

BEHAVIOUR MANAGEMENT POLICY

Rationale:

Emmaus believes in nurturing the dignity of each person in our school community. We also believe that each individual in the school community will be cared for spiritually, intellectually, physically, socially and emotionally. Each member of the school community has rights and responsibilities to create a safe environment and care for the safety and wellbeing of children, teachers and parents. Assertive Discipline recognises the right of teachers to teach, and the right of students to learn in an environment where students are empowered to choose responsible behaviour and show respect for the rights of themselves and others in our school community.

Definition:

Assertive Discipline is the clear, firm communication of rules and expectations. It involves modelling and reinforcement through logical consequences and positive reinforcement of appropriate behaviour.

Aims:

- To reinforce within the school community what appropriate behaviour is, and clearly define the limits of acceptable and unacceptable behaviour.
- To ensure that everyone within the school community has a common understanding of the school rules and the consequences of choosing to behave appropriately and in an unacceptable manner.
- To ensure that staff act as appropriate role models for students.
- To develop a consistent whole school approach for staff and students, in the management of classroom and playground issues using an assertive response style: clearly, confidently and consistently stating expectations to students and backing up words with actions.
- To establish positive expectations of student behaviour and teach students to manage and take responsibility for their own behaviour.
- To increase students' self esteem through meaningful positive recognition and a positive classroom environment.

Implementation

- Staff will be provided with annual professional development and support in Assertive Discipline practices and strategies, and the 'Solving the Jigsaw' strategies.
- 'Corporal Punishment' is not permitted at Emmaus Catholic Primary School.
- Emmaus Catholic Primary School will comply with the CEOM policies and procedures in regard to suspension, expulsion and exclusion.
- Parents, teachers and students will be explained the school's rules, rewards and consequences.
- Teachers teach, display and reinforce the school rules every term.
- Teachers outline the positive recognition that students receive for following the rules and making appropriate choices of behaviour.
- Staff explains the hierarchy of consequences and discusses student behaviour as a choice.
- Staff implements the school discipline policy in a consistent and assertive manner.
- Staff uses non-verbal reinforcement and verbal praise for appropriate student behaviour.
- Staff practises the use of assertive language in providing limits and in the management of behavioural issues.

Our school's philosophy is 'to pray, work and share together'.

- Staff uses pro-active strategies such as physical proximity, scanning, the 'LOOK', using the student's name, cueing etc. Prior to a warning being given.
- Staff seeks the assistance of colleagues and leadership for pro-active assistance.
- Staff may 'drop down' to more serious consequences if deemed appropriate.
- Staff implements the 'Severe Clause' for serious and repeated behavioural issues.
- Students who demonstrate serious or repeated unacceptable behaviour are offered counselling and support; parents are notified.
- Staff utilise the 'Solving the Jigsaw' strategies such as 'Naming It' to facilitate problem solving.

Evaluation:

This policy will be reviewed with student, parent and community input as part of the school's review cycle.

This policy was reviewed in.....

Term 1 2010

BEHAVIOUR MANAGEMENT PROCEDURES

TEACH SCHOOL RULES:

1. Follow instructions.
2. Keep hands, feet and objects to yourself.
3. Speak appropriately.
4. Listen to the speaker.
5. Move safely.
6. Treat all property with care.

FOLLOW STEPS IN DISCIPLINE PLAN:

1. Warning.
2. Move to another place within the classroom.
3. Time out in the classroom.
4. Exit to another room within level – possible consequence sheet on return to class.
5. Sent to the Principal.

BEHAVIOURAL MANAGEMENT STRATEGIES

- Use appropriate consequence sheets depending on your grade level and child.
- Follow the 'Wet Day Program' procedures.
- Implement the Classroom rules, rewards and consequence strategies daily.
- 'Implement 'a Positive Approach to Managing Student Behaviour' facilitated by Patrice Wiseman from Larmenier.
- Reflect and use 'The Positive Classroom Checklist' (McGrath and Noble 2007)
- Reinforce the 'Strategies / Intervention for Managing Difficult Behaviour and Using Assertive Discipline in the Classroom' handouts.

This policy was reviewed in.....

Term 1 2010

ASSERTIVE DISCIPLINE POLICY CLASSROOM RULES, REWARDS AND CONSEQUENCES

RULES

1. Follow instructions.
2. Keep hands, feet and objects to yourself.
3. Speak appropriately.
4. Listen to the speaker.
5. Move safely.
6. Treat all property with care.

REWARDS

The following may be used:

- Praise
- Certificates/Awards
- Stickers/Stamps
- Raffles
- Table Points
- Free Time
- Extra Activity Choice (eg: sport/art)
- Class Prizes
- Barter System
- Reward Chart
- Class Prizes
- No Homework Coupons
- “Caught you making good choices” box

CONSEQUENCES Grades Prep, 1 & 2	CONSEQUENCES Grades 3, 4, 5 & 6
<ol style="list-style-type: none"> 1. Warning 2. Move to another place within classroom. 3. Time out in classroom (5 minutes) 4. Exit to another room within level (5-10mins) 5. Sent to the Principal 	<ol style="list-style-type: none"> 1. Warning 2. Move to another place within classroom. 3. Time out in classroom (5 mins) 4. Exit to another room within level – possible consequence sheet on return to class (5-10mins) 5. Sent to the Principal

SEVERE CLAUSE: Straight to the Principal – parents may need to be contacted.