

SACRED HEART SCHOOL MOSMAN BEHAVIOUR MANAGEMENT POLICY

OUR SACRED HEART MOSMAN MISSION

At Sacred Heart School we are inspired by our mission and committed to:

- Teaching and living as a Catholic Eucharistic Community with the person and message of Jesus Christ at our heart.
- Teaching and living the values of our school motto, Faith, Generosity and Courage.
- Providing a high quality, challenging and holistic education that will inspire life-long learning.
- Nurturing and empowering children to build resilience and to use their talents to contribute positively in a changing world.

POLICY FRAMEWORK

Our school Behaviour Management Policy takes into account the Sydney Catholic Education Office 'Pastoral Care of Students in Catholic Schools' (2003) and 'Managing Students with Challenging Behaviours - Guidelines for Primary Schools' (2007) documents.

STATEMENT OF BELIEF AND PURPOSE

Our Sacred Heart School Behaviour Management Policy, like our Anti-Bullying Policy, is a fundamental component of our whole approach towards Pastoral Care. Our approach to pastoral care is structured around the principles of Positive Psychology which are foundational to Positive Education. Our approach at Sacred Heart uses the framework of '*Learn it, Live it, Teach it, Embed it.*' All staff at Sacred Heart are committed towards the building of a school community where the wellbeing of all students and staff is given the same priority as academic achievement. At Sacred Heart we believe that an individual's wellbeing is the foundation on which success in life is built. If students are able to develop healthy levels of personal wellbeing then they will be more likely to achieve their academic potential; more likely to establish supportive relationships; more likely to make a meaningful contribution to their community and more likely to lead a fulfilling life.

DEFINITIONS

- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations. Appropriate behaviour contributes to and builds an environment of positive wellbeing.
- *Inappropriate Behaviour* is any behaviour that does not meet the school rules and behavioural expectations. Inappropriate behaviour detracts from an environment of positive wellbeing.
- *Challenging Behaviour* is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts adversely on learning and positive wellbeing and interrupts students' and staff capacity to function in a safe and orderly environment.

- *At Risk Behaviour* is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.

Sacred Heart Catholic School adopts a Whole School Approach to bring about positive behaviour with a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours. **Corporal Punishment by any School Person or non-school person is not permitted.**

RIGHTS AND RESPONSIBILITIES

At Sacred Heart Mosman we believe that all members of our community have rights and responsibilities. These are fundamental to the achievement of the aims of our Sacred Heart Behaviour Management Policy that seeks to build a positive environment of learning and wellbeing where students and staff can flourish.

The following rights and responsibilities are based on a model of core, non-negotiable rights developed by Dr Bill Rogers (2005). These three core rights are:

1. The right to learn
2. The right to feel safe
3. The right to dignity and respect

At the beginning of each school year teachers spend time with their classes, teaching children about core rights and responsibilities and creating classroom rules and routines to support and encourage these rights and responsibilities. These **Rights, Responsibilities, Rules and Routines** are displayed prominently in the classrooms and published on Class Blogs for parents to see. They are regularly re-visited throughout the school year.

| STAFF | STAFF |
|--|--|
| <p>I have a right to:</p> <ul style="list-style-type: none"> • feel valued as a person and a professional. • be part of the decision making in the school where appropriate | <p>I have a responsibility to:</p> <ul style="list-style-type: none"> • ensure a professional approach to my work • promote the <i>Catholic</i> ethos of the school and demonstrate the values of the Gospel in my interactions with all within the community. • further my own professional development. • value others in the school community. • model collaborative work practices. • provide informative feedback to children and parents. • encourage success for all children |

| | |
|---|--|
| | <ul style="list-style-type: none"> ● speak positively and respectfully about other school community members at all times ● provide a quality education program ● promote a clean, tidy and orderly environment. |
| CHILDREN | CHILDREN |
| <p>I have a right to:</p> <ul style="list-style-type: none"> ● be/feel safe at all times ● feel happy in my environment ● learn ● to be treated with dignity and respect ● approach teachers with problems ● work in a clean and tidy school | <p>I have a responsibility to:</p> <ul style="list-style-type: none"> ● keep myself and others safe at all times ● allow others to feel happy ● help others to learn ● make the most of my learning opportunities ● respect others and treat them fairly and justly ● speak positively and respectfully about other school community members at all times ● respect and care for my own and other people's property ● keep our school clean and tidy ● wear the full school uniform with pride. |
| PARENTS | PARENTS |
| <p>I have a right to:</p> <ul style="list-style-type: none"> ● be treated with respect and have my own opinions valued ● be part of the decision making in the school where appropriate ● receive positive feedback about my child's learning ● have the opportunity for my child to learn to the best of his or her ability | <p>I have a responsibility to:</p> <ul style="list-style-type: none"> ● regularly keep in contact with the teachers and school in general ● be involved in the activities of the school ● respect the staff, be reasonable and courteous in my interactions with them and value their opinions ● speak positively and respectfully about other school community members at all times ● support the school in decisions made and promote them actively to my children and the community ● make every effort to understand the programs being offered to my children ● ensure my children are well dressed and prepared for school on time |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● display an active interest in my child's behaviour ● meet my commitment to pay school fees and/or keep in communication with the principal |
|--|---|

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Sacred Heart Catholic School Rules and Behavioural Expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at Sacred Heart Catholic School will be *taught*, encouraged and supported in their *learning* to demonstrate and *live out* these expected behaviours and we will consistently endeavour to *embed* them within our school culture.

