



Student Management

Developed 2009
Reviewed 2012

Our Lady's Primary School Wangaratta

Identity Statement:

Embracing a compassionate and dynamic community, through strong Gospel Values, quality education and promoting respect for all.

Rationale:

It is part of our role to teach children patterns of behaviour that will allow them to function as effective members of our society. The relationships that a child establishes with the significant adults in their lives have a great impact on how they develop. It is our challenge to establish and maintain positive and productive relationships in an environment that enables children to learn academically, socially, emotionally, morally and spiritually.

Relevant Vision Statements:

The values of the Gospel of Jesus Christ touch the personal life of the child, where he/she is able to experience people who manifest qualities of love, forgiveness, patience, compassion, tolerance and justice

A strong community is fostered where respect for ourselves, others, environment, heritage and Church is created and nurtured

Each individual is given the opportunity to develop to their full potential through quality teaching and learning experiences

Relevant Mission Statements:

Because we believe in the above Vision Statements we are committed to:

- ❖ A personal interest in and concern for the child
- ❖ Establishing a climate which is welcoming, affirming and reconciling
- ❖ Genuine openness, caring, support and responsibility
- ❖ Friendship
- ❖ Developing an appreciation and understanding of cultural differences in the community
- ❖ Promoting the development of self esteem and social skills to ensure we acknowledge and value the contribution of self and others
- ❖ Empowering individuals to create a just, harmonious society, encouraging all to respect and care for the environment
- ❖ Development and mutual respect, courtesy and respect for the rights of others

Basic Beliefs:

All members of the community are:

To behave in a manner which ensures safety of themselves and others

To show respect for self, others and the school environment

To show respect for property

Aims:

Because we believe the above we are committed to:

Giving clear direction to all children about the types of behaviour that are appropriate

Managing students in a way that teaches them to:

- ❖ make appropriate decisions about how to behave in a variety of situations
- ❖ recognize the consequences of their actions and use this as a basis for making positive behaviour decisions
- ❖ take responsibility for their own actions
- ❖ developing independence with their work habits
- ❖ having in place strategies that prevent and avoid difficult situations for students

Agreed Major Teaching and Learning Strategies:

Staff consultation to develop consistent procedures for dealing with discipline problems and to foster positive behaviour

Modeling respect and dignity at all times to students with the expectation of return behaviour

Establish norms at the beginning of each school year, involving the children in the development of these norms. Norms to focus on safety, rights of others and their property and the school environment

Well prepared and appropriate lessons which cater for the needs of all children.

Evaluate and assess possible reasons for misbehaving e.g.: hearing loss etc. Put into place the necessary strategies

Positive reinforcement used on a regular basis—both verbal and written praise

Use the 'Five Point Plan' (appendix 1) for playground issues. Children who are playing in an unsafe manner are removed either to another playground area or to the office according to the severity of the situation

Misuse of property results in play equipment being removed

Children are taught ways of managing difficult situations they may find themselves in, either in the playground or in the classroom situation (appendix 2)

Social skills program taught—PALS Program for Junior Area

Timeout procedure used. Firstly timeout within the classroom setting and if behaviour continues timeout in another classroom or for more serious issues timeout with the Principal. Student to catch up with working during own time e.g.: play or homework. Timeout should be for no longer than ten minutes unless arranged with class teacher,

Principal and parent/care giver. With negotiated timeout student will have appropriate work to complete

If the school's management procedure fails then:

-Parents, teacher and Principal will meet to discuss most beneficial resolutions to a problem

-Referrals to CEO, Pastoral Care Support Staff and if necessary outside support agencies (e.g.: Centacare, NECAMS, Upper Murray Family Care etc)

*Serious Offenses Clause

In the event of extremely serious offenses occurring see 'Pastoral Care in Catholic Schools' CECV (revised 1994)

Positive Behaviours:

Our Lady's works on the principles of promoting positive behaviours as a proactive method of managing behavior across the school. It is a school wide process for creating a safer and more effective school. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program focussing focussing on positive behaviours provides systems for Our Lady's to implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans.

Our actions annually will be:

- ◆ School wide rules framework- Be Responsible, Be Respectful, Be Ready to Learn.
- ◆ Classroom based indication of behaviour status.
- ◆ School wide positive behavior reward program.
- ◆ Scope and sequence of explicit behavior teaching set out in weeks.
- ◆ Process for dealing with extreme behaviour.

Organisation/Planning

Beginning of each new school year a block of time is dedicated to the establishment of classroom and school rules and setting the climate for the teaching and learning environment through co-operative activities (approximately four weeks, longer if required)

Teachers may be requested to accept a student in their classroom to provide time away from the class/group

Parent and teacher communication where behaviour is a concern and strategies put in place to rectify the situation

Timeout areas allocated

Protocol set in place for student management strategies

Parents contacted when necessary

Resources

School/Class Rules

Anger Management Program—Individual plans for students as required

Bully Busters Program

Happy Classrooms

VELS, Values Education Program, Health and PE Self and relationships

Playing and Learning Strategies (PALS)

Gospel Values

Religious Education/Integrated Units of Work

Evaluation:

Ongoing monitoring through observation and surveys throughout the year at appropriate intervals

Regular informal and formal assessment by the staff of the effectiveness of the current Student Management Policy

Policy Review.

This policy will be reviewed as part of the school review cycle or as needed.'

APPENDIX 1

FIVE POINT PLAN

1. Please stop!
2. Please stop or I'll tell the teacher.
3. Tell the teacher and expect it to be dealt with.
4. Teacher deals with the problem
5. Forgive and forget

APPENDIX 2

CHILD'S NAME _____

STRENGTHS AND INTERESTS

BACKGROUND FACTORS (INCLUDING DISABILITY)

KNOWN TRIGGERS

BEHAVIOUR MANAGEMENT PLAN

PROBLEM BEHAVIOURS TO BE BROUGHT UNDER CONTROL

- 1.
- 2.

POSITIVE ALTERNATIVE BEHAVIOURS TO BUILD UP

- 1.
- 2.

BEHAVIOUR MANAGEMENT PLAN (cont...)

STRATEGIES TO PREVENT PROBLEM BEHAVIOURS

- 1.
- 2.
- 3.

INCENTIVES FOR THE CHILD

1.

2.

3.

CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR