



# Behaviour Management Policy

## Rationale

Our Lady of the Sacred Heart (OLSH) is committed to fostering a positive culture and a safe and inclusive learning environment. At OLSH, this policy and supporting guidelines have been developed from our belief, that the values of the Gospel will permeate all that we do in the name of education. OLSH promotes an environment that is secure, healthy and respectful for all members of the school community and OLSH believes that the responsibility for the growth and development of each child is in partnership between teachers, parents and children.

From time to time, students, for various reasons, engage in inappropriate behaviours. The response and educative process in understanding this behaviour by others can either hinder or assist in long-term positive behaviours of the individual. It is important, therefore, to have a whole school approach to expectations, development of knowledge, skills and capabilities, support, response and management of student behaviour that is consistent with the school's vision.

## Policy Statement

OLSH provides a whole school approach to behaviour management that is based on developing student knowledge skills and capabilities in understanding and demonstrating positive behaviours. It also provides clear expectations, processes and consequences that will be implemented if there is inappropriate behaviour, as detailed in the supporting OLSH Behaviour Management Procedure (Appendix A).

At OLSH, discipline is concerned with maintaining a secure, healthy and respectful school community.

We aim to promote:

- (a) Self-discipline and positive approaches to the development of acceptable behaviour in students.
- (b) A united and consistent approach to behaviour management by staff and parents.
- (c) A restorative approach in as many situations as appropriate.
- (d) Resilience and problem solving.

## Principles

- OLSH supports and gives expression to the belief that each individual is at the heart of Christ's teaching through fostering wellbeing and pastoral care.
- Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective student behaviour management, as an element of pastoral care, is therefore recognized as promoting the achievement of learning outcomes and contributing positively to school improvement.
- Student engagement and regular attendance assists in developing appropriate behaviours through the implementation of whole school strategies supported by targeted and individualised support when required.
- Effective whole-of school approaches to behaviour management requires age appropriate education and skilling of students through processes focused on individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.
- Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. It will not include, under any circumstances, corporal punishment.
- Actions and consequences have an educational role and aim to foster positive relationships and retain the dignity of students.
- Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. The safety and wellbeing of others will be an important consideration in determining the actions and consequences to inappropriate behaviour.
- The school wide approach will be consistent with Catholic Education Ballarat's *Guidelines for Behaviour Support* (2016).
- OLSH respects privacy laws and will not divulge outcomes of actions or consequences other than to the individual student's parents.

## Implementation

With consideration of these guiding principles at OLSH we will:

- Collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach based on restorative justice and processes that are consistent with the Catholic Education *Ballarat's Guidelines for Behaviour Support* (2016) which includes the processes for exclusion, suspension, assisted transfers and expulsion (in the case of serious offences).
- Ensure that the school's curriculum includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement
- Promote active participation in the life of the school and provide students with a sense of ownership in their school environment
- Support families to engage in their child's learning and build their capacity as active learners
- Promote active student participation as an avenue for improving student outcomes and facilitating school improvement
- Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress
- Have processes in place to identify and respond to individual students who require additional assistance and support
- Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students
- Fully implement the CEOB's "Guidelines for Behaviour Support" (2016).

## Documentation and Data Analysis

Major incidents on yard or during class are recorded in the Student Behaviour Tracking program in SIMON. Teachers keep anecdotal records for minor incidents. When minor incidents become a frequent or escalate, information is **to be** updated into SIMON.

## Consequences for Unacceptable Behaviour

In situations where it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community, the school will follow procedures consistent with CECV Positive Behaviour Guidelines. Restrictive interventions are only used in emergency situations and there are no other options in maintaining the safety of others. It must not be used as part of student management plan. Professional learning on appropriate use of restrictive interventions will be undertaken annually by all staff.

The school will keep a register for indicating details of any suspensions, expulsions and exclusions. This will be maintained in SIMON and overseen by the principal. Relevant documentation will be stored electronically.

Principal and wellbeing leader will discuss any penalties that imposed on students and will be recorded on the student behavior tracking program in SIMON. Any penalties will be communicated to parents.

## Related School Based Policies

OLSH Pastoral Care Policy

OLSH Child Safety Policy

OLSH Code of Conduct

OLSH Duty of Care Policy

OLSH Safe School Policy - Anti Bullying & Harassment

## Other References/Supporting Documents:

OLSH Information Booklet

OLSH Home School Partnership Agreement

OLSH Behaviour Management Procedure

Catholic Education Ballarat Guidelines for Behaviour Support (2017)

CECV Positive Behaviour Guidelines

Ratified: 31/08/2017	Last Review/Revision:20/08/2020	Next Review: 2023
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## Appendix A: Behaviour Management Procedure

### Minor Offences

Calling out  
Disruption of class routines  
Lack of respect / manners  
Rough play  
Misuse of school equipment  
Unkind actions or words towards other children



Actions taken may include:  
Time out (Option of green seat or corridor seat.)  
Restorative chat (if issue is between two or more children.)  
Apology to those involved



Continued monitoring of child:  
Success chart (Work on an individual goal.)  
Parents to be contacted to discuss these goals.



If no success with continued monitoring, refer to Major Offences procedure.

### Major Offences

Damage to school property  
Physical abuse/injury to others  
Continued disrespect/verbal abuse  
Continued disruption of other's learning  
Behaviour which places others in danger  
Stealing  
Not owning of own behaviour / lying  
Bullying according to correct definition



Detention



One Offence – sent to the principal if needed. Classroom teacher to follow up with detention and contact parents.



Exclusion from school outings or excursions (if deemed appropriate by staff involved.)



Detention given three times will incur suspension (internal or external to be decided by principal.)



Behaviour management team to meet and develop an individual plan prior to child re-entering the school.