DIVINE MERCY COLLEGE

BEHAVIOUR MANAGEMENT POLICY: PRIMARY SCHOOL

At Divine Mercy College, we believe that all school members show respect and exercise consideration towards each other and adhere to the Catholic Ethos of the School as well as follow the School's Code of Conduct.

Every student has the right to learn and feel safe and every teacher has the right to feel safe in a cooperative school environment.

Code of Conduct

1. Be respectful to the Catholic Religion
2. Behave in a safe, sensible manner
3. Respect the rights of others
4. Treat others as you would like to be treated
5. Respect all property and the school environment
6. Follow staff directions without question

Principles

The following principles will guide Divine Mercy Collage and their staff in the management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- The use of corporal and other degrading punishments in banned
- Any form of Child Abuse is forbidden
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence-based decision making, reporting and referral to appropriate support, and record keeping.
- Respect for a student's culture and background
- Respect the privacy and human dignity of the student
- To focus on more positive behaviour management with positive guidance and encourage acceptance and opportunities for positive and respectful relationships with each other, staff and volunteers

Definitions

Child abuse:

1. *Emotional / Psychological Abuse*: an attitude or behaviour by a person towards a child that causes emotional harm. It can include rejection or refusal to accept a child, terrorism, bullying, isolation, grooming, continual belittlement and exposure to an act of family or domestic violence. Emotional abuse may be evidenced through disturbed behaviour or the impairment of the child's emotional, intellectual or social development.
2. *Physical Abuse*: Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver. It includes injuries such as cuts, bruises, burns and fractures caused by a range of acts including beating, shaking, illicit administration of alcohol and other drugs, attempted suffocation or excessive discipline.
3. *Sexual Abuse*: Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
   (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
   (b) the child has less power than another person involved in the behaviour; or
   (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour
4. *Neglect*: Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.
5. *Bullying students by staff*: Bullying: is a repeated behaviour that may be physical, verbal, written and/or psychological; where there is intent to cause fear, distress or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who is /are unable to stop this from happening.
6. *Grooming*: prepare or train (someone) for a particular purpose or activity (especially in grooming the person to accept any of the above behaviour in particular sexual abuse). Child grooming is befriending and establishing an emotional connection with a child, and sometimes the family, to lower the child's inhibitions for child sexual abuse. To establish a good relationship with a child and the child's family, child groomers might do several things:
   Grooming behaviour with children may include, but is not limited to:

   - Selecting and befriending a child and gaining his or her trust and then exploiting the child's vulnerabilities.
   - Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
   - Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.

- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviour with adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuser may appear to be the only one who understands him/her.
- Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognising and filling the adolescent's need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person's role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.
  In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:
- Promoting self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful
- Raising doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations
- Fostering dependency as someone the family can rely on
- Positively representing child to others so as to be perceived as someone who would never harm the child

Corporal punishment: any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; Guide to the Registration Standards and Other Requirements for Non-Government Schools 4 can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].

Degrading punishment: any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007].

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Written by: Yan Lau
Written: April 2014
Updated: Nov 2022
Review Date: 2024

Rights and Responsibilities	
Students have the RIGHT to: • learn in a purposeful and supportive environment; • learn and play in a safe, friendly and well maintained environment; • be respected (including respect of culture, human dignity and privacy); and • be treated fairly.	**Students have the RESPONSIBILITY to:** • ensure that their behaviour is not disruptive to the learning of others; • ensure that the school environment is safe and well maintained; • ensure that they are courteous , respectful, punctual, polite, prepared and display a positive manner; including the use of proper language • behave in a way that protects the safety and wellbeing of themselves and others • ensure they are always in correct school uniform – see School Dress Code Policy • maintain respect for staff, other students and volunteers
Staff have the RIGHT to: • be respected (including respect of culture, human dignity and privacy); • teach in a safe, well maintained environment; • teach in a non-disruptive environment; • seek co-operation and support from parents; • be part of a team	**Staff have the RESPONSIBILITY to:** • model respectful, courteous and honest behaviour; • ensure that the school environment is safe and well maintained, including ensuring students collect rubbish while on yard duty; • establish positive relationships with colleagues and students; • establish and maintain clear classroom management routines; • ensure no student is inside the classroom without a teacher • ensure good organisation and planning; • establish and maintain ongoing, open communication with parents; and • adhere to this policy • maintain respect for students, other staff, parents and volunteers • promote and focus on positive behaviour management • encourage respectful relationships

Parents have the RIGHT to:	Parents have the RESPONSIBILITY to:
• be informed of policy and procedures, and decisions affecting their child's wellbeing; • be informed of their child's progress; • access a quality education program for their child • be respected (including respect of culture, human dignity and privacy); • be involved in decision making processes.	• ensure that their child is punctual to school; • ensure that the their child achieves an attendance rate of 90% or more; • ensure their child is in good health; • ensure that their child is provided with appropriate materials to make effective use of the learning environment; • support the school in providing a meaningful education for their children; • establish and maintain open communication with teachers and administrators; • maintain respect for staff, other parents, students and volunteers • encourage their child to show acceptable behaviours and create opportunities for positive and respectful relationships

General Rules

- Be courteous and respectful to staff and other students
- Always dress in correct school uniform – see Uniform Dress Code
- No running on the verandah
- No student to be inside a class room without a teacher
- No vandalism
- Ensure the school grounds are free of rubbish
- No chewing gum on school premises.
- No eating and drinking in class rooms.
- Absentee note is required to be submitted on first day of child's return to school.
- All students are required to eat their lunch in their designated lunch areas during the first ten minutes of lunch break.
- Smoking, consumption of alcohol and the use of non-prescription drugs are not permitted and will result in expulsion.
- No student may leave the school grounds during school time without following the early departure procedures
- Parents who keep their children home should notify the school office by telephone before 9am that morning. An absentee note is required upon re attendance.

