Mother Teresa School

Behaviour Management Policy

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.
- 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 Expulsion.

- 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.
- Discuss consequences.
- Use time-out strategies.
- 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.
- Send detention forms home to parents.
- Develop individual or group action plans for students who continually misbehave in consultation with support staff.
- Record serious incidents on school data base.

4. Organisation

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

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.
References

Forms
Thinking centre form.

Approved by:
Issuing Group:
Implementation Date:
Supersedes Policy Dated:
Revision Date: