Sacred Heart Parish School
Cunnamulla

Behaviour Management

Policy and Procedures
Effective 2017
RATIONALE

- To facilitate an atmosphere of Christian love where rights are respected and responsibilities carried out.
- To ensure that our policy, procedures and decisions are based on Gospel values:
  
  **Love:** We show our love for Jesus by the way we treat both our selves and others.
  **Respect:** We are called to demonstrate care and concern for the people and environment in our school community. We believe that all humans are made in the image of God and recognise the goodness in all people in our school community.
  **Freedom:** We are committed to being responsible and inner directed, capable of freely choosing in conformity with our conscience.
  **Hope:** We are committed to following the example of Jesus and endeavour to become more ‘Christ-like’ in our thoughts and actions.
  **Compassion:** We accept and embrace the ‘humanness’ of each Individual and acknowledge that errors in both judgement and action are part of this ‘humanness’

- To clarify that all members of the school community have the responsibility to respect the rights of others, follow the rules and accept the consequences of either negative or positive behaviours at Sacred Heart Parish School.
- To develop the student’s ability to be self controlled and self-monitoring of their behaviours. This is to be achieved through working in partnership with the student, staff and family to develop a Behaviour Support Plan (BSP) which will assist students to change his/her behaviour as necessary.
Behaviour Management Policy:

Students of Sacred Heart:
Have a responsibility to recognise that mutual rights are essential if we are to co-operate with one another and establish a positive teaching, learning and social environment. As such, all students are expected to abide by the Student Code of Conduct:

At the Sacred Heart School, everyone has the right to learn and the right to be safe.

As a student at Sacred Heart, I will:

1. Follow Directions
2. Keep my hands, feet and other objects to myself.
3. Respect other people and their property.
4. Wear my uniform correctly and with pride.

Staff at Sacred Heart will invite, model and expect respect. This involves:
- Separating the behaviour from the person.
- Allowing the consequences to modify the behaviours.
- Using private, rather than public reprimands where possible.
- Affirming positive behaviours.
- Avoiding holding grudges.
- Re-establishing the relationships after correction.
- Speaking of students with respect and dignity.
- When students don’t respond to positive correction, it is important to explain clearly the consequences and apply them where necessary.

Consequences need to teach students:
- The relationship between their behaviour and the applied outcome.
- That students choose their own behaviour and in doing so are also choosing the outcome.

Parents at Sacred Heart support the school by:
- Recognising that parents are the first and foremost educators of their children.
- Taking an active role in their child’s school life and remaining in close contact with their child’s teacher.
- Acknowledging that the staff of Sacred Heart have the well-being of the students as their highest priority and that differences of opinion should be resolved calmly and in the appropriate manner (see Procedures section).
Behaviour Management Procedures:
Sacred Heart Parish School has adopted a Behaviour Levelling System to reward positive behaviour and clearly articulate consequences for breaches of our Code of Conduct. The Sacred Heart Behaviour Levelling System consists of five levels (please refer to the following pages for specific level information). A student’s Behaviour Level determines what privileges or consequences that student receives whilst at our school.

What level do the children start at?
At the start of each year (or upon transfer to the school), all children are assigned to Level Three (the default level). This is regardless of what level they may have previously been on.

My child has been moved a level. How do I know what this means?
The requirements and consequences for all the levels are clearly articulated in this document. Whenever your child is promoted it will be published in the Links. When demoted, you will receive written notification clearly outlining your child’s new level and what this means for him/her.

How often are the children’s levels reviewed?
Student levels are reviewed at staff meetings every fortnight. The minimum time a child must remain in a level before being considered for promotion is two weeks.

How do children get promoted to Level Two and Level One?
Children may be promoted to Level One and Two upon the recommendation of their classroom teacher and after the recommendation is confirmed at the next staff meeting. Teachers will use the Behaviour/Actions checklist to guide their decisions. (see attached) Please keep in mind that Level One represents exemplary conduct and will not be awarded lightly.

How is the Behaviour/Actions checklist used?
This checklist will be filled in by teachers in the first few weeks of school and then regularly throughout the year. The checklist has 20 indicators and 3 levels of consistency. According to their observations, teachers will fill in the checklist for each individual student. To remain on Level 3 (the expected level of behaviour), students must have a minimum of 18 of the 20 indicators ticked off in any level of consistency on the checklist. To be promoted to Level 2, students must have all 20 indicators ticked on the checklist with at least 16 in consistency level 1 or 2. To be promoted to Level 1, students must have all 20 indicators on the checklist with at least 18 of the indicators in the highest level of consistency.

