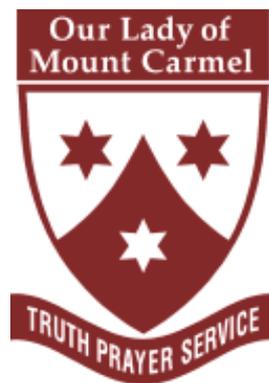


Our Lady of Mount Carmel School



Building a Safe a Friendly School Policy (Behaviour Management Plan)

RATIONALE

OLMC School Vision Statement

"Here at Our Lady of Mount Carmel School, we seek to create a respectful environment that enhances learning, nurtures our young, and empowers our whole school community to authentically live out the faith that we proclaim."

The School Wide Positive Behaviour Policy at OLMC School is based on the premise that all members of our community have the right to be treated with respect and courtesy. Gospel values such as honesty, justice, integrity, compassion and love must be apparent in all situations where behaviour issues are concerned. Any behaviour that takes away from the Gospel values of the school, including bullying, racism, injustice and harassment, must be addressed. Central to our mission is the commitment to the development of full potential, which can only be achieved in an environment where acceptable standards of behaviour are apparent.

PRINCIPLES

To develop responsible, self-disciplined students by:

- Providing opportunities for children to display initiative and responsibility
- Providing opportunities for children to develop positive and appropriate interpersonal and social skills
- Rewarding and encouraging children for the effort they are making in the following areas: academic, sporting, social or behaviour
- Providing opportunities for children to learn decision-making skills
- Raising the awareness that every individual is responsible for his/her own actions and choices
- Recognising that inappropriate behaviour results in certain consequences
- Establish procedures so that conflicts can be resolved in a positive and non-violent manner

The rationale for developing whole-school classroom and playground rules, rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self managed. Through consistent application throughout the school, children will understand the expectations of them in regard to managing their own behaviour and the importance of treating others with respect and care.

The OLMC School, School Wide Positive Behaviour Policy, acknowledges and supports the research evidence that suggests the development of resilience, positive self-esteem, empathy, cooperation,

friendship skills, social skills and decision-making, emotional management and conflict resolution, can help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

Note: Where incidents of bullying behaviour occur OLMC staff will use the Bully Procedure document which is an amendment to this policy.

POSITIVE SCHOOL ENVIRONMENT

Here at OLMC School we aim to create a caring, safe and positive school environment by helping students, staff and parents to become known and valued members of our school community.

Some of the ways we work to achieve this aim:

School Environment

- Welcome sign at the front of the school
- School Vision / Mission Statement at the front of the school
- School grounds neat and well maintained
- Classrooms neat, orderly and in good repair
- Equipment, furniture and facilities in good repair

Classroom Environment

- Classroom aesthetically pleasing and child-centred
- Positive message posters up in room
- Acknowledgement of student birthdays (stickers, awards etc)
- Explicit teaching of appropriate social skills
- Appropriate instructional strategies and pedagogies
- Lucky dips, stickers, stamps, prizes, group points, class raffles, lucky draws, individual and group points, credit slips etc – (Sweets are not considered appropriate for rewards)

Learning

- Providing an appropriate and flexible curriculum
- Providing engaging, instructional strategies
- Providing pedagogy which caters for different learning styles and individual needs
- Providing learning programs which enable students to experience some success
- Provide individual education plans and individual behaviour plans where necessary

Recess/ Lunchtime Activities

- Competitions
- Library open at lunchtime
- Special lunches

- Music
- Clubs

Positive Reinforcement

- Certificates of Appreciation awarded at assembly
- End of term rewards
- Verbal acknowledgement of positive behaviour
- Merit Awards / Making Jesus Real Award
- Certificates of Appreciation
- Thank you cards

External Competitions or Awards

- Awards from academic or other competitions eg Maths Olympiad

Public Acknowledgement / celebration of student achievement

- Acknowledgement of student achievement outside of school hours
- Acknowledgement of student achievement in newsletter
- Articles in local newspapers
- Displays of student work around the school eg front office display
- Entering work in competitions
- Students referred to Principal with samples of good work
- Whole school assemblies
- Year group assemblies
- School Website

