

# BEHAVIOUR MANAGEMENT PROCEDURE

## RATIONALE

*Liwara Behaviour Management Procedure seeks to assist our students to learn to live together according to the principles of love and mutual respect that Jesus taught us. It is based on the principle of mutual rights, that every child has the right to learn and feel safe and every teacher has the right to teach. It aims to develop the values underpinning the Mandate of the Catholic Education Commission of Western Australia.*

## PRINCIPLES

Student management comes under the umbrella of the Liwara Pastoral Care Framework which permeates all aspects of our curriculum and is exercised mutually by all members of the community and promotes dignity and respect for every person.

## AIMS

Liwara Catholic School Behaviour Management Procedure aims:

- To provide a happy, positive learning environment
- To help students strive for their personal best
- To provide a safe physical and emotional environment
- To encourage students to accept responsibility for their own behavior – “choose the behavior, choose/accept the consequence”.
- To ensure rules are applied consistently, fairly, consequentially and are reviewed as required.
- To enable teachers to teach in a purposeful and non-disruptive environment
- To establish steps so that conflict can be resolved in a positive manner.

## IMPLEMENTATION/PROCEDURES

When a complaint is made, the Principal or Principal's delegate(s) shall undertake an investigation based on the merits of the matter by providing a fair and unbiased hearing of the parties concerned.

The severity or consistency of the behaviour will also determine the consequences of the action. The child/children may:

- Be reprimanded
- Be withdrawn from activity
- Have 'time-out' in a buddy class
- Spend time with the school counsellor
- Have an interview with the Principal or Principals delegate.
- Have in-school suspension
- Have out-of-school suspension
- In extreme cases, exclusion.

Parents are notified of these events and wherever possible involved in follow up action.

In extreme cases during the investigation and before any decision is made to exclude the student, the Principal is to ensure that a student has the right of response to any allegations made against him/her.

If it is proposed by the school Principal that a student is to be excluded, the Director of Catholic Education or the Director's delegate shall be informed and the circumstances pertaining to the exclusion discussed prior to formalizing the decision to exclude the student.

Before any decision is made to exclude a student, the parent or guardian of the student shall be informed personally that exclusion is a likely outcome based on the results of the investigation.

The parent or guardian shall be given the option of voluntarily removing the student from the school.

Should a parent or guardian agree to remove the student from the school, the Principal is to work collaboratively with the parent or guardian to help find an alternate school for the student.

Only after the parent or guardian has declined the option to voluntarily remove the student from the school, should the Principal take a decision to exclude the student from the school. The parent/guardian shall be informed in writing that a decision to exclude has been taken.

After a decision to exclude has been taken, the Principal should continue to work collaboratively with the parent or guardian if assistance is sought to find an alternate school for the excluded student.

The Principal shall maintain detailed records of the events and discussions related to the decision to exclude the student from the school.

Records pertaining to the exclusion should be regarded as 'Restricted Access Records' [ref: Policy Statement: The Management of Confidential Information in Schools] and be accessible only to employees specifically designated by the Principal.

## OPERATING FRAMEWORK

Whole school practices and procedures are followed to ensure that the rights and responsibilities of all students are addressed consistently and fairly.

All staff should follow these guidelines for playground and classroom behaviour. Shared expectations are made explicit in rules for playground and are displayed clearly in each classroom.

- Making consequences explicit.
- Positive consequences before negative.
- Warnings are given.
- A system of graduated levels of relevant consequences according to frequency and severity of actions.
- Individual contracts may be set to assist individual children to develop acceptable behaviour patterns.

Class rules and expectations of specialist, relief and other teachers are negotiated annually and students and parents informed of the details of Class Management Plans.

## STUDENT CODE OF BEHAVIOUR

We behave in a way that shows respect for our environment, teachers, parents, fellow students, visitors and ourselves.

- We aim to live as Jesus taught us.
- We are courteous and polite.
- We participate fully in school activities.
- We wear the correct school uniform with pride.
- We are reverent during prayer and in church.
- We observe the school rules.

## SCHOOL PLAYGROUND RULES

We must -

- eat only in eating areas, including eating canteen food in the undercover area.
- only be in classrooms and on the oval when supervised by a teacher.
- wear the uniform correctly, including a hat when in the playground.
- only play with equipment provided by the school.
- walk (not run) on concrete and paved areas.
- use large balls when playing on the oval or courts. Small balls may be used in the undercover area.
- play safely and never hurt others through dangerous and rough play (such as throwing sticks/stones, rough tackling, piggy-backing etc.)
- stay away from areas that are out-of-bounds such as car parks, oval banks and access roads, unless with permission from a teacher.
- behave appropriately in the toilets i.e. no loitering, playing or eating.
- place all rubbish in the bins provided.
- respect and co-operate with teachers and peer mediators on duty.

## Monitoring and Communication Methods

Rules and behaviour will be displayed in classrooms and conveyed to parents by teachers at the commencement of each year.

Teachers will communicate with parents to give feedback on significant positive achievements and negative behaviours verbally or in writing.

Parents will indicate their acknowledgement of the notification by a signature or written response when required.

Teachers will track frequency of problems for individual students when necessary. Children persistently demonstrating unacceptable behaviour will be placed on individual behaviour contracts and parents informed of expectations and possible consequences.

Informal contact is encouraged to ensure school and families are working together.

