Mary Help of Christians Primary School
SAWTELL

Behaviour Management Policy

Status: Implemented

Date Issued: August 2020

Evaluation and Review: August 2021

Policy Contact Personnel: Principal and Assistant Principal

Related Documentation: Anti-Bulling Policy

Suspension and Expulsion SOP

Vision

"I have come that they might have life and have it to the full". John 10:10

At Mary Help of Christians School we uphold Christ's values, and promote and celebrate the mission of the Catholic Church.
Our school provides a personalised and flexible learning environment where we all collaborate, sharing responsibility for reaching our potential.

We accept, respect, challenge and help each other, believing that everyone can be a successful learner.

We use imaginative and innovative methods and technologies, recognising that school should be engaging, relevant, meaningful and fun.

We know that learning occurs within and beyond the classroom and we build local, national and global connections so that we can effectively participate in contemporary society.

Our school is a place where achievements are acknowledged and celebrated, and we feel we belong.

Mission
We aim to fulfil the mission of the Catholic school, and our vision for a safe and harmonious work and play environment for all members of our school community by the ways in which we "Walk Worthy of God". (MHOC School Mission Statement)

Rationale
This policy exists to maximise quality teaching and learning in an environment free from harassment and discrimination. It assists students, parents and teachers to work harmoniously together, whilst fulfilling our obligations to Government and Diocesan authorities and our responsibility to parents and students.

Underpinning Gospel value

Matthew 7:12
So in everything, do to others as you would have them do to you

Aims

In our school community, teachers and parents work in partnership to assist students to become responsible, independent people.

The aims of our Behaviour Management Policy are:
- to teach the children the difference between appropriate and inappropriate behaviour
- to ensure the safety of all students
- to enhance the development of 'the whole child'
- to facilitate learning
- to promote growth in social responsibility, confidence and self-esteem.

At Mary Help of Christians there are a variety of strategies and programs in place that foster positive relationships. They include:

Programs and Strategies		
Pastoral Care Policy	Social Skills Programs	Microskills
Anti-Bullying Policy	Peer Groups	Social Stories
Restorative Justice Practices	Buddy System	School Chaplain
Personal Development and Health Resources	Habits of Mind	Check-in Station
School Counsellor	Playground Signage	Lunchtime Clubs

These programs and strategies aim to:

- build self-esteem and interpersonal skills
- encourage positive behaviour and skill building in conflict management
- teach that reflection and restitution are appropriate responses in Christian communities
- encourage students to be intrinsically motivated
- preserve the respect and dignity of each student.

Each grade team, in partnership with their students, will develop a set of class behaviour expectations, which will be fair, just and consistent. Our class expectations are designed to provide a safe, respectful environment that promotes learning organised under the overarching headings:

- Be Safe
- Be Your Best
- Be Respectful

Rewards

Students are rewarded or acknowledged for positive behaviours. In addition to whole-school acknowledgement, grade teams may develop their own reward system.
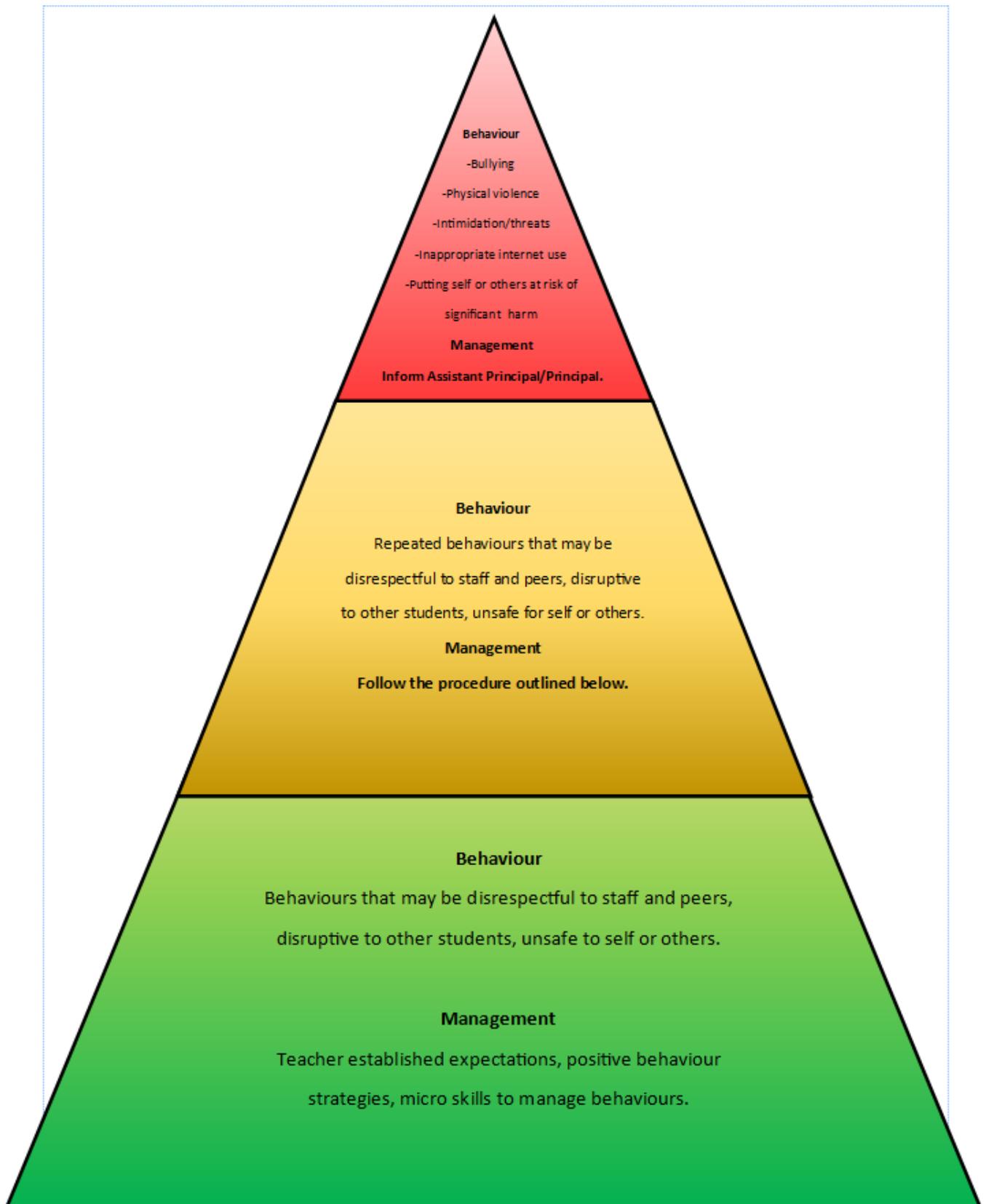
For health and safety reasons, food and lollies are not to be used as daily rewards.

