



Mother Teresa School

Behaviour Management Policy

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Related Policies

Mother Teresa School Pastoral Care and Bullying Policies

CEO related Policies include: Suspension, Legal Responsibilities and authority; Expulsion; Restraint; Child Protection

Purpose

This policy outlines the expectations the community of Mother Teresa School has regarding the development of behaviour management programs focusing on the personal development of students and the needs of the whole learning community.

Policy

At Mother Teresa School we believe:

- As a Catholic school we have certain values and expectations which are based on the model given to us by Christ.
- Discipline is essentially a positive concept, helping the children to reflect on their behaviour and how their actions impact on others.
- Discipline helps children differentiate between right and wrong. Children need to know that society has rules, expectations and ideals that as individuals, they have to conform to.

Definitions

All procedures followed in applying this policy must be based on principles of procedural fairness. These principles include:

- Provision of relevant policies and procedures to involved parties.
- Provision to these parties of the details of any allegations.
- Provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision.
- The right to an impartial decision.

Procedures

1. Aim to promote good behaviour

We aim to promote good behaviour through:

- Developing self-discipline in the children.
- Develop social skills in the children.
- Developing positive relationships between teachers and peers.
- Giving positive feedback to children.
- Developing specific programs for children with special needs.
- Modelling good behaviour.
- Promoting skills in leadership, conflict management and decision making.
- Encouraging self analysis and ownership of actions.
- Acknowledging when children are being honest.
- Communicating openly and regularly with parents.

- Providing the children with the necessary skills to deal with potential conflict.
- Having a safe and happy environment at school.

2. Staff Responsibilities

- Teachers and students should understand and comply with the requirements of this policy.
- Teachers should encourage a teaching/learning environment where there is good order and purposeful learning.
- Should the behaviour of a student seriously interfere with the requirements of this policy, more serious responses may be required. Reference should be made to the CEO policies on Suspension and Exclusion.
- Corporal punishment is NOT to be administered in any circumstance. Additionally, schools must not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

3. Implementation

- Establish school and classroom rules.
- Develop an outline of rights and responsibilities.
- Teach School Social Skills Program.
- Discuss consequences.
- Use time-out strategies.
- Use Behaviour Support chart
- Engage children on the playground by providing opportunities for different play.
- Use positive reinforcement when appropriate.
- Reward good behaviour using different incentives.
- Use older children as role models.
- Regularly focus on social skills.
- Use buddy classes for time-out.
- Use the thinking centre.
- Call parents and send behaviour reflection forms home to parents.
- Develop individual or group action plans for students who continually misbehave in consultation with support staff.
- Record serious incidents on the “Stars” online school data base.
- Refer at risk students to well-being coordinator to be included in behaviour support programs.

4. Behaviour Support Programs at Mother Teresa School

Connecting Kids- The ‘Connecting Kids’ program provides intervention to children of primary school age and accepts children identified by school personnel who may:

- Struggle emotionally and behaviourally.
- Have a strong sense of injustice and attempt to rewrite the rules and take control of what they want to do.
- Demonstrate anger and aggression.
- Physically harm others and sometimes themselves.
- Have low self-esteem, have been bullied, or are bullying others.

Social Skills Program - “See the Value in Social Skills” explicitly teaches social skills to the students from Pre-School to Year Six. This program captures the goal of linking our existing values program with a relevant whole school social skills program.

The children have the opportunity to develop and reinforce their social skills at home as well. Each week there is a social skills section in the school newsletter that shares information on the current social skill being taught in each class, tips for parents and a family challenge.

Cool Kids - This a structured, skills-based program that teaches children and their parents how to better manage the children's anxiety. It involves the participation of both children and their parents, and focuses on teaching clear and practical skills.

Kids Helpline at Schools - Kids Helpline @ School is an early intervention and prevention model for all primary school aged students around Australia. The program allows primary schools to invite Kids Helpline counsellors into their classroom via video link. Kids have the opportunity to talk with a counsellor during a group discussion about things that may be impacting their lives. Sessions aim to improve mental health literacy in primary school aged children, promote resilience and encourage help seeking behaviours.

5. Organisation

The following steps are to be used in cases of inappropriate classroom behaviour:

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|--------|---|
| Step 1 | Speak quietly to the child reminding them of the classroom rules. |
| Step 2 | The child is asked to go to a place in the classroom which is designated as the time out area. |
| Step 3 | The child is sent from the classroom to another classroom for time out. |
| Step 4 | Should a child receive more than three classroom time outs that child will receive a note asking for a parent meeting to discuss behaviour. |
| Step 5 | As part of the student-parent-school interview a behavioural contract may be drafted and implemented. |
| Step 6 | Child will be given in school suspension. |
| Step 7 | Child will be suspended in accordance with CEO regulations. |

The following steps will be used for playground misbehaviour:

- | | |
|--------|---|
| Step 1 | Remind the child of the school rules and redirect their play.
"What did you do?"
"What should we do at Mother Teresa School?"
(Where appropriate) "What could you do about this now?"
"What are you going to do from now on?" |
| Step 2 | Send the child to an area in the playground for time out (ie: silver seat) – staff member on duty records incident on school behaviour incident database. |
| Step 3 | Send the child to the thinking centre to complete a note to be sent home. Should a child receive three thinking centre notes in a term the parents will be called for an interview. |
| Step 4 | As part of the student-parent-school interview a behavioural contract may be drafted and implemented. |
| Step 5 | Should violence continue on the playground the child will receive in school suspension. |
| Step 6 | The child will be suspended in accordance with CEO regulations. |

Forms Below Include:

- Behaviour consequence chart (displayed in every classroom)
- Behaviour reflection form K-2
- Behaviour reflection form 3-6

 <p>Mother Teresa School</p>	<p>Mother Teresa</p> <p>Behaviour Consequences</p>	 <p>Mother Teresa School</p>
<p>Step 1</p> <p>Verbal reminder of the rules.</p>		
<p>Step 2</p> <p>Timeout in the classroom.</p>		
<p>Step 3</p> <p>Timeout in another classroom.</p>		
<p>Step 4</p> <p>To the front office to complete a behaviour reflection form, which goes home for discussion.</p>		
<p>Step 5</p> <p>Principal to meet with parents to discuss options.</p>		

K-2(teacher to scribe)

Behaviour Reflection Form



Mother Teresa
School

Child's name _____ Class _____

What happened?

Who has been affected by what you have done?

In what way have they been affected?

What do you think you need to do to make things better?

Teacher's signature _____

Parents/Guardian signature _____

Date _____

K-2

Reflection form for affected student



Child's name _____ Class _____

What did you think when you realised what had happened?

How did this make you feel?

Why did you feel this way?

What do you think needs to happen to make things better?

Teacher's signature _____

Date _____

Year 3-6
Behaviour Reflection Form



Child's name _____ Class _____

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done?

In what way have they been affected?

What do you think you need to do to make things better?

Teacher's signature _____

Parents/Guardian signature _____

Date _____

3-6



Reflection form for affected student

Child's name _____ Class _____

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things better?

Teacher's signature _____

Date _____

References

Nil

POLICY DATES	
Formulated & Implemented	2016
Next Review Due	2019