



Drafted 2025
Review 2028

BEHAVIOUR MANAGEMENT POLICY

RATIONALE

At Sacred Heart Catholic School behaviour management guidelines are in place to assist students in their development towards becoming responsible members of society. As a Catholic school we strive to follow the Gospel values. The belief that all people are made in the image and likeness of God is central to treating each other with dignity and respect.

At Sacred Heart, we endeavour to offer a safe and secure environment where students' emotional wellbeing is at the centre of all decision making.

Children need to be guided towards making choices that help in developing responsible behaviours that result in positive relationships. Being responsible means understanding that every action has a consequence. Our God-given gifts of free will and conscience call us to act and respond in the best possible way.

The most effective behaviour management is a result of positive relationships between families, staff and students. All those in the community are called to work together to contribute positively towards the healthy wellbeing of others through agreed practices.

DEFINITIONS

Behaviour management is a process to help create teaching and learning communities where all members of the school community feel secure from harassment, aggression, violence and bullying. It is a culture and a philosophy underpinning all that happens in the school.

Restorative practice is a strategy that aims at managing conflict and tension by repairing harm and strengthening relationships as a way of building community.

OUR AIM

To keep Christ and his teachings at the centre of all our dealing with others.

RIGHTS AND RESPONSIBILITIES AT SACRED HEART

	Have the right to...	Have the responsibility to...
Staff	<ul style="list-style-type: none"> ✓ respect, courtesy and honesty ✓ teach in a safe, secure and clean environment. ✓ Teach in a purposeful and non disruptive environment. ✓ Cooperation and support from the whole school community. ✓ be heard in an appropriate forum on school related matters. 	<ul style="list-style-type: none"> ✓ model respectful, courteous and honest behaviour. <ul style="list-style-type: none"> ✓ ensure that the school environment is kept neat, tidy and secure. ✓ establish positive relationships with students, staff and parents. ✓ plan and develop learning programs consistent with current educational requirements. ✓ report student progress to parents. ✓ consistently implement and account for school policies.
Students	<ul style="list-style-type: none"> ✓ respect, courtesy and honesty. ✓ work and play in a friendly, safe, secure and clean environment. ✓ learn in a purposeful and supportive environment related to their developmental level. ✓ clear guidelines and expectations. ✓ access to an effective system dealing with harassment and bullying. <ul style="list-style-type: none"> ✓ be exposed to proactive social and anti-bullying programs. ✓ be heard 	<ul style="list-style-type: none"> ✓ behave safely and respectfully to others. ✓ ensure that they are punctual, prepared and display a positive manner to their learning. ✓ ensure that their behaviour is not disruptive to the learning of others. ✓ contribute to a neat, tidy and secure school environment. ✓ follow school guidelines and expectations. ✓ adhere to uniform guidelines. ✓ listen to others
Parents	<ul style="list-style-type: none"> ✓ respect, courtesy and honesty ✓ be informed of behaviour management procedures and decisions affecting their child's health and well-being ✓ access for their child to a meaningful and purposeful education. ✓ be heard in an appropriate forum on matters related to their child's education. 	<ul style="list-style-type: none"> ✓ interact with the school community in a respectful manner. ✓ support Sacred Heart in its religious education program. ✓ ensure punctual attendance of their child. ✓ ensure their child is in appropriate uniform. ✓ supply their child with appropriate materials. ✓ support the school in its educational endeavours. <ul style="list-style-type: none"> ✓ inform teachers of factors that may affect their child at school. ✓ support procedures in relation to Behaviour Management Policy and the school curriculum.

PRINCIPLES

1. Restorative practices, including asking 'Restorative Questions' are used when following up inappropriate behaviours.
2. School PBS expectations provide the school community with a code of behaviour for students, classroom rules provide a code of behaviour for students in the classroom.
3. A student who does not follow values and expectations is to be reminded that their behaviour is not acceptable and will be followed up.
4. Students are encouraged to:
 - a) describe and explain their behaviours,
 - b) how this hasn't aligned to our schools values and expectations and
 - c) suggestions for making things better.
5. Students who make inappropriate choices will be assured of a fresh start each day.
6. It is at the teacher's discretion how the behaviour will be managed.
7. Staff are encouraged to recognise and acknowledge appropriate behaviour.
8. Factors to be considered when determining consequences include the age of the student, the nature of the behaviour, the number of times the student has misbehaved and any special needs of the students involved.
9. All staff strive to create a positive, rewarding and enriching learning environment.
10. This policy is underpinned by the Catholic Education Tasmania's *'Response to Unacceptable Student Behaviour Policy.'*

