



# Good Shepherd Catholic School

— Lockridge —

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## MANAGEMENT OF STUDENT BEHAVIOUR POLICY

### Rationale:

The Managing Student Behaviour Policy should be read within the framework of the school's Pastoral Care Policy.

Each element of the Pastoral Care Policy aims to foster the total development of the child spiritually, emotionally, physically and educationally in a safe and caring environment. The Managing Student Behaviour Policy affirms each child's dignity and worth within an environment where they can learn from their decisions and develop an awareness of the consequences of their decisions.

For the child to develop and grow into a complete person they need to be able to:

1. Take responsibility for their learning.
2. Take appropriate risks in order to challenge themselves to achieve his/her potential.
3. Learn to display appropriate social behaviour patterns.
4. Work co-operatively with staff and their peers.

The Managing Student Behaviour Policy provides a structure which encourages the child to:

1. Value education.
2. Accept responsibility for learning development and decisions.
3. Learn from his/her mistakes.

### Principles:

Good Shepherd Catholic School endeavours to ensure the student accepts responsibility for his/her education and behaviour.

The Managing Student Behaviour Policy aims to:

1. Develop the understandings that:
  - a. Each child has a right to learn to the best of his/her ability.
  - b. The teacher has a right to be respected.
2. Provide an environment where the Gospel values are enacted.
3. Provide structures through which the child can develop the understanding that decisions and behaviours have consequences.
4. Encourage positive behaviours and attitudes.
5. Provide procedures for addressing inappropriate behaviours.

### Procedures:

1. Positive attitudes or desired behaviours will be rewarded and celebrated processes for encouraging the desired behaviour include:
  - a. Merit Certificates which will be issued at the school assemblies.

- b. Immediate social reinforcers:
    - i. Including praise, rewards, stickers, privileges.
    - ii. Class and group points tallied towards an agreed reward.
  - c. Class or group rewards will be negotiated at the local level but may include:
    - i. Videos
    - ii. Free Play
    - iii. Extra sport
    - iv. Game time.
  - d. Letters of praise to parents.
  - e. Stickers within the classroom, provided by the school at the beginning of each semester.
  - f. Positive written and oral comments.
  - g. Visits to the principal for positive acknowledgement.
  - h. The Social Worker providing pro-active programs on social skills and anti-bullying.
2. Processes for discouraging inappropriate attitudes or behaviours may include:
    - a. Verbal correction.
    - b. Individualised discussion with the child and the teacher
    - c. Parent notification and engagement
    - d. Disciplinary consequence
  3. Cases of poor attitudes or behaviours will be:
    - a. Dealt with in accordance with the Managing Student Behaviour Policy.
    - b. Dealt with according to the Class Discipline Plan.
    - c. Communicated to the parent/s.
  4. Appropriate consequences for poor attitudes or behaviours may include:
    - a. Time out
    - b. Withdrawal of privileges
    - c. Contract arrangements
    - d. Discipline journals
  5. The school's Managing Student Behaviour Policy endeavours to develop a positive relationship between the children, parents and staff. As an aid for parents a five step behaviour management plan is provided. (Appendix A)
  6. In cases of serious or re-occurring negative behaviour:
    - a. The Principal, or his delegate, will meet with the child to seek a resolution.
    - b. The Principal, or his delegate, the class teacher, parents and child will meet to try to establish a resolution and to plan a way forward.
  7. Inquiries and investigations shall respect the principles of natural justice with each party given equal opportunity to put their version on the record.
  8. The process for detaining a child on the bench at recess or playtime will be:
    - a. The disciplining teacher will
      - i. Complete the Teacher Advisory Form (Appendix B) and hand it to the child for completion by the Duty Teacher
      - ii. The disciplining teacher will subsequently ensure 8B and 8C have occurred
    - b. The child will sit on the bench maintaining a distance of 2m from other children and not interact with others. At commencement of the recess or lunch break the child will hand the form to the Duty Teacher for completion
    - c. The Duty Teacher will initial the form and return the Teacher Advisory Form to the child.
    - d. Where the child is regularly benched, or has been benched for more than one day, the parent should be notified in writing.

9. All concerns or issues arising from the implementation of the Managing Student Behaviour Policy should be raised with the class teacher or the Principal.
10. In cases of a serious breach of the Managing Student Behaviour Policy a process will be established in consultation with the parent/s and student to reinforce the principles of this policy.
11. This policy may be varied at the discretion of the Principal.

## School Rules

**School rules exist for the safety of within the community. At all times rules and their enactment should be consistent with Gospel values and reconciliation is a central value to the Gospel and should be the underpinning philosophy to the management of student behaviour.**

### School Rules

1. Whilst in the school uniform or when representing the school in any manner the highest standard of behaviour is expected.
2. Attendance at school prior to the 8.30am.
  - a. **Children should not be on the school premises prior to 8.30am.**
  - b. Children who arrive prior to 8.30am remain in the care of their parent/guardian and must go to the Under Cover Area where they are to remain seated. **No supervision will be provided prior to 8.30am and parents remain responsible for their child/ren until 8.30am.**
3. Once a child arrives at school he/she shall not leave the school grounds except when accompanied by a teacher or parent/ guardian or their confirmed nominee.
4. Between 8.30 and 8.50am
  - a. Children may move freely about the school site however:
    - i. No sports equipment is to be used.
    - ii. The fixed play equipment is not to be used by either students or siblings. (As the sandpits will not have been raked).
5. Children must be in class and ready for lessons to commence when the bell rings at 8.50am. (Under the Education Act 1999 students are required to be in class on time for lessons to commence at the start of the day.)
  - a. Parents of children who are late for school are required to provide written explanation or a letter requesting explanation will be sent home with the child. ( Appendix C)
  - b. Where a child is regularly late for school the Principal will commence a process, with the family, to address the concern.

