. Children's rights also include having the opportunity and encouragement to change such behaviour.

Because we believe that a climate of justice is central to children's growth and development, this policy will be implemented with fairness to all within the guidelines of procedural fairness.

### **A Statement of the Catholic Dimension of Holy Name Catholic Primary School**

We are a Parish community  
of engaged, reflective, life-long learners founded on Gospel values.  
We acknowledge the Worimi people whose land we live, work, pray and learn on each day.  
We foster a positive, challenging, child-centred and culturally inclusive environment.  
Children are nurtured to become responsible, resilient, respectful, discerning thinkers  
who grow to become confident, creative, active and informed citizens who display cultural understanding and 'Concern for Others'.

### **A Statement about Learning at Holy Name School**

Holy Name Primary School strives to create a collaborative, supportive and faith-filled learning community where all learners are valued and encouraged to achieve their potential.

As a school we are committed to:

- Child-centred learning
- An holistic education inspired by the vision of Jesus that nurtures the whole human person, inviting them to make life-enhancing choices
- Developing and enhancing a positive school and parish relationship inclusive of teachers, students and their families

- Teaching and Learning that is engaging, purposeful and creative where children and teachers are encouraged to take risks and develop a life-long love of learning
- High expectations of learners and the challenging of learners to creatively solve problems
- Providing a range of learning opportunities that allow all learners to experience success
- Building resilience and a capacity to engage and respond to the needs and demands of 21<sup>st</sup> Century learning

## AIMS

At Holy Name we aim to:

- Foster positive relationships based on respect and trust
- Guide children to own their own behaviour and make good choices
- Make clear to children behavioural expectations and consequences, and ensure consistency in both areas
- Ensure that children commit to changing inappropriate behaviour
- Promote a spirit of reconciliation and the restoration of relationships
- Implement the behaviour management policy in a spirit of fairness and justice within the spirit of procedural fairness.

The Diocesan Dispute and Grievance Procedures for Principals 1995 will be referred to where necessary.

## Rights, Rules and Responsibilities

1. At Holy Name School everyone has **rights**:

- The right to feel safe
- The right to learn (and the right to teach)
- The right to be treated with respect.

2. To protect our rights we have **rules** which we all follow:

- We behave in a safe way
- We allow each other to learn and to teach
- We treat each other with respect.

3. Because the rights and rules apply to everyone, we all have the **responsibility** to:

- Respect each other's rights
- Abide by the rules.

## BEHAVIOUR MANAGEMENT PROCEDURES

### A Positive Environment

Staff and students at Holy Name will take every opportunity to affirm and encourage each other. Staff will show appreciation for children's efforts to follow school rules, to recognise the rights of others and to take responsibility for their actions. They will acknowledge, through verbal, non-verbal and practical means, the efforts of children in their class work. Children will therefore learn the skill of showing due recognition for the endeavours and accomplishments of others.

Outstanding efforts of children will also be acknowledged publicly through:

- The presentation of class merit awards, Principal's awards, badge awards and yearly book awards donated by the P and F.
- The opportunity for children to present their work to the school.
- Children's work displayed in the school hall.
- Playground rewards system where tickets are given to students displaying positive behaviour and tallied for House Points
- Children visiting the Principal to show their work.
- Mention in the school newsletter.
- Write-up in the local/CSO newspaper.
- Presentation of awards at the end of the year.

### MANAGEMENT OF NEGATIVE CHOICES

The anti-bullying Strategy will run alongside our Behaviour Management Plan. It specifically targets inappropriate verbal response, manipulation, exclusion and intimidation. These behaviours will result in the child spending time in the Reflection Room. The teacher placing the child in the Reflection Room must inform the teacher on duty or record the child's name on the white board in the staffroom. The teacher on Reflection Room duty is responsible for checking the white board

each day for any offenders, recording the child's name on the class list and the nature of the incident and counselling students. Repeat offenders will be placed on Time Out.

