ORANA CATHOLIC PRIMARY SCHOOL

Behaviour Management Policy

References: Catholic Education Policy No. 2-D6
               Dealing with Bullying and Harassment (Students)
               National Safe Schools Framework

Behaviour Management Policy
Contents

RATIONALE

The purpose of Orana's whole school policy is to provide a positive approach to managing behaviour. The aim is to empower the members of the school community by creating a safe, caring and respectful environment.

SCHOOL VISION STATEMENT

Orana Catholic Primary is a Parish School, which welcomes everyone and provides a total education within a harmonious environment, founded upon gospel values. It is a community where the potential and dignity of every person is nurtured.

OUR VALUES

At Orana Catholic Primary School each person is an integral part of a vibrant learning culture where everyone gives generously, shows respect and strives for excellence.

DEVELOPMENT OF THE POLICY

Our Behaviour Management Policy is derived from our school Vision Statement and core shared values underpinning the teaching and learning at Orana Primary School.

At Orana we believe that all staff, students and parents have the right to be part of, and work in a safe and positive school environment where each individual is treated with respect and dignity.

This document was originally a response to the National Safe School's Framework, aligning the guiding principles for promoting a safe school environment with our own vision and values. The development of this policy has been produced in consultation and collaboration with the behaviour management team, staff, parents and students.

We have drawn upon the "Paths Program" (Promoting Alternative Thinking Strategies) and "Friendly Schools and Families Program" as practical and valuable resources. These programs provide individual, group, family and school community level actions to address and prevent bullying in schools. It provides explicit teaching activities, practical strategies and information to all stakeholders. The "Paths" program is being implemented throughout Orana Primary School and will continue to be a focus. It is regarded as an important, whole of school initiative in the prevention of bullying and assists students to understand themselves and others. Staff have been in-serviced in "Restorative Practices" and this is reflected in this policy.

RIGHTS AND RESPONSIBILITIES

	have the **Right** to…	Have the **Responsibility** to
Staff	·respect, courtesy and honesty ·teach in a safe, secure and clean environment. ·teach in a purposeful and non-disruptive environment. ·cooperation and support from the whole school community. ·be heard in an appropriate forum on school related matters.	·model respectful, courteous and honest behaviour. ·ensure that the school environment is kept neat, tidy and secure. ·establish positive relationships with students, staff and parents. ·plan and develop learning programs consistent with current educational requirements. ·report student progress to parents. ·consistently implement and account for school policies.
Students	·respect, courtesy and honesty. ·work and play in a friendly, safe, secure and clean environment. ·learn in a purposeful and supportive environment related to their developmental level. ·clear guidelines and expectations. ·access to an effective system dealing with harassment and bullying. ·be exposed to proactive social and anti-bullying programs. ·be heard	·behave safely and respectfully to others. ·ensure that they are punctual, prepared and display a positive manner to their learning. ·ensure that their behaviour is not disruptive to the learning of others. ·contribute to a neat, tidy and secure school environment. ·follow school guidelines and expectations. ·adhere to uniform guidelines. ·listen to others
Parents	·respect, courtesy and honesty. ·be informed of behaviour management procedures and decisions affecting their child's health and welfare. ·access for their child to a meaningful and adequate education. ·be heard in an appropriate forum on matters related to their child's education.	·interact with the school community in a respectful manner. ·support Orana in its religious education program. ·ensure punctual attendance of their child. ·ensure their child is in appropriate uniform. ·supply their child with appropriate materials. ·support the school in its educational endeavours. ·inform teachers of factors that may affect their child at school. ·support procedures in relation to Behaviour Management Policy and the school curriculum.

March 2012 Review Date: October 2015

POSITIVE REINFORCEMENT

It must be emphasized that all teachers strive to create a positive, rewarding and enriching learning environment. This remains the single most significant opportunity to influence cooperative behaviour and underlies all actions in this policy. This needs to be considered at an individual, class and whole school level.

All staff at Orana will be responsible for recognizing and reinforcing children who consistently and continually behave appropriately as well as those students who make an effort to manage their own behaviour. The policy also provides for those students who need additional support and direction.

