



BEHAVIOUR MANAGEMENT POLICY

RATIONALE

St Finbar's Behaviour Management Policy promotes a respectful, secure and healthy environment in which the students can thrive.

This Behaviour Management Policy aims to facilitate the development of responsible self-discipline among students and also seeks to promote the wellbeing and good order of the school community. In being both positive and assertive, the teachers set the parameters for appropriate behaviour for the children. Positive behaviour will be recognised and supported, just as inappropriate behaviour will not be accepted. Particular attention will be given to developing in each person, a sense of identity as a worthwhile and valued individual, a sense of purpose and a sense of achievement.

The school will enlist the support and cooperation of the parents and of the school community as a whole, to assist the children to grow and develop in these areas.

Corporal Punishment is not used at St Finbar's.

RIGHTS AND RESPONSIBILITIES

All members of our school community have the following rights:

- To be safe and happy.
- To be treated with respect.
- To teach, work, learn and play.

Parents have the responsibility to:

- Provide a safe, secure and supportive environment for their children.
- Treat all children with respect and consideration.
- Nurture a positive relationship with their child's teachers.
- Support and endorse the Behaviour Management policy and school expectations.
- Support the school's learning and teaching philosophy.
- Have an understanding of the school's expectations.

Teachers have a responsibility to:

- Provide a positive, Catholic environment where each child feels safe and supported.
- Treat students, parents and colleagues with respect and consideration.
- Provide a quality curriculum that reaches all students.
- Nurture a positive relationship with the students and their parents as well as colleagues.
- Teach students the school expectations in line with Gospel Values
- Model care for their own, and other people's property

Students have a responsibility to:

- Show respect to all members of the school and wider community, including teachers, other adults and each other.
- Care for one another and not to hurt each other by actions or words
- Understand that bullying will not be tolerated.
- Have a clear, common understanding of the school expectations.

St. Finbar's Catholic School Behaviour Management Policy: reviewed by School Staff 10th May 2016.



- Own their actions.
- Actively engage in the learning process.
- Play fairly.
- Show care for their own, and other people's property.

BULLYING

For the purposes of this policy, bullying is taken to mean repeated intimidation over time, of a physical, verbal, cyber or covert nature. It always involves an imbalance of power by individuals or a group. Bullying is not the same thing as conflict, violence or disagreement, although it may involve all of these. (For a more in-depth description of Bullying see the Anti-Bullying Policy)

Bullying behaviours can range from petty 'bossiness' to severe repeated physical violence over time. In dealing with bullying, it is important that remedial actions be taken, guided by the severity of the offending behaviour.

** Bullies are often the victims of bullying themselves.

Refer to Anti-Bullying Policy.

ASSERTIVE DISCIPLINE

Underpinning the discipline of St Finbar's School is the Assertive Discipline philosophy. This is based on setting consistent behavioural expectations with consequences for inappropriate choices. School guidelines are consistent across the school. Each classroom has a set of six explicit expectations, which operate within the parameters of the Assertive Discipline model.

School Expectations:

1. Follow directions.
2. Keep hands, feet and objects to yourself.
3. Always be respectful and use your manners at all times.
4. Walk inside the buildings.
5. Always ask permission to leave an area.
6. Play safely

Classrooms may also display their own expectations specific to their levels.



Consequences

1. Warning. This is to be clear and explicit e.g. explain the 'misbehaviour' and describe desired behaviour.
2. Second Warning - and explain the next action will be Time away in the classroom (Additional warnings can be given at the discretion of the teacher depending upon the severity of misbehaviour.)
3. Time-Out in the classroom and reminding the student to follow instructions e.g. "You need to move to the Time Away area and begin work or you will make up the time at lunch time. You need to make that choice". Any further misbehaviours will lead to Step 4.
4. Time Out of the classroom to the Office (Deputy Principal or Principal). Children who are sent to the office for repeated offences will be closely monitored and if appropriate will be placed on a Behaviour Modification Plan (BMP). The BMP can be accessed [HERE](#). The Principal or Deputy Principal may notify parents if the child is sent to the office.
5. Serious Offence. (See Responding to Serious offences below)

Classroom teachers and Specialist teachers must follow this process.

RESPONDING TO SERIOUS OFFENCES

A serious offence is defined as any of the following behaviours which:

- Seriously undermines the ethos of the Catholic School.
- Consistently and deliberately fails to comply with school rules.
- Is offensive, or dangerous to the physical or emotional health of any staff member, adult or any student.
- Consistently and deliberately interferes with the educational opportunities of self and other students.

A serious offence by a student challenges the school to be responsive to the rights, welfare and special needs of the perpetrator and at the same time demonstrate a commitment to the welfare, rights and wellbeing of all of its members.

The process suggested by the Catholic Education Commission of Victoria, for dealing with serious offences in Victorian Catholic schools, is the Discipline and Welfare Conference Group. At St Finbar's this is referred to as the Student Wellbeing Team providing a forum for collaborative decision making, in the light of civil, diocesan, school and, most importantly, pastoral accountability.

The process acknowledges that in some instances, where the behaviour of a student is deemed to cause immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend him/her from the student community, pending the deliberations of the Principal. If a child's behaviour is deemed to cause immediate harm to themselves or others the teacher should ring the front office via the intercom. On the playground the red alert card is inside the first aid bags on the playground. This card needs to be sent immediately to the front office so that support personnel can assist.

**Possible Outcomes:**

In considering the student and the case at hand, the group has a number of options available to it, including an individual student management plan, contractual arrangements, suspension and negotiated transfer. All are outlined here. The Principal takes responsibility for a final decision.

Behaviour Management Plan:

Generally a Behaviour Management Plan will be the first option. This plan will be monitored closely and re-negotiated with the student and parent where necessary.

Contractual Arrangements:

Contractual Arrangements can be defined as an agreement that is reached between the school, the student and parent(s)/guardian regarding the student's behaviour. If the Student Wellbeing Team considers a contract to be the most appropriate action, the following matters need to be considered and written into the contract:

- Expectations regarding the student's behaviour, class and timetable arrangements including any specific scheduling sessions and duration of contract.
- Means by which the student will be monitored during this arrangement and the consequences should the student fail to comply with the conditions outlined in the contract.

If the Student Wellbeing Team and the Principal considers suspension to be the most appropriate action, the following matters need to be discussed;

- The legal and pastoral responsibilities of the parent(s) during the time of the proposed suspension.
- The school's responsibility for providing learning material
- The subsequent progress of the student on return to school and arrangements for monitoring progress.
- The process of settling back into the school environment, and how this is to be facilitated.
- The school's responsibility for reviewing and evaluating its own policies and procedures in light of the experience.

Negotiated Transfer

Negotiated Transfer can be defined as an action, which involves a change of school for a student either between Catholic schools or to a school within another sector.

If the Student Wellbeing Team and Principal considers Negotiated Transfer to be the most appropriate action, the following matters need to be considered:

- The environment, which would best provide for the student's emotional, social and spiritual needs.
- The school, which would provide an educational program suitable to the student's interest, ability and aspirations.
- The process by which the transfer will be negotiated. It is the parent's responsibility to seek another school.
- The support required by the student and parent(s)/guardian in making the transition.
- The role of the school once the transition has taken place.
- The means by which the process will be evaluated and the decision made and reviewed.

The implementation of any of the above procedures for serious offences should occur only after a school has determined that all measures taken have failed to produce a satisfactory outcome.