**This process does not apply to Students With Difficulties on specific behaviour management plans. Teachers are to follow the explicit individual plans.**

### **Step 1 –**

The teacher handles the situation him/herself. This could include such approaches as:-

- ask the child what he/she should be doing;
- Issue clear instructions
- reminding the child of class expectations;
- ensuring that your class expectations have consequences that can be carried out;
- ignoring plus attending to positive behaviours in others;
- taking the child aside and talking to him/her;
- going to a time-out zone in the classroom;
- establishing a behaviour contract;
- keeping the child in at lunch break to complete work (under teacher supervision);

### **Step 2 –**

The child is sent to another classroom with work to complete for a period of time.

**Note:** Teachers are to keep a record of the strategies used prior to moving to Step 3.

### Step 3 -

**Reflection Room – used for classroom or playground issues (teachers may bypass Step 3 if the incident is considered serious enough)**

Following a 'walk and talk' or discussions with the child, if deemed necessary, the child may be assigned/taken to the Reflection Room at break time under the supervision of a staff member for issues such as disobedience, disagreements, name calling, exclusion, inappropriate verbal or physical response, manipulation and intimidation. Parents may be informed if deemed appropriate and the child may require parental input on the issue.

**The RR provides an opportunity for the child to reflect on the choices made and discuss with the teacher a better way forward.**

- The Reflection Room (RR) will be located in B2
- Teacher is on RR duty from 11.20-11.40am
- In the RR, teacher will record the date against the child's name on the appropriate class list on the staff drive/Behaviour Management/Reflection Room, record the issue and counsel the child. Ask the child these questions: What happened? How did my actions affect others?? What can I do to fix it? What might I do in the future?
- The child then returns to the playground at the teacher's discretion.
- If infringements happen before school, at recess or on bus lines, the supervision duty teacher records the child's name in the RR file and places the child's name on the white board in the staff room.
- **Note:** If a teacher judges that a child should be removed from the playground immediately and not go to the RR then a message is to be sent to the office (**Red Emergency Card**)

### Step 4 –

Children can be placed on Time Out for the following reasons:-

- answering back in a disrespectful manner
- talking over the top of a teacher in a deliberate, inappropriate manner
- blatant disobedience
- aggressive, threatening body language
- use of obscene language or rude gestures
- leaving the school grounds without permission/out of bounds
- destruction of, or damage to, school or children's property

- causing harm to other people by using 'hands on' or bullying
- dangerous behaviour to self or others
- Stealing
- Dishonesty
- Discrimination

### **Procedures for Placing a Child on Time Out**

Discuss with the Principal/Assistant Principal before placing a child on Time Out.

The teacher placing the child on Time Out will complete the details on the School Portal/server, detailing the reason for the time out, copy and paste this description on to the letter to parents, have the Principal sign the letter, place in an envelope and send it home to the child's parents. The child's name is to be written on the white board in the staff room and the child's Time Out commences as soon as appropriate. When appropriate, the parents of the victims are to be contacted as well to explain the situation and the action taken. When the parents have signed and returned the letter it will be filed in the child's Record Card.

### **Time Out letter to parents and register is located on the staff drive under Time Out.**

Time Out is from 11:20am until 11:40am and will be supervised by the teacher on Time Out duty in D1. Time Out includes lunch time each day after the children have finished eating. Time Out is not at Recess. The child is to complete the Student Reflection Sheet and this is to be retained in the Time Out folder for the Principal to access when appropriate. The first Time Out will be for 2 days, subsequent Time Outs will be at the at the Principal's/Assistant Principal's discretion.

If a child is placed on Time Out a second time the child is sent to the Assistant Principal and further follow-up is made with the parents. If a child is placed on Time Out four times in a year they miss out on an upcoming activity. The particular activity will be determined by the teacher and the Principal/Assistant Principal. A referral to the school counsellor will be considered for repeat offenders.

If deemed appropriate by the Principal/Assistant Principal, their next Time Out will be in the form of an In-school Suspension. This involves the child working in the office area for the full day and having no interaction with the other children during class time and recess/lunch breaks. Class teachers will provide work for the child. Part of the work the child does during this time is to identify their misbehaviours and strategies to change their behaviour.