The following initiatives are run at Orana to establish and maintain the students' positive behaviour.
- "Paths Program" (Promoting Alternative Thinking Strategies)
- Teach pro-social behaviours on a whole school level based on the 'Friendly Schools and Families' program.
- Regular (weekly/fortnightly) class meetings to deal with relationship and bullying issues. "Circle time" is also promoted.
- Incentive program in the classroom which acknowledge appropriate student behaviour. Teachers design their own programs.
- Positive classroom teacher/staff attitudes.
- Individual behaviour programs to meet individual student's needs.
- Daily assembly of students led by student leaders and the Principal.
- Consistent expectations throughout all classrooms regarding student behaviour and procedures.

While rules are necessary, they do not change behaviour like positive action does. By valuing and developing positive relationships, and by implementing behaviour management procedures effectively, we can improve that interaction.

Positive Behavioural Incentives Include…

Individuals	Class / Groups	Whole School
• "Paths" student of the day. • Verbal praise • Stickers • Certificates • Honour Awards • Warm fuzzies • Star/s of the day • Show special work to other teachers / Principal • Prizes	• Extended play • Board games • Listening to music • Group points • Raffle Tickets	• Extended play • Faction points • Incursion

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CLASSROOM EXPECTATIONS

Classroom Expectations	Examples
Mutual respect.	1. Respect others physically, verbally and emotionally. 2. Speak politely and use good manners to all others. 3. Listen to the teacher and ask questions when you are not sure. 4. Ask for permission to leave the room. 5. Accept responsibility for own learning and behaviour. 6. Wear correct school uniform.
Respect for property.	1. Look after all school equipment, including computers and sporting materials. 2. Graffiti not acceptable on any property. 3. Keep desks and chairs clean. 4. Ask permission to borrow the property of others. 5. Return borrowed items in the same condition.
Think Safety.	1. Move carefully around the classroom. 2. Pass objects to others. 3. Only enter the room when a teacher is present.

PROCEDURES FOR BEHAVIOUR MANAGEMENT
CLASSROOM MANAGEMENT

PROCEDURES FOR KINDY AND PREPRIMARY

Class rules are established at the beginning of the school year.
This is the process that teachers follow when students do not conform to class rules.

Step 1:   Discuss rules.

Step 2:   Counting System
Remove from the situation / re-direct.

Step 3:   Discussion and Time out bench (4/5min)

Step 4:   Three way chat (parent, child, teacher).

PROCEDURES FOR YEARS ONE, TWO AND THREE

Class rules are established at the beginning of the school year.
This is the process that teachers follow when students do not conform to class rules
however teacher's discretion should be considered.

Step 1:   General reminder related to class rules – reinforce positive incentives.

Step 2:   Verbal request to student to remember class rules.

Step 3:   Students given a choice to behave appropriately or consequence applies.

Step 4:   Consequence - discussion with student regarding consequence e.g. loss of
free time, walk and talk at lunchtime for certain behaviours …
Improvement plan may be drawn up between teacher and student.

Step 5:   Discussion with parents. If inappropriate behavior continues the leadership
team should be notified.

If inappropriate behavior is extreme, physical or abusive the leadership
team should be notified immediately.

If an individual student management program is necessary this may be drawn up at the
parent meeting. The school Social Worker may also be consulted.

PROCEDURES FOR YEARS FOUR, FIVE AND SIX

Class rules are established at the beginning of the school year.
This is the process that teachers follow when students do not conform in the classroom.

Step 1:   Warning related to class rules.

Step 2:   Time Out within the classroom (10/15minutes or at teacher's discretion)

Step 3:   If inappropriate behavior continues the student may be sent to talk with a member of the leadership team and/or the teacher will organize a student, parent, teacher meeting.

If a child uses consistent or "extreme" inappropriate behaviour (e.g. physical violence) the student will be sent to the leadership team and the parents will be informed.

If an individual student management program is necessary this may be drawn up at the parent meeting. The school Social Worker may also be consulted.

PROCEDURES FOR SPECIALIST TEACHERS

Deal with inappropriate behaviours as they arise.

- Counting System

- Restorative Practices

    If issue warrants, inform the class teacher.

"OUT OF CLASS" BEHAVIOUR MANAGEMENT
ORANA'S PLAYGROUND RULES

School Rules	Elaborations

Mutual Respect
  - self
  - others
  - property
	1.Respect each other physically, verbally and emotionally.
	2. Include others when playing.
	3. Keep hands and feet to yourself.
	4. Look after all school equipment.
	5. Take care of your property and that of others.
	6. Wear correct school uniform with pride.

