



SACRED HEART CATHOLIC SCHOOL

STUDENT POSITIVE BEHAVIOUR ENGAGEMENT PROCEDURE

This document provides procedures related to helping children engage in appropriate behaviour at school.

1. RATIONALE

Pastoral care means enhancing the dignity of each person within a Catholic faith community. Our school aims to demonstrate 'Christian Forgiveness'. Ultimately, we aim to provide a space for our children to engage in positive behaviours rather than manage inappropriate behaviours. A Student Positive Behaviour Engagement Procedure has been developed, centred on creating positive environments, as well as addressing with inappropriate behaviours in a restorative manner.

Sacred Heart Catholic School aims to:

- Create a positive environment within the school and classroom.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the school community whose exemplary behaviour and care promotes a positive and caring school environment.
- Establish a set of rules that protects the rights of all individuals.
- Establish a clear set of consequences for individuals who break rules and do not accept their responsibilities.
- Establish procedures to resolve conflicts in a positive and non-violent manner.

2. DEFINITIONS

Bullying is when (repeatedly), over a period of time, an individual or a group intentionally harms a person. **Bullying is:**

- A repeated and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to another
- May be physical, verbal or indirect/direct
- Conducted by a more powerful individual or group against a less powerful individual.

Its nature may be:

- verbal - name-calling, put-downs, threats (spoken, written, electronic or cyber which may also apply to the following points)
- physical - hitting, tripping, punching, throwing objects, stealing
- social – ignoring, hiding, ostracising
- psychological – stalking, threatening looks, spreading rumours, damaging possessions

Harassment is any unwanted, unwelcome or uninvited behaviour which makes a person feel humiliated, intimidated or offended. Harassment can be seen as a form of bullying and the terms are often used interchangeably.

Bullying and harassment are often thought of separately, however, both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status, parenting status or economic status. (Bullying. No Way! website cited in the National Safe Schools Framework, 2003)

Unlike bullying and harassment, violence is not necessarily associated with an imbalance of power. It can occur between people of equal power. It implies extreme forcefulness, usually (but not always) of a physical kind. (Rigby, cited in the NSSF, 2003).

3. PRINCIPLES

- Sacred Heart owes a duty of care to their students.
- Sacred Heart proactively provides a supportive environment which:
 - acts to prevent instances of bullying, harassment, aggression and violence
 - encourages socially appropriate behaviour using positive behaviour management and direct teaching of curriculum in areas such as interpersonal and self-management skills
 - promotes respect for self and others via health programs/curriculum
 - develops physical/emotional well-being and resiliency
 - develops interpersonal skills and positive mental health
- Sacred Heart responds efficiently to bullying, harassment, aggression and violence
- All parties to incidents of bullying, harassment, aggression and violence are entitled to appropriate support.

5. PROCEDURES

The procedures involved in positive student behaviour engagement has two dimensions. The dimensions are:

1. Creating a positive environment by building quality relationships with children and their families
2. Addressing inappropriate behaviour in a restorative way including the use of timely and authentic consequences while also providing for reconciliation with all parties

POSITIVE ENVIRONMENTS

Creating a positive environment can be achieved by:

- Praising student in class and in the playground for positive behaviour.
- Develop positive relationships with all teachers and students, their needs and motivations.
- Reinforcing the positive choices and behaviours students make.
- Verbal encouragement/feedback to students.
- Group/Class Reward Program.
- Visits to the Principal for positive acknowledgements.
- Merit Awards including MJR awards and golden tickets.

SACRED HEART CATHOLIC SCHOOL STUDENT CODE OF CONDUCT

The SHCS Student Code of Conduct has been developed in conjunction with the children in Year Three to Year Six. Children had the opportunity to add student voice to the code of conduct through creating definitions for the school values (Honest, Excellence, Acceptance, Respect, Truth) and explaining the actions that can be demonstrated to best show these values at school.

The code of conduct can be found in each classroom and is placed outside in the playground area for children to reference. Children are expected to sign an acknowledgement form of the code of conduct each year and if in breach of the code of conduct will complete a reflection on their behaviour so they can enact change.

