



## BEHAVIOUR MANAGEMENT PROCEDURE

### 1. AIM

- Every child has the right to learn and play in a friendly and safe environment.

Sources of Authority	
CECWA Policy	Community
Executive Directive	Safety Wellbeing and Behaviour

### 2. SCOPE

- Parents and carers, students, school staff and the leadership team

### 3. DEFINITIONS

- **Behaviour management:** is a process to help create teaching and learning communities where all members of the school community feel secure from harassment, aggression, violence and bullying. It is a culture and a philosophy underpinning all that happens in the school (National Safe Schools Framework).
- **Healthy and respectful relationships:** Pope Francis says in AMORIS LAETITIA, as an essential requirement of love, “every human being is bound to live agreeably with those around him”. Modelling healthy and respectful relationships creates an engaging, safe and supportive environment. It also equips children and young people with the understanding of how they should be treated.

Healthy relationships are often referred to as being ‘respectful relationships’ or ‘ethical relationships’, or even a ‘good relationship’. No matter what type of relationship it is, a respectful relationship typically exhibits characteristics of:

- Respect: Mutual feelings of regard; sense of feeling affirmed and safe
  - Communication: Active listening, hearing and being heard; understanding; being able to say no
  - Trust: Feeling trust and being trusted
  - Equality: Freely making your own choices
- **Restorative Practice:** The strategies and actions of repairing a relationship to foster remorse and model forgiveness between peers, teachers and families to maintain the students’ sense of belonging in the community
  - **School Ready:** *May be referred to as ‘learning ready’ and/or ‘play ready’*  
In addition to some academic basics, school readiness skills include self-care, attention and concentration, physical skills, emotional regulation, language skills and play and social skills.



## BEHAVIOUR MANAGEMENT PROCEDURE

### 4. PROCEDURE

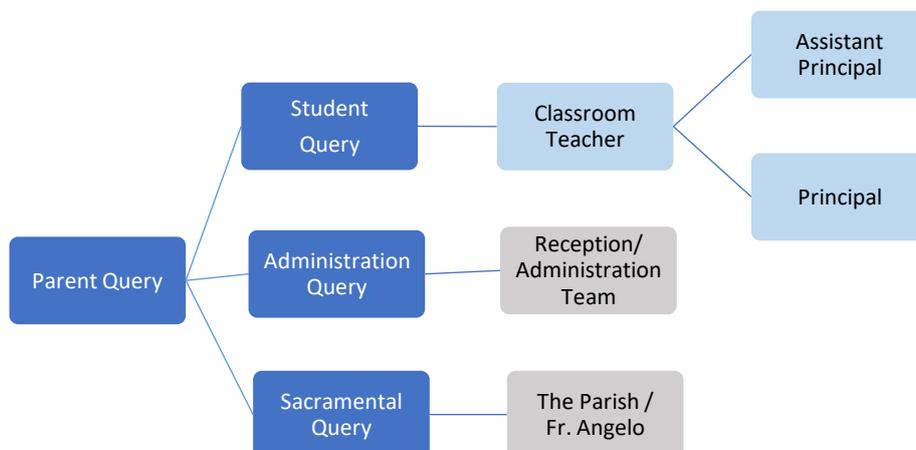
#### ROLES & RESPONSIBILITIES (expected behaviours & courtesies)

Aranmore Catholic Primary School **students** are taught to take responsibility to:

- Be respectful, safe and caring
  - Treat others with dignity and respect
  - Show forgiveness and empathy
- Be responsible:
  - Take ownership for their behaviours
  - Abide by school and classroom expectations
  - Ensure the environment is kept neat, tidy and safe
- Be learners who:
  - Respect everybody's right to learn
  - Respect teachers right to teach

Aranmore Catholic Primary School **parents** have the responsibility to:  
*(As per the School's Enrolment Policy and Code of Conduct)*

- Provide information to the school about their child or circumstances, that may impact on their child's learning
- Maintain confidentiality
- Treat the staff with respect, honesty and trust their professional knowledge
- Treat the school community with respect
- Ensure that their child attends school, wears the correct uniform and is punctual
- Be an active participant in their child's education
- Follow the appropriate communication channels





## BEHAVIOUR MANAGEMENT PROCEDURE

Aranmore Catholic Primary School **staff** have the responsibility to:  
(As per the Staff Code of Conduct)

