Policy for the Management of Behaviour

RATIONALE
At Good Samaritan we believe students have the right to learn in a safe environment. They learn best when they are mindful of themselves, take an active role in shaping their own behaviour, and support others to do so.

PURPOSE
This policy is for all members of the school community to support and develop positive social relationships that help individuals thrive within our learning environment, link to society, develop a sense of belonging and learn to live and work with others.

SCOPE
It is the responsibility of the Good Samaritan School to:

- Provide a safe environment that respects the dignity of individuals and provides positive learning experiences.
- Promote relationships based upon compassion, tolerance and mutual respect.
- Address Social and Emotional learning needs through the curriculum.
- Develop and communicate protocols and procedures for dealing with behaviour.
- Ensure that inappropriate behaviour and breaches of the school rules are not tolerated.
- Support the wellbeing of all staff, students and parents.
- Provide training and learning opportunities for all staff, students and parents.
- Monitor incidences of inappropriate behaviour and breaches of the school rules and respond as appropriate.
- Review policy and procedures on an annual basis.

REFERENCES
- DEECD
- National Safe Schools Framework
- Stop, Think, Do! Program
- CECV RESTORATIVE PRACTICES Research Document 3.

DEFINITIONS
School Rules:
- Follow Directions.
- Keep hands, feet and objects to yourself.
- Listen to the speaker without interruption.
- Move safely at all times.
- Speak appropriately.
- Take care of all equipment, belongings and property.

CLASSROOM PROCEDURES:
The following steps are to be taken to support appropriate behaviours at Good Samaritan Primary School:

1. Display the Good Samaritan School Rules in a place that is visible and can be easily referred to. Use these rules to name and discuss accepted behaviours.

2. Acknowledge positive behaviour; name and notice behaviours that comply with the school rules and which build and support positive relationships.

3. Assess, plan and implement Social and Emotional Learning (SEL) lessons that explicitly address acceptable behaviours and social skills. Use Stop, Think Do! And Circle Time to ensure a common vocabulary for discussing behaviour and social skills is maintained across the school.
The following steps are to be taken to support inappropriate behaviours at Good Samaritan Primary School:

1. Choose any or all of the following restorative questions to initiate a discussion, when children do not follow the Good Samaritan School Rules or display inappropriate social behaviour

   • What happened?
   • What choices did you make?
   • What led to this happening?
   • Who else did the behaviour effect and how?
   • How were you affected?
   • Next time what would be a better choice?

2. Use the following consequences to address inappropriate behaviour and breaches of the school rules during class time. Use the school rules to discuss and describe behaviours.

   • **Step 1**: Warning
     Friendly reminder of expected behaviour; Invite child to make a good choice
   • **Step 2**: Removal from group
     Child removed from group or next to teacher for a short period of time.
     Child is still part of the learning.
   • **Step 3**: Time Out in classroom
     Child asked to reflect on their behaviour.
     Invite child back to group when settled.
     Remind them of the expected behaviour.
   • **Step 4**: Time Out in another room
     Child completes a think sheet.
     Class work to be completed at another time
   • **Step 5**: Send child is sent straight to the office.
     Send behaviour tracking sheet with child.
     Teacher will be informed if any follow up action is required

    **Severe Clause** for extreme behaviour, send child straight to the office

    *CORPORAL PUNISHMENT IS NOT ALLOWED AT GOOD SAMARITAN CATHOLIC PRIMARY SCHOOL*

    Under no circumstances is corporal punishment to be administered or tolerated. Any physical intimidation or handling of a child by staff members is unacceptable.

**SCHOOL YARD/OUTSIDE PROCEDURES:**
The following steps are to be taken to highlight appropriate behaviours before and after school and during recess and lunch times at Good Samaritan Primary School:

1. Display the Good Samaritan School Rules in a place that is visible and can be easily referred to. Use these rules to name and discuss accepted behaviours.

2. Recognise and praise positive behaviour; give raffle tickets to children following the school rules and displaying appropriate social skills.

   Child should give raffle ticket to their class teacher as a prompt for discussion about appropriate behaviours on the yard.
   The ticket should be exchanged for a class reward according to what is in place within the classroom.

The following steps are to be taken to support inappropriate behaviours before and after school and during recess and lunch times at Good Samaritan Primary School:

1. Clarify that the child has not already sought the counsel of another staff member to solve the immediate problem or been spoken to about the behaviour.

2. Choose any or all of the following restorative questions when children do not follow the Good Samaritan School Rules or display inappropriate social behaviour

   • What happened?
   • What choices did you make?
   • What led to this happening?
• Who else did the behaviour effect and how?
• How were you affected?
• Next time what would be a better choice?

3. Use the following consequences to immediately address inappropriate behaviour and breaches of the school rules during outside time:
   • Sit out for 5 minutes on yard
   • Walk with teacher
   • Move child to another area of the school, for example, off soccer field / courtyard

**Serious playground incidents** for extreme or repeated behaviour, send child straight to the office

Record all inappropriate, dangerous and unsafe behaviour using a Yard Tracking Sheet

**CORPORAL PUNISHMENT IS NOT ALLOWED AT GOOD SAMARITAN CATHOLIC PRIMARY SCHOOL**

Under no circumstances is corporal punishment to be administered or tolerated.
Any physical intimidation or handling of a child by staff members is unacceptable.

The School’s Framework for the management of behaviour consists of the following documents:
1. List of appropriate behaviours to name and notice.
2. Ideas for naming and noticing appropriate behaviours.
3. Responsibilities of Students, Parents & Staff.
4. Resources for the implementation of Social and Emotional Learning.
5. Resources for Staff and Parent Training & Development.

**Review Date:**
The Policy for the Management of Behaviour to be reviewed annually by the students (SRC), Staff, Parents and Carers (Advisory Board) and Wellbeing Team
The next review date being **Term 3, 2015.**