



<b>TOPIC</b>	<b>BEHAVIOUR MANAGEMENT POLICY</b>
<b>DOMAIN</b>	<b>COMMUNITY</b>
<b>ORIGINALLY RELEASED</b>	<b>2014</b>
<b>DATE FOR REVIEW</b>	<b>2018</b>

### *Our Vision*

Our Lady of Lourdes Catholic Primary School seeks to offer excellence in education, enlivened by the Life and teaching of Jesus Christ in a school community where the dignity of each person is valued.

### *Our Mission*

Our Lady of Lourdes School seeks to provide educational excellence through the integration of Faith, Life and Culture.

### *Our Values*

BELIEF

HARMONY

RESPONSIBILITY

### *School Motto*

*'Honor Pretiosor Auro'*

**Honour is more precious than gold**

Our motto reminds us to look to Jesus Christ, whose life and teaching inspire us to live life with honour, seeking justice for all.

## **1.0 RATIONALE**

At Our Lady of Lourdes, we believe in the importance of a strong, positive working relationship within the community. Positive relationships allow everyone to achieve maximum potential and growth. Our belief is that a cooperative school is a happy, safe place where everyone's needs are met and all have the opportunity to succeed.

Our Vision statement challenges us to create a learning community based on Gospel values. Each person is recognised as a unique individual bringing special qualities to share and so we all have a right to be respected and a responsibility to respect each other. Our policy is inclusive of the Principles espoused in the National Safe Schools Framework.

All members of our community are committed to ensuring a safe and supportive environment which promotes personal growth and fosters positive self-esteem for all. We aim to maintain a setting in which everyone feels valued and respected and where individual differences are appreciated, understood and accepted.

We see behaviour management as an integral part of every aspect of school life. Maslow's Hierarchy of Needs (See diagram 1.1) is a motivational theory outlining that while people aim to meet basic needs, they seek to meet successively higher needs. These needs are underpinned through pastoral care of all staff and students. We endeavour to nurture the wellbeing of all those who work within the school community, by promoting mutual respect and cooperation.

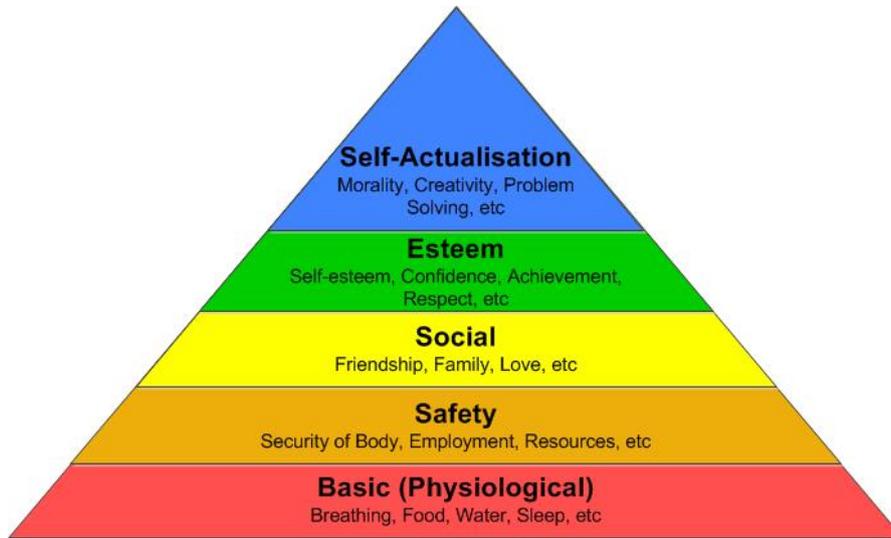


Diagram 1.1: Maslow's Hierarchy of Needs  
(Abraham Maslow, 'A Theory of Human Motivation, 1943)

**“Our Lady of Lourdes Catholic Primary School seeks to offer an education enlivened by the life and teaching of Jesus Christ in a school community where the dignity of each person is valued.”**

Our Lady of Lourdes' behaviour management and discipline procedures are underpinned by the National Safe Schools Framework, which together with the School's Social and Emotional health procedures and programmes, should promote the resiliency and wellbeing of students and in so doing seek to minimise negative behaviours and attitudes.

## 2.0 DEFINITION

Positive behaviours promote the safety and wellbeing of all students and staff, both individually and collectively.

We believe in the right of every student and staff member to feel safe and acknowledge the following needs:

- a. Physiological
- b. Safety
- c. Social
- d. Esteem
- e. Self-Actualisation

Unacceptable behaviour is when a student or staff member does not allow for any of the above to take place in the school grounds or during school times.

