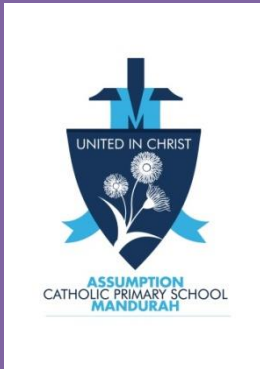


Topic:BEHAVIOUR MANAGEMENT:



(Discipline and Positive Reinforcement)

Policy No:2 - D6.1

Policy Area:COMMUNITY

Originally Released:2009

Date for Review: 2019

Principal: MRS KERRIE MERRITT

1. RATIONALE

Mission Statement

Assumption Catholic Primary School is a community seeking to grow together in love. The development of each individual is nurtured through the integration of Faith, Life and Culture.

Introduction

Assumption Catholic Primary School recognizes the uniqueness of each individual, created in the image and likeness of God. Our vision statement challenges us to create a learning community based on values. This is our core belief and permeates all aspects of our curriculum. We recognize the importance of developing and nourishing the whole child, and indeed, each member of our school community. Assumption strives to promote respect for the rights of every person - in a safe, nurturing and respectful environment. We believe each student should be encouraged to develop habits of self-discipline and respect - for self and others. Students are expected to show respect to all staff members and visitors to the school. When parents accept a position for their child they agree to the discipline policy of the school.

2. DEFINITIONS

Nil

3. SCOPE

This policy applies to all students at Assumption Catholic Primary School from Pre-Kindergarten to Year Six.

4. PRINCIPLES

4.1 Discipline

The approach to school discipline is inclusive. Assumption Community members are called to honour the giftedness and spirit of each member, recognizing the good in each person regardless of the behaviour of the moment.

Clear boundaries, connected to a shared vision of how we are called to treat one another, (Linda Kavlan Popov, **The Virtues Guide**. Xxiv) are set for children and are reflected in the School Rules.

Students are given the opportunity to develop their self-discipline in the context of every day interactions.

Through initiatives such as the Virtues Program, The friendly Kids, Friendly Schools Programme and in the use of the Method Of Shared Concern, students are encouraged to develop a strong sense of respect for others and honorable actions. We believe self- discipline is achieved in tapping the partnership of parents, peers and teachers.

Training will be provided for staff to ensure a common understanding of what each rule means.

This information will be passed on to parents at enrolment, at the Parent Teacher Interviews and P&F information evenings.

SCHOOL RULES

1. Show respect for self, others, property and the environment.
2. Always follow directions from Staff.
3. Be kind and courteous at all times.
4. Wear the school uniform correctly.
5. Walk on all paved areas.

4.2 Positive Responses – rewards for Good Playground Behaviour

- **Westie Raffle Tickets** - are given to students behaving well at recess times. These tickets are handed to the class teacher at the conclusion of lunch time and collected on a Friday by Yr Six leaders. (Greenies raffle tickets will remain and Westie Tickets will be school generated ones.)
- **Virtuous Person of the week:** Name drawn out on a Monday at Gathering: One for Yrs 1 -3 and one for Yrs 4 - 6
- **“Virtuous Class Of The Week” certificate** given to class with most raffle tickets, is presented at Monday morning briefing.
- **The Virtuous Class of the Term** is allocated an extra Play time at the end of the term, overseen by the Leadership Team.
- **Letter of Commendation** – sent to students at the conclusion of the school year, who have displayed continuous positive behaviour for the school year, written by the Principal.
- MJR ‘Bestie Westie’ Bands: See criteria Appendix A

Other rewards include:

- Merit certificates, stamps, stickers, etc
- Classroom certificates sent home by teachers who wish to acknowledge good behaviour throughout the term
- Postcards: Teachers send a minimum of two 'postcards' to students to acknowledge positive behaviour and work ethic.
- Letters of Acknowledgement are sent to students who represent the school on occasion out of school hours: EG Anzac. These are sent from the Principal.
- Positive verbal interactions to encourage children to develop a strong sense of pride in being a member of Assumption School Community and in their own behaviour.
- Mr. Lee Perry Junior Citizen Awards to be presented twice per term at assemblies to students who demonstrate an array of positive qualities in their conduct and their manner.

5. PROCEDURES**5.1 Consequences for Breaking School Rules**

- The purpose of the Slip is to indicate that this is not acceptable behaviour. This is not a minor incident and it will have repercussions.
- Types of slips:
 - Playground Slip
 - Classroom Slip
 - Specialist Slip
 - Uniform Letter
- Main consensus: All slips will need to be signed off by a member of the Leadership Team, so that the pieces of the jigsaw can be put together

Minor Behaviour**Playground and Classroom Slips:**

A slip is given if:

- Physical or verbal abuse
- Disrespect
- Wilful damage to property

PROCEDURE:

- Playground incident is to be investigated by the teacher on duty
- Reported to the class teacher
- Approved by the Leadership Team (LT)

- LT member to contact parent: either by phone or electronically. Parents are to acknowledge receipt of Slip, verbally or in writing.

