

**PROUILLE CATHOLIC  
PRIMARY SCHOOL  
WAHROONGA**

**BEHAVIOUR MANAGEMENT  
POLICY**

**POLICY & PROCEDURE**

# Prouille Catholic School

## Behaviour Management Policy

### Introduction

We are committed to building and nurturing positive relationships at Prouille Catholic School. We have a history of being a harmonious, peaceful and happy community. The children come to the school with a generally well developed sense of politeness, consideration and tolerance. The parents and wider community place a high degree of importance upon “good behaviour” and “good manners”. The community is supportive and responsive to any concerns. We do not have significant behaviour management issues in classrooms or on the playground. There has not been a history of bullying or intimidation. We do enjoy a number of high achieving and very confident children in our school. This has raised issues for us concerning the well being and self esteem of the lesser achievers. As a result, measures have been taken through our Personal development curriculum and the introduction and implementation of the **Positive Behaviour for Learning (PBL) as well as the KidsMatter framework** to address these concerns. This program incorporates strategies for *collaborative problem solving* and assists children in enhancing their **resilience** and **assertiveness**.

**Corporal Punishment in any form is prohibited at Prouille Primary Catholic School.**

### Purpose

This policy describes the procedures implemented at Prouille Catholic School to manage student behaviour, to nurture positive relationships and build self esteem. We see the behaviour management policy as a specific aspect of our overall Pastoral Care Policy. This policy focuses, therefore, on our response to behaviour management issues as they arise.

### Outcomes

This policy ensure that

1. Clear procedures are established and communicated
2. Roles and responsibilities for behaviour management are defined and articulated
3. **Positive resolution of conflict** is the basis for our behaviour management practices
4. Staff will be provided with resources/ in-servicing to support them in implementing successful student management programs
5. Children will know that Prouille Catholic School community includes office staff, grounds staff, principal, friends, children, parents, carers, relatives, teachers, priests, sisters, visitors, cleaners, teacher assistants, parent helpers and that all members of the school community have a shared responsibility for building positive relationships.

# Prouille Catholic School Behaviour Management Policy

## **POLICY FRAMEWORK**

**Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy, and Student Discipline Policy for Diocesan Systemic Schools in that our approach to discipline has its basis in our pastoral care for each other.**

**We believe that Pastoral Care:**

- has the life of Jesus Christ as its focus;**
- is concerned with the dignity and integral growth of the individual;**
- is a responsibility entrusted to all members of the faith community;**
- is a force for healing, reconciliation and liberation, and**
- is an expression of, and commitment to, justice.**

**(Extract from Diocesan Pastoral Care Policy)**

**Education is the process of helping each individual discover their own uniqueness, potential and responsibility. Responsibility is when we make informed choices about our behaviour and take control of our actions. Behaviour management at Prouille is seen as teaching, guiding, leading, encouraging and demonstrating Christian behaviour within a framework of Catholic Gospel values.**

## **DEFINITIONS**

- Behaviour is defined as anything we say or do.**
- Appropriate Behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.**
- Inappropriate Behaviour is any behaviour that does not meet the school rules and behavioural expectations.**
- Challenging Behaviour is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.**
- At Risk Behaviour is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.**

**Prouille Catholic School has adopted a Whole School Approach to bring about positive behaviour; Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.**

**“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”**

**Diocesan School Student Discipline Policy**

**Corporal Punishment by any School Person or non-school person is not permitted**

## IMPLEMENTATION

### 1. Rights, Responsibilities and Rules

1.1 Children will know that everybody has the **right** to:

- be and feel safe at all times
- be treated with equality, respect and fairness
- communicate and be listened to
- learn without disruption
- use, share and respect equipment within the school
- feel they are special members of our school community

1.2 Children will know that every person has the **responsibility** to:

- respect others
- try and understand each others
- listen and discuss
- be honest, polite and co-operative
- share attention and equipment
- work and play safely
- try to work out problems in a fair manner
- help others belong
- respect and care school equipment
- keep our school clean
- be on time
- try their best
- ask for help when needed

1.3 At Prouille Catholic School, every person has a responsibility to follow our rules. At the beginning of each term, staff will revisit school rules with the children. If the children choose not to abide by a rule, there will be a consequence. Positive consequences follow positive behaviour and negative consequences follow negative behaviour. The consequences will be fair, known in advance, logical and related to the action. The logical consequences lead to the child developing self-discipline by taking responsibility for his/her own actions.

