



BEHAVIOUR MANAGEMENT POLICY

RATIONALE

At St Thomas' School, we believe that the discipline policy and practices should be developed from our belief that the values of the Gospel will permeate all that we do in the name of education. We are endeavouring to promote an environment that is secure, healthy and respectful for all members of the school community. We also believe that the responsibility for the growth and development of each child is a partnership between teachers, parents and children. Consequently, our Behaviour Management Policy recognises that the members of the school community have certain rights and therefore responsibilities to uphold the rights of others, within the school.

SCRIPTURAL CONTEXT

"What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God"
(Micah 6:8)

POLICY STATEMENT

At St Thomas' the procedures used to maintain a disciplined, yet secure, healthy and respectful community, will assist in protecting the rights of each member, and prevent behaviour that is inappropriate and likely to lead to future problems. We aim to promote self discipline and positive approaches to the development of acceptable behaviour in students. A united and consistent approach to discipline by staff members and parents will ensure the implementation of the policy. Under no circumstances will corporal punishment be used to discipline a child at St. Thomas' School

DEFINITIONS: *Serious Offences*

Catholic Education Commission of Victoria proposes that a *Serious Offence* should be defined as activities or behaviour which:

- Seriously undermines the ethos of the Catholic school or
- Consistently and deliberately fails to comply with any lawful order of a principal or teacher or

- Is offensive, or dangerous, to the physical or emotional health of any student or staff member or
- Consistently and deliberately interferes with the educational opportunities of other students.

Minor Offences:

Minor offences are defined as those which interrupt the normal classroom routine – calling out, lack of politeness when responding to another, interfering with another student’s work, rough play, unkind action or speech towards another student.

POLICY GUIDELINES:

GUIDELINE INDICATORS:

<ul style="list-style-type: none"> • Self discipline is the ideal form of discipline. • Every member of the school community has the right to feel safe and secure within the school. • All rules and restrictions will endeavour to ensure that the rights of each individual are respected. • Rules should foster self discipline within students in order to maintain an atmosphere conducive to learning. • It is not the severity but the certainty of consequences that is important. • Every effort will be made to find the truth wherever conflict may exist, to ensure that discipline is just. • Forgiveness is an expectation that will be reflected in discipline procedures implemented within the school. • Positive behaviour will be encouraged 	<ul style="list-style-type: none"> • All children will be given the opportunity to revisit school rules and consequences of breaking these rules at the beginning of each year. • Each classroom will develop its own class rules and consequences at the beginning of each year. These rules and consequences will align with overall school rules and consequences. • The wider school community will be informed about school rules and consequences through the use of newsletters and information nights. • Each person in the school community will be encouraged to take responsibility for his/her own actions. • School rules will be designed to ensure that the safety and rights of each member of the school community are respected (Appendix 1). • Violence in any form will not be tolerated by any member of the school community.
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<p>at all times by all members of the school community.</p> <ul style="list-style-type: none"> • Corporal Punishment is inappropriate within a Catholic school and will not be used. 	<ul style="list-style-type: none"> • All rules and restrictions will be formulated in a positive and purposeful manner and must be able to be supported and enforced (Appendix 2). • Discipline is a shared responsibility of all staff members and parents within the school community. • All consequences and restrictions should lead to behaviour modification (Appendix 3). • All consequences and restrictions should be appropriate to the seriousness of the offending action.
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REFLECTIVE MATERIALS:

Pastoral Care of Students in Catholic Schools CECV (2008)

Pastoral Care Policy CEO, Diocese of Ballarat

School Vision & Mission Statements

School Pastoral Care Policy

Health Promoting Schools Framework 1996

Restorative Practices Guidelines and information

APPENDIX 1

RIGHTS AND RESPONSIBILITIES

<ul style="list-style-type: none"> • You have the right to be an individual at school This means that you should not be treated unfairly because you are tall or short, boy or girl, or because it takes a little longer to give an answer. 	<ul style="list-style-type: none"> ▪ You have a responsibility to let others be individuals at School This means that you should not treat others unfairly because they are tall or short, boys or girls, or because it takes a little longer to give an answer.
<ul style="list-style-type: none"> • You have the right to be respected and treated with kindness This means that others should not laugh at you, make fun of you or deliberately hurt your feelings. 	<ul style="list-style-type: none"> • You have the responsibility to respect others and treat them with kindness This means that you shouldn't laugh at others make fun of them or deliberately hurt their feelings.
<ul style="list-style-type: none"> • You have the right to express yourself This means that you may talk freely about your ideas and feelings when it is appropriate and in an acceptable manner. 	<ul style="list-style-type: none"> • You have the responsibility to let others express themselves This means that you must let others talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.
<ul style="list-style-type: none"> • You have the right to a safe school. This means that your school should try to provide safe classrooms, equipment and rules to ensure your safety at school. 	<ul style="list-style-type: none"> • You have a responsibility to try to keep the school safe. This means that you should try to make your classroom safe, look after school equipment and follow school rules to ensure everybody's safety at school.
<ul style="list-style-type: none"> • You have the right to tell your side of the story remembering the rights of others This means that you may tell your side of the story when accused of breaking a rule. 	<ul style="list-style-type: none"> • You have the responsibility to listen to others tell their side of the story This means that you should let others tell their side of the story when accused of breaking a rule.

- **You have the right to learn at school**

This means that you always try your best and take advantage of the opportunities provided.

- **You have the responsibility to let others learn at school**

This means that you shall not distract others learning or the teacher from teaching.

**APPENDIX 2
AN EXAMPLE OF
CLASSROOM & PLAYGROUND RULES**

CLASSROOM:

1. We respect each other's rights.
2. We speak kindly and show good manners towards our teachers and peers.
3. We look after books and equipment and tidy up after using them.
4. We move around the room, quietly and carefully.
5. We leave the classroom only when we have permission.

PLAYGROUND

1. We play with care at all times.
2. We care for our school grounds and gardens.
3. We use appropriate language.
4. We stay in designated playground areas during recess.
5. We answer the bell promptly.
6. We wear a hat outdoors during first and fourth terms.

OTHER RULES:

1. On *extreme weather* days, children remain in their own classroom at recess and lunch, using the classroom games. Teachers rotate through supervision areas.
2. Children are not permitted in the classrooms before 8.45 am and during recess unless the teacher is present.
3. The "Cool off" areas are on the seats outside the Library.

APPENDIX 3 PROGRESSION OF DISCIPLINE CONSEQUENCES
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1. Warning.
2. Time-out for re-offence.
3. Serious offence—children sent to the Principal’s office/classroom. (See definition of Serious Offence in Policy)
4. Child’s behaviour recorded in ‘Incident’ book.
5. Send another child to the staffroom, or office, if assistance is required.
6. ‘Time out’ during recess or lunch break for serious breach of guidelines, or if name has been placed in Incident book twice for same type of incident within the same week.
7. Parent/guardian to be informed by Principal, or designated teacher, if name is placed in book three times within a week.
8. If the child consistently re-offends, parents/guardians are contacted by the Principal for an interview.
9. Agreed Behaviour Contracts are developed by Principal, parents/guardians and student involved.
10. *Discipline and Welfare Conference Group* is formed and meet as required.
11. If there are further serious offences by the student, then the process outlined in the Pastoral Care of Students in Catholic School CECV 2008, [pp. 5 - 9] will be followed.