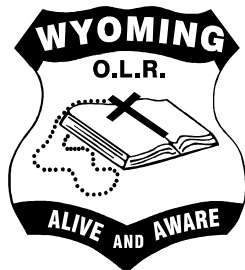# Our Lady of the Rosary
Catholic Primary School
Wyoming

BEHAVIOUR MANAGEMENT SCHOOL POLICY

"All that happens in the Catholic School, the curriculum, the relationships, the priorities, the aims and objectives, the pastoral care and discipline has the potential to speak of God's life"
[The Distinctive Nature of a Catholic School]

PURPOSE

At Our Lady of the Rosary Catholic Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment.   Therefore all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students.   At Our Lady of the Rosary Catholic School we believe in adopting proactive strategies for defining, teaching and supporting appropriate student behaviours in order to enhance learning.

"… we the community of Our Lady of the Rosary School, Wyoming, strive to value and foster the sacredness, achievements and potential of each person "
Extract from Our Lady of the Rosary Vision and Mission Statement

POLICY FRAMEWORK

Based on the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice.

Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy, our school Pastoral Care Policy and the Student Discipline Policy for Diocesan Systemic Schools. Our approach to discipline has its basis in our pastoral care for each other – students, staff and parents. Our school's Student Management Policy is grounded in our School Values of Respect, Justice and Personal Best.

We believe that Pastoral Care:
- Is modelled on the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

DEFINITIONS

➢ *Behaviour* is defined as anything we say or do.
➢ *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment.
➢ *Challenging Behaviour* is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.
➢ *At Risk Behaviour* is any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional or psychological harm.
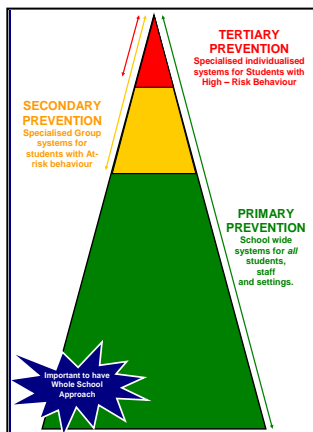
Our Lady of the Rosary Catholic Primary School has adopted a whole school approach to bring about Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours.

"Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focussed on the effective running of the school for the benefit of all."

Diocesan School Student Discipline Policy

Corporal punishment by any school person or non-school person is not permitted.

POLICY CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Our Lady of the Rosary Catholic Primary School's rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at Our Lady of the Rosary Catholic School will be taught, encouraged and supported to demonstrate these expected behaviours.

At **O**ur **L**ady of the **R**osary Catholic School, we do **O**ur personal best, **L**ive justly and **R**espect all.

Do Our Personal Best	Live Justly	Respect All
Learn and let others learn		Be a good listener
	Be fair and honest	
Be in the right place at the right time		Use kind words and actions
	Share and take turns	
Make good choices		Care for belongings
	Have safe and caring hands	
Care for your appearance		Care for the environment

PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Our Lady of the Rosary Catholic Primary School community is committed to:
➢ *Teach,*
➢ *Practise,*
➢ *Apply,* and
➢ *Acknowledge* appropriate behaviours

The Our Lady of the Rosary Positive Behaviour for Learning (PBL) Team will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

Specific procedures and processes for teaching and practising Behavioural Expectations are outlined in Appendices B and C.

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

Our Lady of the Rosary Catholic Primary School community is committed to *acknowledging* students in order to encourage the behavioural expectations and school rules. We endeavour to acknowledge students through a wide variety of means.