#### **Guideline for teachers:**

*After three late notices signed by the teacher, the teacher will notify the principal who will signed all other notices.*

*The principal will enact a process to enforce the appropriate sections of Schools Education Act 1999.*

6. All forms of bullying are unacceptable and will be dealt with according to the school's Bullying and Harassment Policy.
7. Fighting and other actions that may cause harm to others are unacceptable therefore children should not:
  - a. Touch, carry, grab or demonstrate aggression towards their peers.
  - b. Throw any object – excluding appropriate sports equipment
8. For the safety of all children, all bicycles will be walked while on the school grounds.
9. School environment, property and equipment shall be respected at all times.
10. All students shall wear the appropriate school uniform on accordance with the School Uniform Policy. No child shall be permitted to attend any excursion unless in correct school uniform or in the clothing designated by the organizer.
11. All forms of communication shall be respectful.

12. Playground and class rules shall be followed at all times. It is the responsibility of the class teacher to regularly remind the students of these rules through classroom discussions and displays.

13. To facilitate the provision of safe play the children are asked:

- a. To play in the following areas:
  - i. Years 1 –3
    1. The Under Cover Area.
    2. The small basketball area (bituminized area) near the Under Cover Area.
    3. Grass behind the canteen.
  - ii. Years 1 –4
    1. The Area behind the Year Four classrooms.
  - iii. Years 4- 7
    1. The veranda areas outside their classrooms.
    2. Basketball court and the school oval.
  - iv. Years 1 – 7
    1. Library is available, from Monday to Thursday at lunchtime, to all children who willing to comply with the library rules and expectations.
- b. Not to:
  - i. Enter any of the garden areas
  - ii. Go on the embankments:
    1. Parallel to Altone Road.
    2. Near the car park.
    3. In the fenced off gardens behind the canteen
  - iii. Be in the library or classroom unless in the presence of a staff member
  - iv. Children are not allowed to play between the Junior Primary and the Pre-Primary Buildings
- c. Veranda safety rules:
  - i. Running on the concrete under the verandas and in the Under Cover Area is dangerous and therefore not permitted.
  - ii. Ball games should not be played under or near the veranda

14. To support the school in the provision of the best environment possible children shall not:

- a. Litter
- b. Have chewing gum at school

15. "No Hat No Play" in the Sun.

Notes:

- a. Applies to Terms One and Four.  
Children are encouraged to wear their hats all year round.
- b. Children are not required to wear their hats going to:
  - i. The Church.
  - ii. Under covered area.
  - iii. Music Room.
  - iv. Computer Room.

At these times the children are in the sun for very brief periods and having a hat can cause distraction for the child.

- c. A child without a hat is permitted to be in:
  - i. The Under Cover Area - if in the junior grades
  - ii. Under the verandas if in the senior grades.
  - iii. In the Library.
- d. Class teachers will establish an appropriate process to deal with children who repeatedly fail to bring their hat to school.

16. Personal games, toys and sports equipment tend to be expensive and treasured by the owner and as the school cannot guarantee the safety of the items they should not be brought to school.
17. Good Shepherd Catholic School is a NO SMOKING site in accordance with the Catholic Education Commission Policy.

## **Consequences Breaking School Rules**

The consequences will be determined by the staff member dealing with the incident, following an appropriate investigation, and may include consequences such as:

- Verbal Warnings.
- Being assigned to sit on the bench away from peers at recess and/or lunchtime.
- Completion of a “Think” or reflective sheet. (Appendix E)
- Parents being notified.

Parents are partners in the education of their children and where possible will be notified of serious breaches of this policy and where appropriate consulted regarding suitable consequences.

The consequences for repeated or serious misbehaviour may result in consequences including, but not limited to:

- Being sent to the Principal, or his delegate.
- A letter to parents.
- Parental meeting with the Principal, or his delegate.
- In-school detention, where the child remains in the School Office block for a set number of days to complete their school work.
- Suspension from attending school for a set period.

Each incident and disciplinary consequence will be determined by the merits of the case and in accordance with processes outlined in this policy. A copy of the completed Think Sheet will be forwarded to School Secretary who will maintain the school's Discipline File as The Principal's delegate.

## 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 \_\_\_\_\_

***Basketball Court 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 me after lunch.

Regards  
Martin

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## 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 \_\_\_\_\_

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Regards  
Martin

# 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

.....  
M.S. Barrett  
Principal

.....  
Class Teacher

Date: .....

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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:

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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

\_\_\_\_\_  
Principal

Date \_\_\_\_\_

PARENT COMMENT (if you wish)

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Parent Signature: \_\_\_\_\_

# Appendix E



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Dear \_\_\_\_\_

\_\_\_\_\_ has been involved in inappropriate behaviour today.

Attached is the "Think Sheet" he/she has completed which outlines the incident/s.

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.

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

Yours sincerely

\_\_\_\_\_  
Teacher

Date \_\_\_\_\_

-----  
PARENT COMMENT (if you wish)

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Parent Signature: \_\_\_\_\_

# Think Sheet

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Please write down your version of what happened:

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Who else saw what happened?

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Write down the School or Class Rules you have broken:

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What would be a suitable consequence for your actions?

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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