



A POSITIVE APPROACH TO SUPPORTING STUDENT BEHAVIOR (DISCIPLINE)

Rationale:

In order for teachers to teach and students to learn we believe in creating an optimal classroom and playground environment where students feel emotionally and physically safe. We believe in building personal and trusting relationships between teachers and students and teachers and parents where:

- Rights and responsibilities are valued
- Appropriate, responsible behaviour is taught
- A clear behavioural support plan is implemented thus enabling students to learn and to shape productive lives.

Beliefs:

At Corpus Christi Primary School, we believe that effective teachers:-

- Have a positive, planned and consistent approach to supporting student behaviour
- Have high expectations
- Have clear, set and predictable routines
- Teach and model appropriate behaviour

We believe that we all have the right:

- To feel safe and be safe
- To learn
- To be respected for who we are and for what we have to offer
- To be part of a happy and peaceful school
- To work and play in a clean, comfortable environment

It is understood that:

- Teachers have the right and responsibility to establish rules and routines that clearly define the limits of acceptable and unacceptable behaviour
- Teachers have the right and responsibility to teach students to consistently follow instructions throughout the school day
- Teachers have the right and responsibility to ask for assistance from other teachers, parents and/or administration staff when support is needed in managing the behaviour of students
- Students have the right to have teachers who set firm and consistent boundaries
- Students have the right to teachers who set consistent routines and structures
- Students have the right to receive consistent, positive feedback
- Students have the right to know what behaviours to engage in so that they may succeed at school and interact positively
- Students have the right to be taught how to manage their own behaviour so that they can make independent, responsible choices.

Guidelines for Action:

In order to create an optimal environment in which students feel emotionally and physically safe, consistent routines (and structures) along with a classroom and playground behavioural support plan will be established. This plan is displayed in classrooms and communicated to parents.

The plan consists of three parts:

1. Rules that students must follow
2. Positive recognition and feedback that students will receive for following rules
3. Hierarchy of Consequences that are applied when students choose not to follow the rules

In order to make the plan work:

- Students are explicitly taught positive behaviours
- School Rules (and routines) are clearly set at the beginning of each year
- Students are led towards ownership of the rules
- Rules are actively taught as part of the curriculum at the beginning of each year and referred to throughout the year
- Rules are clearly posted in the classrooms for easy and instant reference
- Consistent verbal or recognisable supportive feedback is used to establish positive relationships, encourage appropriate behaviour and motivate students

Positive Reinforcement should be:

- Specific feedback about appropriate behaviour
- Age appropriate
- Meaningful to each child
- Planned

Tangible rewards and/or special privileges are applied in recognition of positive, responsible behaviours.

Classroom

As well as the normal 'redirecting' techniques employed in the classroom, a consequential hierarchy will apply when students choose not to follow the rules:

- | | |
|--|--|
| 1 st time a student disrupts: | Redirection: 'the look', gesture, signal, separation or movement, name etc |
| 2 nd time a student disrupts: | Formal warning: Name! You need to... (Spell out the choice) |
| 3 rd time a student disrupts: | Child moved away from the group but must still perform the designated task |
| 4 th time a student disrupts: | Time Out with a Behavioural Reflection sheet. Teacher may scribe for the child (at all year levels) because this is not a writing task and some children do not have the literacy skills in place as yet. Behavioural Reflection sheet is signed by Principal/Deputy Principal and taken home by the child to be signed (and returned) by the parent |
| 5 th time a student disrupts: | Proceeds to Principal/Deputy Principal. |

Notes:

- *'Redirection' techniques are always to be used prior to the official warning*
- *Any 'on task' time a student misses must be made up at playtime/lunchtime in the classroom and under teacher supervision*
- *In normal circumstances, a student should commence each learning block with a 'clean slate'*

A Severity Clause applies when a student:

- ⇒ *Wilfully hurts another child*
- ⇒ *Wilfully destroys property*
- ⇒ *Deliberately refuses to follow directions*
- ⇒ *Engages in behaviour that completely stops the class from functioning*
- Is involved in incidents of bullying*

In this case, a student is removed immediately and reports to the Principal (where a behavioural Reflection sheet, which includes agreed consequences, will be completed).

For the purpose of tracking 'at risk' students, a Behaviour Tracking Sheet should be used to monitor and record:

- Positive reinforcement
- Warnings
- Time Outs in the classroom
- When a student is sent to the office
- When a child is subject to the Severity Clause

***Note:** It is recommended the sheet be passed on by the classroom teacher to all 'specialists' or relieving teachers throughout the day. Behaviour Tracking Sheets should be kept on file.*

An Individual Student Behavioural Support Plan (in line with CEM: Guidelines for Behavioural Support 2016), based upon each student's needs, will be devised in conjunction with parents, teachers and students for students who do not respond to the school Behavioral Support plan where necessary.

Play Ground

When students make poor choices on the playground, the following will apply.

- For minor incidents: Name! You need to... (Spell out the choice)
- Repeated incident or dangerous play: Time Out / Equipment removed where appropriate
- For serious incidents:* Proceeds to Principal/Deputy: Behavioural Reflection Sheet may be administered.

**A Severity Clause applies when a student:*

- ⇒ *Wilfully hurts another child*
- ⇒ *Wilfully destroys property*
- ⇒ *Deliberately refuses to follow directions*
- ⇒ *Engages in behaviour that puts others at risk*
- ⇒ *Is involved in incidents of bullying (see policy re definition)*

In this case, a student is removed immediately and reports to the Principal (where a Behavioural Reflection Sheet, which includes agreed consequences, will be completed).

Suspension, Negotiated Transfer and Expulsion

If Suspension, Negotiated Transfer or Expulsion are judged by the school as the appropriate course of action, the school will follow (to the letter) the associated procedures detailed in the CEOM Policy Statement 2.26 'Pastoral Care of Students in Catholic Schools- Student Behaviour Management'.

Note: Corporal punishment is not permitted.

Evaluation

This policy is to be reviewed as part of the school's review cycle.

This policy was last ratified in May 2017