What is a time-out?
Children on any behaviour level may be referred to time-out if they have not followed the code of conduct. Students will be required to miss out on play and will spend their big lunch playtime (20 minutes) sitting quietly outside the office with a supervising adult. The child will be asked to fill in a form about why they are there, who was affected, the feelings at the time of the incident, a peace wheel strategy they could have used to fix problem. A child may be asked to spend time in the office during class time if required.
**Behaviour Management Procedures:**

*How is it decided when to demote a child?*

A child who has been involved in a serious incident or whose behaviour consistently breaches the Student Code of Conduct may be nominated by a staff member for demotion. The student's situation is discussed with the school leadership team and if the staff agree with the nominating teacher’s assessment of the situation, the child will be officially demoted and the relevant processes enacted. In cases of serious breaches of the Student Code of Conduct, a member of the school leadership team may immediately issue a demotion in accordance with the processes outlined in the Level Statements. Students who display continuous breaches of a similar nature will be given verbal and written warnings before demotion occurs. Parents will be contacted if verbal warnings have not been effective in changing the students’ behaviour. A written warning will then be sent home. If the behaviour has not been changed then demotion to Level Four will occur.

*The level statements mention students being placed on a Behaviour Support Plan. What is this?*

A Behaviour Support Plan is a document which helps to identify areas of behaviour that a student needs to improve. These documents are created with students and parents where possible. Parental involvement is important to ensure an effective and sustainable plan is created which will help students display the expected level of behaviour. The particular behavioural concerns are identified and consequences/recommendations for these actions are discussed. The behaviour support plan is documented and shows the student/staff/parent commitment to improving the identified behaviour concerns.

*Excluding students from school, social, sporting & cultural events as a consequence in the Behaviour Support Plan. How is this decided?*

One of the main purposes of this policy is to ensure that consequences linked to poor behavioural choices are relevant to the individual student and situation. Excluding students from activities in which he/she has no interest has proven to be ineffective in addressing the behaviour of concern. Excluding students from events must have some impact on changing the students' behaviour. Exclusion from events will therefore be decided in consultation with the school leadership team, the class teacher, parents and the individual student on a case by case basis. The best way for a child to ensure they have the privilege of enjoying all events is to consistently follow the Student Code of Conduct.

*What process is followed by staff when students breach the code of conduct?*

The attached flow chart outlines the process staff follow when dealing with student behaviour.
Student Code of Conduct

At the Sacred Heart School, everyone has the right to learn and the right to be safe.

As a student at Sacred Heart, I will:

1. Follow Directions
2. Keep my hands, feet and other objects to myself.
3. Respect other people and their property.
4. Wear my uniform correctly and with pride.
# Sacred Heart Parish School Behaviour Level System, Level Descriptions

## Level One

**Promotion To This Level**

School staff have recognized a student who **continuously**:

- Follows the school’s Code of Conduct
- Demonstrates a cooperative attitude towards staff and peers.
- Shows consideration and respect for his/her peers.
- Displays a positive attitude towards school work and consistently applies himself/herself.
- Wears the correct school uniform with pride.
- Accepts correction from an adult.
- Willingly provides service to the school and community.
- Completes homework.
- Demonstrates a zero tolerance for bullying.
- Represents the school with distinction.
- Is safe and compliant.

Students have at least 18/20 behaviors/actions ticked off in the 90% or above column on the checklist.

**Entitlements**

This level entitles the student to:

- Participate in all school, sporting, cultural and social events.
- Be eligible for election as a school leader.
- A special certificate of recognition to be awarded at the end of the year.
- Attend at a special event for Level 1 children held at the end of each term.
- Receive an appropriate comment on the student’s report card or reference.
- Continue to receive the privileges associated with Level Two.

**Notes for Level One**

Children are nominated by their teachers for promotion to this level. Promotions are considered every two weeks at staff meetings. Teachers use a checklist of behaviours/actions as a criteria for promotion. To achieve Level One, students must have all 20 indicators checked off with at least 18 ticks in the 90% or above consistency column.

## Level Two

**Promotion To This Level**

School staff have recognized a student who **regularly**:

- Follows the school’s Code of Conduct.
- Demonstrates a cooperative attitude towards staff and peers.
- Shows consideration and respect for his/her peers.
- Displays a positive attitude towards school work and consistently applies himself/herself.
- Wears the correct school uniform.
- Accepts correction from an adult.
- Willingly provides service to the school and community.
- Completes homework.
- Demonstrates a zero tolerance for bullying.
- Represents the school with distinction.
- Is safe and compliant.

