



St Bernadette's BEHAVIOUR MANAGEMENT POLICY

Rationale:-

Updated: APRIL 2020

This Behaviour Management Policy is closely aligned with the Pastoral Care Policy. At St Bernadette's we aim to develop the whole person in an atmosphere where Christian attitudes and values are nurtured, the rights of all individuals are protected and respected, and children are encouraged to take responsibility for their own behaviour.

Pastoral care at St. Bernadette's School, Castle Hill is all about the way we relate and care for each other. It is what we do for each other from day to day and is the simple expression of our Christian values.

The Gospels spell out the actions we need to take to be a Christian. Our Catholic school is able to specifically define our goals and create a true community where people show love for each other. Pastoral care aims to foster the values of mutual respect, responsibility and service and is a commitment to democratic processes, cooperation and concern for the common good.

Pastoral Care at St Bernadette's refers to the total climate of care of students within the school and is based on the belief in the dignity and uniqueness of each individual. Effective Pastoral Care requires the development of positive, quality relationships among parents, students, staff, the Parish Team and wider community, which are based on mutual respect, acceptance and trust. The establishment of these Pastoral Care networks requires effective channels for communication, a structured approach to student support and just behaviour management procedures. The provision of satisfying and stimulating learning experiences which are relevant and challenging and which promote self-discipline, responsibility, initiative, creative leadership and a sense of achievement are fostered. At St Bernadette's clear boundaries are set, and programs and policies have been established to serve these expectations and ensure that the rights and responsibilities of all members of the community are considered. In doing so we strive to provide for the development of the whole person to full potential - social, emotional, spiritual, intellectual and physical.

We Believe:-

- As a Christian community we have the responsibility to provide a nurturing school environment
- An effective Behaviour Management program needs rules and routines to ensure that the rights of individuals are protected, encouraging individuals to show responsible and appropriate behaviour
All people, including children have the right to be treated with dignity and respect
- Our school community consists of unique individuals with differing needs, who behave and respond in a variety of ways
- The behaviour of a child is influenced by internal and external factors which contribute significantly to the way they interact with and respond to others
- In our diverse and ever changing society children need to develop skills that will equip them to interact positively and learn effectively
- Children need to be taught social skills that equip them with the ability to adapt and interact with many different contexts and situations
- It is essential that all members of our school community are actively supportive and consistent in their approach to whole school behaviour management
- Parents are the primary educators and share a joint responsibility with teachers in the development of behaviour management practices
- Parental contributions should be valued and respected.

Therefore we will:-

- Value and treat individuals with respect, regardless of race, gender, ability, cultural background and economic circumstances
- Develop and consistently implement rules and routines which acknowledge the rights and responsibilities of ALL
- Consistently use positive language and common practices
- Provide fair and consistent routines which will encourage children to take responsibility for their own behaviour
- Provide positive models of behaviour, using effective and appropriate strategies to solve conflict
- Continue to investigate, identify and implement a variety of behaviour management strategies and techniques which cater for the specific needs of individuals within the school community
- Develop and implement strategies that encourage and celebrate the positive, unique qualities of all
- Build positive and mutually respectful relationships between parents and teachers through channels of open communication
- Ensure that opportunities are provided for parents to develop their knowledge and skills in behaviour management

At no time and in no case is corporal punishment used or condoned as a means of discipline for students or as a consequence for student behaviour at St Bernadette's.

Rights and Responsibilities:

As members of the St Bernadette's community, students have a right to:

- Enjoy a safe and healthy environment
- Be supported in their educational goals
- Learn about and model Christ's teaching
- Express their own individuality without curtailing others'
- Join in and have fun.

As students the children at St Bernadette's have the responsibility to:

- Try to become more loving towards God, themselves and others
- Use their own special talents
- Always do their best
- Make their own decisions and accept responsibility for their actions
- Respect and be courteous to others
- Appreciate and be tolerant of differences.

Behaviour Management

- Students and teachers regularly review the school rules:
 - 1. Be polite and friendly**
 - 2. Be helpful and kind**
 - 3. Work well, quietly and carefully**
 - 4. Play carefully and sensibly in the Playground**
 - 5. Look after each other, our school and everything in it.**
- Students K-6 are taught a Conflict Resolution Strategy
 - S** Stay Calm
 - T** Try to ignore
 - A** Ask to stop
 - N** Never fight
 - D** Duty Teacher- classroom or playground.

and are encouraged to use this in the classroom and on the playground to resolve differences or to negotiate situations.

