



ST. ALIPIUS PARISH SCHOOL'S BEHAVIOUR MANAGEMENT POLICY

(Re: VRQA Minimum Standards
Discipline 6.1)

RATIONALE

At St Alipius Parish School, we believe that the discipline policy and practices should be developed from our belief that the values of the Gospel will permeate all that we do in the name of education. We are endeavouring to promote an environment that is secure, healthy and respectful for all members of the school community. We also believe that the responsibility for the growth and development of each child is a partnership between teachers, parents and children. Consequently, our Behaviour Management Policy recognises that the members of the school community have certain rights and therefore responsibilities to uphold the rights of others, within the school.

SCRIPTURAL CONTEXT

"What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God"

(Micah 6:8)

POLICY STATEMENT

At St Alipius Parish School the procedures used to maintain a disciplined, yet secure, healthy and respectful community, will assist in protecting the rights of each member of the school community, and promote behaviour that is appropriate. We aim to promote self-responsibility and positive approaches to the development of acceptable behaviour in students. A united and consistent approach to discipline by staff members and parents will ensure the implementation of the policy. (Appendix Three)

DEFINITIONS:

Serious Offences

Catholic Education Commission of Victoria proposes that a *Serious Offence* should be defined as activities or behaviour which:

- Seriously undermines the ethos of the Catholic school;
- Consistently and deliberately fails to comply with any lawful order of a principal or teacher;
- Is offensive, or dangerous, to the physical or emotional health of any student or staff member;
- Consistently and deliberately interferes with the educational opportunities of other students.

Minor Offences:

Minor offences are defined as infrequent actions or behaviours which interrupt the normal classroom routine – calling out, lack of politeness when responding to another, interfering with another student's work, rough play, unkind action or speech towards another student.

POLICY GUIDELINES

GUIDELINE INDICATORS

<ul style="list-style-type: none"> • Every member of the school community has the right to feel safe and secure within the school. 	<ul style="list-style-type: none"> • School 'norms' will be designed to ensure that the safety and rights of each member of the school community are respected. (Appendix 1). • All 'norms' will be formulated in a positive and purposeful manner and must be able to be supported and enforced (Appendix 2).
<ul style="list-style-type: none"> • Positive behaviour will be encouraged at all times by all members of the school community. 	<ul style="list-style-type: none"> • The wider school community will be informed about school 'norms' through the use of newsletters and information nights.
<ul style="list-style-type: none"> • All 'norms' will endeavour to ensure that the rights of each individual are respected. 	<ul style="list-style-type: none"> • All children will be given the opportunity to revisit school 'norms' and consequences within their learning communities each year. • Each learning community will develop its own class 'norms' at the beginning of each year. These will align to overall school 'norms'. • "Norms" should foster self discipline within each student in order to maintain a classroom atmosphere which is conducive to learning. • Each person in the school community will be encouraged to take responsibility for his/her own actions.
<ul style="list-style-type: none"> • Self-discipline is the ideal form of discipline. Children will be guided and educated on the meaning and practice of self-discipline. 	<ul style="list-style-type: none"> • Discipline is a shared responsibility. Every student, staff member, and parent shares this responsibility. It is the goal of this policy to develop this in a positive and meaningful manner.
<ul style="list-style-type: none"> • Behaviour modification practices will be clearly identified and communicated to students and the wider school community. An emphasis on ensuring consistent consequences of behaviour is paramount. 	<ul style="list-style-type: none"> • All consequences and restrictions should lead to positive behaviour modification (Appendix 3).

<ul style="list-style-type: none"> • Every effort will be made to find the truth wherever conflict may exist, to ensure that consequences are fair and just. 	<ul style="list-style-type: none"> • All consequences and restrictions should be appropriate to the seriousness of the offending action. Students will be consulted where appropriate to identify issues leading to the conflict. The focus will be on educating all parties on conflict resolution techniques to avoid escalation in the future.
<ul style="list-style-type: none"> • A core Catholic belief is forgiveness. It is an expectation of all members of the school community that any incident as outlined under this policy, when a resolution is agreed on, that the parties will forgive each other, and will not use any past incident as punishment towards others in the future. 	<ul style="list-style-type: none"> • Utilise Restorative Practice strategies when dealing with behaviour/bullying issues. (Appendix 4) • Each student involved in an incident will be counselled on appropriate behaviour towards the other party once a resolution has been achieved. Both parties will be encouraged to show forgiveness towards the other. All students will be educated on the importance of forgiveness, and on the importance of not using past incidents in the future.
<p>• CORPORAL PUNISHMENT IS INAPPROPRIATE WITHIN A CATHOLIC SCHOOL AND WILL NOT BE USED.</p>	<ul style="list-style-type: none"> • Violence in any form will not be tolerated by any member of the school community.