Positive Talk
  - be polite
  - no put downs
	1. Speak politely and use good manners to all others.
	2. Speak respectfully to, and about, others.

Think safety	1. <u>Walk</u> on paved areas and around corners. 2. Keep corridors and walkways free for easy access. 3. Give way to adults when necessary. 4. Hat to be worn during outdoor activities. 5. Keep play fun and safe.
Respect the environment.	1. Use footpaths. 2. Respect (the environment) "Mother Nature" 3. Rubbish in bins.
Eat and play in the allocated area.	1. Always eat and play in the area allocated.

PLAYGROUND MANAGEMENT

When inappropriate behavior takes place the duty teacher will –
Ask the **Restorative Practice** questions:

When things go wrong.	**When someone has been hurt.**
What happened?	What did you think when you realize what what had happened?
What were you thinking at the time?	
What have you thought since?	What impact has this incident had on you and others?
Who has been affected? In what way?	
What do you think you need to do to make things right?	What has been the hardest thing for you? What do you think needs to happen to make things right?

Ensure any consequence is relevant and appropriate.
Suggested options: Walk & talk / Send student to quad area (calmer environment)
If necessary, use the "Playground Information" slip (Appendix 1) to communicate with a class teacher.

(Duty teachers are encouraged to wear a hat and 'fluro' vest for easy visibility.)

March 2012   Review Date: October 2015

MANAGEMENT OF BULLYING AND HARASSMENT AT ORANA

This Bullying and Harassment component integrates with the school's Behaviour Management Policy. There is a strong statement to the school community that bullying and harassment will not be tolerated at Orana.

DEFINITION OF BULLYING:

Bullying is when there is an **inappropriate <u>use of power</u>**. When a person or group of people hurts (emotionally / physically) or frightens another person **<u>deliberately</u>** (on purpose) and **<u>repeatedly</u>** (again and again).

Harassment can be seen as a form of bullying. Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. The nature of bullying may be:

Verbal:
- Name calling (spoken, written or electronic)
- Teasing / laughing and joking about someone
- Using hurtful and racist names

Physical:
- Hitting, punching, pushing, kicking, tripping, throwing objects
- Deliberate action – with intent to harm

Social:
- Excluding someone from play (ignoring, hiding, ostracizing)

Psychological:
- Cyber bullying - Internet/electronic harassment (inappropriate email/text messages…)
- Threatening someone
- Spreading of rumours
- Hiding or breaking someone's belongings

RESPONSE TO INCIDENTS OF BULLYING

Children are not expected to tolerate bullying or suffer in silence. They will be encouraged to disclose problems in an environment in which they feel safe and supported The management of incidents of alleged bullying will involve the child, parent and teacher. Any teacher receiving a complaint or observing bullying applies the procedures (page 11). If it is a duty teacher, the procedure is applied and the classroom teacher is informed. <u>The class teacher retains overall responsibility to manage alleged incidents after immediate issues of safety and fact finding are completed</u>. At any stage, or in the case of recurring, complex or serious bullying incidents, teachers may refer the matter to the leadership team and Social Worker. The referral is made for consultation, counseling or management (including consequences if necessary).

PROCEDURE FOR PLAYGROUND BULLYING INTERVENTION
1. Staff members assess and act on a report of alleged bullying. Deal with immediate matters of safety, obtain facts and provide necessary support by applying the Restorative Approach. The matter is then referred to the class teacher.
2. The class teacher will record details of the incident and inform parents of child being bullied and child bullying.

CLASSROOM BULLYING INCIDENTS
If bullying is observed in the classroom, a Restorative Approach is applied (see pg14).
The class teacher will record details of the incident and inform parents of child being bullied and child bullying.

PROCEDURES FOR STUDENT REPORTS OF BULLYING
Students need to be encouraged to report any incidents of alleged bullying to teachers whether they are the person being bullied or a bystander. Reports can be made verbally or through a written reporting system, which is treated confidentially. Students will be given the option of submitting concerns in a sealed box in their classroom, accessed only by the class teacher. Anonymous submissions are acceptable.
The teacher will use discretion whether the matter is raised at the class meeting.
Sensitive management is required by teachers when handling concerns raised by students, whether received as a verbal or written report.

