



BEHAVIOUR AND SERIOUS OFFENCES POLICY

Holy Trinity is a Catholic Parish Primary School. We believe that:

We are a Christ centred community enhancing the teaching, values and ministry of our Catholic faith. Each member of our community be acknowledged and nurtured in a unique, caring, respectful manner. We strive to provide a positive and safe environment for all.

RATIONALE

At Holy Trinity Primary School, we are committed to a Behaviour Policy that prepares students for the challenges of being future citizens in our society and enables them to become accountable for their actions. We also uphold the philosophy and intention of the Policy on Discipline for Diocesan Systemic Schools .

The welfare of each student is a priority in formulating our school behaviour policy. We believe that all children are innately good and that they have the right to be treated in a Christian manner which is fair, just, inclusive, respectful and reconciling. In keeping with our Christian values we promote the message of Jesus to "Love one another".

We actively seek to reward positive and appropriate behaviours in both class and school settings. We strive to impart a sense of responsibility for actions to our students in developing self-discipline and responsibility promoting a positive school environment rather than an authority based style of discipline. The steps of procedural fairness will be followed in all encounters with students and adults. We strive to nurture Christian courtesy among students and staff to enable a positive school spirit to develop. This is firmly based in each classroom as this is where we believe effective modeling and practice begins.

This policy promotes a caring community approach where respect for each other and property is seen as fundamental. Staff are encouraged to take time to explore issues regarding any perceived misbehaviours before consulting the Assistant Principal or Principal.

Corporal punishment of students at Holy Trinity Primary School is not permitted under any circumstances.

The school does not sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at the school.



Administration

We shall develop and maintain a positive school culture at Holy Trinity by:

- Being welcoming and open in our communication with our whole faith community
- Distributing fortnightly newsletters to inform parents and others of school events curriculum initiatives, social events, sacramental programs and other items of importance
- Developing and proclaiming the school mission and vision statements to parents
- Providing transition structures from Pre-School to Kindergarten, and Primary School to Secondary School
- Creating a family atmosphere in the school by acknowledging achievements at weekly assemblies, welcoming and farewelling families to and from our community and supporting families in times of need
- Developing and maintaining a safe and pleasant environment
- Being aware of the special needs of particular children and families
- Giving access to counselling and support services to families of Holy Trinity
- Affirming the importance of families as an integral part of our community, and welcoming their participation at school events, in curriculum programs and on formal and informal committees i.e. The P&F, The School Council and Working Bee Days

Anti-Bullying Statement

What is Bullying?

Bullying Behaviours are about an imbalance of power where there is a deliberate intent to cause harm or distress. These behaviours can be verbal, social, psychological or physical. They impact on the lives of the person/people being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.

There are three broad categories of Bullying



Direct physical bullying

This form includes hitting, tripping and pushing or damaging property.

Direct verbal bullying

This form includes name calling, insults, sexist or racist remarks, or verbal abuse.

Indirect bullying

This form of bullying is harder to recognise and often carried out behind the person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Indirect bullying includes:

- Lying and spreading rumours;
- Playing nasty jokes to embarrass and humiliate;
- Mimicking;
- Encouraging others to socially exclude someone;
- Damaging someone's social reputation and social acceptance
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

Our Commitment

As a school community committed to giving witness to the Gospel of Jesus Christ and the implementation of our School Vision, Mission and Norms, the Holy Trinity School, West Wagga has a zero tolerance to all bullying in all of its forms.

As a consequence of this commitment our response to any incidents of bullying will be congruent with the Rationale, Beliefs and Procedures outlined in the School's Pastoral Responsibility Policy.

Implementation of Pastoral Responsibility

It is intended these aims will be achieved through:

- Providing a warm and inviting atmosphere at Holy Trinity
- Providing the children with opportunities to make choices and value judgements
- Faith development for our staff
- Providing parent education and information



- Through the modelling of the Gospel values
- Staff members being available for parents
- Providing Student Welfare for children when required
- Providing Learning Support as required for students with special needs
- Implementing proactive and consistent Behaviour Management

Management Procedures

It will be explicitly taught along with other Positive Behaviours for Learning lessons. Visuals will include: · Behaviour management tiers – green, yellow and red to display in the classroom. · Student friendly descriptions of appropriate green zone behaviours and possible yellow and red zone behaviours on each tier. · Language to explicitly convey to students what zone they are in, and the consequences they can expect if they remain in that zone · Three minor slips (Yellow slips = major) – no green zone reward at the end of 5 weeks. This entails that the student has been given around 12 opportunities to correct their behaviour with booster lessons and friendly reminders of what to do. · Parents / caregivers will be notified when a student receives two yellow behaviour slips as an avenue of support to assist the student not entering the red zone. · Major slip – no green zone reward at the end of 5 weeks. This means a serious incident has happened.

