



# HOLY SPIRIT SCHOOL

## LAVINGTON

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### **Behaviour Management & Discipline Procedures**

The Holy Spirit School Behaviour Management Procedure is a component of our [Well Being and Pastoral Care Policy](#) and the [Well-Being Procedure](#)

At Holy Spirit School, we believe Pastoral Care is a way of life. It is about creating a positive school climate through living out the Gospel. We believe Pastoral Care is achieved through establishing positive relationships and the recognition of each person's sense of worth, belonging and overall well-being. It is a whole school commitment and approach to quality relationships. It provides us with strategies that promote inclusiveness and collaborative problem solving, while maintaining the respect and dignity of all parties concerned. At no time and under any circumstances is 'Corporal Punishment' accepted or tolerated at our school.

Holy Spirit School is committed to being proactive in promoting positive behaviours through actively participating in a targeted program "Positive Behaviours for Learning (PBL) to enhance learning outcomes for students in a positive, safe and supportive learning environment. The PBL framework rewards students for upholding the school's 3 expectations of "Respect Self", "Respect Others" & "Respect Property" ([3 Expectations Matrix](#)). A structured [Positive Behaviours for Learning \(PBL\) Flowchart](#) outlines the process of managing negative behaviours where students will partake in "Coaching Conversations" with the principal/leadership team. These sessions foster a sense of self responsibility and self discipline for students and help staff identify patterns of problem behaviour, monitor student progress and inform decisions that strengthen the learning environment.

#### **Rationale**

Underpinning our Behaviour Management Policy is the Restorative philosophy. Features of this approach include:

- It is respectful in that it distinguishes the behaviour from the person
- It is fair, with the opportunity for students to be heard and decisions understood



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- Is restorative by repairing the harm done and rebuilding the relationship
- Develops empathy through reflection, insight and learning
- Enhances responsibility and promotes positive behaviour change

At Holy Spirit School we believe in a restorative approach to student management that develops respect and responsibility. We do this by honouring our three school expectations:

- 1. Respect Self**
- 2. Respect Others**
- 3. Respect Property**

### Goals

- To foster positive relationships within our school community and develop socially aware students
- To encourage students to reflect and manage their own behaviour
- To provide a structure that gives common understandings, expectations and consequences.
- To provide an opportunity for restoration of relationships as part of behaviour management
- To build a positive learning environment where students have uninterrupted access to their learning
- To foster resilience in students, and encourage them to take responsibility for their actions
- To support students, staff and parents during the behavioural modification process
- For the community to have access to our policy
- To foster positive partnerships with the school community regarding behaviour.

### Expectations

**Teachers and staff are expected to:**



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- Familiarise themselves with the school expectations and school Behavioural Management Plans
- When supporting a student through the Behaviour Management Process, ensure communication with parents is direct and timely.
- Be exemplary role models of the three school expectations
- Explicitly teach the three school expectations at the beginning of the year and review these if a need arises
- Promote the three school expectations as a referral point in discussions and interactions with students
- Enforce school rule expectations
- Consistently follow procedures when implementing behavioural management processes
- Promote and reinforce positive behaviours
- Use a restorative approach, fostering students to reflect on their behaviour and consider and restore relationships
- Help empower parents and students to feel supported in their wellbeing.

#### **Parents are expected to:**

- Work in partnership with the school in reaching positive options for the child's welfare
- Use the school as the first point of contact for in-school behavioural concerns
- Contact the child's teacher in the first instance, to discuss any matter of concern at a mutually convenient time
- If required, seek further assistance/ advice from other Leadership team members
- Encourage positive behaviour to enhance meaningful learning and quality relationships
- Ensure regular attendance, punctuality and readiness for school.

#### **Students are expected to:**

- Uphold the school expectations
- Take ownership of their choices and accept responsibility for their actions



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- Reflect on their behaviour and restore relationships.

### **Behaviours for Learning Process:**

In order to maintain a positive learning environment for all we wish to reward the students for their positive contributions to the school, while providing a framework for those students who experience difficulty with their learning interactions.

Our expectations are outlined in the [3 Expectations Matrix](#) while the process follows THE [POSITIVE BEHAVIOURS for LEARNING \(PBL\) FLOWCHART](#).

### **Coaching Conversation:**

When a student has not lived up to the 3 expectations a lunchtime 'Coaching Conversation' is required. Teachers fill in a conversation referral through the Compass Chronicle portal. When a student is required to complete a 'Coaching Conversation', it is crucial that the teacher follows the steps below, to support the child in making a positive return to the learning environment. This process is used when all management strategies are no longer effective or a serious incident has occurred. It is important at this point, that parents are involved in the process.

Use the [Coaching Session Reflection Sheet](#) to guide your discussion with the student.

### **Reflection Sheet**

This process not only allows for students to reflect on their interactions but provide communication with parents. Communication between the teacher, student and parents is vital if a positive outcome is to be achieved for the student.

The purpose of the Student Reflection Sheet is to:

1. Ensure a restorative conversation takes place with the student/s, where they have the opportunity to be heard and understood.
2. The Student Reflection Sheet, ensures all parties are informed and a way forward is established and agreed upon.
3. All Student Reflection Sheets are kept in student's file



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Coaching & student reflection records are kept in hard copy and on the Chronicle component of the school's Compass Portal. This enables us to collect data and ensure all staff can access records of incidents and behaviour trends.

### **Serious Incidents and ongoing behaviour**

Serious misbehaviour or incident will result in a student being sent directly to a coaching conversation or to the Principal /Assistant Principal. Serious or ongoing behaviours that result in numerous coaching conversations will involve a phone conversation or meeting with parents by the Principal. These behaviours may result in possible Suspension and Exclusion. Holy Spirit School has adopted and follows Catholic Education Wagga Wagga's [Diocesan Suspension Expulsion and Exclusion Policy](#).

Corporal Punishment will not be used at Holy Spirit School.

Corporal Punishment is not condoned by the school in out of school hours.

Holy Spirit School does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at school.

### **Procedural Fairness**

Procedural fairness is a basic right of all individuals dealing with authorities.

Procedural fairness includes making available to students and parents or caregivers the policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing details of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard schools should establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available. For more information please refer to the [Procedural Fairness Procedures](#).

Date Ratified	Principal's Endorsement	Review Due
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March 2020		March 2023
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