Behaviour Management Procedures

At Mother of God School, we work to restore relationships, ensure a safe and secure learning environment for all and provide opportunities for students to own their behaviours and support them to make better choices. Our procedures are guided by our Behaviour Management Policy. Principles of Restorative Practice are embedded in all attempts to respond to student behaviours.

Student Norms of Behaviour
Appropriate behaviours expected of students at Mother of God School are categorized under three headings.

Respect of self
Whether I am in the presence of teachers or not, I always act in a way that is respectful.
I do nothing that places myself at risk of harm.

Respect of others
We let others work and play without interference.
We listen to others and speak to others politely.
We do nothing that places others at risk or harm.

Respect of property
We respect and take care of our school.
We respect other's property as we do our own.

Classroom norms of behavior
These include the ‘Student Norms of Behaviour’ (above) as well as other norms that are generated by students as part of an Inquiry Unit at the start of each school year that focuses on Building Our Learning Community.

Student Misbehaviours
In providing guidance in responding to inappropriate behaviours, we have approached student misbehaviours in three levels:
1. Misbehaviours (low level that can be dealt with immediately by the teacher present)
2. Serious Misbehaviours (when a student demonstrates a persistent pattern of misbehavior)
3. Extreme Misbehaviours (those misbehaviours that place the student or those around them at risk of injury or harm, both physically and emotionally).
What needs to happen to make things right?

Misbehaviours
At this level of misbehaviours, teacher judgment will guide the most suitable response. When a child’s behaviour has been hurtful to another child, or has damaged property, the response should be an appropriate action. Examples of ‘What needs to happen to make things right’ may include:
- Talk with those involved using the Affective Questions
- Actively encourage children to take action to repair the relationship(s)
- Encourage children to use the Naming It strategy
- Time Away from class or school yard (and Welcome Back).
- Use Circle Time to explore issues of inappropriate behavior and generate alternative behavior choices
- Complete MOGS Reflection Sheet (n.b. whenever a child completes this form it is to Principal and then sent home for signature. It is kept on file in student records.)

Serious Misbehaviours
Inappropriate behaviours are deemed serious when there is a persisting pattern of misbehavior and there is no evidence of change of behaviour as a result of using strategies detailed above. In this instance strategies will include:
- Utilising appropriate strategies outlined above
- Referring student to Student Support Group (SSG)
- Developing an Individual Behaviour Management plan (and communicating this plan to all teachers, including CRTs)
- Communicating to parents
- SSG may seek support from outside agencies

Extreme Behaviours
Inappropriate behaviours are deemed extreme when the safety of the child, or those around him/her, are at risk. In this instance the following process will be put in place:
- Extreme Behaviour Card to be sent immediately to a member of the School Leadership Team or designated member of staff
- Removal immediately from area (classroom, yard or community garden) by member of the School Leadership Team or designated member of staff
- Ensure area is safe and students are no longer at risk of harm, respond accordingly if someone is injured
- Guided by Affective Questions, Leadership Team member will complete an Incident Report
Student will complete the MOGS Reflection Sheet
Families of children involved will be contacted prior to children going home
Teacher will complete an Incident Report and give to Principal by end of day
Principal will contact parents to set up a Mediation Meeting
Student is removed from mainstream programs until Mediation Meeting is held. They will be supervised by a member of the Leadership Team (or designated member of staff)
All documentation is filed in student records

Procedure reviewed on Tuesday, May 11, 2011
## Student Reflection Sheet

(This is to be handed to the Principal and is sent home for parental signature.)

Name: ___________________________  Date: _______________

<table>
<thead>
<tr>
<th>☐ Respect for myself</th>
<th>☐ Respect for others</th>
<th>☐ Respect for property</th>
</tr>
</thead>
<tbody>
<tr>
<td>My behaviours that need addressing. (What happened?)</td>
<td>Actions that I can take to make things right:</td>
<td></td>
</tr>
</tbody>
</table>

Signed: _______________________(Student)  
Signed: _______________________(Teacher)

Signed: _______________________(Parent)  
Signed: _______________________ (Principal)
Incident Report

Name of teacher: ________________  Date: __________________

Name(s) of student(s) involved: _______________________________________

Please briefly describe what happened, date and time, location and those involved. This record should be given to Principal to be filed.

Signed: ________________________  Name: __________________  Date: _________

Principal’s Signature: ______________  Name: __________________  Date: _________