

SACRED HEART SCHOOL
CROYDON

STUDENT WELLBEING POLICY

Behaviour Management

RATIONALE:

Our Catholic school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. Sacred Heart community recognises that everyone has the right to be respected, to feel safe and be safe; and in this regard, understands their rights and acknowledges their obligation to behave responsibly.

AIMS:

Every person at Sacred Heart School has a right to feel safe, to be happy and to learn, therefore we aim:

- To promote the values of honesty, fairness and respect for others
- To acknowledge the worth of all members of the community and their right to work and learn in a positive environment
- To maintain good order and harmony
- To affirm cooperation as well as responsible independence in learning
- To foster self-discipline and to develop responsibility for one's own behaviour.

IMPLEMENTATION:

- Behaviour management is the key responsibility of all staff.
- Clear rules are established and consequences taught at the beginning of each year in all classrooms. These are reviewed regularly.
- Clear expectations are set and students are shown that they are responsible for choices regarding their behaviour and the effect they can have on others.
- Common language is used by staff and students when addressing social problems and in behaviour management.
- Unacceptable playground behaviour, including bullying, will be recorded on playground behaviour sheets, to be recorded by the Student Wellbeing Leader or Deputy Principal and followed up when necessary.
- Good communication between parents, staff and students is maintained.
- The school social skills program complements the behaviour management policy.
- All staff members, including emergency teachers are familiarised with the policy to ensure consistency.
- Students who have ongoing behavioural issues are referred to the Student Wellbeing Leader.

EVALUATION:

This policy is reviewed by all staff annually or as the need arises.

SCHOOL RULES

At Sacred Heart School each person has the right to be safe, to learn and be happy.

- Be Safe, Play Safe
- Respect Others
- Be Fair and Friendly
- No Damage
- Be Where You Should Be
- Be Positive - No Put Downs

TIME OUT PROCEDURES

All teachers have in place a set of expectations and consequences that are discussed with the class at the beginning of the year and at other appropriate times. These expectations are based on the school rules; which are discussed, clearly defined, understood and displayed in the classroom for all to see: students, parents, staff, including casual relief teachers and support teachers.

Classroom

Step 1 Warning

A reminder to follow classroom rules; may be verbal or nonverbal, (based on previously discussed signals). If appropriate, teacher discusses choices and consequences of behaviour at this time. Serious or dangerous incidents may require immediate withdrawal.

Step 2 Time Out – Classroom

Time out within the classroom in a specified area. (This may include working with the teacher to regain focus-Time In)
Student may be given a Behaviour Reflection Sheet to **think** about their behaviour for between 5 and 10 minutes.
Student rejoins class.

Step 3 Time Out in another classroom

If, after a student rejoins, he /she behaves inappropriately again within that day the student goes to a neighbouring classroom, arranged with a colleague, for a timeout period of approximately 15 minutes.

He/She is asked to reflect on their actions, how their learning was affected and **complete** the Behaviour Reflection sheet. Students in Years 3 – 6 write their responses. Students in Years Prep-2 may write or draw their responses. Return to class is followed by a discussion with the classroom teacher at an appropriate time (not during teaching time). It is the student's responsibility to make up any missed work.

Step 4 Time Out in Principal's office

If the student behaves inappropriately again during that day he/she is sent to the office to complete a Behaviour Reflection sheet. The principal, or designated person, decides where and how long time-out is for and any further consequences. Parents are notified and asked to sign the Behaviour Reflection Sheet.

Step 5 Office (Under principal's supervision)

If the student behaves inappropriately again during that day he/she is sent back to the office with a folder of work. The student remains in the office for the rest of the day.

If there are ongoing behavioural concerns parents will be contacted by the classroom teacher. If necessary teachers may decide to 'drop down' the steps following discussion with the student.

Specialist teachers and classroom teachers are to keep each other informed when Time Out procedures have been implemented.

Record Keeping:

It will be the responsibility of the student's class teacher to keep records of all instances involving Time Out. Behaviour reflection sheets should be filed by the classroom teacher and will be archived at the end of each year.

Follow Up:

Teachers are encouraged to refer students to the Student Wellbeing Leader for assistance with ongoing behaviour issues and support in developing and implementing effective whole-school strategies to assist these students.

Playground

- Step 1** **Warning and/or walk with the teacher.**
- Step 2** **Time Out**
Time out with duty teacher.
Teacher discusses incident with student/s using Stop, Think, Do process, focussing on school rules.
- Step 3** Duty teacher records incidents on playground behaviour sheet. Bullying incidents should be followed up as soon as possible.
- Step 4** Teacher on duty is responsible for passing on playground behaviour sheet to Student Wellbeing Coordinator for information to be recorded on the database and classroom teacher to be informed. If the offence is serious enough to warrant detention this should be noted on the sheet and followed up with the Coordinator or Deputy Principal.
- Step 5** If necessary, the student attends lunchtime detention.

Unsafe behaviour results in immediate removal from the playground.