Acknowledging Appropriate Behaviours
- Each class teacher develops their own systems of acknowledgement and reinforcement within their class. For example extrinsic reward systems, stickers, group point systems, etc
- Body language strategies – smile, gestures, nod, thumbs up, proximity, etc
- Verbal acknowledgment – recognition of how behaviours affect others, praise, descriptive encouraging, etc
- Positive comments in student workbooks
- Being chosen for responsibilities
- Class visits, sharing of work / achievements
- Positive comments in school diary
- Assembly awards –
    - **OLR Achievement awards:** class teachers, librarian, learning support, Music and PE teacher – to present at least one merit award for **academic achievement and learning**
    - **OLR PBL awards:** class teachers, librarian, learning support, admin, Music and PE teacher – to present at least one merit award for **demonstrating behavioural expectations**
- **Principal Award:** "Alive and Aware" given out regularly for student/s nominated by staff linked to our school values Respect, Justice, and Personal Best. Nominating teacher writes a descriptive paragraph around the qualities this child presents in their day to day involvement at school.

See appendix D for samples of "OLR Achievement" and "OLR PBL" awards

PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

Our Lady of the Rosary Behaviour Management Policy and practices are based on our school values of Hope, Respect, Justice, Personal Best and are respectful of the dignity, rights and fundamental freedom of individual students. At the same time this policy focuses on the effective running of the school for the benefit of all.

Staff are encouraged to remember the dignity of the student and therefore avoid any practices that single out students for inappropriate behaviour, while at the same time not punishing the group because of one.. When discouraging or correcting students behaviours, staff are encouraged to use the least intrusive methods as possible.

Inappropriate Behaviours
Inappropriate behaviour is behaviour that challenges the day to day functioning of our school and is contrary to our "School Rules and Behavioural Expectations".
Minor inappropriate behaviours [teacher managed behaviours] are recognised as any behaviour that does not meet the "School Rules and Behavioural Expectations".
Major inappropriate behaviours [office referred behaviours] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others. The consistent and repeated occurrence of minor behaviours may also be considered as major.
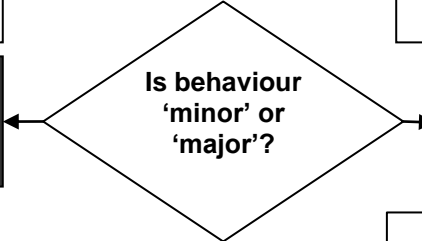
Procedures for responding to inappropriate behaviours are outlined in the following diagram.

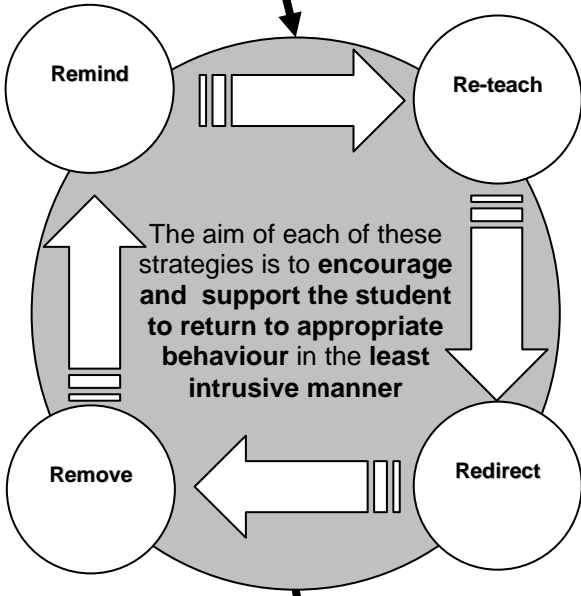| **Minor [teacher managed behaviours]** inappropriate behaviours are recognised as any behaviour that does not meet the "School Rules and Behavioural Expectations".	**Inappropriate behaviour occurs**	**Major [office referred behaviour]** inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of others. [*may* also include repeated minor]

MINOR
Teacher managed behaviours
[classroom / playground]

Is behaviour 'minor' or 'major'?