CONSEQUENCES:

- Dependent on the severity of incident and the amount of times this student has received a slip. This will be to the discretion of the Leadership Team.
- Recess or lunchtime detention – in school suspension
- Repeated incompleteness of homework
 - Library at Lunch time to complete homework: FOZ: Finishing off Zone
- Unacceptable behaviour:
 - 123 Magic: if the 123 Magic consequences are not sufficient, then a Slip is allocated to the student
- All slips to be signed off by a member of the Leadership Team.
- A member of the Leadership Team will contact the parent / guardian to inform them that a Behaviour Slip has been issued.

SPECIALIST TEACHERS

- A separate slip format
- 123 magic to be used in Specialist classes
- 3 behaviour slips in a term from any specialist teacher will constitute a School Behaviour Slip and then formal procedure commences,
- There will be a place in the admin for Behaviour slips to be left, however, class teacher and leadership team need to be informed.

SEVERE CLAUSE

- Revokes all of these and Leadership Team to deal with the student/ issue.
- Specific Children on IBMP (Individual Behaviour Management Plans) All staff to be notified and a copy loaded on IEP/ CAP file on Reports: Special Needs: IEPs, CAPs, IBMPs for teachers to refer to.
- AIM: That we are able to gain a comprehensive picture of the child's behaviour and not to minimise the severity of receiving a slip
- All slips will be recorded on SEQTA

UNIFORM

- A letter sent to parents, signed by a member of the leadership team
- A staff member may comment to a child but it needs to be referred to a member of the leadership team.
- Possibly a verbal warning first, if no action then the formal letter.
- Random uniform checks across the school.

Staff are to use *1,2,3 Magic* in the playground, classroom and specialist classes. Children who continue to break the school rules receive a Behaviour Notice

5.2 Time Frame

Behaviour slips will remain in the folder for the period of one term for students in Years 3 to 6. At the start of the next term they will begin the process anew. For Year 1 to 2 students they will be cleared after 5 weeks and in week 6 will start the consequences anew.

5.3 - 1,2,3 Magic

All staff are to use *1,2,3 Magic* as part of behaviour management. Students are counted for behaviour that is not appropriate: (talking when they shouldn't be, calling out, not starting work, off task, rough behaviour)

eg. Students are counted a 1(warning), then 2(time-out in class), then a 3 (time-out in a buddy class) Years 1 to 3 at the end of recess and lunch place any children whose names are on a 1,2 or 3 back to the beginning of that line.

Years 4 to 6 leave the child's name where it is at end of recess and lunch, and continue to move them throughout day as necessary.

(A Powerpoint outlining the process of 1,2,3 Magic can be found in T share: '*ACPS Behaviour Management Policy and Discipline Information*' folder)

5.4 Specialist Classes

Children who receive a "Time-Out" consequence after 3 counts during a Specialist teacher's class will receive a Behaviour Notice.

5.5 Homework

If a child consistently does not complete and hand in homework the teacher firstly sends a note home to parents explaining the work not completed and that in future if Homework is not handed in that the child will receive a Behaviour Notice. FOZ (Finishing off Zone is held on Friday lunchtime in the library.

5.6 Repeated Behaviour Slips in one day

The consequence should any child receive 3 or more Behaviour Notices in one day will be a detention.

5.7 Students On Behavior Management Plans or an IEP

Some students with severe behaviour management issues who are identified to be on an IBMP may be on a discipline plan separate to the whole school plan. Teachers of these students need to inform the discipline committee members, providing a brief outline of their individual plan. These will then be given to specialist/relief teachers so that they are aware of the discipline steps to take and the consequences.

5.8 SEVERE CLAUSE:

An action is considered severe if a child deliberately, physically harms another or continues to show disrespect for a staff member or supervising adult after receiving a warning. The application of the severe clause will result in an immediate suspension. This consequence will apply for both in class and outdoor activities. Repeated incidences of bullying acts are to be treated as severe.

Classroom teachers, with Admin, should be able to use their own judgment as to whether a student displaying ongoing, inappropriate behaviour can be removed from an Interschool activity, etc. The child should be on a behavioural contract before this decision can be made so that parents are aware.

5.9 SUSPENSION

- A student who has served three detentions in a term will move to an in-school suspension.
- An in-school suspension requires a student to work alone in a room in the Administration Block and have different lunch and play breaks to the other students.
- Three in-school suspensions within the year will result in an out-of school suspension.
- Any student who engages in repeated bullying behaviour, whose behaviour results in an in-school or out of school suspension or who is removed from an off-site activity, will not be eligible for selection to represent the school in any interschool activity for the remainder of the year. This includes activities such as sporting fixtures, carnivals, discos, camps and excursions where it is considered an honour and a privilege to represent the school.
- They will also be ineligible to accept a leadership role in the school within the current school year.

5.10 Definition of Bullying

Bullying is:

- A repeated, unjustified behaviour.
- May be physical, verbal and/or psychological.
- Is intended to cause fear, distress or harm to another.
- Is conducted by a more powerful individual or group.
- Against a less powerful individual who is unable to effectively resist.

Bullying may take place in a variety of locations, including cyber situations.
Please refer to Assumption CPS Bullying Policy for further information.

6. REVIEW HISTORY

Year Of Review	Reviewed by:	Amendments/ review
2009	ACPS Staff	Review
2013	ACPS Staff	Review
2014	ACPS Staff	Review & Reformatting
2017	ACPS Staff	Review

7. NEXT REVIEW

2019