Performance

- Choir
- Concerts
- Drama opportunities
- Talent Quests
- Inter-school competitions

Giving Students Responsibility

- Peer Mentors
- Leadership Responsibility
- Assembly organization
- Fundraising projects
- Roles in special events eg Anzac Day
- Using expertise in different ways eg school musical

Student/ Family Services

To further enhance the full potential of each student at OLMC School, the school supports it's learners through the following internal and external professionals

- 1 School Psychologist
- 2 School Counsellor
- 3 Parish Priest
- 4 School Nurse
- 5 Outside agencies for students with special needs

BUILDING POSITIVE RELATIONSHIPS

Here at OLMC School we believe that while rules are necessary, they do not change behaviour like positive action and interaction does. By valuing and developing positive relationships, and by implementing consistent procedures effectively, we can improve that interaction.

These relationships include:

- Teacher – Student
- Student – Student
- Teacher – Teacher (staff-staff)
- Teacher – Parent (staff-parent)

While it is unrealistic to expect that all people will have perfect relationships all the time, by making an effort to develop respectful relationships most of the time, we believe we can make a significant contribution towards a caring and positive school environment, and positive student behaviour.

When problems arise, Staff should attempt to resolve them in a calm, fair and consistent manner by following the OLMC School – Code of Behaviour.

CLASSROOM RULES: GUIDELINES

- Classroom rules should reflect the rights and responsibilities outlined in the Schoolwide Positive Support Policy
- Rules should be:
 - written in a positive tone – highlighting desired behaviour
 - clear and concise
 - few in number

- easily understood by children
- The number and type of rules should reflect the developmental age of students
- Students and teacher should develop the rules in collaboration at the beginning of the school year and review them regularly (at least once a term).
- Rules should be clearly displayed in the classroom and referred to regularly

OLMC Code of Behaviour

It is expected that all members of our school community will show:

Care

- for others
- for the school environment

Courtesy

- by acknowledging others
- by speaking politely
- by using good manners

Respect

- for others and their property
- for school rules

Responsibility

- by being well presented
- by being punctual and prepared
- by doing their best

OLMC Whole School Code Wheel

Our School Code Wheel gives an overview of our main school codes that support our four main codes of behaviour – care, courtesy, respect and responsibility.



OLMC Rights and Responsibilities

All **students** here at OLMC School have certain rights and responsibilities.

As a student you have the RIGHT to:	As a student you have the RESPONSIBILITY to:
LEARN WITHOUT BEING DISRUPTED	<ul style="list-style-type: none"> • Make sure that your behaviour is not disrupting the learning of others. • Support the teacher and peers by listening, helping, cooperating and behaving responsibly.
WORK AND PLAY IN A SAFE, FRIENDLY AND CLEAN ENVIRONMENT	<ul style="list-style-type: none"> • Treat other students, staff and visitors in a friendly and respectful way • Help to keep classrooms and outdoor areas clean and tidy. • Walk on paved areas and around corners. • Line up safely – hands and feet kept to self. • Play fairly, include others, no rough play, no 'put downs' • Think carefully about how you speak and act towards others.
BE TREATED WITH RESPECT, COURTESY AND HONESTY	<ul style="list-style-type: none"> • Treat everyone with respect. • Not gossip, tell secrets, or spread untruths about others. • Show good manners and courtesy toward others. • Include and welcome others. • Own up and tell the truth.
BE PROUD OF YOUR ACHIEVEMENTS	<ul style="list-style-type: none"> • Develop your potential and help others to do the same.

OLMC Rights and Responsibilities

All **staff** here at OLMC School have certain rights and responsibilities.

As a staff member you have the RIGHT to:	As a staff member you have the RESPONSIBILITY to:
TEACH WITHOUT DISRUPTION	<ul style="list-style-type: none"> • Be well organised and provide relevant and challenging educational programs. • Deal effectively with students whose behaviour disrupts the learning of others. • Interruptions to learning time kept to a minimum.
WORK IN A CLEAN, SAFE ENVIRONMENT	<ul style="list-style-type: none"> • Share responsibility for keeping classrooms and outdoor areas clean, tidy and secure. • Share responsibility for making sure that the school environment is safe.
BE TREATED WITH RESPECT, COURTESY AND HONESTY	<ul style="list-style-type: none"> • Treat others with respect, courtesy and honesty.
BE SUPPORTED BY THE WHOLE SCHOOL COMMUNITY	<ul style="list-style-type: none"> • Support the school's ethos, policies and procedures. • Communicate effectively and respectfully with other staff, students and parents.