## Step 5

- Suspension from school – short or long (Appendix 5) If the offence is deemed serious enough Step 4 will be by-passed.
- Expulsion from school after the Principal consults with the Parish Priest and CSO. (Appendix 5)
- **Corporal punishment is not to be used by staff, parents or volunteers under any circumstances.**

## Indicators of Success of Holy Name School Pastoral Care and Discipline Policy are Evident when Adults and Children:-

- Treat each other with respect
- Talk politely with parents and visitors
- Move safely around the school
- Speak of the school with pride
- Obey class and school rules
- Own their own behaviour
- Practice familiar routines, expectations and consequences
- Are happy around the school

## EVALUATION

The evaluation of this policy will take place:

Every 2 years or as designated within the Policy Development Timeline

- With significant staff changes
- As the need arises
- When changes in government and/or Diocesan policy occur.

This will be done by

- Teaching staff
- Plus other nominated personnel

At

- Staff meetings and/or Policy review meetings



## ***Think about these questions.....***

- What happened?
- How did my actions affect others?
- What can I do to fix it?
- What will I do in future?

**Appendix 2:**

**Student Reflection Worksheet**



**STUDENT REFLECTION**

**NAME:**

**WHAT HAPPENED?**

**HOW DID MY ACTIONS AFFECT OTHERS?**

**WHAT CAN I DO TO FIX IT?**

**WHAT CAN I DO DIFFERENTLY IN FUTURE?**

### Appendix 3:

#### TIME OUT NOTICE

**Date:**

Dear

\_\_\_\_\_ has been placed on TIME OUT for \_\_\_\_ day(s).

**Incident Description:**

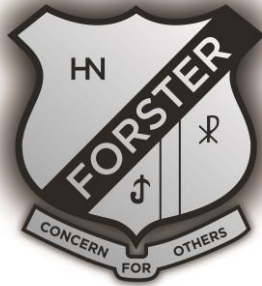
Time Out consists of children missing their play period at lunch time. The children will report to the Time Out room when they are on Time Out after they have been dismissed from lunch, where they will be supervised by a member of the school staff. Generally, the first offence is two days on Time Out. The length of the Time Out may be varied at the discretion of the Principal/Assistant Principal according to particular circumstances. Repeated Time Out offences will result in an interview with parents with the child perhaps missing out on a school activity/excursion. Further breaches of the Behaviour Management Policy will lead to Suspension from class and a possible School Suspension. Please talk to your child about the incident and don't hesitate to contact me if you require more details.

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Teacher) (Principal)

**Parent Comment:**

Please sign and return to school: \_\_\_\_\_

Holy Name School  
Forster



Time Out  
Registration

Children at Holy Name School can be given time out for the following reasons:

1. Leaving the playground without permission/out of bounds
2. Answering back in a disrespectful manner
3. Talking over the top of a teacher in a deliberate, inappropriate manner
4. Aggressive, threatening body language
5. Use of obscene language or rude gestures
6. Blatant disobedience
7. Destruction of, or damage to, school or other children's property
8. Causing harm to other people by using 'hands on' or bullying behaviour
9. Dangerous behaviour to self or others
10. Dishonesty
11. Stealing
12. Discrimination

[illegible]

#### **Appendix 4: Corporal Punishment**

At Holy Name School we declare that Corporal Punishment is inappropriate within the Catholic School and must not be used.

Refer to: Education Reform Act (School Discipline) 1995

#### **Appendix 5: Addendum**

#### **Directive regarding Suspensions and Expulsion (taken from Diocese of Maitland/Newcastle Pastoral Care Policy 2003)**

The following directives covering the processes of Suspension and Expulsion are offered as the basis for school policies:

#### **WARNINGS**

Parents and students should be aware of those actions which may result in *either* Suspension or Expulsion. To avoid and appeal in ignorance, general warnings should be repeated from time to time, eg at the beginning of each term, in the school newsletter.

