



# Our Lady of Mt Carmel School Mullewa

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## STUDENT MANAGEMENT POLICY

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Originally released: 1997  
Revised: 2010  
Due for Review: 2014

### RATIONALE

Our Lady of Mount Carmel School's Student Management Policy is directly in line with our Pastoral Care Policy and includes statements on discipline that establish clear guidelines for students' behaviour and challenge them to self discipline. It is collaborative in nature; it's underlying essence holding that all members of our school have the right to learn and to feel safe. It aims to develop in students the values of self respect, respect of others, and of the school environment.

### PRINCIPLES

1. The teachers will have a Behaviour Management Plan in their classroom which will be based upon the principles of Canter's Assertive Discipline Model of behaviour management that focuses on the use of positive reinforcement and the students developing independence in making appropriate choices in managing their behaviour. Students are involved in collaborative planning with their teachers of positive classroom rules, consequences and rewards. Behaviour management procedures operating in classrooms are echoed in the playground so students are aware of inappropriate behaviours and the expectations of all staff across the board. Staff members are encouraged to be assertive and follow through with the structures set in place for the school and individual classes.
2. Students are encouraged to rectify inappropriate behaviour through a process of natural justice. This may mean doing a good turn for someone, rectifying the behaviour through concrete participation, or learning something positive about the person they have hurt. This is designed to take a more pastoral care approach to behaviour management and to develop social interaction awareness. Rosters with clearly allocated chores for all students promote positive behaviours and responsibility. Fairness in allocation of tasks promotes equal opportunity and collaboration.
3. The school's 'Walking with God' virtues program encourages students to be assertive and develop social skills which allow them to interact positively with students and adults. The students are ultimately learning to be in control of their behaviour and recognise the effect their actions have on others, as individuals within a group, and as important contributors to groups.
4. Students, staff and parents are welcomed and encouraged to give input to the school's Student Management Policy, which is displayed on the school's website. Teachers will discuss their class Behaviour Management Plan during Parent Information Sessions held at the beginning of the year. This is often by way of reflection after an incident or when a parent discusses

their child's progress and/or concerns. These details are to be discussed at staff meetings for review and decisions for changes made, if applicable.

## **PROCEDURES**

1. Staff members should refrain from using any form of punishment which is not in accord with the school's statement.
2. A teacher may take such physical action that is appropriate to prevent or restrain a student from acting in a manner which places at risk their own safety, that of another student or a member of the staff of the school.
3. However, teachers should always be careful when imposing discipline measures on a student. They should consider carefully the appropriateness of being alone with a student when disciplining her/him or detaining them after class.
4. If a teacher wishes to speak to a student on a matter of discipline, it is wise to ensure that there are witnesses to the occasion. The teacher should speak to the student in an open place where their actions and behaviour can be observed.
5. The teacher should never touch a child in anger. Inappropriate expressions of affection are not acceptable.
6. Behaviour modification procedures should utilise both positive and negative sanctions. Positive reinforcement should outweigh negative sanctions at a four to one ratio.
7. The Principal may, for the purpose of disciplining a student, direct that while the student is at school she/he be isolated from other children.
8. Corporal punishment of students is not to be used.
9. A teacher has the authority after notifying the Principal to detain a student after school for such reasons as:
  - Disobedience.
  - Idleness in school.
  - Unpunctuality.
  - Any other similar fault, other than inability to learn.
10. In general, a teacher may not detain a child during certain times, except in exceptional circumstances. Detention after school should be in accord with stated school policy. Parents are to be notified by phone or letter with a minimum of 24 hours notice if a child is to be detained after school.
11. Supervision of Students and Playground Procedures and Boundaries are outlined on pages 16 & 17 of the School Staff Handbook.

## **PROCEDURES IN CLASSROOMS**

1. Each class is to devise their own acceptable behavioural patterns in collaboration with teacher and students.
2. Positive reinforcement and development of self-responsibility are to be encouraged. Students consistently demonstrating appropriate behaviour need to be recognised and receive positive feedback.
3. Class and School Rules are encouraged to be written in a positive structure. The class rules, behaviours and step by step action plans to deal with inappropriate behaviour are to be displayed in the class for all to read. These are also to include positive rewards for positive behaviours by students as individuals and as a whole class, with the emphasis on simple positive reinforcement, rather than extravagant rewards. Procedures for appropriate behaviour are to be tailored to the class group and individuals. A copy of each class Behaviour Management Plan is to be provided to the Principal in Term One.
4. Inappropriate Behaviour  
Classroom teachers follow a set procedure when dealing with inappropriate behaviour within the classroom. Inability to learn is never to be seen as inappropriate behaviour. Each day is to be treated as a new start, therefore those students who have accumulated warnings on a previous day are to have their names wiped out at the end of the day ie. A fresh start. An example of a graduated system is :-
 

I. Verbal warning	
II. Name on blackboard	First official warning
III. One cross next to name	Second official warning
IV. Two crosses next to name	10 minutes time out in classroom
V. Three crosses next to name	10 minutes time out in another classroom
VI. Four crosses next to name	Student sent to Principal

These examples will appear different in individual classes based on the developmental stage of the children.

5. Parents are to be notified when their child has demonstrated consistent inappropriate behaviour using the Correspondence Information Sheet (page 35 of the School Staff Handbook). This would include a child who has repeatedly received more than two crosses next to their name over a period of consecutive days or has appeared in the playground duty book in a similar fashion.
6. It is recognised that there are occasions when all procedures in place may be ineffective, and the staff may feel that a more formal approach to some situations will be required. If a teacher is having ongoing problems with a student, it is advised that the teacher observe the student on a regular basis, noting behaviour patterns, days and times they occur, along with the triggers. These patterns are to be documented, and staff assistance, through collaborative planning with the Principal and any staff involved, undertaken to help the child improve his/her own behaviour. All incidents are to be documented and copies kept in both the teacher's file and in the student's file in the office.
7. In the event of a student being involved in a major incident of inappropriate behaviour, or where a student's behaviour is continually inappropriate and disrupts their own and/or others' learning, the classroom teacher is to work collaboratively with the Principal to address the problem. Where a student has been sent to the Principal for a major incident or continual inappropriate behaviour,

- the student will be instructed to ring their parents and explain their behaviour over the phone, with the Principal in attendance.
- the Principal will also speak to the parents and where necessary organise a meeting between the student, parents/guardians, Principal and classroom teacher.
- A parent interview will be organised to discuss the matter with parents. The Parent/Teacher Meeting Summary sheet (page 41 of the School Staff Handbook) will be used and a copy placed in the student file.

During discussion,

- all parties involved will be encouraged to work collaboratively on addressing the inappropriate behaviour, and suggesting positive strategies the student can use in taking control of their behaviour so as to become more self disciplined.
- the Principal will also make a decision regarding any further disciplinary action that is needed. This may include suspension.

**Copies of all documentation of any meetings between the parties involved, along with other documentation relevant to the situation, is to be kept in the student's file belonging to the classroom teacher, and in the student's file in the office.**

8. Where a student, or group of students, is demonstrating consistently inappropriate behaviours for a particular teacher, mechanisms need to be set in place for dealing with the situation. These need to include a collaborative approach by the Principal and teacher to identify and use different assertive discipline teaching strategies as well as time for the teacher to self-reflect on their own teaching/learning style and the methods of assertive discipline currently being used. Teachers are to be responsible for their own professional reading on current practices in this area.