Students have at least 16/20 behaviors/actions ticked off in

**Entitlements**

This level entitles the student to:

- Participate in all school, sporting, cultural and social events.
- Be eligible for election as a school leader.
- A certificate of recognition to be awarded at the end of year Graduation ceremony.
- Attend at a special event for Level 2 children held at the end of each term.
- Receive an appropriate comment on the student’s report card or reference.
- Continue to receive the privileges associated with Level Three.

**Notes for Level Two**

Children are nominated by their teachers for promotion to this level. Promotions are considered every two weeks at staff meetings. Teachers use a checklist of behaviours/actions as a criteria for promotion. To achieve Level Two, students must have all 20 indicators checked off with at least 16 ticks in columns 1 and 2.
**Level Three**

<table>
<thead>
<tr>
<th>To Maintain This Level</th>
<th>Entitlements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must satisfactorily:</td>
<td>This level entitles the student to:</td>
</tr>
<tr>
<td>• Follow the school’s Student Code of Conduct.</td>
<td>• Participate in all school, sporting, cultural and social events.</td>
</tr>
<tr>
<td>• Participate in school activities</td>
<td>• Be eligible for election as a school leader.</td>
</tr>
<tr>
<td>• Complete class work.</td>
<td>• Receive a Satisfactory comment on report or reference</td>
</tr>
<tr>
<td>• Accept correction from an adult.</td>
<td></td>
</tr>
<tr>
<td>• Be safe and compliant</td>
<td></td>
</tr>
</tbody>
</table>

Students must have at least 18 indicators ticked off in any column on the checklist to maintain this level.

**Notes for Level Three**

Level Three is the beginning behaviour level for all students at Sacred Heart. It represents the standard of behaviour expected at our school.

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**Information about Demotions and the creation of Behaviour Support Plans.**

*Students will be immediately demoted for serious breaches of the School’s Code of Conduct and a Behaviour Support Plan must be created within a reasonable period of time.*

For less serious but continuous breaches of the Code of conduct, students will be given at least 2 verbal warnings (recorded in the behaviour tracking document for each class).

A Warning of Demotion letter may be issued to students who have *continued to* breach the School’s Code of Conduct.

Demotion may occur if the behaviour concerns outlined in the verbal and written warnings have not been addressed.

Any child who is demoted to Level 4 will have a Behaviour Support Plan created.
### Level Four

**Demotion To This Level**

The school staff have recognized that the student has been involved in a serious incident or has regularly breached the school's Student Code of Conduct. The student is not being safe and compliant.

The student has received warnings but has failed to address the behavior of concern.

Unacceptable behavior that breaches the code of conduct include:
- Failure to keep hands, feet and objects to themselves (eg. intentionally physically hurting others) on more than one occasion.
- Failure to follow directions (eg. Back chatting staff) on more than one occasion.
- Failure to respect other people and their property (eg. bullying or taking and damaging the property of others) on more than one occasion.
- Consistently displayed disruptive behaviour
- Regularly failing to produce work.
- Any other inappropriate behavior as identified by school staff.

**Consequences and/or recommendations that may be included in the BSP**
- Withdrawal from class for one or more sessions.
- Exclusion from receiving official school recognition awards.
- Withdrawal of privileges of participating in specific school, sporting, cultural and social events.
- Temporary removal of the student’s Leadership
- Creation of a behaviour reflection chart (ie smiley face chart)
- Participation in targeted self-regulation activities/lessons (Zone of Regulation)
- Identification and use of specific Zones of Regulation tools.
- Tracking of the use of Zones of Regulation tools.
- Referral to the school counsellor.
- Provision of service to the school or others (ie cleaning up after making a mess, repairing items that have been broken, physical tasks)

**Notes for Level Four:** At Level 4, a Behaviour Support Plan will have been created by student/parents/staff. This plan will be in place for the timeframe agreed upon by all parties at the Behaviour Support Plan meeting. The BSP will be reviewed at the end of the set timeframe.

### Level Five

**Demotion To This Level**

The school staff have recognized that the student has been involved in a serious incident or has not shown improvement from the implementation of the Behaviour Support Plan. The student is not being safe and compliant.

The student may have:
- Seriously breached the School's Code of Conduct through a specific incident.
- Failed to abide by the conditions of their Behaviour Support Plan.
- Verbally abused members of staff
- Been involved in a seriously violent act.
- Left the school grounds without permission.
- Any other inappropriate behavior as identified by school staff.

**Consequences and/or Recommendations that may be included in the BSP.**

All of Level Four plus:
- Review of BSP with consultation from TCSO personnel.
- Managed attendance
- Internal suspension for more than one day.
- Consultation with school counsellor regarding further investigation of behaviour.
Incident Resolution Plan

Date: ____________________

Student name: ___________________________________________

Incident/Teacher Comment:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The Student Code of Conduct rule not being followed was:
☐ Following directions
☐ Keep my hands, feet and other objects to myself
☐ Respect other people and their property
☐ Wear my uniform correctly and with pride.