The duty teacher is responsible for following up playground incidents. If they are unable to follow up during duty time, incidents are to be referred to the classroom teacher, Student Wellbeing Coordinator or Deputy Principal.

Inappropriate Playground Behaviour to be dealt with according to Playground Timeout Procedures and recorded on behaviour sheets:

Intentional/reckless behaviour that results in an injury e.g. throwing sticks/stones
Bullying/Teasing
Dangerous/rough play
Damage of property
Inappropriate behaviour repeated after a warning e.g. out of bounds
Verbal abuse
Challenging a teacher's authority

Teachers should also record repeated incidents that indicate a student's need to develop skills in dealing with social issues; the Student Wellbeing Coordinator will follow up this information.

Serious classroom or playground incidents, including vandalism, racism, gender issues, intimidation, actions causing injury and bullying, are to be reported to the Principal, Deputy Principal or Student Wellbeing Coordinator for immediate attention. Parents will be notified. Consequences for these actions may include:

- *detention*
- *exclusion from class*
- *exclusion from playground*
- *withdrawal of privileges*
- *removal from school for period of time designated by the Principal.*

In situations where another person has been hurt physically or emotionally, the injured party should receive a verbal or written apology from the offender.

The Student Wellbeing Coordinator checks the playground behaviour spreadsheet regularly. If a student has been recorded on the spreadsheet a number of times during one term or there is a pattern of behaviour developing, the concern will be addressed.

Detention

Students who have been entered onto the playground behaviour database for serious offences are to attend a detention at a suitable time and are supervised by the Co-Deputy Principal, Student Wellbeing. A reflection sheet is completed during this time. The completed reflection sheet is sent home and must be signed by the student's parents. These sheets are returned to the Student Wellbeing Coordinator, filed and are available for the information of classroom teachers.

Bullying

Bullying is behaviour by one person or a group of people towards another, that is designed to hurt, injure, embarrass or discomfort that person. The behaviour is intentional, selective, uninvited and repeated over time.

Each person has a role to play by respecting the rights of others. Bullying behaviours will not be tolerated at Sacred Heart. It is essential that bullying incidents be reported immediately.

Bullying incidents will be recorded and fully investigated. Support will be offered to any student being bullied. Those students who bully others will be expected to take responsibility for their actions, write and make a personal apology. Parents will be contacted and appropriate consequences implemented, which may include:

- detention
- exclusion from class
- exclusion from playground
- withdrawal of privileges.

Students will be helped to change their behaviour with the support of teachers and through the school's social skills program. If bullying continues students will be referred to the Student Welfare Support Group who will discuss appropriate strategies and action.

What staff and students can do to create a safe environment at Sacred Heart:

Staff

- Be role models in word and action
- Be observant of signs of distress or suspected incidents of bullying
- Investigate bullying incidents promptly and thoroughly, record on playground behaviour sheets
- Make efforts to remove occasions for bullying by active supervision
- Remind students on a regular basis to report incidents

Students

- Play with a group of friends in playground areas supervised by teachers
- Refuse to be involved in any bullying situation
- Seek assistance and report to a teacher straight away

Parents

- Advise your child to follow the recommended procedures for dealing with bullying
- Be willing to inform the school of any cases of known bullying even if your own child is not affected
- Discourage inappropriate behaviour; support consequences put into place by the school. Encourage and reward positive behaviours.

Procedure To Deal With Bullying

Bullying is behaviour by one person or a group of people towards another, that is designed to hurt, injure, embarrass or discomfort that person. The behaviour is intentional, selective, uninvited and repeated over time.

Always play with a group of friends in areas supervised by teachers.

If you are being bullied:

- Stay calm
- Maintain eye contact
- Tell the bully to stop. Make an assertive statement like:
"I don't like what you're doing or saying."
"I don't have to listen to that."
- Walk away.
- If bullying happens again or you feel unsafe speak to a teacher straight away.

If you see another student being bullied:

- Don't join in: being part of a group that is bullying someone or watching bullying shows support for the bullying behaviour.
- Support the person being bullied and encourage him or her to do something about it.
- Speak to a teacher about it.

Sacred Heart School Code of Conduct

At Sacred Heart School each person has the right to be safe, to learn and to be happy.

Be where you should be.

Always stay in supervised areas
Be where the teacher can see you
Stay within set boundaries

Be safe, play safe.

Play games that are safe for everyone
Behave in a responsible and safe manner
Play safely with equipment
Walk on decking areas

No Damage

Care for your belongings
Care for the belongings of others
Care for our school and playground

Respect others

Treat others as you would like to be treated
Call people by their proper names
Listen while others are talking and respond in the right way
Be courteous and respectful in your speech and actions

Be Positive. No putdowns.

Encourage others
Use praise words
Say good things about people

Be fair and friendly.

Say hello to people
Smile at each other
Invite others to join in your games
Let everyone have a turn/fair go
Make sure everyone in your game knows the rules
Use Stop, Think, Do to solve social problems