RULE 1

RESPECT FOR SELF

What does this look like?

- We take pride in our appearance and wear the uniform correctly
- We work to the best of our ability in class
- We take an active interest in our own learning
- We work cooperatively in groups, contributing to discussions without being bossy
- We work quietly on individual tasks without disturbing others
- We are aware of others who may need our help
- We are organised and prepared for our learning in class
- We look after our own wellbeing by engaging in safe activities only in and around the school
- We keep our hands and feet to ourselves
- We follow playground and outside rules that are designed to keep us safe eg we walk around the verandahs when moving around the school during lesson times
- We wear hats for outside activities
- We play only when a teacher is on duty

RULE 2

RESPECT FOR OTHERS

What does this look like?

- We follow the 'Golden Rule' - treat others as you would like to be treated

- We listen to others
- We are good sports
- We follow teacher direction
- We help others and are willing to share
- We listen to others and appreciate their work
- We are polite and respectful to others
- We greet people when we see them
- We respect others' games by sharing the playground and equipment
- We welcome and include others in our games

RULE 3

RESPECT FOR THE PLACE WE ARE IN

What does this look like?

- We keep the playground, toilets, classrooms and equipment clean and tidy
- We put litter in the bins
- We look after plants
- We use equipment carefully
- We ask before borrowing and we do not take/steal others' possessions
- We use water wisely
- We are prayerful in church

PROCEDURES FOR ESTABLISHING A CONSISTENT APPROACH TOWARDS POSITIVE BEHAVIOUR AT SACRED HEART

- At the beginning of each year each class teacher, either individually or in collaboration with her/his grade partner, specifically teaches:
 1. The three school rules.
 2. Rights and Responsibilities of all within the Sacred Heart community.
 These are revisited periodically throughout the school year, at least once a term. The school rules are displayed prominently within each classroom in poster format. The Classroom Rights and Responsibilities are displayed prominently within each classroom as well as on Class Blogs.
- At the beginning of each year each class teacher, either individually or in collaboration with their her/his grade partner, develops a process for the establishment of a set of Classroom Rules or Classroom Charter, supported by a set of Classroom Routines. These are displayed prominently within the classroom, communicated to parents and published on Class Blogs.
- Class teachers, in collaboration with their grade and stage teacher partners, develop their own Routines or systems of acknowledgement and reinforcement within their classes and across their Year levels such as positive affirmation and reinforcement of appropriate behaviours, use of positive body language strategies including smiles and positive gestures eg 'thumbs up.' Class teachers likewise develop routines or systems for managing inappropriate behaviours within the classroom and across the

Year levels, using a process of 'steps' and employing such strategies as 'time out' either within the classroom or with a buddy teacher.

CLASSROOM AWARDS

- **Classroom Awards** are distributed to three students in each class on Fridays. These awards can be for children who demonstrate the school values of 'Faith, Generosity, Courage' or can be for children who achieve well in their academic learning. At least one award each week should be for 'Faith, Generosity, Courage.' **At the start of 2015 we are encouraging teachers to make one of the weekly awards an award for a student who consistently impresses in terms of their personal presentation by the appropriate and correct wearing of the school uniform. This will, we hope, lift the standard of school uniform wearing throughout the school.** Teachers write the names of the award recipients in a book that will be brought to the classroom each week. The names of the award recipients will be published in the weekly edition of HeartBeat. At the very minimum each child in every class should receive two awards during the course of the year.
- **End of Year Classroom Awards** are distributed to each child in every class at a special 'End of Year Liturgy of Celebration' that takes place towards the end of Term 4. These awards highlight the strengths and talents of each individual child and are based on the 'Habits of Mind.'
- **Special Awards** include Italian and Music Awards. Italian Awards will be presented weekly by the Year 6 Italian School Leader. Music Awards will be given out during Music lessons.

AWARDS ASSEMBLIES

- Awards Assemblies are held at 2.15 pm on Fridays during Weeks 5 and 9 each term. The focus of Awards Assemblies is the affirmation of one individual student in each class who lives out the values 'Faith, Generosity, Courage' through their demonstration of 'Random Acts of Kindness.' Parents of award recipients are invited to the Awards Assembly. The Awards Assembly focuses on highlighting School Values and is also used as an opportunity to showcase school musical talent eg Band or Choir.

CATHOLIC SCHOOLS WEEK AWARDS

- Catholic Schools Week takes place during Term 1 and features a special whole-school Mass at which an award is presented to one student in each class who, in the estimation of their peers, demonstrates Christian living values that are in line with the school values of 'Faith, Generosity, Courage.'

END OF YEAR SCHOOL AWARDS

- These awards are distributed at the End of Year School Mass in December. A full list of these awards is detailed in the appendices to this document.

APPENDICES

Appendix 1: End of Year School Awards Template

Appendix 2: Playground Behaviour Guidelines

Appendix 3: Playground Supervision Guidelines

Appendix 4: School Rules and Behavioural Expectations Matrix

Appendix 5: Example of Personal Response Sheet

Appendix 6: K-6 Behaviour Management Class Template

Appendix 7: Google Drive Presentation from 2014 Staff Professional Learning workshop on Behaviour Management.