



Good Shepherd Catholic School

— Lockridge —

215 Morley Drive, Lockridge, W.A. 6054

Phone: (08) 6278 9500 • Fax: (08) 6278 9540 • Email: admin@gsl.wa.edu.au

Website: www.gsl.wa.edu.au • ABN 86 853 294 544

MANAGEMENT OF STUDENT BEHAVIOUR POLICY

Class Behaviour Management Plan

Preamble:

Each class teacher will establish through consultation with the class, at the beginning of the year, a Behaviour Management Plan which is consistent with the guidelines provided below.

The Class Behaviour Management Plan should be reflective of the class's stage of development and, as far as practicable, consistent across the year levels.

Aims:

The Class Behaviour Management Plan should recognise:

- 1 Each student has a right to:
 - a. Learn.
 - b. Feel safe.
 - c. Learn in peace.
- 2 The teacher has a right to:
 - a. Teach in peace and safety.
- 3 The consequences that flow from each decision made.

Guidelines:

- 1 The teacher should approach the Principal or a peer if they wish additional advice on establishing behaviour management processes within the classroom.
- 2 The class process should establish a direct link between the child's actions, the violation of the Class Behaviour Management Plan and the consequences.
- 3 The consequences should be reflective of the child's developmental stage.
- 4 The consequences for a decision may include:
 - a. Positive:
 - i. Verbal and written comments of praise from the class teacher and staff. Examples include stickers, merit awards, raffle tickets and class reward programs.
 - ii. Letters and verbal comments to the child's parents.
 - iii. Visits to the Principal's Office.
 - b. Corrective procedures:
 - i. Where a child fails to comply with the Class Plan or rules the following procedure will be implemented:
 - ✓ Child is spoken to by the staff member indicating how the child has violated the Class Discipline Plan.
 - ✓✓ Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development as a guide the time will be between 1 – 3 minutes).
 - ✓✓✓ Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development as a guide the time will be between 5 – 10 minutes).
 - ✓✓✓✓ Parent notified and sanction imposed.

✓✓✓✓✓ Child sent to the Principal.□

- ii. The ticks will be recorded in the Class Discipline Journal and the child notified verbally at each stage.

NB The practise of recording ticks on the blackboard is now frowned upon as it becomes the focus of the procedure and may cause stress for the child. (Information provided by the NGGS).

- 5 Continuous or severe misbehaviour should be discussed with The Principal at the earliest opportunity and an appropriate Behaviour Management Plan developed.

STAFF NOTES

Notes:

1. Managing student behaviour is a stressful and time-consuming process.
2. The child can only receive a good education in an environment where the child :
 - a. Has the right to learn.
 - b. Is aware of the consequences that flow from failing to comply with the class or school rules.
 - c. Feels safe.
 - d. Understands that a consistent approach will be applied by all staff members.
 - e. Knows what is expected of them under the Managing Student Behaviour Policy.
 - f. Knows the consequences that flow from their decisions under the Managing Student Behaviour Policy.
3. Teachers can only provide a good education in an environment where:
 - a. The Managing Student Behaviour Policy is implemented by all staff consistently.
 - b. The teacher is free to focus on the educational processes.
4. Managing student behaviour is the responsibility of all staff; therefore all staff should be active partners. A staff member who needs support in the area of managing student behaviour should feel comfortable to consult a peer or The Principal in the spirit of mutual support and with open communication to ensure the best outcome.

Discipline Procedure Checklist

1. The class teacher will negotiate the Class Discipline Plan and Rules based on the school's Behaviour Management Policy.
2. The class teacher displays the Class Discipline Plan and Rules providing a copy for:
 - a. Each family.
 - b. The Principal.

Appendix A

Discipline Procedure Checklist

Date Tick to indicate that it has happened.

	1. Teacher has negotiated a Class Discipline Plan and Class Rules Based on the School Behavioural Management Policy.
	2. Teacher has displayed the Class Plan and Rules predominately in class and provides a copy for each family.
	3. Where a child fails to comply with the Class Plan or rules the following procedure will be implemented:
✓	Child spoken to by the staff member indicating how the child has violated the Class Discipline Plan
✓✓	Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development as a guide the time will be between 1 – 3 minutes).
✓✓✓	Child given verbal correction and time to reflect on their actions separated from the class. (This time will vary according to stage of development as a guide the time will be between 5 – 10 minutes).
✓✓✓✓	Parent notified and in-class sanction imposed.
✓✓✓✓✓	Child sent to the Principal.□
	4. The ticks will be recorded in the class discipline journal and the child notified verbally at each stage.

NB The practise of recording ticks on the blackboard is now frowned upon as it becomes the focus of the procedure and may cause stress for the child. (Information provided by the NGGS).

Appendix B

Duty Teacher Advisory

Please make sure that _____ from _____ (insert class) remains seated on the bench for :

_____ Recess _____ Lunchtime _____ on
Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____
Initial _____ Initial _____ Initial _____ Initial _____ Initial _____

*Junior Duty Teacher please initial to indicate that he/she has **presented this at the beginning of your duty.***

Please check the following:

- 1 The child remains seated.
- 2 He/She has no one sitting within 2m of them. They are responsible for having the other children move away.
- 3 He/She is not playing with anything.

Please return the form to the child as he/she needs to present the form to the teacher who placed them on the bench.

..... (Teacher)

Duty Teacher Advisory

Please make sure that _____ from _____ (insert class) remains seated on the bench for :

_____ Recess _____ Lunchtime _____ on
Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____
Initial _____ Initial _____ Initial _____ Initial _____ Initial _____

*Junior Duty Teacher please initial to indicate that he/she has **presented this at the beginning of your duty.***

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Appendix C



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Dear _____

_____ was late for school this morning.

Under the Education Act I am required to remind you of your obligation to have your child in class by the commencement of the school day at 8.50am at school on time each day.

I am required to ask that you complete this form or provide a letter of explanation each time _____ is late for school.

Please complete the form below and return it to school by tomorrow.

Yours sincerely

.....
Class Teacher

Date:

My child (Child's Name) was late for school because

.....
.....
.....
.....
.....

.....
Parent's Signature

..... (Date)

Appendix D



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Dear _____

Your child _____ has failed to complete assigned work on time.

The work in question is:

This work was due to be handed in on _____.

Please discuss the importance of completing work of the best standard possible with _____
and ensure the work is submitted by _____.

Yours sincerely

Teacher

Date _____

PARENT COMMENT (if you wish)

Parent Signature: _____

Appendix E



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Dear _____

_____ has been involved in inappropriate behaviour today.

I would ask that you discuss this matter with _____ and ensure he/she understands your expectations as his/her current behaviour is adversely affecting his/her education.

Should you wish to discuss this matter further, please do not hesitate to contact me.

Yours sincerely

Teacher

Date _____

PARENT COMMENT (if you wish)

Parent Signature: _____

Appendix F



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Dear _____

_____ has been involved in inappropriate behaviour today and was sent to the Office.

I would ask that you discuss this matter with _____ and ensure he/she understands your expectations as his/her current behaviour is adversely effecting his/her education.

Could you please make an appointment to see me.

Yours sincerely

Assistant Principal

Date _____

PARENT COMMENT (if you wish)

Parent Signature: _____

Think Sheet

Child's Name: _____ Class: _____ Date: _____

Please write down your version of what happened:

Who else saw what happened?

Write down the School or Class Rules you have broken:

What would be a suitable consequence for your actions?

Signed Teacher: _____

Date: _____

Signed Parent: _____

Date: _____

Appendix F

Parent Support for the School's Classroom Management Strategies

Good Shepherd Catholic School staff use a range of behaviour management techniques as part of the Pastoral Care Framework to guide, motivate and encourage the student's appropriate classroom behaviour and a positive attitude to learning.

It is important that the parents and school work together in partnership in order to achieve the principles outlined within the Managing Student Behaviour Policy. This appendix endeavours to provide parents with techniques they can use support the child's behaviour management.

Research has shown that when parents are involved in and supportive of the school's educational efforts, the students benefit significantly.