1.4 Children will be informed of the following **rules**:

- Play fairly in all games and activities
- Wear full school uniform with pride
- Uphold classroom rules
- Move around the school in a safe manner
- Keep the school clean and tidy
- Respect the culture and race of every person
- Respect the privacy and property of the school and every person
- Resolve conflict peacefully
- Speak with respect to students, staff, parents and other members of the community
- Respect requests by staff members
- Play safely and be aware of other's safety
- Travel to and from school in a safe and cooperative manner
- Abide by the "hands off" rule

1.5 Classroom rules and consequences will be developed by each class. These will be displayed in each classroom. The class rules will be discussed with parents at the Parent Information evening at the beginning of each school year.

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In summary, at Prouille Catholic School we all have the **RIGHT** to

### **Be and feel safe at all times**

Therefore we have the **responsibility** to

- Abide by the “hands off” rule
- Move around the school in a safe manner
- Play safely and be aware of other’s safety

### **Be treated with equality, respect and fairness**

Therefore we have the **responsibility** to

- Play fairly in all games and activities
- Respect the culture and race of every person
- Resolve conflict peacefully

### **Communicate and be listened to**

Therefore we have the **responsibility** to

- Speak with respect to students, staff, parents and other members of the community

### **Learn without interruption**

Therefore we have the **responsibility** to

- Cooperate and try at all times and let others do the same
- Uphold classroom rules

### **Use, share and respect equipment within the school**

Therefore we have the **responsibility** to

- Keep the school clean and tidy

### **Feel they are special members of our school community**

Therefore we have the **responsibility** to

- Respect and comply with requests by staff members
- Travel to and from school in a safe and co-operative manner
- Wear full school uniform with pride

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### 2. Consequences

2.1 Children will be taught that there are **consequences** associated with these rights, responsibilities and rules.

2.2 There are **positive** consequences for those who choose observe our school rights, responsibilities and rules.

2.2.i Children are given explicit positive reinforcement by teachers and members of the school staff for respecting the rights of others, for meeting their responsibilities and abiding by the school rules.

2.2.ii Each week, class teachers identify two or three children who have made positive choices regarding rights, responsibilities and rules. These children receive Class Awards at the weekly Friday afternoon assembly.

2.2.iii Once a term, the Principal selects (on teacher recommendation) two children from each class to receive a Principal's Award at the Friday afternoon assembly.

2.3 There are also consequences for those who choose not to observe our rights, responsibilities and rules. The behaviour **consequence** is as follow.

