



# Policy

Policy no:	#1
Approval date:	2014
Previous review dates:	
Next review date:	2019
Author:	OLHOC Board

## Positive (Student) Behaviour Management

### Purpose

This policy outlines the expectations of Our Lady Help of Christians's school community in relation to student behaviour management.

### Policy

Our Lady Help of Christians School commits itself to providing a supportive school environment that values the rights and responsibilities of each student whilst promoting dignity, respect and safety for all.

### Rationale

As a Catholic school Our Lady Help of Christians is a place where God is present as we grow in Wisdom and Love.

All children, parents and staff work together to create an environment in which each child is encouraged to develop spiritually, academically, socially and emotionally. We acknowledge the different backgrounds, experiences, cultures and needs of all members of our community.

We endeavour to promote a healthy, supportive and secure environment for all children. We support our children to become resilient, organised, confident and persistent young people who have the capacity to get along with others and form positive relationships.

We believe in providing a positive culture where bullying is not accepted. All students need to be respectful towards others, have the right to learn and the right to feel safe and secure in the school environment.

### Scriptural Foundation:

Jesus showed us how to live our lives in a harmonious way. He taught us to "Love the Lord your God with all your heart, soul, strength, and mind and love your neighbours as much as you love yourself" (Luke 10:27).

### Consequences

As a result of the implementation of this policy members of the Our Lady Help of Christians school community will have a shared understanding of:

- Expected behaviour for all students both in and out of the classroom;
- Management processes to be implemented across all classes
- Links to other related policies
- Guidelines and procedures for the management of school behaviour will be developed

Our Lady Help of Christians's school community will have effective school based behaviour management practices that comply with legislation, are guided by current evidence based research, known by, and

developed for the whole school community.

Corporal punishment, in any form, is strictly prohibited at Our Lady Help of Christians. All behaviour management strategies employed under this policy seek to support both the needs of the individual student and the school community. It is expected school staff, parents and students will work together by taking a whole school approach to develop the knowledge, understanding and skills to support learning, positive behaviour and constructive relationships.

The consequences of this policy for members of the Our Lady Help of Christians school community include:

1. A caring, respectful and supportive school culture;
2. Clear whole school definition of students rights and responsibilities;
3. Clear and consistent procedures which respond appropriately to behavioural incidents clearly defining the roles of staff, students and parents;
4. Education programs which reinforce and support the adoption of expected student behaviour;
5. Professional development which assists school staff to manage student behaviour, implement teaching and learning programs, and how to provide support for students at high risk times and in high risk settings;
6. Consultation with students regularly to monitor and review student behaviour concerns;
7. Creation of physical environments in the school and staff supervision practices which limit the incidences of inappropriate behaviour;
8. Families that are supported and engaged by maintaining regular, clear communication and through systematic parent awareness raising and skill building;
9. Regular review processes and celebrations of the effectiveness of school policies, programs and procedures.
10. Ensuring procedural fairness underpins the actions of the school in dealing with student behaviour matters.

Actions taken following serious breaches of discipline or violence will be consistent with other related policies including but not limited to the suspension and expulsion guidelines.

## Reflection

### Definitions:

#### **Breach of school discipline**

Any act or omission that impairs the good order and proper management of the school.

#### **Code of Conduct**

Describes the school community's expectations of student behaviour and management procedures to implement the code.

#### **Conflict**

Involves a disagreement where one or both party's needs are not being met

#### **Education program**

An organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student's individual needs.

#### **Parent**

The term 'parent' is used for brevity and includes 'responsible person'. Part 1, Section 4 of the *School Education Act 1999* defines 'parent' in relation to a child as a person who at law has responsibility: for the long-term care, welfare and development of the child OR for the day-to-day care, welfare and development of the child except in Sections 9(2), 10(b), 25, 27, 38(1) and Division 2, Part 2 where it only has the meaning given by paragraph (b).

In Section 25 of the *School Education Act 1999*, 'responsible person' in relation to a student means: a parent of the student, in the case of a student who has turned 18 or is a prescribed child, the student OR a person whose details have been provided under Section 16(1)(b)(ii)(II) which states any adult person, not being a parent, who is responsible for the child.

### **Procedural fairness**

A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.

### **School activity**

An activity that is organised or managed by a member of the school staff as part of his or her duties.

### **School community**

All members of the school staff – both teaching and non-teaching, all students attending the school and all parents and family members.

### **Serious breach of discipline**

A serious breach of school discipline is one that adversely affects, or threatens, the safety of a person at the school.

### **Violence**

Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.

### **Whole school approach**

A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these.

### **Legislation:**

Relevant legislation includes, but is not limited to:

- *Anti-Discrimination Act 1991*
- *Child Protection Act 199*
- *Education (General Provisions) Act 2006;*
- *Education (Accreditation of Non-State Schools) Act 2001;*
- *Education (Accreditation of Non-State Schools) Regulation 2001;*
- *Weapons Act (QLD) 1990;*
- *Weapons Category Regulation (QLD) 1997.*
- *United Nations Convention on the Rights of the Child.*

## See also (Related Policies and Guidelines)

### **Policies and Directives:**

- Social Emotional Learning
- Student Protection
- Code of Conduct for Employees
- Code of Conduct for Parents and Volunteers
- Weapons (including knives) in Schools Directive
- Student Anti-Bullying
- Suspension and Expulsion Guidelines
- Student Behaviour Management Guidelines

### **Procedures:**

- Student Protection Reporting

### **Core documents:**

- Learning and Teaching Framework
- Defining Features