Signed: ____________________________________________________

Due to the incident outlined above, your child has been referred to a timeout and has completed the resolution process.

Please cut off and return to class teacher.

Parent notification that form was received. Date____________________

I ______________ received the form relating to ______________ ’s behaviour.
(Parent’s name) ______________ (Child’s name)

I wish to discuss this matter further and will make an appointment. Yes No

Signed______________________________________________________
P-6 Behaviour Incident Resolution Plan

1. What did I do?

2. What happened before...?

3. What would the green consequence have been?

4. What is the red consequence?

5. I o fix things up I need to...
### Behaviour/Actions Checklist for Promotion

**Name:** _______________________________  **Date:** ____________________________  

**Class Teacher:**  __________________________________________________

<table>
<thead>
<tr>
<th>Behaviour/ Action</th>
<th>90% of the time or above</th>
<th>70% - 90% of the time</th>
<th>50% - 70% of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows directions without complaint</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Keeps hands, feet and other objects to oneself</td>
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<tr>
<td>Does not touch/take other people’s belongings without permission.</td>
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<tr>
<td>Is polite to staff and peers. Uses manners when speaking to others (words).</td>
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<tr>
<td>Shows consideration and respect for others (actions).</td>
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<tr>
<td>Wears correct school uniform with pride. (I.e shirt tucked in, clean, correct socks/shoes, correct hair ties etc..)</td>
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<tr>
<td>Demonstrates a positive attitude towards all class work and remains on task.</td>
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<td>Cooperates and can work in teams.</td>
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<td>Completes homework and hands it in on time.</td>
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<tr>
<td>Accepts correction from an adult without complaint or argument.</td>
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<tr>
<td>Behaviour/ Action</td>
<td>Consistently 90% of the time or above</td>
<td>Regularly 70% - 90% of the time</td>
<td>Occasionally 50% - 70% of the time</td>
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<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Displays a positive attitude towards worship—ie participates in school prayer,</td>
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<tr>
<td>liturgical celebrations, Mass.</td>
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<tr>
<td>Demonstrates a zero tolerance for bullying.  Ie informs teachers, assists the</td>
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<tr>
<td>student being bullied.</td>
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<tr>
<td>Represents the school with distinction—ie is polite and well behaved when</td>
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<tr>
<td>attending events such as sports carnivals, arts council, camps etc..</td>
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<tr>
<td>Shows respect and pride for classroom and personal property and themselves.</td>
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<tr>
<td>Ie keeps room tidy, looks after class property, does not draw on desks or swing</td>
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<td>on chairs etc..</td>
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<tr>
<td>Speaks in an appropriate manner and tone.</td>
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<tr>
<td>Brings in requirements for school.  Ie library books, swimming gear, materials</td>
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<td>for activities, tissues, paper.</td>
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<tr>
<td>Willingly provides service to the school—ie , picks up papers, reports broken</td>
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<tr>
<td>items, looks after sports gear etc..</td>
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<tr>
<td>Willingly provides service to the school outside of school hours.  Ie attends</td>
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<td>Anzac day march, events, masses etc..</td>
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<tr>
<td>Participates willingly in sporting events and demonstrates good sports-</td>
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<td>manship.—including when in the playground</td>
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<tr>
<td>Participates willingly in school events.  Ie assemblies, fete, musical, carols</td>
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<tr>
<td>etc</td>
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</table>
Behaviour Incident Flow Chart

- **Minor Breach of Student Code of Conduct**
  - Verbal Warning - Record in Student's Behaviour Tracking
  - Continuous Breaches of the student code of Conduct

- **Significant Breach of Student Code of Conduct**
  - Timeout - Record in Student's Behaviour Tracking. Complete one of the following forms with student at Big Lunch.
    - P-3 Incident Report
    - 4-6 Incident Report
  - Student have received 2 Verbal Warnings and 2 Timeouts for the same behaviour.
  - Parent Meeting or Phone Call - Record in Student's Tracking.
  - Continuous Breaches of student code of conduct a written warning to Level 4 to be written by Principal/Deputy.
  - Continuous Breaches of Student Code of Conduct a Phone Call/Parent Meeting for Demotion to Level 4 and the Creation of a BSP for the Student.
  - Review of BSP

- **Serious Breach of Student Code of Conduct**
  - Serious Breach - Recorded in tracking refer to behaviour policy. e.g Physical Violence, Leaving school grounds.

  - The Student returns to Level 3.
  - The Student is demoted to level 5 and TCSO staff contacted.