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- Students to arrive at between 8:00 and 8:25 am, except for a purpose which has been approved by the principal
- School gates don't open until 8.00am and students are therefore the responsibility
- of the parents until this time
- Staff are on duty until 3.30pm only therefore all parents must have collected their child by this time or have alternative arrangements
- Students to ADHERE to Bullying Policy and ICT Policy

Playground Rules

- Students only enter a classroom only if a teacher is present in the room
- Students walk on the verandah
- Students walk my bike, scooter, skateboard or rip stick in the school grounds
- Students will not deliberately disrupt other people's games
- Students are not allowed to play on any equipment before or after school
- If students borrow sports equipment only at lunchtime they must return it to either the sports room or their classroom
- Students are to follow the Sun Smart Policy when outdoors
- Students are not to play in the toilet block, throw items at students, fight or be involved in rough play
- Students are not to participate in Bullying of any kind
    - o Verbal: name calling, using put downs, racist or sexist comments, insulting, intimidation etc
    - o Psychological: threats and implied threats, emotional blackmail, manipulation, unwanted messages, threats to an individual's reputation and/or safety etc
- Relational: ostracising by excluding or rejecting a individual or group, spreading rumours and untruths, threatening to share personal information

Adhering to School Rules

Students are required to adhere to the Code of Conduct and General Rules of the School. This is paramount not only in providing an atmosphere of order and peace conducive to a positive learning environment, but in fostering a sense of responsibility and in the provision of a sound pastoral care.

The staff will endeavour at all times to encourage and promote the best behaviour from all students through positive reinforcement and a system of reward points which values achievements in all areas, academic or otherwise.

Failure to adhere to the College's strict code of conduct will result in the implementation of the following process.

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Consequences for Negative Behaviours in Classroom

In the Primary School the following steps will apply for minor breaches.
(Serious breaches of conduct will result in consequences commensurate with the breach. In such cases parents will be notified immediately).

STAGE 1: POSITIVE ENVIRONMENT	Teachers establish a positive, inclusive, classroom environment Responsible Level: Subject Teachers, Homeroom Teachers
STAGE 2: DISRUPTION (Name on Board)	Name recorded on board for warnings. Time Out buddy class/ Quiet area/ Mat will be applied. Responsible Level: Subject Teachers
STAGE 3: DISRUPTIVE CONTINUE	Step one be repeated three times or commits a major infringement a Year Form (by the way of Red Card) will be issued with an accompanying punishment these may include rubbish duty, sitting on the bench at recess and / or lunch, removal of privileges, exemption of specialist classes, exemption of excursions / incursions and writing lines. Issued Red Card recorded on XUNO, parent and child's homeroom teacher will be notified. Responsible Level: Subject Teachers
STAGE 4: LUNCH TIME DETENTION	If a lunchtime detention is missed, a double detention will be incurred. The class teacher (along with specialist teacher if applicable) will contact the parent to inform them of the child's behavior. Lunch time detention recorded on XUNO by teacher concerned. Parent and child's homeroom teacher notified and interview requested. Responsible Level: Subject Teacher → Homeroom Teacher to discuss and notify Year Coordinator
STAGE 6: AFTERSCHOOL DETENTION	Year 3 if needed for severe cases but predominantly for Year 4 to 6 students. Responsible Level: Subject Teacher → Year Coordinator
STAGE 6: SUSPENSION (Child suspended from school.)	If a student persist in his/her misconduct a meeting will be arranged with the teacher and Year Coordinator and parents will be notified. Student completes formal written contract for return to class. Serious breaches, which continue despite discussion with parents, may

	result in the student being suspended.
	Suspension recorded on XUNO. Parent notified and interview requested.
	Responsible Level: Homeroom Teacher → Year Coordinators → Principal

Positive Behaviour

All classroom teachers have their own reward system. In addition to this there is a positive behavior reward programs at DMC.

Individual Recognition – Green Cards
To reward individual behaviour students are given Green Cards when they behaviour exceptionally. Once they have received 10 cards these can be cashed in for a prize.

APPENDIX 1 – DIVINE MERCY COLLEGEPARENT LETTER:

Dear………………………,

This note is to inform you that _____ has been disruptive in class today.

As a result, 'Time Out' was given in line with our class agreement.
This note is for information purposes and I have dealt with the matter at school.

Please sign the attached slip and return to school.

Yours sincerely,

_____   _____

Class Teacher   Date

Parent / Interview required Yes / No

_____   _____.

Parent's signature   Date

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APPENDIX 2 – DIVINE MERCY COLLEGE TIME OUT THINK SHEET

NAME : _____ DATE :_____

TEACHER : _____

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WHAT WAS I DOING?

_____
_____
_____
_____
_____

WHO WAS AFFECTED BY MY ACTIONS?

_____
_____
_____
_____
_____

WHAT CAN I DO DIFFERENTLY IN THE FUTURE?

_____
_____
_____
_____
_____

Student Signature   Teacher Signature

_____   _____

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Reward Voucher / Commendation	
Date	Student's Name
Homeroom / Class Teacher:	
(Tick one or more of the following areas)	
This student has demonstrated the following:	
• attentive, on-task behaviour	
• learning tasks completed to a high standard	
• arrives to class on time, with all required materials/equipment	
• wears his/her uniform correctly and with pride	
• speaking in a positive, encouraging manner to peers	
• treating staff and peers with courtesy and respect	
• self-motivation / taking responsibility for own progress	
• helping others (elaborate)	
• other (specify)	
Signed:	
Teacher Name:	