OLMC Rights and Responsibilities

All **parents** here at OLMC School have certain rights and responsibilities.

As a parent you have the RIGHT to:	As a parent you have the RESPONSIBILITY to:
BE TREATED WITH RESPECT, COURTESY AND HONESTY	<ul style="list-style-type: none"> • Treat all members of our school community with respect, courtesy and honesty.
BE INFORMED ABOUT YOUR CHILD'S PROGRESS AND BEHAVIOUR	<ul style="list-style-type: none"> • Support your child's learning program at home by facilitating homework and communicate with the class teacher. • Regularly communicate any information that may affect your child's behaviour or performance at school. • Support the school in our efforts to build a safe and friendly school environment by acknowledging and working in partnership with the school - when your child has behaved inappropriately and affirming them for positive and cooperative behaviour.
EXPECT YOUR CHILD TO PARTICIPATE FULLY IN THEIR EDUCATIONAL PROGRAM	<ul style="list-style-type: none"> • Make student attendance and punctuality a priority. • Ensure that the child's physical and emotional needs are met at home.
COMMUNICATE ISSUES RELATED TO YOUR CHILD IN AN APPROPRIATE FORUM, AT AN APPROPRIATE TIME	<ul style="list-style-type: none"> • Contact the class teacher first, to communicate any concerns, questions or seek clarification. • Contact the Principal for further clarification if necessary.

CLASSROOM BEHAVIOUR MANAGEMENT FLOW CHART

While we acknowledge that each staff member here at OLMC School will have his or her own style of classroom management and that the year level of the students should be taken into account, it is important that there is a consistent and fair “whole school” approach to managing students.

Step1 :

RULE REMINDER

- Low key response; these are strategies a teacher employs when students first start to misbehave. They will involve non-verbal or minimal verbal responses and do not disrupt the flow of the lesson. These include
 - Praise students doing the right thing
 - Proximity
 - Using the student’s name
 - “The Look”
 - Ignoring
 - Signalling for attention
 - Dealing with the problem, not the student (eg. Removing the object quietly)

Step 2:

VERBAL WARNING 1

- Refer the student to the displayed rules (reinforcement/questioning).
- Students name recorded. (That’s a one!)

Step 3:

VERBAL WARNING 2

- State the problem and clearly state the desired behaviour.
- Be assertive (not aggressive) and use “I” statements eg “I do not want you to throw paper across the room and if you do it again you will be choosing to receive a consequence”.
- Student name recorded with a tick. (That’s a two!)

Step 4:

VERBAL WARNING 3

- Students name recorded with second tick (That’s a three!)
- Student is isolated in class to reflect on behaviour for 15 minutes
- Appropriate discussion between staff and student prior to return – See Conflict Resolution Flow Chart. (See Appendix Number 5)

Step 5:

REPEATED BEHAVIOUR

- Student removed to Buddy Class (Prefer AP’s classroom ie Year 5 or Year 6)
- Student completes “Behaviour Reflection Sheet” (See Appendix Number 1)
- Parents notified (See Appendix Number 2) “Timeout Notification”

Step 6:

REPEATED BEHAVIOURS SAME DAY/EXTREME BEHAVIOUR

- Student is sent to Assistant Principal/s

Steps 1-5 ARE BYPASSED IF A STUDENT: swears at a teacher, leaves the school without permission, physically fights with another student or misbehaves at school events.

GENERAL STRATEGIES FOR MANAGEMENT OF PLAYGROUND BEHAVIOUR

Duty teachers are responsible for the safety and acceptable behaviour of students in the areas they supervise.