- Provide an inclusive, safe and engaging learning environment
- Ensure consistency in implementing all school policies and procedures
- Establish and nurture healthy positive relationships with students and the community
- Continually promote school and student expectations
- Promote restorative practices

Aranmore Catholic Primary School **Principal** has the responsibility to:  
(As per the Staff Code of Conduct)

- Ensure consistency in the implementation and maintenance of the Behaviour Management Procedure
- Support the classroom management plan of teachers to promote healthy positive relationships
- Support teachers with the development of the skills to provide safe and engaging classroom environments
- Follow and promote the appropriate communication channels
- Facilitate case conferences if required
- Manage procedures for serious misdemeanors

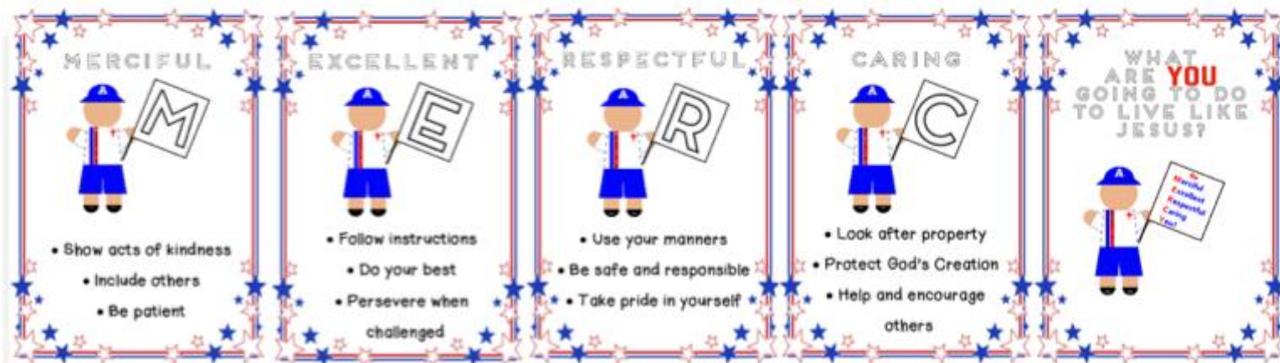
### STUDENT BEHAVIOUR FRAMEWORK

#### BEING A MERCY KID

A whole school incentive that focuses on students being:

**M**erciful  
**E**xcellent  
**R**espectful  
**C**aring  
**Y**ou

## Be A Mercy Kid



#### Class

When a whole class exhibit these 'Be A Mercy Kid' values, they receive a class token. A class aims to achieve 10 tokens as this will result in a 10 minute class reward, as soon as practicable.

#### Individual

When individual students consistently exhibit these 'Be A Mercy Kid' values, they receive a token which earns them points for their faction. There is a reward in the middle and at the end of the term.



## BEHAVIOUR MANAGEMENT PROCEDURE

### STUDENT BEHAVIOUR FRAMEWORK

Stage 1 – Responsibility of the Aranmore CPS Staff Low-level disruption and breaches of school expectations.	
Behaviour	Response
<p><b>These may include:</b></p> <ul style="list-style-type: none"> <li>• Disrupting others</li> <li>• Calling out</li> <li>• Littering</li> <li>• Running around school</li> <li>• Playing in areas that are unsafe/out of bounds</li> </ul> <p>(list not exhaustive)</p>	<p>In the classroom:</p> <ol style="list-style-type: none"> <li>1. Conversation and redirect behaviour</li> <li>2. If continued, give warning. Provide student with an opportunity to regulate and reset.</li> <li>3. Behaviour continued, consequence given that rectifies the action</li> </ol> <p>In the playground:</p> <ol style="list-style-type: none"> <li>1. Conversation and redirect behaviour</li> <li>2. If continued, give warning</li> <li>3. Behaviour continues, walk with duty teacher</li> </ol> <p><i>Once behaviour has been reflected upon, each child is assured of a fresh start and relationships are restored.</i></p>
Stage 2 – Responsibility of the Aranmore CPS Staff Moderate level disruption and breaches of school expectations.	
Behaviour	Response
<p><b>These may include:</b></p> <ul style="list-style-type: none"> <li>• Repeated behaviour</li> <li>• Low level defiance</li> <li>• Ongoing rough play</li> <li>• Dishonesty / stealing</li> <li>• Inappropriate language</li> <li>• Climbing and being unsafe</li> </ul> <p>(list not exhaustive)</p>	<p>In the classroom and playground:</p> <ol style="list-style-type: none"> <li>1. Staff member to investigate behaviour, identify each child's role and any triggers. Each child involved, needs to write in their own words what happened (completed in class at time or after break time)</li> <li>2. Once incident is understood, complete reflection sheet with required students</li> <li>3. Give consequence, if needed</li> <li>4. Parent contact</li> <li>5. Restore relationships with all parties involved, apologies given</li> <li>6. Recorded onto SEQTA and upload student's version and reflection sheet</li> <li>7. Inform Leadership Team of behaviour and discuss ongoing intervention if needed</li> </ol> <p>Duty teacher (1<sup>st</sup> responder) informs classroom teacher, calls parents and enters incident into SEQTA.</p> <p><i>Once behaviour has been reflected upon, each child is assured of a fresh start and relationships are restored.</i></p>