MAJOR
Office referred behaviours

Remind → Re-teach → Redirect → Remove

The aim of each of these strategies is to **encourage and support the student to return to appropriate behaviour** in the **least intrusive manner**

Long Time Out
Classroom: Student has time out in 'buddy' class immediately after the incident for a maximum of 15mins (1min per age of child). Student is given 'long time out' card and is accompanied by a buddy to the designated class. No interaction from teacher or class.
When student returns to class, they are encouraged to join in class activity without any further follow up of incident at this stage.
Before the end of the day, the class teacher completes a **"Long Time Out' Slip** [see appendix]. Teacher puts the LTO slip into the LTO pigeon hole.
Teacher informs member of PBL team of incident and contacts parents of children involved.

Short Time Out

Short Time Out

Time out is described as "time away from reinforcement". For example, if the behaviours are seeking and gaining attention, the use of time out is effective in removing the reinforcement of 'attention' for the negative behaviours.

Long Time Out
Playground: Student is asked to sit out of play for 15minutes.
Playground duty teacher
1. fills in a **"Long Time Out Playground Slip"**
2. informs relieving duty teacher of incident.
When student is returned to play, duty teacher reminds student of the behaviour expectation. Teacher puts the LTO slip into the LTO pigeon hole.
Teacher informs member of PBL team and class teacher of incident and contacts parents of children involved.

Classroom: Student sits within the classroom away from others for a pre-determined amount of time. This time frame should be age appropriate; one minute per student's age. [eg max 5mins for Kinder] and not exceed 15mins.

Playground: Student is asked to sit out of play for a period of time based on age of student.

When the 'Time Out' is over, the child returns to the class / playground with a reminder of behavioural expectation.

Remember, **Time Out** is used to bring about a positive change in behaviour, not as punitive action –'circuit breaker' .

"**Reflection Sheet**" *may* be used after serious incidents or when inappropriate Behaviours continue. Principal or delegate facilitates a session using the reflection sheet in order to restore right relationships and plan ways of supporting positive behaviour.

When inappropriate behaviours continue, or a serious incidents occurs, the Principal or delegate facilitates a session with the student using **Reflection Paper Appendix F**. This practice is aimed at restoring relationships and also to facilitate initial 'investigations' so that possible reasons for the behaviours can be understood.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the **"Students Presenting Challenging Behaviour Form 1"** [Diocesan Behaviour Management – Support Class page] in order to write and implement a **"Behaviour Support Plan"**. The purpose of both being about teaching and supporting the student to develop more appropriate replacement behaviours.

Major disciplinary sanctions including suspension, suspension pending negotiated transfer, negotiated transfer and expulsion are outlined in the Diocesan Student Behaviour Management and Discipline Policy.

Date of Policy   June 2009
Date of last Review   March 2014
Date for Next Review March 2017

Our Lady of the Rosary
Catholic Primary School, Wyoming
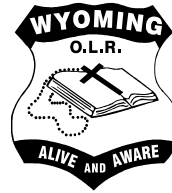
Our School Values of
"Hope, Justice, Respect and Personal Best"
encourage us to …

*do **O**ur Personal Best*

***L**ive Justly*

***R**espect All*

At Our Lady of the Rosary Wyoming we:	All areas at all times
do **O**ur personal best	Learn and let others learn Be in the right place at the right time Make good choices Care for your appearance
Live justly	Be fair and honest Share and take turns Have safe and caring hands
Respect all	Be a good listener Use kind words and actions Care for belongings Care for the environment

APPENDIX B – SCHEDULE OF LESSONS

Term 1

Week 1		
Week 2	Be a good listener	
Week 3	Be a good listener	
Week 4	Be in the right place at the right time	
Week 5	Be in the right place at the right time	
Week 6	Safe and caring hands	
Week 7	Safe and caring hands	
Week 8	Learn and Let Others Learn	
Week 9	Learn and Let others learn	
Week 10	Use kind Words and Actions	
Week 11	Use Kind Words and Actions	

Term 2

Week 1	Care for the environment	
Week 2	Care for the environment	
Week 3	Make good choices	
Week 4	Make good choices	
Week 5	Care for belongings	
Week 6	Care for belongings	
Week 7	Be a good listener	
Week 8	Be a good listener	
Week 9	Be in the right place at the right time	
Week 10	Be in the right place at the right time	