Duty teachers are expected -

- To be punctual and to model safe practices ie wearing hats/no open cups, being punctual
- To praise and encourage positive playground behaviour
- To use some of the following strategies for minor breaches of the school rules:
 - Call the student aside and motivate him/her towards positive behaviour
 - Sit the child out of the play area for a few minutes
 - Have the student walk with the teacher for a period of time
 - Refer students to our school rules and agreed Code of Behaviour

ACKNOWLEDGEMENT OF POSITIVE SCHOOLYARD BEHAVIOUR

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the school environment or simply positive behaviour, this will be acknowledged and rewarded by:

Positive verbal acknowledgement

Positive body language

PLAYGROUND BEHAVIOUR

All Staff here at OLMC School strive to create a safe, positive and rewarding play environment by arriving at duty on time, circulating in and around the play area, intervening where necessary and maintaining a “relaxed vigilance” over games, conversations and behaviours

Teachers are to communicate any children who have had to be reprimanded already on the handover between 1st and 2nd recess or lunch duty to the next duty teacher.

Procedures and Consequences for Negative Playground Behaviour

Should any child on any day decide **not** to comply with the School Rules and Code of Behaviour then the following procedures and consequences will occur.

Minor Misdemeanours

Step 1

- A rule reminder (reinforcement of rules or questioning of rules) and a verbal warning from the duty teacher stating the problem and clearly stating required behaviour

Step 2

- Time out of the play area for 5 minutes. Students is to walk around with the duty teacher or be seated (outside Office or outside Sports Shed). Staff member continues to “check in” with isolated student.

Repeated Disregard For School Rules

Step 1

- Time out for the remainder of recess or lunch break

Step 2

- Duty teacher informs classroom teacher

DETENTION (TIME OUT)

Senior breaches and repeated failure to adhere to or follow the OLMC School – Code of Behaviour, will lead to the issuing of a school detention. The issuing of a detention is at the discretion of the School Leadership Team.

IN SCHOOL SUSPENSION

In the case of serious misconduct or a series of misdemeanours and following a review by members of the School Leadership Team, it will be decided if an in-school suspension is warranted.

- This will be held at the school in the administration area under supervision
- The students will sit and complete work
- There is to be no contact with other students
- Recess and lunch breaks will be taken at different times to the rest of the school
- Duration of in-school suspension may range from a half a day to three days

14. OUT OF SCHOOL SUSPENSION

OLMC Schools policy on “Out of School Suspension” is guided by the policy of the Catholic Commission of WA.

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will work in partnership with the parents, students and key staff members, taking into account all previous circumstances prior to invoking an out of school suspension.

15. EXCLUSION OF STUDENTS

(See Policy 2 C7 – “Exclusion of Students for Disciplinary Reasons’ Appendix Number: 4)



Reflection Sheet

Name _____

Class _____

Teacher _____

Date _____

What happened? What did YOU choose to do?

I felt

					
Angry	Worried	Shocked	Sad	Embarrassed	Other

Draw or write who was affected by my actions? In what way?

How did you make them feel?

					
Angry	Worried	Shocked	Sad	Embarrassed	Other

Draw or write about yourself making a better choice.

What can you do or say to make things right?

My goal for next time something happens.

Appendix Number: 1

BEHAVIOUR MANAGEMENT THINK SHEET



NAME: _____ CLASS: _____
DATE: _____

Student: _____	Teacher: _____
Parent/Guardian: _____	
Principal/Leadership _____	Date: _____

What happened?

What were you thinking at the time?

Who was affected by my actions? In what way?

What do you think you need to do to make things right?

What will I do differently next time?

--

My goal for next week:

Signed

Student

Teacher

Parent

Assistant Principal/Principal

Appendix Number: 2



Our Lady of Mount Carmel School

82 Collick Street, Hilton 6163

Telephone: (08) 9337 7066 Facsimile: (08) 9314 6005

Email: admin@olmchilt.wa.edu.au

Website: www.olmchilt.wa.edu.au

TIMEOUT NOTIFICATION NOTE

Date: _____

Dear Parent/s

This note is to inform you that your child, _____ has attended a timeout period on _____ for :

- Receiving warnings/crosses, as outlined in the School Wide Positive Support Policy.
- Non-compliance
- Serious misbehavior (See below for details)

Further explanation:-

Signed _____

Classroom Teacher

TIMEOUT ACKNOWLEDGEMENT FORM

(Please return this slip to Mr Duffy to acknowledge that this note has been received)

Student's Name: _____

Student's Class: _____

Parent's Name: _____

Parent's Signature: _____ Date: _____

Appendix Number: 3

Individual Behaviour Management Plan

The Leadership Team, in consultation with the Classroom teacher, has decided to employ this contract in response to the students' continued failure to adhere to the OLMC Schoolwide Positive Support Policy. The following Individual Behaviour Management Contract has been designed to be used in replacement of the OLMC Schoolwide Positive Support Policy.