## BEHAVIOUR MANAGEMENT PROCEDURE STUDENT BEHAVIOUR FRAMEWORK

Stage 3 – Responsibility of a member of the Leadership Team	
Behaviour	Response
<p style="text-align: center;"><b>Serious disruption and breaches of school expectations</b></p> <p><b>These may include:</b></p> <p><b><i>Any behaviour that challenges the day-to-day running of the classroom or school and interferes with a positive and harmonious school environment.</i></b></p> <ul style="list-style-type: none"> <li>• Classroom – serious disruption and disrespect, intentional and ongoing aggressive physical and verbal behaviour towards others</li> <li>• Ongoing defiance</li> <li>• Serious or ongoing misuse of equipment and technology</li> <li>• Playground – deliberate and intentional aggressive behaviour</li> </ul> <p>(list not exhaustive)</p>	<p>Withdrawn to Assistant Principal Office.</p> <ul style="list-style-type: none"> <li>• Factors to be considered when determining consequences include the age of the student, the nature of the behaviour, the number of times the student has misbehaved and any special needs of the students involved</li> </ul> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Discussion with a member of Leadership Team about the behaviour:               <ul style="list-style-type: none"> <li>- Triggers identified</li> <li>- Students voice is heard: students involved will write down their version of events</li> <li>- Reflection sheet will be used if required</li> </ul> </li> <li>• Principal informed</li> <li>• Consequence, if needed, determined by Leadership Team</li> <li>• Restore relationships with all parties involved, apologies given</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Parent phone call or meeting with the Leadership Team</li> <li>• Assistant Principal to enter information on SEQTA</li> </ul> <p>If behaviours are continually repeated, the students may need to go on a Positive Behaviour Plan. This will be determined by the Leadership Team and Classroom Teacher.</p>
Stage 4 – Responsibility of the Principal	
Behaviour	Response
<p style="text-align: center;"><b>Most serious disruption and breaches of school expectations</b></p> <p><b>These may include:</b></p> <ul style="list-style-type: none"> <li>– Extreme disruption and disrespect, intentional and ongoing aggressive physical and verbal behaviour towards others.</li> </ul>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• Immediate withdrawal to Office.</li> <li>• Parents contacted, child collected from school</li> <li>• Internal/external suspension</li> <li>• Re-entry meeting with parent/carer and Principal</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Leadership Team to enter information on SEQTA.</li> </ul> <p>Follow CEWA's process for Exclusion of Students for Disciplinary Reasons, if required.</p>



## BEHAVIOUR MANAGEMENT PROCEDURE

### Reflection Sheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**What happened?**

**What were you thinking at the time?**

**Who was affected and how?**

**What were you feeling at the time?**

**How can I make things right?**

**What was happening in your body at the time?**

**Next time I will...**

Teacher Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher who completed sheet with student: \_\_\_\_\_

## BEHAVIOUR MANAGEMENT PROCEDURE

### Picture Prompts

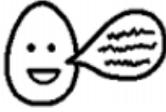
**What I chose to do:**

kick 	hit 	push 	bite 	talk or scream 
run 	not work 	pinch 	use unkind words 	throw something 

**It made \_\_\_\_\_ feel:**

happy 	sad 	mad 	scared 	frustrated 
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**Next time I can choose to:**

have SAFE feet 	have SAFE hands 	use kind words 	listen and not talk during instruction 	ask for a calm break 
say "I need space." 	ask someone to "Please stop." 	follow directions 	stay in my work area 	say, "I don't understand." 

<b>Authorised by</b>	Jonnine Lamborne	<b>Date:</b>	18 November 2021
<b>Effective Date:</b>	1 January 2022	<b>Next Review:</b>	December 2022