CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL
ST IVES

BEHAVIOUR MANAGEMENT AND STUDENT DISCIPLINE POLICY
PURPOSE
Corpus Christi Catholic School is committed to providing a high quality education that celebrates diversity and challenges individuals to develop and share their gifts in a supportive and stimulating environment.

As disciples of Jesus and in partnership with our families, parish and the broader faith community, we work for the service of others, encouraging a commitment to justice and a call to action.

In line with the At Corpus Christi Catholic School, we believe that all students, their families and employees within the Corpus Christi community have the right to a safe and supportive learning environment. All members of the school community share the responsibility to teach, foster, promote and encourage positive student behaviour.

This policy builds on the school’s Pastoral Care and Anti-Bullying Policies to provide clear procedures and strategies to manage student behaviour. The policy operates within a context of justice, compassion, reconciliation and forgiveness. It is intended to promote the dignity and responsibility of each person while ensuring the respect for the rights of all students and staff.

POLICY FRAMEWORK
Student discipline in Catholic schools in the Diocese of Broken Bay is intrinsically related to the Catholic worldview and the Christian vision of Pastoral Care as expressed in the Pastoral Care Policy for Diocesan Systemic Schools:

Pastoral Care and Student Behaviour Management in our Diocesan schools

...has as its focus the life of Jesus Christ.

I have come that you may have life and have it to the full. (John 10:10)

The Catholic worldview perceives Jesus as God’s Son, who saved us through his life, death and resurrection, and through whom we enter into the life of God.

... is concerned with the dignity and integral growth of the person.

God created humankind in God’s image. (Genesis 1:27)

The Catholic worldview perceives each human being as a unique person created in the image of God, having an inalienable dignity that is always to be respected.

... is a responsibility entrusted to all members of the faith community.

All members may be concerned for one another. If one member suffers, all members suffer: if one member is honoured, all members share this joy. You then are the body of Christ. (1 Corinthians 12:25-27)

The Catholic worldview perceives an imperative to proclaim to others the love we receive from Jesus, by loving them as Jesus loves us.

... is a force for healing, reconciliation and liberation.

I shall look for the lost one, bring back the stray, bandage the wounded and make the weak strong. I shall be a true shepherd to them. (Ezekiel 34:16)
The Catholic worldview perceives the action of the Spirit in the world, inviting and empowering all people to respond to the divine love.

... is an expression of and commitment to justice.

He has sent me to bring good news to the poor, to proclaim liberty to captives and to the blind new sight, and set the downtrodden free. (Luke 4: 18)

The Catholic worldview perceives an obligation to work to create social conditions in which the unique dignity of each person is respected and all human rights protected.

As the Lighthouse sheds light on the darkened ocean, so does the light of Christ shed light on the heart and minds of people. From the witness of Catholic educators emanates the light of the gospel message, faith, community and Christian service.

Statement of Interpretation of the Broken Bay Educational Ministry Pin
POLICY CONTENT

Definitions
The word ‘discipline’ is derived from the Latin word ‘discere’ meaning ‘to learn’. Therefore the aim of any discipline policy should be focused on supporting students to learn; teaching and supporting them to engage in appropriate behaviours that facilitate learning (their own and others).

Behaviour is defined as anything a person says or does.

Appropriate Behaviour is any behaviour that contributes to the positive learning environment.

Challenging Behaviour is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students’ and staff’s 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.

Responsibilities

At Corpus Christi we are responsible for:

- Developing and implementing our own school based Behaviour Management and Student Discipline Policy;
- Ensuring that PBL and Kids Matter programs and procedures are developed and implemented in the school community to promote positive student behaviour;
- Adopt Diocesan Schools System guidelines for Behaviour Management;
- Provide professional learning to ensure that all members of the community are aware of their rights and responsibilities particularly new staff, parents and students
- Communicate this information through:
  - Staff Handbook
  - Student Handbook
  - Newsletter
  - Staff Meetings
  - School Assembly
  - Parent Meetings

The responsibility for the implementation of the policy rests with the Principal except for the determination of expulsion, which rests with the Director of Schools.