Term 3

Week 1		
Week 2		
Week 3		
Week 4	Be a good listener	
Week 5	Be a good listener	
Week 6	Be in the right place at the right time	
Week 7	Be in the right place at the right time	
Week 8	Safe and caring hands	
Week 9	Safe and caring hands	
Week 10	REVISION	

Term 4

Week 1	Care for appearance	
Week 2	Care for appearance	
Week 3	Use kind words and actions	
Week 4	Use kind words and actions	
Week 5	Learn and let others learn	
Week 6	Learn and let others learn	
Week 7	Share and take turns	
Week 8	Share and take turns	

APPENDIX C - **PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS**

Teach

PBL TEAM will:-
- prepare the PBL lesson plans and visual supports for behaviour expectations following the yearly lesson plan schedule [Appendix B].
- dedicate regular time for PBL communication with staff at staff meetings, especially new staff
- distribute lesson plans, visuals and other resources necessary for the PBL lessons to staff at the beginning of each term. These will be kept up to date on the 'staff share'
- review annotated lesson plans in teachers' programs

STAFF will:-
- *explicitly* teach expected behaviours using PBL lesson plans and visual supports embedding it into their teaching program
- *use tracking cover sheet* to record lessons and links to KLAs
- include their lesson plans in PBL section of Teaching Learning Program
- review / critique / evaluate the PBL lesson plans

WHOLE SCHOOL COMMUNITY will:-
- use language of behaviour – eg PBL section in school newsletter, weekly focus announced at assembly, language of "Do Our Personal Best, Live Justly, Respect All" used when teaching, acknowledging or reminding students of appropriate behaviours.

Practice

PBL TEAM will:-
- include practising strategies in lesson plans for class teachers to implement
- [may] call for whole school practice times to re-teach expected behaviours as need arises
- organise demonstration / role plays of behaviours at assemblies eg student leadership and / SRC

STAFF will:-
- practise within the explicit teaching time as outlined in lesson plan and throughout the week as needed

WHOLE SCHOOL COMMUNITY will:-
- encourage expected behaviours to be practised across all settings [eg library, Music, PE, Church, excursions]

Apply

PBL TEAM will:-
- support staff in the application of these behaviours eg feedback at staff meeting regarding lessons, distribution of resources etc

STAFF will:
- encourage expected behaviours to be applied outside of the classroom environment and across all settings eg excursions, library, Church, hall etc

WHOLE SCHOOL COMMUNITY will:
- encourage expected behaviours to be applied outside of the classroom environment and across all settings within explicit teaching
- encourage families to support students when completing PBL home tasks

Acknowledge

PBL TEAM:-
- acknowledge staff members who are following processes
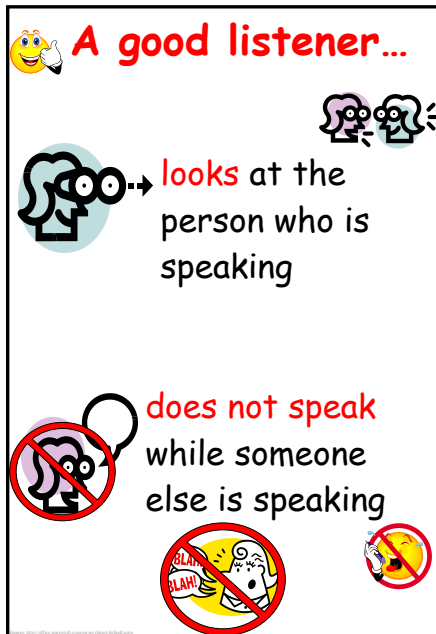
STAFF:–
- appropriate student behaviours are to be acknowledged on a ratio of approx 10:1 [acknowledge vs correction] through a variety of means [verbally, non-verbally, extrinsic, etc]
- refer Appendix D for detailed school wide processes for acknowledging appropriate behaviours.

