

# BEHAVIOUR MANAGEMENT



One of the characteristics of St Joseph's School, Papanui is its caring learning environment. By and large, all children at St Joseph's School feel safe and happy. As humans, we are not perfect so conflict occurs from time to time. We are also mindful that as we are working with children, they have not fully developed their ability to deal with conflict or self-regulate their behaviour.

As a Catholic school the approach to managing children's behaviour reflects our Catholic virtues and comes from an education perspective when we endeavour to develop children's skills to respond appropriately to challenges that life throws their way. An effective Behaviour Management Programme consists of four components. These components include:

- Developing a shared understanding of how inappropriate behaviour is managed.
- Developing a shared understanding of Catholic virtues and how we live these virtues through our thoughts, actions and words.
- Develop children's social skills.
- Celebrate positive participation in school life.

This document focuses on the management of inappropriate Behaviour. The purpose of sharing this information is to develop consistency across the school and ensure parents understand the basis from which decisions are made. Any communication with parents regarding instances of inappropriate behaviour are done for the purpose of developing a partnership with parents to assist the child change their behaviour.

## Managing Inappropriate Behaviour

St Joseph's School has a tiered system for managing inappropriate learner behaviour. Inappropriate behaviour categories are either: Minor Behaviour, Moderate Behaviour or Major Behaviour.

Punishment or punitive action is not used when children exhibit inappropriate behaviour. Instead, logical consequences are implemented to help the child understand how their behaviour affects themselves or other people around them. The child may feel that the Logical Consequences are a 'punishment'. This is natural as the choices we make in life can have undesirable outcomes. This approach has three precepts.

COGNITIVE DEVELOPMENT - consequences focus on helping children learn from the behaviour;

- a. identify their inappropriate behaviour, understand the impact their behaviour has had on themselves or others,
- b. identify what they can do to restore what went wrong,
- c. develop techniques to ensure that they act appropriately if a similar situation arises again.

NATURAL JUSTICE - The teacher or adult managing the issue;

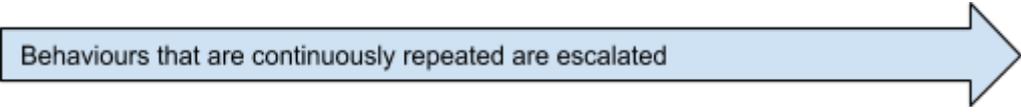
- a. acts fairly,
- b. provides the child the opportunity to be heard and respond,
- c. makes decisions that are unbiased.

RESTORATIVE JUSTICE - The goal of any process is to help children put things right again:

- a. with themselves (restoring mana),
- b. with others (restoring relationships),
- c. with God (grace)

| CATEGORY                                     | MINOR BEHAVIOUR   | MODERATE BEHAVIOUR  | MAJOR BEHAVIOUR   |
|--|---|---|---|
| Who will manage the behaviour                | Teacher who witnessed the behaviour or who received the report of the behaviour | The Issue is referred to the Team leaders by the person who witnessed the behaviour or who received the report of the behaviour             | The issue is referred to the Senior Leaders (3 rules) by a team leader or by the person who witnessed the behaviour or who received the report of the behaviour |
| How the incident is recorded or communicated |   | The incident is recorded on Hero<br>Hero sends an email out the teacher, team leader and DP<br>The parent will be notified of the behaviour |   |

Behaviours that are continuously repeated are escalated



|                  |   |   |  |
|------------------|---|---|--|
| LEARNING         | Lateness to class<br>Laziness<br>Not finishing work to a good standard<br>Not completing homework<br>Not paying attending in class<br>Not cooperating with others<br>Disrupting others learning   | Truancy   |  |
| EMOTIONAL SAFETY | Talking in church<br>Misbehaving in church<br>Using the Lord's name in vain<br>Inappropriate language<br>Making fun of a person's name<br>Saying something hurtful  | Discussing concepts with the intention to upset others<br>Making rude gestures<br>Intentionally excluding others<br>Spreading rumours<br>Verbal teasing<br>Talking about sex or making sexual comments to peers | Verbal bullying<br>Sexual gestures<br>Racism   |
| PHYSICAL SAFETY  | Unintentionally physically hurting another person<br>Play fighting  | Reckless behaviour that resulted in physically hurt another person<br>Threatening to harm<br>Bring a pretend weapon to school   | Intentionally physically hurting others.<br>Assaulting a teacher<br>Touching another person inappropriately<br>Physical bullying<br>Intimidation<br>Cruelty to animals<br>Bringing a knife or weapon to school |
| SAFETY           | Climbing trees<br>Out of bounds<br>Riding a bike on school grounds (excluding bike track)<br>Playing inside during break time without permission<br>Leaving class without permission<br>Playing in the toilets<br>Not wearing a sun hat | Throwing stones and heavy objects<br>Leaving the school without permission  | Consuming alcohol or recreational drugs  |
| DIGITAL SAFETY   | Using a cell phone during school time   | Not following the digital citizenship agreement<br>Taking pictures of others without their permission   | Bringing inappropriate media to school<br>Cyberbullying<br>Sharing inappropriate information or images on a digital device<br>Using digital devices to search up inappropriate information and images          |

|          |  |  |   |
|----------|--|--|---|
| DEFIANCE | <ul style="list-style-type: none"> <li>Not wearing the correct school uniform</li> <li>Leaving the lunch area without permission</li> <li>Not eating lunch</li> <li>Not following the teachers instructions</li> </ul>   | <ul style="list-style-type: none"> <li>Refusing to attend Mass or reconciliation</li> <li>Unruly behaviour on the bus</li> <li>Back chatting to an adult</li> <li>Disrespecting and adult</li> <li>Yelling at a teacher</li> <li>Lying to a teacher</li> </ul> |   |
| PROPERTY | <ul style="list-style-type: none"> <li>Careless with people's things</li> <li>Careless with school equipment</li> <li>Using other people's things without their permission</li> <li>Does not put equipment away after using it</li> <li>Hanging from basketball hoops or field goals</li> <li>Throwing food</li> <li>Spitting</li> </ul> | <ul style="list-style-type: none"> <li>Vandalism/graffiti</li> <li>Stealing</li> <li>Flooding toilets</li> <li>Throwing things over the fence</li> <li>Playing with matches or a lighter</li> </ul>  | <ul style="list-style-type: none"> <li>Setting fire to an object at school</li> </ul> |