



IMMACULATE HEART COLLEGE

Through Mary to Jesus: "The Way, the Truth and the Life"

John 14:6

Primary School Behaviour Management Policy

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Document #

SM25

Version 1.0



1. Rationale

Immaculate Heart College is committed to providing all students, staff and parents with a learning environment that is welcoming, cooperative, supportive and safe. The school's Behaviour Management Policy is developed in consultation with the school community, and endorsed by the School Board.

Our intent is to create a learning environment within our school that embeds the school's core values of, Respect, Excellence, Responsibility and Safety, to support students to develop resilience, make positive choices and accept responsibility for their actions. We adopt the belief that through poor choices students can learn important lessons, and further develop responsibility and independence. We are committed to using 'Restorative Practices' where following a behaviour incident students engage in a conversation (with their teacher or administrator) designed to encourage reflection and to minimise damage to relationships. The focus is on the behaviour exhibited, not the child.

The College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. Instead, our use of Restorative Practice aims to preserve relationships once a disciplinary action has taken place.

This document also articulates the expectations of the school community in relation to student engagement including strategies to address bullying and school attendance.

2. Definitions

Restorative Practice

Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. They also help to build the student's capacity to self-regulate behaviour and contributes to the improvement of learning outcomes.

Bullying

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them in an ongoing manner.

3. Principles

The Primary Behaviour Management Policy is to provide clear guidance for all staff (teaching and non teaching) to apply the following principles.

1. **Consistency:** Follow the procedures so that issues of fairness and equity are minimised.
2. **Process:** Have an understanding of action-consequence.
3. **Restorative Practice:** Engage the student in a conversation designed to encourage reflection and minimise damage to relationships. Each classroom has a copy of the Restorative Questions.



4. **Communication:** Work collaboratively with parents and maintain regular, open lines of communication. Parents are informed as per the policy regarding both positive and negative student behaviour.
5. **Inclusivity:** When dealing with students the following issues will be considered related to inclusive practices:
 - An awareness of the cultural background of students and in particular, social formalities that may be contrary to the expected norms in the school.
 - Accommodating for different starting levels of social skills that students bring to school.
 - Recognising the previous home experiences that a child may bring to situations where an expected code of behaviour is required.
 - The use of an Individual Behaviour Plan (IBP) to accommodate for individual needs of particular students.

4. Procedure

Steps taken for undesirable behaviour in the classroom

1. Students are given a friendly verbal reminder of the expected behaviour.
2. Students are given a formal warning, recorded in SEQTA.
3. Student is given a time out in the classroom. Reflection is encouraged. Recorded in SEQTA. On the student's return a brief restorative conversation is to take place.
4. Student is given a time out in another classroom and asked to complete a written reflection, based on Restorative Practice. A restorative conversation is initiated by the teacher. Parent contact is to be made by the classroom teacher. Outcomes of the restorative conversation is to be entered into SEQTA.
5. Notify the Head of School (or delegate) prior to sending student to administration, A further consequence (reprimand, detention, loss of privilege, shadow duty teacher, withdrawal or suspension) may be issued. Parent contact is to be made by the Head of School and entered into SEQTA.

Fast Track

Any behaviours deemed to be extreme, including (but not limited to) bullying, physical violence or racism, will be fast tracked by the teacher to the Head of School A consequence (reprimand, detention, loss of privilege, withdrawal or suspension) may be issued. Parent contact is to be made by the Head of School and entered into SEQTA.

In all behaviour management scenarios



After a behaviour incident, the staff member will engage students in a restorative conversation, to encourage reflection and to restore any damage to relationships. The following questions can be used to facilitate the conversation.

For Challenging Behaviour:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Excursions and In-School Events

A student's participation in any activity organised by Immaculate Heart College is always at the Principal's discretion. Any student whose behaviour may be of risk to themselves, or other student may be deemed ineligible to attend.

5. Responsibilities

All Students, Parents/Carers and Teachers have a role to play in behaviour management.

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none">• Learn in a purposeful and supportive environment• Work and play in a safe, secure, friendly and clean environment• Be treated with respect, courtesy and honesty• Be heard• Receive respect and kindness from others• Make mistakes and learn from them	<ul style="list-style-type: none">• Show respect and kindness to all members of the school community• Attend school• Ensure that they are punctual, polite and prepared• Set goals and work towards achieving them• Develop their resiliency



<ul style="list-style-type: none"> An engaging curriculum 	<ul style="list-style-type: none"> Ensure their behaviour is not disruptive to the learning of others Ensure that the school environment is kept neat, tidy and secure Behave in a way that protects the safety and wellbeing of others Communicate issues and concerns to parents and teachers Value and respect the whole school community Follow school rules Accept consequences for their actions and learn from possible good choices
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Staff have the right to:	Staff have the responsibility to:
<ul style="list-style-type: none"> Be treated with courtesy and honesty Receive respect and kindness from others Teach in a safe, secure and clean environment Teach in a purposeful and non-disruptive environment Receive cooperation and support from parents 	<ul style="list-style-type: none"> Model and demonstrate courteous and honest behaviour Show respect and kindness to all members of the community Model resiliency Ensure that the school environment is kept neat tidy and secure Establish positive relationships with students and parents Ensure good organisation and planning Provide an engaging curriculum Report student progress to parents and students Implement Positive School Engagement Policy



- Know the school rules and incentive programs and show consistency when enforcing them.

The College's Code of Conduct was developed in consultation with staff, and our student population, it can be found in the policies and procedures folder under School Management, or on the College website.

6. Supporting Information

College website at <https://ihc.wa.edu.au/>

7. Related Documents

Type	Document	Doc #
	Student Code of Conduct	SM03
	Staff, Volunteers and the Board Code of Conduct	HR03

8. Review

This policy will be reviewed annually for validity.

Rev No.	Date	Prepared by:	Reviewed by:	Reason for amendments or review
0.1	December 2023	C.Hall/K.Knight	C.Hall	This year the leadership team decided to separate the primary behaviour management procedure from secondary. As such, this is a new document.
1.0	December 2023	C.Hall	S. Da Luz	Finalisation and minor edits of the new document.