Holy Name Catholic School
Behaviour Management Policy

Research has proven that when parents and teachers work together, everyone benefits: students tend to earn higher grades, perform better on tests, attend school more regularly, have better behaviour, and show more positive attitudes toward themselves and toward school. Having a school where parents and teachers keep in touch and work together is the best way to ensure a high quality education for our children, and to help ensure their success not only in school, but also in life.

It is our belief at Holy Name Catholic School that it is the action not the child that requires attention. To change the action you must change the thinking. In accordance with our Vision and Mission Statement, we aim to develop a place where hospitality, compassion, excellence and justice are embraced and celebrated and students are encouraged to live the gospel values in their everyday relationships with others.

All students will be treated with respect and dignity and we aim to speak kindly and gently to our students, even when enforcing rules. We believe in building a positive relationship with the children in our care. Our behaviour management policy is about being praised for making the correct choices.

At Holy Name we believe:

- that discipline is the shared responsibility of students, staff, administration and parents
- that disciplinary expectations and procedures should be clearly communicated to all who are part of the school community
- that each student is valued as an individual
- that students will develop self-respect; respect for one another; respect for all property/environment
- that students will experience discipline which is consistent, firm and fair
- that students will be given opportunities to improve their behaviour

Four Level Colour Coded Behaviour Management Plan

Holy Name Catholic School Behavioural Management Plan is a colour coded levelled plan which uses positive reinforcement to encourage all students to display expected behaviour. The system works from Gold Level to Orange Level to Blue Level and finally to Red Level. All students start on Gold and will only move through the other colours if their behaviour deteriorates. Positive behaviour is rewarded while negative behaviour has a series of clear consequences. Every week is a new beginning for all students – everyone starts the week on gold (except if they reach red level and are placed on an individual behaviour program).
## An overview of the Behaviour Management

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
</table>
| Gold   | Student stays on Gold if behaving properly | All students start each play time/lunch break on gold. | Free time at the end of the week  
If you remain on Gold or Orange all term you will receive a reward at the end of the term. If they remain on Gold all year, there will be an even bigger reward! |
| Orange | They receive 3 warnings (verbal, name on board, cross next to name)  
The 4th reprimand (2nd cross next to name) = 5 min thinking time and a move to orange level  
Student has to be asked to re-enter the class group. Continual orange behaviour will result in 1 lunchtime detention. Teacher inform Principal by email when an orange slip has been issued. | They receive 2 warnings.  
The 3rd reprimand = 5 min thinking time (5 min thinking time in a designated area/walk with teacher on duty for 5 min (shadow teacher).)  
Student has to be asked to re-enter the playground. Any further behaviour of this kind results in removal from area by being seated in a position visible to the teacher.  
The teacher on playground duty who has witnessed the negative behaviour will inform the classroom teacher at the end of the duty.  
(Class Teacher will then consider this in relation to student’s behaviour level within the classroom to decide consequence.)  
It is then recorded on the class behavioural chart in the classroom file. | “Thinking Time” in the classroom  
No free time at the end of the week  
Parent notification by classroom teacher (Slip) - Orange |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Blue</td>
<td>When a student is placed on blue level they will attend two (2) lunchtime detentions. A blue note is completed by the class teacher, signed by the Principal and sent home to parents explaining the child's behaviour. If a student reaches the blue level on the playground, they will be given time out for the rest of play time. The teacher on playground duty who has dealt with the negative behaviour will inform the classroom teacher at the end of the duty and complete reporting forms. See Appendix 1. (Class teacher will then consider this in relation to student's behaviour level within the classroom, discuss with the Principal to decide consequence.) It is then recorded on the class behavioural chart in the classroom file. Two lunchtime detention sessions for the week Parent notification by classroom teacher (Slip) - Blue</td>
</tr>
<tr>
<td>Red</td>
<td>If student is placed on red level they will be sent to the office, interviewed by the Principal (or other member of leadership) Parents notified by Principal. A meeting arranged with parents, class teacher and Principal to discuss the appropriate discipline program to be set in place for this student. Program will include: Internal suspension for a minimum of three (3) lunch times in conjunction with a negotiated behaviour contract. Possible exclusion from school activities, excursions, camps and school representation is considered depending on the seriousness of the student’s actions. Any high-level behaviour will result in the student being sent to the office. The teacher on playground duty who has dealt with the negative behaviour will inform the class teacher and Leadership at the end of the duty and complete the reporting forms. See Appendix 1. It is then recorded on the class behavioural chart in the classroom file. Sent to the office. Interviewed by principal Parent notified by principal, meeting arranged to discuss an appropriate management program (IMP) to be set in place Program will include: Internal suspension for a minimum of three (3) lunch times and may include exclusion from excursions, camps or school representation. At the principal's discretion external suspension may be required.</td>
</tr>
</tbody>
</table>
### Examples of GOLD LEVEL BEHAVIOUR