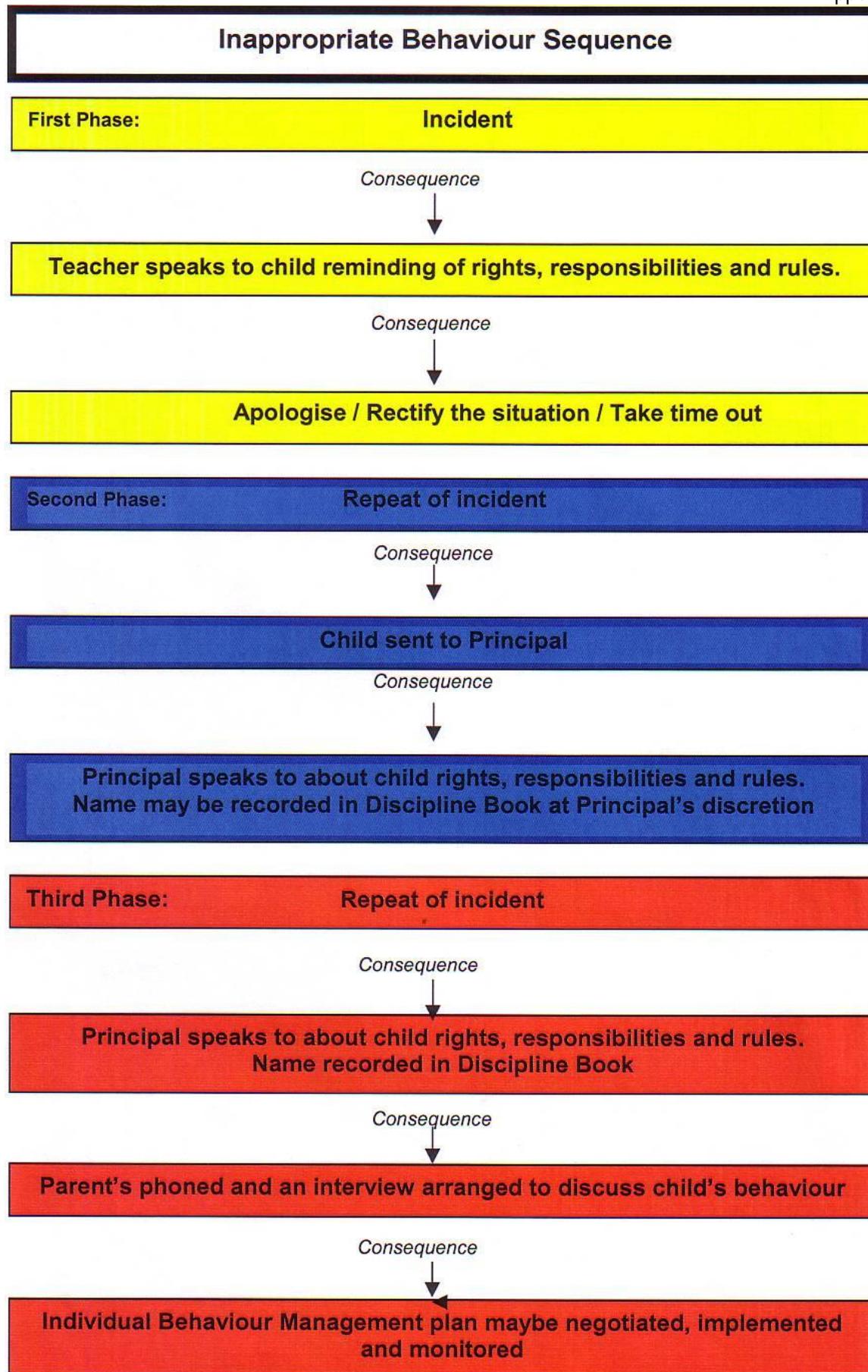
2.3.i Child will be spoken to about the incident by the teacher witnessing the incident, and reminded of the school rules. Children will receive either a long or short time out depending on the severity of the child's actions. The child could be asked to carry out one of the following actions:

- Apologise
- Rectify the situation
- Take time out

2.3.ii If there is a recurrence of inappropriate behaviour in the classroom or on the playground, the witnessing teacher will speak to the child about their behaviour and send the child on to the Principal. The Principal will speak to the child and an appropriate consequence could follow. Depending on the seriousness of the misbehaviour, the child's name will be recorded in the Discipline Book. The date, brief details of the misbehaviour as well as the child's name are to be recorded. The Discipline Book is kept in the Principal's office.

2.3.iii If a child is entered twice in the Discipline Book, the Principal will contact the child's parents and ask them to attend an interview with the Principal and the child to discuss the child's behaviour. Consequences and a course of action will be negotiated at this interview.

2.4 Incidents that are of a very serious nature eg. Violence, theft, leaving the school grounds are sent directly to the Principal. These incidents may be recorded immediately into the Discipline Book at the principal's discretion.



### **3. Parent responsibilities**

After a long time out a yellow PBL- Long time out notification form will be sent home to the parents. It is the parent responsibility to read, sign and discuss the behaviour with their child.

If three PBL long time out forms are sent home the parents will be invited to have a meeting with the classroom teacher, Principal and Assistant Principal where a behaviour management plan will be implemented.