Procedure: Students will have multiple chances to improve behaviour over five weeks. After a second minor behaviour incident students will have a Booster lesson at lunch time and will be reminded that if there is another behaviour incident they will not be eligible to receive the next green zone reward. Students with significant behaviours have their own behaviour management system and have an opportunity to earn their own rewards. Whole class rewards are in action also. In Week 5 and 10 when the green zone reward happens, if there are students in the red zone they continue on with their class learning and a teacher will remain with them to continue learning. It is an opportunity for students to realise how attractive the green zone is and make it a goal for themselves to reach it in the following 5 weeks. It is our job then to support them to achieve this. Language: School rules: You were not following our RESPECT, LEARNING and RESPONSIBILITY rules when you I will be recording what has happened and you will have a consequence (as per correction sequence). Booster lessons (on second and third slip, or major slip): You are here because you have not been following our school rules of RESPECT, LEARNING and RESPONSIBILITY. (Briefly describe behaviour as per slip). You are not able to receive the green zone reward in Week 5 and 10 and your parents/caregivers will be called. Let's work out how to get back to the green zone!



Playground exclusion: It is acceptable practice to exclude children from an area in the playground or PART OF the play time as a consequence of inappropriate behaviour in the classroom or on the playground. Only children excluded from the playground at recess will have time out at this time - a whole class should not be given the consequence because of the behaviour of 10 students. Students must be allowed to eat and toilet. Students must be allowed some movement time, or part of the break time eg. play for last 10 minutes, go out with TA for movement time after the break is over.

Children sent from the room: The standing of children outside classrooms is not an acceptable form of discipline. Children are to be actively involved in classroom activities at all times. Should a child be so unruly as to totally disrupt classroom routine: a message should be sent to the Principal (or AP in their absence) as soon as possible.

Respite: This is an acceptable and agreed practice for reducing the impact of negative behaviour. A teacher may choose to ask another teacher to have a disruptive child. Once removed, a child is excluded until at least the end of the teaching session.

Students moved to another class will not have their learning supervised. They are to provide respite only.

Consequences of behaviour should always be congruent with a basic value of respect for the dignity of the child. Any form of verbal or physical punishment (which is contrary to the spirit of pastoral care) is to be utterly rejected. The class teacher has a major impact on the nature of discipline that is promoted in the classroom. **No teacher is, on any account, to administer corporal punishment to any child.** The Principal, or Assistant Principal, should be consulted in any serious cases of behaviour.

Parents are informed as elements of the policy become relevant, in communication to parents such as the school newsletter. They are reminded of the contents of the policy at Parent Forums at the beginning of each school year.

Students are informed in relation to norm settings at the beginning of each school year.



PLAYGROUND BEHAVIOURS

Low Impact Behaviours

Inappropriate Behaviours	Response/Consequences
<ul style="list-style-type: none">● Telling untrue tales● Misuse of equipment● Interfering in each other's games● Not taking turns or accepting out● Playing in the toilets● Entering staffroom without permission● Littering● Running on verandahs● Excluding children from games● Bad sportsmanship● Minor teasing and disagreements● Not returning sports equipment	<ul style="list-style-type: none">● To be dealt with by classroom teacher or teacher on duty● Verbal response to child/children with short explanation as to why behaviour is not acceptable● Minor consequences if deemed necessary e.g. picking up papers etc● Inform classroom teacher if thought appropriate.● Teach student desired behaviours

High Impact Behaviours



Inappropriate Behaviours	Response/Consequences
<ul style="list-style-type: none">● Denial of unacceptable behaviour Unacceptable language/verbal abuse Physical aggression● Sexual connotations● Leaving set boundaries● Hands on – any physical touching Ignoring teachers instructions Repeated offences of high impact behaviour Bullying in any form● Stealing Damaging to other people's or school property <ul style="list-style-type: none">● Extreme Hairstyle or colours, offensive clothing or costume for events that is not inline with Catholic Values and Catholic standards in education	<ul style="list-style-type: none">● Send to Principal/Assistant Principal● Incident to be discussed with teacher concerned and class teacher● Record details of incident Assistant Principal/Principal will document behaviour in and place in student files. Parents will be notified● Behaviour support could take the form of:<ul style="list-style-type: none">- Behaviour coaching- restorative practice- Peer mentoring- Community service- Behaviour contract- Weekly meetings with support group- Engage outside support- Counselling <p>In the case of critical incident student will be suspended immediately. If thought to help manage a situation student could be given internal/external suspension.</p> <ul style="list-style-type: none">-student given an in-school withdrawal or external suspension until the issue with hair is resolved-student sent home to change



Holy Trinity Primary School

'Faith, Learning, Together!'