If you have any questions or concerns about your child's progress please make a time to discuss these with the teacher in the first instance, or the Principal.

Tips for Parents

1 Tell your child how you expect him or her to behave in school

Speak clearly and directly. Sit down with your child and in a no-nonsense, serious manner let him or her know that you are the parent, and you set the rules. Look your child in the eyes and say, "There is no way I am going to tolerate your misbehaviour at school. I know that you can behave. I care about you and love you too much to allow you to continue acting this way at school".

It is very important that you remain calm while speaking. Don't yell or scream your demands. Speak in a firm, clear tone of voice. By staying calm you will let your child know you are in control.

2 Avoid arguments. Use the Broken-Record technique

When you tell your child to do something, chances are you'll get an argument back. Don't fall into the trap of arguing with your child. Arguing is not useful - nobody wins. You must stick to your point and let your child know that you mean business. A technique called the Broken Record will help you avoid fruitless arguments.

The Broken-Record technique can be summarized as:

Tell your child exactly what you want him or her to do. For example, "I expect you to complete your assignments during class".

If your child argues, just keep repeating what you want. Do not respond to anything your child says. Just say, "I understand, but I want you to complete your assignments in class".

Use the Broken-Record a maximum of three times. If it does not work, stop the conversation. If the problem persists, you will have to take stronger measures. You will need to back up your words with actions.

3 Backing up your words with actions

If your child continues to misbehave, you must be ready to back up your words with actions. This means that you must have disciplinary consequences chosen which you will use if your child still does not behave. It may be helpful to have a range of possible consequences thought

out beforehand so you aren't caught off guard. The consequence selected must be something that your child does not like, but it must not be physically or psychologically harmful. Taking away privileges, such as watching TV or talking on the phone is often effective. So is grounding. With younger children, grounding can mean being restricted to their room for a specific amount of time. For older children, grounding can mean having to stay at home for a certain number of days.

Possible guidelines:

- **Always present the consequence as a choice**
Your child must understand that he or she has a choice. Your child can behave as you ask, or misbehave and choose to accept the consequence. Tell your child, "If you misbehave at school, you will choose to (for example) lose the privilege of watching TV during the week".
- **Give the child a consequence each time he or she chooses to misbehave**
You must be consistent if your child is to know that you mean business. Each time your child chooses to misbehave at school he or she must be given a consequence. No exceptions. No excuses. Don't back down.
- **Stay calm when you give the consequence**
Stay in control. Remember, your child chose this to happen. You are simply following through with what you promised and they agreed to.
- **Forgive and forget**
Once your child has received the consequence, the issue is over and should be forgotten. It's time to move on. Don't stay angry or resentful. Instead, let your child know that you still have confidence in his or her ability to behave appropriately.

4 Know what to do when your child begins testing you

Children often test their parents to see if they really mean business. Don't be surprised if this happens to you. When given a consequence, your child may cry, scream or yell at you, or beg you to give him or her just one more chance. Stand your ground! No matter how much your child cries or pleads, you must follow through with the consequence. Don't give in, no matter how upset your child gets. Let your child know that you are prepared to follow through. Tell your child (for example), "You have chosen to be grounded in your room. You will go to your room and stay there".

5 Catch your child being good

Praise your child when he or she behaves appropriately at school! This is the real key to improving behaviour. All children appreciate hearing praise from parents, and yours is no exception.

Possible guidelines:

First, give your child plenty of praise when he or she begins to show improvement. You need to let your child know that you recognise the good effort being made. Don't ever let a day of good behaviour go unrecognised.

Tell your child, "I like how well you did at school today. I'm so proud of you for trying so hard".

Next, keep in mind that sometimes it's helpful to combine your praise with special privileges or rewards, like staying up late one night, going out to lunch or going away to a movie, whatever your child might appreciate and you are comfortable giving. Ask yourself, "What would my child like to earn? What special treat might make him or her put in a bit more effort?"

Be consistent in giving praise – your child must know that, just as he or she can expect disciplinary consequences for misbehaviour, he or she can also expect lost of praise and reinforcement for good behaviour.

Reference: "Parents on your side" By L and M Canter 1991 USA