- Being polite and well mannered
- Following the rules
- Keeping my hands and feet to myself
- Raising my hand to speak in class
- Completing my work neatly and carefully
- Co-operating
- Wearing my uniform correctly and neatly
- Wearing my hat
- Looking after my belongings
- Being kind
- Being helpful
- Listening
- Being a good friend
- Taking turns
- Lining up quietly
- Playing nicely
- Not pushing
- Being inclusive
- Eating my lunch sensibly
- Sitting quietly at pick-up area
- Picking up rubbish
- Answering bells immediately
- Not playing in the toilets
- Walking my bike within the school grounds
- Walking on the paths
- Being on time to school
- Taking care and pride in my work

### Examples of ORANGE LEVEL BEHAVIOUR

- Not answering bells immediately
- Not sitting quietly on parade
- Not following the teacher's instructions
- Running in the under covered area
- Jumping over or running along seats
- Being in or near classrooms unsupervised
- Not sitting quietly at pick-up area
- Riding bikes in the school grounds
- Not sitting sensibly when eating lunches
- Running or walking through gardens
- Playing in or near the toilets
- Not wearing my hat
- Taking other children's hats
- Not playing in the correct areas
- Not speaking politely to all
- Littering in the school
- Squirting water
- Carelessly interrupting other people's conversations, games or activities
- Being dishonest
- Not using simple manners such as please and thank you
- Not caring for your uniform, books, personal belongings, lunches or school bags
- Deliberately excluding others
- Incomplete homework
- Incorrect School Uniform
### Examples of BLUE LEVEL BEHAVIOUR

<table>
<thead>
<tr>
<th>Using hands, feet or objects to hurt someone or damage something.</th>
<th>Using inappropriate language, rude gestures, name calling and being persistently rude.</th>
<th>Unintentionally being involved in pushing, kicking, punching, slapping or tackling another person.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate use of Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### RED LEVEL BEHAVIOUR

<table>
<thead>
<tr>
<th>Deliberately using hands, feet and objects that might hurt someone or damage something</th>
<th>Fighting or overly aggressive behaviour on the playground</th>
<th>Deliberately swearing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in obvious bullying behaviour.</td>
<td>Vandalism or abuse of any school property</td>
<td>Using rude or offensive language to all</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continued inappropriate use of technology.</td>
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</tbody>
</table>
SOME DETAILS ABOUT THE PLAN

Action and Consequence

At Holy Name we teach that for every action there is a consequence. Through a restorative justice approach, we teach that genuine accountability includes an opportunity:

- to understand the consequences of one's actions by facing up to what has been done and to whom it has been done. It involves taking responsibility for the results of one's behaviour and...
- to be allowed and encouraged to help decide what will happen to make things right, then take steps to repair the damage.

Orange Level Note home to Parents

If a student reaches the Orange Level, they will be given 5 minutes “Detention” and will take a parent notification slip home to inform parents of their behaviour. It is then recorded on the class behavioural chart in the classroom file.

Blue Level Note home to Parents

If a student reaches the Blue Level, they will be given two (2) lunchtime detentions and will take a parent notification slip home to inform parents of their behaviour. It is then recorded on the class behavioural chart in the classroom file.

Detention

Detention will take place for two lunch sessions in the week. Students will be seated in the library area under supervision by a teacher in the Leadership Team.

Individual Management Plan – Red Level

The Principal, with the support of the class teacher, school counsellor and parents, develop an IMP (Individual Management Plan) for a student on Red Level. The plan focuses on specific behaviours and consequences with a negotiated timeline.