Such a general warning may be along the lines of the following sample:

1. The following rules apply to all official school functions, the school property and other occasions, when behaviour could bring discredit upon the school.
2. The following examples of behaviours may warrant immediate suspension, leading to possible expulsion:
  - Being in possession of or under the influence of alcohol;
  - The possession of prohibited substances eg marijuana, amphetamines, cocaine, etc;
  - Physical assault or verbal abuse of any teacher, other member of staff or other children;
  - Vandalism or destruction of school or teacher property;
  - Repetition of a behaviour which has resulted previously in suspension of the same student.
3. Other matters may be the subject of suspension at the discretion of the Principal in consultation with the School Executive and following Diocesan Guidelines.
4. Where appropriate and depending on the nature of offences, the Police may be informed.

#### **Suspension**

Suspension means a temporary withdrawal of a student's right to attendance at the school. A short suspension is 3-5 days. Two short suspensions will be followed by a long suspension of 10-15 days. The school will provide work for the student to complete during the period of suspension.

It is a serious disciplinary measure and should only be used when other disciplinary measures have not produced a satisfactory outcome. Suspension may be invoked by the Principal where a student's behaviour is deemed to be prejudicial to the good order or philosophy of the school and should be subject to the following guidelines:

- The decision to suspend a student is to be made by the Principal having due regard to the normal processes of consultation operative within the School.
- Parents are to be notified of the period of suspension.

- The Principal is to inform the Catholic Schools Office, via the school's Assistant Director, and where the Principal deems warranted, the student's Parish Priest.
- The pupil must be re-admitted to the school after the period of suspension.

The Principal should interview the student and his/her parents at the completion of the suspension so that appropriate pastoral care strategies can be put in place to assist the student. Such strategies may include a contract indicating expectations regarding the student's behaviour, specific scheduling or timetabling, and monitoring of student behaviour.

## **Expulsion**

Expulsion means total exclusion of a pupil from attendance at the school.

Expulsion involves termination of the contract entered into by the school and the parents at the time of enrolment. Expulsion is a sanction to be applied only as a last resort, generally when other disciplinary measures have not produced a satisfactory outcome. However, where the behaviour of a student is deemed to cause immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend him/her from the student community, pending deliberations.

Expulsion is an extreme disciplinary step reserved for cases of gross misconduct, extremely grave breaches of school rules, behaviour that is persistently disruptive, or when the person concerned gives clear signs that he/she is not willing to be corrected, or there appears to be no other way of satisfying the demands of justice. Careful consideration must be given to the overall good of the individual pupil and the welfare of the school community.

It is also appropriate to allow parents the opportunity of withdrawing their child from the school, rather than have to formally invoke an expulsion which may carry an unfortunate social significance. Any decision should be made in the light of school values, legal, diocesan, and pastoral accountability.

Where expulsion is deemed necessary, the following principles apply:

- The Principal is the only person within the school empowered to invoke an expulsion.
- The Assistant Director is to be informed if such a course of action is to be invoked.
- The Principal may suspend a student immediately and indicate his/her intention to expel.
- Before making such a recommendation, the Principal is obliged to satisfy himself/herself as to the circumstances of the situation in question, do all that is possible to counsel the student, and to discuss the matter with school personnel.
- Where appropriate, the student's Parish Priest should be informed.
- The parents of the student involved must be advised and reasons for the expulsion provided. They are to be told of appeal avenues and processes.
- The principal may assist the student to find alternative placement in another Catholic school.

## **RIGHT OF APPEAL**

The student's parents have a right of appeal against a notification of expulsion within five working days of the action. This appeal is made to the Director of Schools.

In hearing an appeal, the Director of Schools will be assisted by a school Principal and an appropriate counsellor.

Following an unsuccessful appeal the student's parents have the right to appeal to the Diocesan Bishop within 30 days.

The Diocesan Bishop will appoint an appropriate person/persons to hear appeals.