DEALING WITH INAPPROPRIATE BEHAVIOURS

In dealing with inappropriate behaviours, there are various school wide frameworks which are used to encourage children to engage in appropriate behaviours and choices.

Inappropriate behaviour will be addressed by the staff member engaging with a child at the time. The teacher with duty of care for the children at the time will use a system that meets the need of the child with the principle of reconciliation, authenticity and agency being prioritised.

- Not all behaviours are the same. Forms of physical violence/inappropriate language or aggression will require Class Teachers and the Principal to work together to identify the most effective and fair approach in dealing with incidents.
- Some students due to medical, emotional or pastoral needs, such as previous trauma or processing difficulties may require the development of a specific Pastoral, Behaviour or Social Emotional Management Plan and processes to cater for their specific needs.
- The school will cater for specific needs regarding students who need additional support and direction.
- Students may be sent home for non-compliant behaviours.

A) THE SPECIALIST TEACHER

- Records must be kept by specialist teachers of behaviour issues that are deemed inappropriate and entered on SEQTA.
- The specialist teacher is responsible for any follow-up and communication to the class teacher, if required.

B) THE DUTY TEACHER

- The duty teacher is required to deal with any playground incidents and if required, feedback to the classroom teacher and/or the Principal.
- Important events must be documented in SEQTA with communication being delivered to both the classroom teacher and the principal.

CONSEQUENCES

We believe in fostering positive relationships/partnerships. When consequences are required, they should be applied in an impartial and non-emotional way if possible. Students should understand that the consequence is a result of their actions.

We believe that students should be given every opportunity to make 'a fresh start' after inappropriate behaviour/s have been dealt with.

Low level inappropriate behaviour such as calling out, distracting others, uniform violations, disregarding a teacher instruction, going against the playground rules etc will result in a reminder from a staff member to follow the relevant rules. Staff members will remind the child of the Sacred Heart Catholic School Student Code of Conduct.

The following Consequences may be used in dealing with more severe inappropriate or negative behaviour:

A) 'Time In'

- The issuing of 'Time In' is at the discretion of the Class Teacher or Principal, depending on the severity of the incident and the student's history in relation to behavioural issues.
- 'Time In' is to be supervised by the Principal or Senior Teacher.
- Students on 'Time In' must complete any work they may have missed in class.
- Time In is to be given as close to the inappropriate behaviour as possible.

B) IN SCHOOL SUSPENSION

In the case of serious misconduct or a series of misdemeanours and following a review by the Principal, it will be decided if an in-school suspension is warranted.

- This will be held at the school in the administration area under supervision.
- The students will sit and complete work.
- There is to be no contact with other students.
- Recess and lunch breaks will be taken at different times to the rest of the school.

- Duration of in-school suspension may range from a half a day to three days.

C) OUT OF SCHOOL SUSPENSION

Sacred Heart Catholic School's policy on 'Out of School Suspension' is guided by the policy of the Catholic Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will work in partnership with parents and key staff members, taking into account all previous circumstances prior to invoking an out of school suspension.

Please note: If an action is deemed serious enough then the Principal may choose to go directly to this form of consequence for a student's inappropriate action.

D) EXCLUSION

Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules or behaviour that is persistently disruptive or contrary to the mission statement of the school. It is used as a last resort; after all other measures have failed. The decision to exclude a student will be the right of the Principal.

OTHER NOTES

Sacred Heart Catholic School Goomalling explicitly forbids use of any child abuse, corporal punishment or degrading punishment.

6. REFERENCES

- Rigby, K (2001). Stop the Bullying. A Handbook for Schools. ACER, Australia
- Curriculum Corporation (2000), Mind Matters, Commonwealth of Australia
- National Safe Schools Framework (2003, revised 2011. Education Services Australia as the legal entity for the Ministerial Council on Education, Early Childhood Development and Youth Affairs [MCEECDYA]).

7. APPENDICES

- a) Sacred Heart Playground Rules



Our Playground Rules

1. We are gentle and kind.

2. We play together and share with others.

3. We always walk on hard surfaces.

4. We respect our school and environment.

5. We use equipment sensibly and safely.

6. We line up quickly and quietly.

7. We make good choices.

OUR GOLDEN RULE

We treat others the way we want
to be treated ourselves!