School based Behaviour Management and Student Discipline Policy

The principal has a responsibility to ensure that all staff members and parents have a copy of or easy access to the school’s Behaviour Management and Student Discipline Policy.

It is a requirement that a school’s Behaviour Management and Student Discipline Policy is congruent with the school’s own Mission Statement and takes into account the beliefs underpinning the Diocesan Schools System Pastoral Care Policy.
MAJOR DISCIPLINARY SANCTIONS

Corporal punishment is expressly prohibited in all diocesan schools.

Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students. At the same time these practices are focused on maintaining a safe and supportive learning environment for all.

The following major disciplinary sanctions are not available to the school without the involvement of the Schools Consultant / Director of Schools: suspension, suspension pending negotiated transfer, negotiated transfer, and expulsion.

Major disciplinary sanctions are last resort actions which are only invoked with due process in the event of serious breaches of school discipline policy. These sanctions are not to be confused with routine disciplinary sanctions such as 'time-out' from class.

Before major sanctions are implemented, the school usually adopts a graduated process of other disciplinary measures, and has had ongoing discussions with the student and parent/guardian. This may involve the issuing of formal written warning of pending exercise of major sanctions.

1. The following major sanctions are to be applied consistently across the diocesan school system:
   - suspension - the temporary withdrawal of a student's rights to attendance at the school
   - suspension pending negotiated transfer
   - negotiated transfer - a change of school either to another Catholic school or to a school in another sector in the best interests of the student concerned
   - expulsion - total withdrawal of a student's right of attendance at the school; it involves the termination of the contract entered into by the school and by the parents at enrolment.

2. A serious breach is understood generally as activities or behaviours of a student which:
   - consistently and deliberately fail to comply with the reasonable directions of a Principal or teacher; or
   - are offensive, or dangerous, to the physical or emotional health of any student or staff member (eg, illicit possession and use of drugs, illicit use of prohibited weapons); or
   - consistently and deliberately interfere with the educational opportunities and endeavours of other students.
3. Thorough investigation must always precede any action following serious breach. Parents always must be actively involved in the process unless the circumstances require urgent intervention. Counselling of a student may be offered.

4. The safety, protection and pastoral care of all students requires that the school clearly explains serious breaches of student conduct and reinforces student awareness of them on a regular basis.

5. In cases where major sanctions are required, schools are to refer to procedures as outlined in the following:
   - Attachment B - Due Process In Cases Of Student Discipline Requiring Major Disciplinary Sanctions
   - Attachment C - Notification of Suspension - Procedure for School Discipline
   - Attachment D - Return to School Procedures following Student Suspension

6. In every instance of serious breach, the Principal is primarily responsible for *procedural fairness* and appropriate support of student and family members before consideration of suspension, negotiated transfer or expulsion. The Principal shall confer with the Assistant Principal, school executive, parish priest/priest-in-charge, as the nature of the case demands and, in every instance with the Schools Consultant, before implementation of particular major sanctions. (refer Attachments B and D)

7. In the event that a Principal after consultation with the Parish Priest/Priest in charge and the Schools Consultant recommends expulsion to the Director, the Director of Schools shall refer the matter to an advisory panel. This panel shall review the recommendation and *procedural fairness* and may seek further information from the Principal, student or parents. After consideration of the report of this panel, the Director shall make a determination.

**RELATED POLICIES AND GUIDELINES**

- *Pastoral Care Policy for Diocesan Systemic Schools*
- *Anti-Harassment Policy for Diocesan Systemic Schools*
- *Anti-Bullying Policy for Diocesan Systemic Schools*
- *Creating Safe and Supportive Environment – Child Protection Policy for Diocesan Systemic Schools*
- *Creating Safe and Supportive Environment – Child Protection Resource Manual for Diocesan Systemic Schools*
- *Professional Guidelines for School Staff in their relationship with students*
- *Acceptable Use Policy for Internet/Intranet & Network Services in the Diocesan School System*
- *Occupational Health and Safety Policy for Diocesan Systemic Schools*
- *Drug Education Management Policy for Diocesan Systemic Schools*
– *Legal advice from Makinson and D’Apice May 2000*)

**SUPPORT DOCUMENTS**
Support materials and professional development resources to assist school communities with student discipline are contained in CEnet and CEC *Guidelines for Pastoral Care in Catholic Schools* [www.cecnsw.catholic.edu.au](http://www.cecnsw.catholic.edu.au)
Corpus Christi St Ives Behaviour Management and Student Discipline

Corpus Christi Catholic School is committed to providing a high quality education that celebrates diversity and challenges individuals to develop and share their gifts in a supportive and stimulating environment. As disciples of Jesus and in partnership with our families, parish and the broader faith community, we work for the service of others, encouraging a commitment to justice and a call to action.