The vision of O.L.O.L. is to educate and develop the whole child within a faith sharing community, which centres on Christ and His values. Our school has as its foundation, a strong sense of community. The school's motto of 'Honour is More Precious than Gold' is an individual and communal response to Jesus' call to 'Love one another as I have loved you" (John13: 34)

The following principles underpin the teachings of Christ in the Gospel message:

- Has as its focus the life of Jesus Christ.
- Is concerned with the dignity and integral growth of the person.
- Is a responsibility entrusted to all members of the faith community.
- The Catholic world view perceives an imperative to proclaim to others the love we receive from Jesus, by loving them as Jesus loves us.
- The Catholic world view perceives the action of the Spirit in the world, inviting and empowering all people to respond to the divine love.

These Gospel principles are outlined in the Bishop's Mandate of W.A., which calls for schools to be:

- 19. For a school to be Catholic, it must first be a good school. Otherwise it will be unable to fulfil its mission.

The Catholic school, however, differs in a fundamental way from those of other education traditions. What makes it distinctive is its vision of the 'fully integrated' human being.

The Catholic school will be concerned with the development of students as responsible, inner-directed individuals of Christian virtue, capable of free choice and of making value-judgements enlightened by formed Christian conscience. Catholic schools seek to help students develop a total commitment to Christ.

- 21. Learning to integrate faith and culture will help students develop a Gospel vision of Australian society. It will also help them to work out practical ways of promoting that vision to others.
- 69. The Catholic school aims to teach Gospel values – the basis for a Catholic outlook on life. The Catholic school curriculum needs to help students to discover which values are absolute, and deepen their understanding of these through critical reflection and application.

## **SCHOOL VALUES**

In promoting a positive and safe environment at Our Lady of Lourdes, we have values to abide by. These values are to be adhered to, both in and out of the classroom and should underpin specific classroom rules. The children will be immersed in these values and we seek parent support in their implementation. The principles tie in with our school core values.

### **School Values**

- 1. Belief**
- 2. Harmony**
- 3. Responsibility**

These values are contextualised in an age appropriate manner in each given situation/event. Under each of these principles we can relate specific school and class rules including but not limited to:

### **School Principles**

<b>Principles</b>	<b>These are demonstrated by but not limited to...</b>
We believe that God made and loves each of us uniquely.	1. Stay off playground equipment before and after school
	2. We wear our uniform with pride
	3. We believe everyone has the right to be treated equally
	4. Follow instructions of all staff
	5. Use school equipment responsibly
	6. Work responsibly in group situations
	7. Play fairly with others
	8. Always work to your true potential
We work and play in harmony with all members of the school community.	9. We always show self-control
	10. Show courtesy and respect
	11. Walk on all verandahs and walkways
	12. Use I.C.T. safely and appropriately (See I.C.T. Policy)
	13. Keep our school environmentally neat, tidy and secure
We each accept our personal responsibility at all times.	14. Keep our school a 'bully free' zone (See bullying policy)
	15. We take responsibility for all of our learning including homework
	16. We participate in all school activities

## **3.0 SCOPE**

This policy applies to all activities within and outside of the school grounds.

## 4.0 PRINCIPLES

*Our Lady of Lourdes' approach to dealing with behaviour forms part of the guiding principles of the National Safe Schools' Framework.*

- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- staff understand that they must not belittle, humiliate denigrate, scapegoat, threaten or ridicule a child
- actively support young people to develop understanding and skills to keep themselves and others safe
- commit to developing a safe school community through a whole-school and evidence-based approach
- recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
- recognise the critical importance of pre-service and on-going professional development in creating a safe and supportive school environment
- focus on policies that are proactive and orientated towards prevention and intervention
- implement policies, programs and processes to nurture a safe and supportive school environment

## 5.0 PROCEDURES

### Positive approach to student behaviour

Our overall approach to student behaviour is a positive one, by seeking to develop positive and effective relationships between children and staff and each other. We encourage the children, individually, as a class and on a whole school basis. A range of rewards may include:

- Positive verbal reinforcements
- Teachers will determine their own class reward system. This may include individual points, group points, stamps, stickers, vouchers, excursions, free time etc.
- Pupil choice
- Merit Certificates
- Hymn singing award
- Tidy bags award
- Green honour slips

- Aussie of the Month Award

### Consequences

Whilst our main focus will always be on positive consequences, as a whole school approach we continue to adopt the 1-2-3 Magic approach to discipline. 1-2-3- Magic is specifically for minor disruptive behaviour which impedes teaching and learning. E.g. calling out, leaving seat etc. It is focussed on a STOP BEHAVIOUR. It is fair, consistent and equitable. The teacher will engage in NO TALK, NO EMOTION at the time of the lesson. He/she may speak to the child/children at a later time. E.g. recess, lunch or after school.

