



Our Lady of the Sacred Heart School

Behavioural Management Policy

May 2019

Vision Statement

We believe that Our Lady of the Sacred Heart School is a community in which:

- The Catholic Faith traditions and Gospel values are integral to our identity and principles.
- The care, safety, wellbeing and inclusion of all children is central to our purpose.
- We educate the whole child; in a learning environment where teamwork and collaboration is central to students reaching his or her potential.
- All children can learn in a nurturing and stimulating environment.
- Partnerships with parents, students and staff are essential to building community.
- Learning and teaching is a priority to build an independent and motivated learner.

Child Safe Statement

Our Lady of the Sacred Heart School will provide a child safe environment where all children have the right to be treated with respect and will be protected from harm.

Rationale

School communities have a responsibility to provide an environment that gives children an opportunity to reach their maximum potential. A well planned and implemented Behaviour Management policy will enable this to happen.

Beliefs

We believe that:

- **Corporal Punishment is an offence and is not permitted at Our Lady of the Sacred Heart School**
- Jesus' teachings are the principles by which we are called to live
- Every student has a responsibility for their own behaviour and is called to promote the wellbeing of their school community
- A positive school climate will support the students to make positive decisions for the wellbeing of the community
- A consistent approach to positive behaviour management is vital
- Behaviour management needs to be regularly reviewed in light of school needs
- Working in partnerships with families will support their students' positive behaviour
- Building the resilience of students is a key priority for this community

Aims

- To build a school environment based on positive behaviour, mutual respect and cooperation
- To manage poor behaviour in a positive and professional manner
- To establish well understood and logical consequences for student behaviour

Implementation

- The Behaviour Management Plan places significant emphasis on the development and recognition of positive behaviours.
- When behaviour does not meet expectations the principles of natural justice and procedural fairness will apply.
- OLSH will teach the PBIS framework as defined in the School Engagement Policy
- Behaviour matrices are developed in consultation with teachers and students for areas of play and learning
- The school curriculum will include units on resilience, peer pressure, positive choices, bullying, conflict resolution and leadership
- Staff teach behaviour expectations for each setting on a regular basis
- Staff use consistent consequences for inappropriate behaviour.
- Students experiencing difficulty achieving positive behaviour outcomes will have a One Page Safety Plan drawn up which recognises the triggers for misbehaviour and lists the suggested practices, processes and consequences
- An up-to-date incident report database of student behaviour will be maintained on SIMON
- Documenting and communicating about behaviours with consistency is absolutely necessary
- The school has defined systems for regular, positive contacts with families
- **If the PRINCIPAL is notified three times in two weeks regarding inappropriate behaviour, the student's parents will be called in for a conversation.**
- At all times in the implementation of this policy the school will adhere to the OLSH Child Safe Policy and Code of Conduct.
- The Behaviour Management Policy is available to the school community through the school website and is available to all families on request.
- Visuals for expected behaviour are visible around the school.

Students with special needs may have differentiated behaviour management programs based on their individual needs with appropriate consequences.

Evaluation

This policy will be evaluated on an annual basis

Attached documents:

1. Behaviour Modifications for Inside
2. Behaviour Modifications for Outside
3. Minor and Major Behaviours
4. Staff Managed & Principal Managed Behaviour

Policy first Ratified: 2014

Reviewed: May 2019

Next Review: February 2020

Document 1: INSIDE Behaviour Modifications

We are  people who *TOUCH* the  of others

INSIDE

Verbal Warning: name on board
Student reminded of acceptable behaviour.



Second Warning: cross beside name on board.
Student asked to modify behaviour and reminded that next time they will be asked to move to the couch in the hallway.



Intervention: student to RESET on the couch
ADULT (LSO) to follow after some time and will work through an appropriate SOCIAL STORY with the student.
LSO and student will complete a question sheet before re-entering the classroom.



Student returns to class and behaviour is not modified

Student and LSO will move to the library, **PRINCIPAL** to be notified. Student and an adult will spend time working through the appropriate social story. Behaviour to be entered into SIMON and worksheets to be stored in the folder in the classroom.

We are  people who TOUCH the  of others

OUTSIDE

Behaviour on yard not appropriate

Student reminded of behaviour expectations



Behaviour is not modified by student

Time for a Change card shown



Behaviour is not modified by student

Student will be asked to move under the verandah, ADULT to come out and work through an appropriate SOCIAL STORY with the student.

PRINCIPAL to be notified.

Behaviour to be entered into SIMON and worksheets to be stored in the folder in the classroom.

Minor and Major Behaviours

Minor	Major
<p>Inappropriate Language: Disruptive language not suitable for school</p>	<p>Abusive/Inappropriate Language: Use of obscene language intentionally directed at someone</p>
<p>Physical Aggression: Activities that could be harmful to oneself or others</p>	<p>Physical Aggression: Intentional use of force against another including inappropriate contact and throwing of objects for the purpose of causing harm</p>
<p>Defiance /Disrespect / Non-compliance: Failure to respond to adult requests</p>	<p>Defiance / Disrespect / Non-compliance: Intentionally ignoring a staff delivered directive of knowingly breaking a school rule after being redirected</p>
<p>Disruption: Engaging in low-intensity but inappropriate disruption</p>	<p>Bullying: Extreme verbal behaviour, cyber behaviour or any physical behaviour used to intimidate a person to make them do something or make them feel uncomfortable</p>
<p>Property misuse: Engaging in the deliberate act of misusing property</p>	<p>Theft: Intentional taking of another person's property without the person's permission</p>
<p>Technology violation: Engaging in non-serious but inappropriate use of phones, music/video players, cameras and computers</p>	<p>Technology misuse: Engaging in inappropriate use of phones, cameras and computers Age inappropriate use of social media</p>
<p>Lying: Deliberate act of hiding or not telling the truth</p>	<p>Lying Cheating: Delivering messages that are untrue or deliberately violating rules</p>
<p>Out of Bounds:</p>	

Intentionally playing in an area that is outside the school boundaries	
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Document 4:

Staff Managed & Principal Managed Behaviour

Staff Managed V Principal Managed

<p>Redirect student & reteach behaviour</p>	<ul style="list-style-type: none"> • Inappropriate Language • Physical Aggression • Defiance • Disrespect • Non-compliance • Disruption • Property misuse • Technology violation • Lying • Out of Bounds 	<ul style="list-style-type: none"> • Abusive/Inappropriate Language • Physical Aggression • Defiance • Disrespect • Non-compliance • Bullying • Theft • Technology misuse • Lying & Cheating 	<p>Behaviour that has been referred to the Principal requires an entry onto SIMON</p>
<p>3 incidents of a minor behaviour become a MAJOR</p>	<p>Possible Interventions:</p> <p>Redirection as per the flowchart</p> <p>Social Stories</p> <p>All conversations with student requires the ABBA principle to be adopted</p>	<p>Possible Interventions:</p> <p>Student conference with Principal (ABBA)</p> <p>Parent conference with student and teacher. Principal will facilitate</p>	<p>Principal will work with student and teacher to determine the consequence</p>