PROCEDURE FOR PARENT REPORTS OF BULLYING
Parents are instructed to meet with their child's class teacher as the first point of contact. If necessary, other staff such as the school social worker and principal may be involved.

PROACTIVE MEASURES TO MINIMISE BULLYING

- Promotion of the school values of *Generosity, Respect and Excellence.*
- At the commencement of each year and periodically throughout the year, classes will discuss the pamphlet 'A Student's and Parent's Guide to the Bullying Policy'.
- Copies of the policy will be made available to all parents when they first enter the school.
- Information on bullying will be made available to parents, teaching and non-teaching staff in the form of literature, educational sessions or through discussions as required.
- The school curriculum will provide opportunities for teaching preventative and proactive programs such as PATHS, Restorative Practice and other material covering protective behaviours.
- Students will be given opportunities to talk about bullying and other social problems they may be experiencing through regular class meetings and circle time.
- Teachers will teach and model positive cooperation through restorative practices in building positive relationships, negotiation, compromising, sharing, valuing the opinions of others, discussion skills, respecting others and developing good communication skills.
- At risk students will be supported to learn appropriate ways of communicating their needs and relating to others. This support will be provided by the class teacher, with additional assistance from the school social worker.
- Referrals of students experiencing difficulties will be made to the social worker.
- Emphasize a restorative approach by listening to both sides, problem solving and facilitating students to find solutions to their interpersonal issues.
- Provide a regular buddy program - pairing younger students with older students for a variety of activities both with an academic and social focus.
- Regular incursions for students – topics may include cyber bullying, keeping ourselves safe…

Encourage restorative practice and cooperative learning throughout the school.

APPENDICES

Appendix 1

PLAYGROUND INFORMATION

CHILD'S NAME: _____   DATE: _____/_____/____

CLASS: _____ Blue / White   DUTY TEACHER: _____

DETAILS:

Names of other children involved:

Action: Restorative Questions / Walk & Talk / Quad Play / …

Would like to meet with class teacher: YES / NO

PLAYGROUND INFORMATION

CHILD'S NAME: _____   DATE: _____/_____/____

CLASS: _____ Blue / White   DUTY TEACHER: _____

DETAILS:

Names of other children involved:

Action: Restorative Questions / Walk & Talk / Quad Play / …

Would like to meet with class teacher: YES / NO

Appendix 2

THE 'RESTORATIVE APPROACH (A NO BLAME APPROACH)'
The following is a script which has been developed in Australia and been found to be effective in resolving bullying situations. It provides a simple approach to apply with all the main people involved in a bullying situation. It is suggested that you deal with those bullying one by one and with the least significant person bullying first.

BEGIN: Thanks for coming.
'We need your assistance in solving some concerns. You are not in trouble.' Work with the students on a one to one basis.
STEP 1: What's been happening?
'I hear that_____ has been having a bad time recently. Can you tell me anything about it? Then focus responses by asking, 'what have you done?''

- Let the student talk
- Avoid closed questions.
- Do not question if they complain about the person they are bullying. Bring them back to 'what have you done?' When the whole process is complete, then you may ask what the person being bullied has done.

STEP 2. Clarify the problem.
'So it sounds as if _____ is having a hard time. How do you think _____ feels?'
As soon as the person bullying acknowledges these emotions, move to Step 3.
If the person bullying says, 'It's his/her fault,' accept the statement but still point out that this person is having a hard time.

STEP 3. Make it better.
'I agree.' What do you think you could do to help make _____ situation better? OR 'I was wondering what you could do to help improve _____ situation?'

- Accept their positive suggestions.
- Negative suggestions – ask 'How will this improve _____ situation?'
- Do not bargain or question.
- Do not discuss how.
- If you think that the suggestions do not cover critical behaviours, prompt them by saying, 'What do you think you could do about _____ (those behaviours)? What else could you do?'
- If the person bullying can't think of ways for helping, you may suggest an idea. Say, 'I have an idea. Would you like to hear it?' Try to give several. Allow the student to choose the one they are most comfortable with.

STEP 4. Review
'Thanks for talking with me today and making these suggestions to make _____ life easier. We need to meet again in a week's time to see if things are better.' Arrange specific time and place.

This interview should not be any longer than 10 minutes. If there are still concerns go through the process obtaining further ideas they may implement to improve the situation. If this process is not producing positive results in a reasonable period of time refer to the Behaviour Management Policy –Playground Management (pg.9).