Students Names:

Year Level:

Date:

Duration of contract:

Focus: _____ needs to focus on the following behaviours:



Consequences:



Signed: _____ (Student)

Signed: _____ (Parent/s)

Signed: _____ Classroom Teacher

Signed: _____ Assistant Principal

Appendix Number: 4

 <p>CATHOLIC EDUCATION COMMISSION OF WESTERN AUSTRALIA</p>	Topic:	Exclusion of Students for Disciplinary Reasons
	Policy No:	2-D7
	Policy Area:	Community
	Standing Committee:	School Personnel Committee
	Originally Released:	1991
	Date for Review:	2018

1. Rationale

The Catholic school strives to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression. In this community the cooperation of each member is required in order to create the common good (CS, paras 60 and 61)¹.

Any behaviour that seriously affects or endangers the well-being of the community needs to be addressed.

Catholic schools establish the behavioural expectations for students and provide supportive structures to engage, nurture and promote the wellbeing of the whole school community. 'Every Catholic school (therefore) needs to encourage its students to reflect upon the Christian message by helping them to relate it to their daily lives and aspirations and to understand what it means to be a follower of Christ in Australia today '(Mandate, paragraph 32)².

Despite a school's proactive efforts, there are circumstances when a student's behaviour is unacceptable and warrants exclusion. This policy statement assists schools in assessing whether allegations of student behaviour contrary to the school's expectations may require the exclusion of a student from the school.

Exclusion is an extreme disciplinary action reserved for cases of gross misconduct, serious breaches of school rules, or repeated behaviour that is persistently disruptive. Given the significant implications for the student and their family exclusion is, therefore, to be applied as a last resort.

2. Definitions

Exclusion is the termination of a student's enrolment at a particular school.

Parent includes parents or guardians or carers.

3. Scope

This policy applies to all students enrolled under the *School Education Act 1999* in Catholic schools in Western Australia.

4. Principles

4.1 The school shall have a student behaviour policy which includes the procedures for the exclusion of a student for disciplinary reasons as outlined in this policy statement.

4.2 The parent shall be involved in the exclusion process to the extent described in this policy statement.

4.3 The process as outlined in the procedures is to be followed and shall be conducted in a fair and just manner.

- 4.4 The interests of the individual student shall be balanced against the common good of the school community.
- 4.5 The principal in consultation with the Director/employer or their delegate shall have the authority to exclude a student.
- 4.6 Students must be given the opportunity to access support, both pastoral and procedural, throughout the investigation.

5. Procedures

- 5.1 As soon as any allegation is made against a student and following a preliminary investigation by the principal, that, if substantiated, would warrant exclusion, the parent shall be contacted to enable them to be present at any subsequent interviews with the student.
- 5.2 The principal will write to the parent informing them:
 - of the substance of the allegation
 - that an investigation will take place into the allegation and the likely duration of the investigation; and
 - that, if substantiated in whole or part, the principal may decide to exclude the student, and
 - that the student is suspended until that investigation is concluded as deemed necessary by the principal.
- 5.3 Where practicable, the principal should delegate the responsibility to undertake the investigation to a member of the school's leadership group. Should this not be practicable, the principal shall contact the Employment and Community Relations Team of the Catholic Education Office for advice. The investigation shall be based on the merits of the case and provide a fair and unbiased assessment
- 5.4 The principal's delegate will provide a written report of the investigation to the principal with copies of any statements or other documents referred to by the investigator. The report may or may not include recommendations.
- 5.5 The principal shall consider the written report of the investigation and determine whether exclusion may be warranted under this policy statement. If the principal considers that exclusion is not warranted, he/she may take any other action that they believe is required under the circumstances.
- 5.6 If the principal believes that exclusion may be warranted, he/she shall seek additional information about the allegations or ask their delegate to do so on their behalf. The principal shall consult with the Team Leader of the Students with Disability or Aboriginal Education Teams where a student has a disability or is Aboriginal. The school counselor, psychologist or social worker shall also be consulted where practicable.
- 5.7 The principal is to contact the parent of the student requesting their presence at an interview between the principal and the student. The principal may invite others as appropriate.
- 5.8 At the interview the principal will detail the allegation and will invite the student to provide any additional information which they believe is relevant to the decision as to whether to exclude.
- 5.9 The principal shall meet with the school's leadership team to carefully consider the facts and circumstances of the situation so as to ensure that the appropriate level of discernment and reflection is given to the decision.