1. Parents will encourage their children to be responsible for their own behaviour.
2. Parents will show positive support for the staff, especially in the area of behaviour management
3. Parents will communicate first with the class teacher about matters of concern.
4. Parents will attend interviews with the Principal at the earliest possible time.

**Date of Policy: 2017**  
**Revision Date: August 2018**  
**Further Review Date: August 2020**  
**Principal's Name: Sue Bevan**  
**Date:**

# **Prouille Catholic School**

## **INDIVIDUAL BEHAVIOUR MANAGEMENT PROGRAM**

The following describes a possible 'Individual Behaviour Management Program' to be negotiated by the Principal and Parents of a child experiencing difficulty complying with our school rights, responsibilities and rules.

### **Implementation Principles**

1. The program is designed to overcome inappropriate behaviours. It is not punitive.
2. The program is to be monitored regularly (time lines are also to be negotiated and agreed upon)
3. Clear behavioural outcomes are to be stated at the outset of the program
4. There is to be regular contact between the child and the person managing the program. The managing person and frequency of contact is to be agreed upon.
5. Clear consequences for failing to comply are to be stated at the outset.
6. Parents are to be kept informed and wherever possible, involved in maintaining the program at home.

### **Behaviour Management Program**

- At the Parent/Principal meeting, the need for an 'Individual Behaviour Management Program' is discussed. Details of the Program including expected outcomes, mode, duration, consequences and management practices will be discussed.
- The child's behaviour during the week will be monitored. This may take the form of a timetable checklist signed by the supervising teacher to indicate positive choices. See Appendix 2.
- The checklist is to be handed to the supervising person to be signed and sent home for parental consideration and signing and is then returned to school.
- Classroom scaffolds (which may include desk top prompts; visual clues) are provided to support the child.
- At an agreed time (i.e. daily, weekly) the class teachers is asked to write a comment on the child's behaviour for the last week on a reporting form. The child is asked to comment on his/her own behaviour. The supervising person also comments and the report is sent home for parental feedback. See Appendix 2
- The program continues until the agreed time frame has expired or until both the Principal and the Parents are satisfied the child's behaviour has been modified and is consistently appropriate.



# Inappropriate Behaviour

<b>Minor Inappropriate Behaviour</b>		<b>Major Inappropriate Behaviour</b>	
Inappropriate Language	use of inappropriate language.	Abusive Language	verbal aggression such as swearing name calling, threats.
Physical contact	inappropriate physical contact.	Physical Aggression	serious physical contact where injury may occur / has occurred.
Defiance / disrespect	brief or low –intensity failure to respond to teacher request.	Defiance / disrespect	refusal to follow repeated directions.
Disruption	inappropriate interruption to learning.	Disruption	sustained or intense disruption of learning.
Dress	student wearing clothing that is not within the expectations of school guidelines.	Theft	having possession of or removing property belonging to someone else.
Property misuse	misuse of school or personal property.	Property damage	substantial destruction or disfigurement of property.
Technology misuse	misuse of technology (phone, iPod, camera, computer etc).	Technology misuse	misuse of technology (phone, iPod, camera, computer etc) which is sustained or potentially harmful to others.
Tardiness	student arrives late after bell.	Repeated Tardiness	repeated and or sustained incidents of arriving late after the bell.
other	any other inappropriate behaviour that has low intensity.	other	any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others.

<b>Short Time-out</b>	<b>Long Time-out</b>
<p><b>Classroom:</b> Student sits within the classroom away from others for up to 10 minutes.</p> <p><b>Playground:</b> Student sits away from others (out of play) for 5minutes.</p> <ul style="list-style-type: none"> <li>- A short time-out form is completed and sent to the PBL team.</li> </ul>	<p><b>Classroom or playground:</b> Student is given a red card and sent to another classroom or the office for 10 minutes.</p> <ul style="list-style-type: none"> <li>- Parents are called.</li> <li>- A long time-out form is completed and sent to the Leadership Team / PBL team as a record.</li> </ul>