POLICY FRAMEWORK
Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice.

Our school Behaviour Management and Student Discipline Policy takes into account the Diocesan Pastoral Care Policy, our school Pastoral Care Policy and the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Our approach to discipline has its basis in our pastoral care for each other – students, staff and parents.

We believe that Pastoral Care:

- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

DEFINITIONS
- **Behaviour** is defined as anything a person says or does.
- **Appropriate Behaviour** is any behaviour that contributes to the positive learning environment.
- **Inappropriate Behaviour** is any behaviour that does not meet the school rules and behavioural expectations.
- **Challenging Behaviour** is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students’ and staff’s 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.

1. SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Our Corpus Christi Catholic School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at Corpus Christi Catholic School will be taught, encouraged and supported to demonstrate these expected behaviours.

At Corpus Christi Catholic School, we Respect Self and Others, Respect Learning, Respect our Environment

- Use kind words and actions
- play by the rules
- Have safe and caring hands
- Care for our appearance
- Make good choices

- Be prepared to learn and let others learn
- Contribute and cooperate
- Be an active listener

- Be in the right place at the right time
- Put rubbish in the bins
- Care for belongings

See appendix A – for full matrix of behavioural expectations [complete matrix with non – classroom and specific settings to be developed throughout 2009]

2. PROCEDURES FOR TEACHING AND COMMUNICATING BEHAVIOURAL EXPECTATIONS

Corpus Christi Catholic Primary School community is committed to:

- Teach,
- Practice,
- Apply, and
- Acknowledge appropriate behaviours

The Corpus Christi Positive Behaviour for Learning (PBL) Team will coordinate the process involved and support staff in teaching, practicing, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

Specific procedures and processes for teaching and practising Behavioural Expectations are outlined in Appendices B and C.

3. PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

Corpus Christi Catholic Primary School community is committed to acknowledging students in order to encourage the behavioural expectations and school rules. We endeavour to acknowledge students through a variety of means.

Acknowledging Appropriate Behaviours

- Each class teacher develops their own systems of acknowledgement and reinforcement within their class for example extrinsic reward systems, colour house points, stickers etc
• Body language strategies – smile, gestures, nod, thumbs up, proximity etc
• Verbal acknowledgment – recognition of how behaviours effect other, single word utterances, praise, descriptive encouraging etc
• Positive comments in student workbooks
• Being chosen for responsibilities
• Class visits sharing of work / achievements
• “Gotchas” Each classroom teacher is given a set of “Gotcha” stickers that can be given to students at any time. These stickers provide instant acknowledgement of appropriate behaviour to students. These stickers are collected on a class chart. When the class reaches a target number of stickers they are entitled to a class reward as decided by the students with their teacher. “Gotchas” are also in first aid bags and can be given to students to acknowledge appropriate playground behaviour.

• Assembly awards –
  • **Merit awards** class teachers, librarian, music teacher, learning support and PE teacher – to present at least one merit award for academic achievement and learning
  • **PBL awards** class teachers (at least one), librarian, music teacher, learning support, admin and PE teacher (one) – to present merit award for demonstrating behavioural expectations
• **Principal Award** “strength and gentleness” given out weekly for student/s nominated by staff linked to Respect Self and Others, Respect Learning, Respect Environment. Nominating teacher writes a descriptive paragraph around the qualities this child presents in their day to day involvement at school.

