



Good Shepherd Catholic School

— Lockridge —

215 Morley Drive, Lockridge, W.A. 6054

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STUDENT BEHAVIOUR POLICY

Rationale

The 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 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 them self to achieve his/her potential
3. Learn to display appropriate social behaviour patterns
4. Work co-operatively with staff and their peers

The 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 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. Celebrated processes for encouraging the desired behaviour include:
 - a. Merit Certificates which will be issued at the school assemblies
 - b. Making Jesus Real Person of the week issued at assemblies or school mass
 - c. Immediate social reinforcers:
 - i. Including praise, rewards, stickers, privileges
 - ii. Class and group points tallied towards an agreed reward
 - d. Class or group rewards will be negotiated at the local level but may include:
 - i. Free Play
 - ii. Extra sport
 - iii. Game time
 - e. Stickers / stamps within the classroom

- f. Positive written and oral comments
 - g. Visits to the Principal or Assistant 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 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. Behaviour slip
 - c. Think Sheet
 - d. Withdrawal of privileges
 - e. Behaviour Journal
 5. The school's Student Behaviour Policy endeavours to develop a positive relationship between the children, parents and staff. As an aid for parents a four step classroom behaviour management plan is provided. (Appendix A)
 6. In cases of serious or re-occurring negative behaviour:
 - a. The Principal, or their delegate, will meet with the child to seek a resolution
 - b. The Principal, or their delegate, the class teacher, parents and child will meet to try to establish a resolution and to plan a way forward, including the use of a behaviour journal
 7. Inquiries and investigations shall respect the principles of natural justice with each party given equal opportunity to put their version by filling out a Think Sheet (Appendix C). This form is sent home for parents to sign and return to the school.
 8. The process for detaining a child on the bench or sent to another classroom will be:
 - a. The disciplining teacher will
 - i. Complete the Behaviour Slip (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 or go to another classroom of the teacher's choice. At commencement of the recess or lunch break the child will hand the form to the Duty Teacher for completion. In the case that the child goes to another classroom the class teacher will collect the behaviour slip once the child arrives and fills it out and hands it back to the student once the child goes back to their class.
 - c. The Duty Teacher / Classroom Teacher will initial the form and return the Behaviour Slip Form to the child.
 - d. The child will take the Behaviour Slip home for parents to read and sign.
 9. All concerns or issues arising from the implementation of the Student Behaviour Policy should be raised with the class teacher or the Principal.
 10. In cases of a serious breach of the 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 maybe varied at the discretion of the Principal.



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Appendix A

Classroom Behaviour Management Plan

Verbal / Non Verbal warning given to the child for breaking the class/school rules

1. Second verbal/non-verbal warning - The child is then placed in timeout within the class or a dojo point is removed (may vary in each year/class)
2. The child is either sent to another class if teacher chooses to act immediately or the child spends recess or lunch on the bench. (The teacher will complete a Behaviour Slip with a brief explanation of why the child is there and this will go home for parent to sign and return)
3. Send the child to the office (the parent is notified through the school diary/email or a phone call home.)
 - If a child has been violent in any way to another child or teacher, they are to be sent to the office immediately without warning and their parents notified!

Duty teacher on undercover is to supervise the benched children and make sure they are not speaking to other children.

Specialist teachers will follow the same Classroom Behaviour Management Plan though they will start from step ONE in their class time. The Specialist teacher will liaise with the class teacher and let them know if you have had any behaviour problems in their lessons and what step they got to so the class teacher can inform the parent if required.



Behaviour

Bench

Classroom

Students Name _____

Class _____

Monday

Tuesday

Wednesday

Thursday

Friday

Reason

Teacher Name: _____

Date: _____

Duty Teacher: _____

Date: _____

Parent Signature _____

Date: _____



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:

Teacher Signature: _____ Parent Signature: _____

Date: _____ Date: _____