REFLECTIVE MATERIALS:

- Pastoral Care of Students in Catholic Schools CECV (2008)
- Pastoral Care Policy CEO, Diocese of Ballarat
- School Vision & Mission Statements
- School Pastoral Care Policy
- “Discipline Planning in the Classroom”*. Bill Rogers
- “Behaviour Management”*. Bill Rogers
- Health Promoting Schools Framework 1996
- Restorative Practices Guidelines and information
- Reviewed:

Ratified:

APPENDIX ONE

RIGHTS AND RESPONSIBILITIES

RIGHTS

RESPONSIBILITIES

<ul style="list-style-type: none">• YOU HAVE THE RIGHT TO BE AN INDIVIDUAL AT SCHOOL This means that you should not be treated unfairly because you are tall or short, boy or girl, or because it takes a little longer to give an answer.	<ul style="list-style-type: none">▪ YOU HAVE A RESPONSIBILITY TO LET OTHERS BE INDIVIDUALS AT SCHOOL This means that you should not treat others unfairly because they are tall or short, boys or girls, or because it takes a little longer to give an answer.
<ul style="list-style-type: none">• YOU HAVE THE RIGHT TO BE RESPECTED AND TREATED WITH KINDNESS This means that others should not laugh at you, make fun of you or deliberately hurt your feelings.	<ul style="list-style-type: none">• YOU HAVE THE RESPONSIBILITY TO RESPECT OTHERS AND TREAT THEM WITH KINDNESS This means that you shouldn't laugh at others make fun of them or deliberately hurt their feelings.
<ul style="list-style-type: none">• YOU HAVE THE RIGHT TO EXPRESS YOURSELF This means that you may talk freely about your ideas and feelings when it is appropriate and in an acceptable manner.	<ul style="list-style-type: none">• YOU HAVE THE RESPONSIBILITY TO LET OTHERS EXPRESS THEMSELVES This means that you must let others talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.
<ul style="list-style-type: none">• YOU HAVE THE RIGHT TO A SAFE SCHOOL. This means that your school should try to provide safe classrooms, equipment and rules to ensure your safety at school.	<ul style="list-style-type: none">• YOU HAVE A RESPONSIBILITY TO KEEP THE SCHOOL SAFE. This means that you should try to make your classroom safe, look after school equipment and follow school rules to ensure everybody's safety at school.
<ul style="list-style-type: none">• YOU HAVE THE RIGHT TO TELL YOUR SIDE OF THE STORY REMEMBERING THE RIGHTS OF OTHERS This means that you may tell your side of the story when accused of breaking a rule.	<ul style="list-style-type: none">• YOU HAVE THE RESPONSIBILITY TO LISTEN TO OTHERS TELL THEIR SIDE OF THE STORY This means that you should let others tell their side of the story when accused of breaking a rule.
<ul style="list-style-type: none">• YOU HAVE THE RIGHT TO LEARN AT SCHOOL This means that you always try your best and take advantage of the opportunities provided.	<ul style="list-style-type: none">▪ YOU HAVE THE RESPONSIBILITY TO LET OTHERS LEARN AT SCHOOL This means that you shall not distract others learning or the teacher from teaching.

APPENDIX TWO

AN EXAMPLE OF CLASSROOM & PLAYGROUND NORMS

CLASSROOM:

1. We respect each other's rights.
2. We speak kindly and show good manners towards our teachers and peers.
3. We look after books and equipment and tidy up after using them.
4. We move around the room, quietly and carefully.
5. We leave the classroom only when we have permission.

PLAYGROUND

1. We play with care at all times.
2. We care for our school grounds and gardens.
3. We use appropriate language.
4. We stay in designated playground areas during recess.
5. We answer the bell promptly.
6. We wear a hat outdoors during first and fourth terms.

OTHER

1. On *extreme weather* days, children remain in their own classroom at recess and lunch, using the classroom games. Teachers rotate through supervision areas.
2. Children are not permitted in the classrooms before 8.45 am and during recess/lunchtime unless the teacher is present.
3. The current "Time Out" areas are:
 - The wooden bench seat along the wall on Asphalt area;
 - The steps behind the main building in the Undercover Area.
 - The undercover area in the courtyard.

APPENDIX THREE

REFER TO 'BEHAVIOURAL PATHWAYS'

APPENDIX FOUR

The following can be used:

- When students have admitted involvement and
- With two people or a small group.

RESTORATIVE SCRIPT

To all

- We are here to sort out the incident over...
- Only one person talks at time.
- Everyone will get an opportunity to speak.

To the person who has done the harm

- Can you tell me what happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- How have they been affected? How?
- Is what happened fair?

(This could be asked several times during this part of the conversation.)

To the person who has been harmed

- What was your reaction at the time of the incident?
- How did you feel about what happened?
- What did you think at the time?
- What have you thought about since then?
- How have you been affected?
- What has been the hardest thing for you?

TO BOTH

The person who did the harm first

- What do you think you need to do to make things right?
or
- What would you like to see happen to repair the harm?
- Is that fair?
- Is that realistic and achievable?

(Could formally record an agreement)

To both

- Restate the agreement
- Is there anything else you would like to say?
- Is that the end of the matter?
- Congratulate them for working out the issue.

As a follow-up, arrange a time to meet again to see how things are going.

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