- Students K-6 are encouraged to reflect on their behaviour in light of the St Bernadette's core values:

TOLERANCE RESPECT HONESTY FORGIVENESS CARE COMPASSION

- Reflective discussions are used as a part of the restorative practice process when unacceptable behaviour has been displayed. These opportunities vary for the age of the child and encourage the child to use reflective practices to consider their actions and restore healthy relationships
- Reflective discussions are carried out under the supervision of a teacher and where and when necessary behaviour sheets are used to inform parents and to allow them to view and reflect on the behaviours with their child. When a behaviour reflection sheet is sent home the Principal/Assistant Principal is informed.
- Class Teachers keep a record of all incidents regarding behaviour which have been referred to them and file this information at the end of each year in student files.
- A Behaviour Book is kept in the staffroom for teachers to record behaviour incidents that occur during recess and lunch times. Stage Coordinators follow these incidents up with students, class teachers and parents where necessary. This book allows staff to keep track of the frequency and type of behaviour incidents that may be occurring for a particular student and can be a source of information that can assist with intervention for particular students.

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Support Structures and Strategies

- The school promotes a "buddy" programme to help build positive relationships amongst the students from all grades.
- Teachers, students and parents have access to support services such as the school counsellor who is able to assist with individual pastoral needs on a referral basis.
- The school takes a proactive approach to bullying by arranging for workshops to be conducted with students K-6.
- The parent body of the school, the P & F provides a pre loved uniform shop, supervises the Kiss and Drop Zone in the mornings, organises grade parents for each grade and offers regular morning teas at school functions to facilitate the social networking of new and established families.

- All families are kept updated about pastoral care issues via class and school newsletters and Parent Meetings
- All staff at St Bernadette's engage in Child Protection Training and parents are provided with opportunities to complete Child Protection Training. These training opportunities highlight the legal responsibility that staff and volunteers have in caring for our children.

Basis of Discretion

- Consequences for unacceptable behaviour are at the discretion of the teacher in accordance with the policy guidelines and the restorative practice process. The main forms of consequences include: supervised time out, loss of a privilege, opportunity to practice and rehearse specific social and behaviour skills, formal apology to the offended individual/s, restricted/ monitored play or learning situations and consultation with the student's parents.
- Various circumstances and individual student needs may require a different behaviour management approach to the norm. At these times, in consultation with the Principal and in accordance with this policy, the teachers may develop for a student, an individual plan in response to a behaviour management issue.

Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness includes the 'hearing rule' and the 'right to an unbiased decision'. Staff at St Bernadette's Primary will adhere to the principles of procedural fairness. This is particularly important when dealing with serious discipline issues and serious allegations.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter
- know the process by which the matter will be considered
- respond to the allegations
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making
- an absence of bias by a decision-maker

Procedural fairness includes making available to students and parents or caregivers policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific

matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, it may be important for parents to be provided with the services of an interpreter.

It is generally preferable that different people carry out the investigation and decision-making, however in the school setting this may not always be possible. If the principal is conducting both the investigative and decision-making stages, he-or she must be reasonable and objective. To be procedurally fair, the principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the principal's responsibilities. Nevertheless, it is preferable to have another member of the leadership team, such as the assistant principal, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion are to be taken down in writing.

Complaints and Grievances

In keeping with our belief that parents and the school are in a partnership, the staff encourage open and ongoing communication between home and school. The following procedures are in place for parents to communicate concerns or complaints.

- Parents have ready access to staff
- Parents are encouraged to contribute suggestions in a variety of forums such as: parent/teacher interviews, grade meetings, education discussion meetings, and meetings with the principal.

Should a parent have a concern regarding their child they can contact the classroom teacher or the teacher involved for an appointment to discuss the matter. An appointment may also be made with the assistant principal and / or principal if or when a parent thinks it necessary to further discuss any concern.

When meetings occur between parent and teacher or parent and principal regarding a concern or complaint, an agreed upon action plan is articulated and a follow up communication scheduled.

Important Policies that support this Behaviour Management Policy

- *St Bernadette's Pastoral Care Policy*
- Relevant CEDP policies and procedures
- [National Safe Schools Framework 2006](#). (MCEETYA)

Review: June 2021