WHOLE SCHOOL COMMUNITY:
- appropriate behaviours are to be acknowledged within the whole school setting

APPENDIX D - **PROCEDURES FOR ENCOURAGING APPROPRIATE BEHAVIOURS**

Insert samples of 'Awards'

A good listener…

looks at the person who is speaking

does not speak while someone else is speaking

APPENDIX E – PROCEDURES FOR DATA COLLECTION AND DISCOURAGING INAPPROPRIATE BEHAVIOURS

PLAYGROUND LONG TIME OUT SLIP

Date:	Student Name:	Class:

Location WHERE	Time WHEN	Incident WHAT
☐ C.O.L.A ☐ Area 3 ☐ Car park ☐ Area 2 ☐ Paddock ☐ Toilets ☐ Canteen ☐ Other	☐ Before school ☐ Recess ☐ Eating time lunch ☐ 2nd half lunch ☐ After school **Time**: _____am/pm	☐ **Do Our Personal Best** ☐ **Live Justly** ☐ **Respect All** **Major inappropriate behaviour** - deliberate actions that are offensive or dangerous to the physical or emotional well being of others ☐ Physical ☐ Verbal ☐ Other **Description of incident:-**

Possible motivation:
O Get / attain / gain
O Avoid / evade
O Communicate

Teacher:	Action ☐ Time out ☐ Phone call to parents of child / children involved ☐ Voice mail message ☐ Data entered [PBL team]
Signature	Class Teacher: Principal / AP:

CLASSROOM MAJOR TIME OUT SLIP

Date:	Student Name:	Class:

Location WHERE	Time WHEN	Inappropriate Behaviour WHAT
☐ Classroom ☐ Library ☐ PE ☐ Other	☐ Morning session ☐ Middle session ☐ Afternoon session **Time:** _____am/pm **Lesson:** _____	☐ **Do Our Personal Best** ☐ **Live Justly** ☐ **Respect All** ☐ **MAJOR - PHYSICAL / VERBAL** - deliberate actions that are offensive or dangerous to the physical or emotional well being of others **Description of incident:-** ☐ **REPEATED MINOR** O Remind O Reteach O Redirect O Remove O Short time out **Description of incident:-**

Possible motivation:
O Get / attain / gain
O Avoid / evade
O Communicate

Teacher:	Action ☐ Time out ☐ Phone call to parents of child / children involved ☐ Voice mail message ☐ Data entered [PBL Team]
Signature	Class Teacher: Principal / AP:

APPENDIX F

At Our Lady of the Rosary Wyoming we:	All areas at all times
do **O**ur personal best	Learn and let others learn Be in the right place at the right time Make good choices Care for your appearance
Live justly	Be fair and honest Share and take turns Have safe and caring hands
Respect all	Be a good listener Use kind words and actions Care for belongings Care for the environment

REFLECTION SHEET

Student Name: _____   Date: _____

Do Our Personal Best	Live Justly	Respect All
Learn and let others learn		Be a good listener
	Be fair and honest	
Be in the right place at the right time		Use kind words and actions
	Share and take turns	
Make good choices		Care for belongings
	Have safe and caring hands	
Care for your appearance		Care for the environment

1. Explain what you did. How was your behaviour inappropriate?

Which of the **School Rules** did you **not** follow?
- [ ] *Do Our Personal Best*
- [ ] *Live Justly*
- [ ] *Respect All*

Which behaviour expectation was not followed? [refer to matrix]

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. What caused you to behave this way?
What were you thinking at the time?

_____
_____
_____
_____
_____
_____
_____
_____

3. How might others be affected by your actions?	

4. How could you do things differently next time? What have you learned?	

5. What can you do to help **restore** right relationships? How might you help 'fix the problem'? What could be an appropriate consequence for you as a result of your behaviour?	

6. What can the teachers in our school do to help you remember our school rules and behaviour expectations? What help do you need from others to remember our school rules and behaviour expectations?	

Student: _____
Signature

Principal: _____
Signature

Teacher: _____
Signature

Parent:_____