4. Procedures for Record Keeping and Tracking

In order to assist in the process of preventing the reoccurrence of inappropriate behaviours, Corpus Christi School is committed to collecting data to help inform decision making.
• When students are given a “long time out” the teacher records all details of the incident on an online long time out data sheet, which is emailed monthly via email from the PBL team. This information is emailed to the principal, and parents are informed. The online form is collated by the data manager who reports back to the PBL team and Principal.
• The data is analysed at each PBL meeting and used to inform decision making within the school when considering whole school systems as well as individual intervention [such as behaviour management plans]
• This data assists the school in decision making when considering whole school systems as well as individual intervention [such as behaviour management plans]

5. PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

Corpus Christi Behaviour Management Policy and practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.
Staff are encouraged to remember the dignity of the student and therefore avoid any practices that single out students for inappropriate behaviour. When discouraging or correcting students behaviours, staff are encouraged to use the least intrusive methods as possible.

**Inappropriate behaviours**

*Inappropriate Behaviour* is behaviour that challenges the day to day functioning of our school and is contrary to our “School Rules and Behavioural Expectations”.
Major inappropriate behaviours [office referred behaviours] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours may also be considered as major.

Minor inappropriate behaviours [teacher managed behaviours] are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

Procedures for responding to inappropriate behaviours are outlined in the diagram below.

When responding to Challenging Behaviours, schools apply strategies to support appropriate behaviours through interventions outlined in a Behaviour Support Plan. If a student presents At Risk behaviours, schools will conduct a Risk Assessment and implement a Risk Management Plan.

Corporal punishment by any school staff member, contractor or volunteer is not permitted.

- teacher managed inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations” as outlined above – lower order behaviours.
- school leadership referred inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours can be considered as major.

Major disciplinary sanctions are outlined in the Diocesan Student Behaviour Management and Discipline Policy.

POLICY DATES
This policy was written in consultation with Corpus Christi teaching staff.

Written: June 2010
Effective: July 2010
Reviewed: August 2013
Date of Next Review: August 2016
Principal’s Signature:
Inappropriate behaviour occurs

Is behaviour ‘minor’ or ‘major’?

MINOR
Teacher Managed Behaviours

MAJOR
Office Discipline Referral

Minor inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

Major inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and / or emotional well being of other. [or repeated minor]

The aim of each of these strategies is to encourage and support the student to return to appropriate behaviour in the least intrusive manner.

When all efforts at re-teaching, redirecting, removing and reminding have been exhausted, Short Time Out should be used.

Short Time Out

Time out is described as “time away from reinforcement”. For example, if the behaviours are seeking and gaining attention, the use of time out is effective in removing the reinforcement of ‘attention’ for the negative behaviours.

When all efforts at re-teaching, redirecting, removing and reminding have been exhausted, Short Time Out should be used.

Classroom:
Student sits within the classroom away from others for a pre-determined amount of time. This time frame should be age appropriate; one minute per student’s age, [eg max 5mins for Kinder] and not exceed 15mins.

Playground:
Student is asked to sit out of play for 5minutes [max].

When the ‘Time Out’ is over, the child returns to the class / playground with a reminder of behavioural expectation.

Remember, Time Out is used to bring about a positive change in behaviour, not purely as punitive action – ‘circuit breaker’.

“Reflection Sheet” (in appendix) may be used after office referral for inappropriate Behaviour/s at Principal / AP’s discretion in order to restore right relationships and plan ways of supporting positive behaviour.

Long Time Out

Classroom:
Student has time out in ‘buddy’ class immediately after the incident for a period of 15mins (max). Student is given ‘long time out’ card and is accompanied by a classmate to the designated class. The buddy class teacher is to direct the student to a suitable work space where the student can sit with no interaction from others.

When student returns to class, they are encouraged to join in class activity without any further follow up of incident at this stage. Before the end of the day, the class teacher completes a “Long Time Out’ Slip [see appendix]. This data collection sheet is then deposited into the LTO box.

Playground:
Student is asked to sit out of play for 15minutes.

Playground duty teacher
1. fills in a “Playground Slip” from the ‘bumbag’. This slip is passed on to AP / Principal at end of duty.
2. informs relieving duty teacher of incident.
3. informs class teacher
4. where necessary, duty teacher contacts parents of children involved

When student is returned to play, duty teacher can remind student of the behaviour expectation. Eg “Off you go and play and remember to Speak and Act with Kindness”