Students' Rights and Responsibilities

We believe that everybody in our school is a unique individual created by God and as such, has equal rights and responsibilities.

School Expectation	Rights	Responsibilities
Be your best	The right to learn	The responsibility to make the best effort
Be safe	The right to feel safe at all times	The responsibility to ensure the safety of others
Be respectful	The right to be respected	The responsibility to respect people and property

Behaviour Management Procedures

Behaviour

-Bullying

-Physical violence

-Intimidation/threats

-Inappropriate internet use

-Putting self or others at risk of

significant harm

Management

Inform Assistant Principal/Principal.

Behaviour

Repeated behaviours that may be

disrespectful to staff and peers, disruptive

to other students, unsafe for self or others.

Management

Follow the procedure outlined below.

Behaviour

Behaviours that may be disrespectful to staff and peers,

disruptive to other students, unsafe to self or others.

Management

Teacher established expectations, positive behaviour

strategies, micro skills to manage behaviours.

Behaviour Management Procedure

1. Reminder of expectation.

2. If unacceptable behaviour continues, the student is asked to spend time reflecting on behaviour with the support of the teacher.

    - What happened? How are you feeling?
    - Who did it affect and how? Was someone hurt or upset?
    - What do I need to do to make things right?
    - What will I do differently next time?

    Teachers will use discretion as to when this conversation will happen.

3. If behaviour continues, the teachers will implement a positive behaviour strategy to change the behaviour. Parents/carers are notified to discuss the plan teachers are putting in place to support the student. Relevant information is recorded in student management system.

4. If behaviour develops a consistent pattern, parents/carers and the Principal, Assistant Principal or Additional Needs Teacher are informed and student may be placed on Individual Behaviour Plan. Relevant information is recorded in student management system.

Examples of Corrective Behaviour Strategies

- Non-verbal and verbal positive supportive strategies (See *Microskills* attachment)
- Behaviour expectations reinforced verbally
- Restorative conversations
- Missed play during lunch or recess to complete work or discuss behaviour (5 minutes)
- Sending student to the office to complete work or time out
- Time out in the classroom during learning or on the playground during lunch, recess or outdoor activities
- Complete reflection sheet
- Give choice before consequence
- Individual conversations
- Circle talks
- Student given a temporary or permanent learning spot, eg. spot on floor and/or desk
- Individual behaviour checklists/star charts etc

Under no circumstances will corporal punishment be used at Mary Help of Christians Primary School.

For serious and continuous offences, the procedures set out by the Lismore Catholic Schools Office will be followed.

ATTACHMENT A - MICROSKILLS

Micro-Skills: The Positive Supportive Strategies

At MHOC we value the use of microskills to create positive, supportive learning environments. The goal is to use any approach that ceases the inappropriate behaviour with **minimal disruption** to the learning environment and **minimal negative impact on the student's dignity** and the **teacher-student relationship**.