5.10 If, after considering the written report of the investigation and the information provided by the student and the parent, including consideration of disability and disadvantage (cultural, geographical and educational), the principal decides that exclusion is not warranted, he/she may take any other action that they believe is required under the circumstances.

5.11 If, after considering the written report of the investigation and the information provided by the student and the parent, including consideration of disability and disadvantage (cultural, geographical and educational), the principal decides that exclusion is warranted, the principal shall:

a) Diocesan Accountable School

Consult with the Executive Director of Catholic Education or the Executive Director's delegate and provide them with reasons for the exclusion prior to formalising the decision to exclude the student

b) Other Accountable School

Consult with the employer or the employer's delegate and provide them with reasons for the exclusion prior to formalising the decision to exclude the student. If the decision is made to proceed with the exclusion, the Executive Director of Catholic Education shall be notified.

5.12 Given the enormity of the decision, the principal shall meet with the parent where possible. The principal shall follow up with a letter advising that:

- the decision to exclude the student has been made
- the reasons which resulted in the decision to exclude; and
- they may choose to withdraw the student from the school within a given timeframe, otherwise the exclusion will proceed.

5.13 The principal shall work with the parent if assistance is sought to find an alternative school for the excluded or withdrawn student.

5.14 The principal shall ensure that detailed records of the events and discussions related to the decision to exclude the student from the school are maintained.

5.15 Records pertaining to the exclusion shall be regarded as 'Restricted Access Records' [refer CECWA policy statement 2-D8 The Management of Confidential Information in Schools]³ and be accessible only to employees specifically designated by the principal.

5.16 A student whose enrolment is terminated under this policy shall not be removed from the School Register unless the school has provided information and requested permission of the Director or Congregational Leader, and has been authorised to do so in accordance with Section 21(1) of the *School Education Act 1999*⁴.

5.17 Parents shall be made aware that should they seek to make a complaint arising from a decision under this policy, it should be made in accordance with CECWA policy statement 2-D1 Disputes and Complaints Resolution⁵.

6. References

¹ Congregation for Catholic Education, *The Catholic School*, 1997
http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19770319_catholic-school_en.html

² Bishops of Western Australia 2009, *Mandate of the Catholic Education Commission of Western Australia: 2009-2015*

CATHOLIC EDUCATION OFFICE

RECORD OF DISCUSSION:
Exclusion of Students for Disciplinary Reasons

Name of Student: _____ Year: _____
School: _____
Caller: _____

Reason for exclusion: _____

DISCIPLINE POLICY: Breaches defined Yes No
For example (Sale of Illicit Drugs may result in Exclusion)

PREVIOUS SUSPENSION: Yes Dates: _____
No

INVESTIGATION CONDUCTED: Yes:
With parent/Guardian present No:
CONSULTATION:

Student: Relevant Staff:
Parent/Guardian: Congregational Leader:
Director, Catholic School Based
Education Office: Psychologist/Counsellor:

NOTIFICATION OF PARENTS/GUARDIAN PRIOR TO EXCLUSION: Yes No

PLACE AVAILABLE IN ANOTHER SCHOOL: Yes No

ASSISTANCE:
Option of voluntary removing the student
Help finding an alternative school for the student

RECORDS MAINTAINED: **EXCLUSION ENDORSED:** Yes No

Date: _____ Signature: _____

Ref: _____