All members of our school community have rights, which need to be respected, and responsibilities to themselves and others. We have school rules, which promote these rights and responsibilities. Our behaviour management plan is based on these rules and we encourage all students to be the best they can be through support, example and praise. Our first form of discipline is always praise and encouragement. The consequences are set in place to be a backup when needed.
## Parents Rights and Responsibilities

<table>
<thead>
<tr>
<th>RULE</th>
<th>PARENT / CAREGIVERS RIGHTS</th>
<th>PARENT / CAREGIVERS RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| **TREATMENT** | • to be treated with courtesy and respect.  
• to be free from violence, intimidation, bullying and harassment from other members of the school community.  
• to have serious / legitimate problems listened to and acted upon justly.  
• to be informed of any serious breach of the school rules by children. | • to treat others with courtesy and respect.  
• to take care of themselves and others.  
• to refrain from using violence of any sort (e.g. physical, verbal, psychological).  
• to refrain from bullying, intimidating or harassing others.  
• to acknowledge receipt of information; make contact with the school if necessary and support any actions taken. |

| **SAFETY** | • to be provided with facilities and materials that are safe and free from hazards.  
• to be provided with necessary safety equipment.  
• to be provided with opportunities to discuss and set in place procedures for following WH&S regulations and safety rule. | • to support the school in expecting students to follow safety rules.  
• to provide children with appropriate safety equipment, including hats and sunscreen.  
• to participate in discussions for deciding safety rules and procedures as appropriate. |
<table>
<thead>
<tr>
<th>LEARNING</th>
<th>COMMUNICATION</th>
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<tbody>
<tr>
<td>- to know that their children are in an environment conducive to learning.</td>
<td>- to consistently model appropriate communication procedures/ conventions during interactions with children, staff and other parents/caregivers.</td>
</tr>
<tr>
<td>- to know that their children will be offered necessary assistance with learning.</td>
<td></td>
</tr>
<tr>
<td>- to know that their children will be offered learning opportunities appropriate to their level of ability.</td>
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<tr>
<td>- to know that children who choose to be disruptive will be managed appropriately.</td>
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<tr>
<td>- to be offered opportunities to take part in the development and regular review of the school behaviour plan.</td>
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<td>- to have curriculum and behaviour management initiatives clearly explained.</td>
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<tr>
<td>PROPERTY</td>
<td></td>
</tr>
<tr>
<td>- to expect that property and equipment will be supplied to support the education of their children</td>
<td>- to assist in maintaining a clean and tidy working, learning and playing environment for all children.</td>
</tr>
<tr>
<td>- to know that their children can work, learn and play in a clean and tidy environment.</td>
<td>- to not allow their children to bring inappropriate / undesirable property or equipment to school.</td>
</tr>
<tr>
<td>- to know that maintenance of equipment will be conducted on a regular basis</td>
<td>- to report possession of inappropriate property or equipment.</td>
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Kathy Bliss, PRINCIPAL
Dr Richard Landers, BOARD CHAIR
24/02/15
APPENDIX 1

Behavioural Incident Report
(Blue & Red Slip)
This report is to be filled in by the teacher on duty when an incident occurs (Blue / Red)
This is to be completed on the day of the incident and given to the Principal or her nominee.

1. Date, time and place of incident ________________________________

2. Teacher on Duty Class______________________________

3. Student/s involved in the incident________________________

4. Witnesses__________________________________________

5. What happened? ______________________________________

6. Follow up instigated by you:- (Please circle)
   a) Discussed the incident with the Principal yes no
   b) Discussed the incident with the classroom teacher yes no
c) Rang student’s parents (only give facts about their child) yes no
d) Follow up required yes no
e) Filled in an accident report (if necessary) yes no
f) Completed the ‘Bullying Register (if necessary) yes no
f) Is this a student Protection issue yes no
   (if yes have you notified Lawson / Jackie) yes no
g) Consequences to be followed in line with School Behaviour Management Plan / Bullying & Harassment Policy.

________________________________________

Signed_________________________ Date____________
(duty / class teacher filling out report)

Principal Initial

Copy for teacher: Yes/No