Instruction Giving

Non-verbal directional action: To gain the attention of the whole class using a non-verbal method.

   e.g. Clap a rhythm, ring a bell, raise your hand, move to a certain spot

Oral directional phrase: As above but by using a verbal direction.

   e.g. A song or an echoed phrase – "Stop, look and listen," "Eyes on me"

Waiting and scanning: A purposeful scan of the class, accompanied by a short period of silence, following an instruction before giving descriptive encouragers or the next direction. AIM – to ensure that all students are paying attention.

Descriptive encouraging: Should occur after waiting and scanning. AIM – to catch kids being good.

   e.g. "Eyes to me, thanks"……wait and scan….

   "Michael's put his pencil down and is ready to listen"

   "Great to see people over here sitting quietly and listening."

Positive Supportive Strategies

Cueing with parallel acknowledgement: designed to catch 'kids being good'. Teachers choose to acknowledge a student/s who are doing the right thing in order to cue other students into the correct behaviour.

   Example – 'Well done Sarah – your pencil is down and you are looking at me.'

Curriculum refocus: Using the curriculum to redirect inappropriate behaviour instead of focusing on the behaviour itself.

   Example – 'What is the answer to question five thanks Mark?

Description of reality: Describing only the behaviour you see.

  Example – 'Your books are closed and we have started our work.'

Expectations clarified/ restated: When it is noticeable that students are not following instructions when working, the teacher might restate the curriculum requirements.

Indicate post lesson discussion: The teacher indicates they will need to speak to student/s at a time indicated – generally at the end of the lesson/session. To be used in close proximity in a calm, firm, measured voice.

Move student in room: Involves asking a student verbally or non-verbally to move to another seat or area, as they may have already been given a choice about their behaviour and have continued to remain off task. This strategy may also be used in a proactive way to avoid a problem eg a student sitting where they may be distracted.
Example – 'You have continued with your off-task behaviour, you will need to move yourself to the time out seat- thanks.'
'I am not sure that you can work sitting near the computers, move to another desk thanks.'

Peripheral vision while working: Teacher scans class on a regular basis to identify students on and off task while teacher is otherwise engaged.

Selective attending/ tactical ignoring: pay minimal attention to inappropriate behaviour that is not seriously disturbing others.

Varying voice volume/ intonation: Teacher uses different pitches and volumes in their voice to encourage attentiveness or address inappropriate behaviour.

Body Language
Non-verbal redirection: eye contact, head movement, smile, hand movement
Example - Teacher points to their watch or wall clock, finger to mouth to indicate 'be quiet', come here hand signal, hand up to indicate 'stop', head shake to indicate 'no'.

Proximity: The teacher moves to the student exhibiting off task or inappropriate behaviour and stands without speaking in the student's personal space avoiding eye contact but looking at where/what the student should be doing. NOTHING IS SAID. When the student looks like they are returning to task the teacher moves away.

Pause in talk: While giving instructions or during discussion a student is talking or displaying off task or inappropriate behaviour, the teacher pauses and looks in the direction of the student and waits for silence before continuing with the instruction/discussion. A non-verbal redirection may be used if eye contact is made.

Smile to manage behaviour: using a wry smile of surprise to redirect behaviour. The message being given is that it is not serious BUT the student needs to stop.

Oral Redirection

Individual close talk: teacher redirects a student with as few people as possible hearing the redirection. The teacher moves to the student and without anyone else hearing is spoken to in relation to their behaviour. They may be offered a choice, given a rule referral or merely redirected to the task at hand.

Questioning to redirect: a student/s are talking or displaying off task or inappropriate behaviour and the teacher questions to redirect using questions that will often begin with "what" , "where" , "are" or "have" such as:

"What are you meant to be doing?"

"Where are you meant to be?"

"Are you doing your work?"

 AIM to get the student to name the expected behaviour and take ownership.

Humour to manage behaviour: a comment to 'lighten' a situation, if appropriate, can be a non-confrontational method of redirecting behaviour. Regardless, there is a fine line here between using humour and how easily it can become sarcasm. The student's response, be it verbal or non-verbal will indicate to the teacher whether it was humour or sarcasm. Should it unintentionally be the latter, it is important that the teacher rebuild rapport as soon as possible.

Example – teacher pretends to fall asleep while waiting for student to comply.

Call student's name: Without saying anything else, or doing anything non-verbally, the student's name is called and then the teacher continues. This strategy is often used in conjunction with a non-verbal redirection.

  Example - 'Our task today is to write down our – Tom – spelling words.'

Redirection given: Telling a student WHAT TO DO. Often the most commonly used strategy by teachers, more so than any other strategy.

   Example - 'Shhh'.   'Back to work Joe, thanks'.

Using **"thanks"** at the end of these statements / requests / commands will assist in gaining compliance.

Across room to individual: This is the same as above, however, it is given across the room with increased volume and distance……and as such, more students are effected.

   Example – 'Patrick, you are walking around the room, you need to sit down, thanks.'