Each classroom will develop its own class rules. Children will be immersed in the programme and what 1-2-3 Magic entails.

- When a child breaks a class rule, he/she will be given a warning. E.g. That's 1.
- If the same child breaks another rule, That's 2.
- If the child reaches step 3 then it is an automatic time out as directed by the teacher.

With this programme, once the child has 'done the time' he/she gets a clean slate. The clean slate policy applies to each new learning period. E.g. 8:45-10:35 am, 10:55-12:40pm, 1:20-3:00pm. This initiative will be used by all staff at O.L.O.L.

If a child reaches 3 time-outs in the one day, he/she will be sent to the Principal or Assistant Principal to explain their behaviour.

If it continues on a regular basis, further action will be taken. E.g. parents called in.

Where 1-2-3 Magic is not addressing the behaviour concerns then teachers are to record significant or continual records of disruption on **SEQTA**. These may be used in the formulation of behaviour management plans in collaboration with parents. These may also be used in tracking behaviour and putting behaviour management plans in process.

A **Time-out card** can be incorporated into individual behaviour management plans, which are specific to certain students' needs.

### Severe behaviour

1-2-3 Magic will not be used in handling major incidents.

Any deliberate behaviour that causes harm to another child or teacher will be regarded as severe and will be dealt with in the following way:

- The student will be sent to the Principal or Assistant Principal. **(Red slip given)**
- The student's parents will be informed immediately and a meeting will be held.
- Possible outcomes of the meeting with parents may be:
  - School community work
  - In-school detention
  - In school suspension
  - Exclusion from school (Following consultation with C.E.W.A.)
- Severe behaviour should be recorded on **SEQTA**.



## Exclusion of Students for Disciplinary Reasons

### Principles

1. Exclusion means total withdrawal of a student's right to attend a particular school.
2. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied only as a last resort normally after all other measures have failed. (In consultation with C.E.O.W.A.)
3. Careful consideration shall be given to the overall good of the individual student as well as the welfare of the school community.
4. The Principal is expected to examine individual cases on their own merits and balance the principle of natural justice with the quality of mercy.
5. The decision to exclude a student shall be the responsibility of the Principal. (In consultation with C.E.W.A.)

### Procedures

1. The Principal or delegate shall undertake an investigation based on the merits of the matter by providing a fair and unbiased hearing of the parties concerned. During the investigation, and before any decision is made to exclude the student, the Principal is to ensure that:
  - a student has the right of response to any allegations made against him/her;
  - the student has the right of representation, normally a parent/guardian; and
  - consultation with parents and staff involved takes place as soon as practicable.
2. The Executive Director of Catholic Education or delegate shall be informed and the circumstances pertaining to the exclusion discussed prior to formalising the decision to exclude the student.
3. Before any decision is made to exclude a student, the parent or guardian of the student shall be informed personally that exclusion is a likely outcome based on the results of the investigation.
4. The parent or guardian shall then be given the option of voluntarily removing the student from the school.
5. Should a parent or guardian agree to remove a student from the school, the Principal is to work collaboratively with the parent or guardian to help find an alternative school for the student.
6. Only after a parent or guardian has declined to voluntarily remove the student from the school should the Principal take the decision to exclude the student from the school. The parent/guardian shall be informed in writing that a decision to exclude has been taken.
7. After a decision to exclude has been taken, the Principal should continue to work collaboratively with the parent/guardian, if assistance is sought, to find an alternative school for the excluded student.
8. The Principal shall maintain detailed records of the events and discussions related to the decision to exclude the student from the school.
9. Records pertaining to the exclusion should be regarded as 'Restricted Access Records' (ref: Policy Statements: The Management of Confidential Information in Schools) and be accessible only to employees specifically designed by the Principal.

## 6.0 RELATED DOCUMENTS

- Catholic Education Commission of WA 2- D7 Exclusion of Students for Disciplinary Reasons Policy
- Catholic Education Commission of WA, Framework for the Development of Pastoral Care in Catholic Schools (2007)
- National Safe Schools Framework (2003, revised 2011) Education Services Australia (MCEECDYA)
- Our Lady of Lourdes School's Bullying Policy
- Our Lady of Lourdes School's Acceptable Use of ICT (Students) Policy
- A Theory of Human Motivation (1943) Abraham Maslow
- The Bishop's Mandate 2009-2015 Catholic Education Commission of W.A.