SCHOOL RULES:

Behaviour Management

Sacred Heart seeks to develop a culture of Positive Behaviour Management by setting clear expectations for students and encouraging positive behaviour. We follow a School Wide Positive Behaviour Strategy (SWPBS). The SWPBS Matrix and outline of SWPBS at Sacred Heart is included at the end of this policy.

School-Wide System

School-Wide Positive Behaviour Support – SWPBS is a framework for creating and maintaining a positive and safe learning environment that enhances our school culture where we maximise individual academic, spiritual and personal growth.

SWPBS:

- Has a common purpose and approach to behaviour management
- A clear set of positive expectations and behaviours
- Procedures for teaching and modelling expected behaviour
- Continuum of procedures for discouraging inappropriate behaviour
- Procedures for ongoing monitoring and evaluation.

At Sacred Heart Catholic School we focus on four behavioural expectations (respect ourselves, respect others, respect learning and respect the environment) that are positively stated and easy to remember. In other words, rather than telling students what not to do, the School focuses on the preferred behaviours.

We are a community of Respectful Learners

Matrix

The Behaviour Expectation Matrix translates Sacred Heart Catholic School's four key expectations into expected behaviours. The Behaviour Expectation Matrix clarifies what our behaviours should look, sound, and feel like in all classroom and non-classroom areas. Our expected behaviours are explicitly taught in every classroom and consistently reinforced throughout the School. Our Behaviour Expectation Matrixes are displayed and positioned in many locations around the School and are referred to and discussed regularly with all students at Sacred Heart Catholic School.

Positive reinforcement

All staff at Sacred Heart will be responsible for recognising and acknowledging students who behave appropriately as well as those students who make an effort to manage their own behaviour. This policy also provides for those students who need additional support and direction. Individual student management plans may be drawn up. Suggested positive behavioural incentives are listed below.

PROCEDURES FOR MANAGING STUDENTS BEHAVIOUR:

Each teacher will work with students to negotiate classroom rules, consistent with the School Rules. The 'Classroom Rules' should be clearly displayed in every room. The school vision, and the rights and responsibilities of each member of the school community need to be considered. Teachers, at their discretion, may use a range of strategies to manage student behaviour. This may look different depending on the year level.

Classroom Rules

- Respect for ourselves
- Respect for others
- Respect for learning
- Respect for the environment

Guidelines for managing student behaviour in the classroom

Verbal reminder.

If a student is not complying with a rule, a verbal reminder of the class rules (without halting the flow of the lesson) is generally the most effective action. Students may be given a choice to behave appropriately or a consequence applies. Children may be given the opportunity to settle emotionally in a class cool down area.

Give a consequence

If the behaviour continues or escalates, an 'in class' consequence needs to be considered: refer to suggested strategies below. Parents/carers may be informed of ongoing inappropriate behaviour.

Inform parents

For serious or repeated instances of inappropriate behaviour a record must be kept and parents/carers informed of the inappropriate behaviour and the action taken. An improvement plan may be drawn up between the student and teacher.

Guidelines for managing student behaviour in the playground

Verbal reminder

A verbal reminder of school rules is generally the most suitable action. Students may be given a choice to behave appropriately or a consequence applies. The duty teacher may ask restorative Practice questions of the students involved.

Give a consequence

For repeated inappropriate behaviour children will be reminded of school rules and given a consequence: refer to the suggested strategies below.

Inform parents

In the event of severe inappropriate behaviour that affects or has the potential to affect the safety of others, the duty teacher is to attend to any upset children and to send the child misbehaving to a designated area for follow-up. The leadership team is to be notified and parents/carers of all children involved are to be informed of the behaviour of concern and the action taken. Any consequences that may result will only be shared with the child and his/her family that perpetuates the action.

SUGGESTED STRATEGIES FOR MANAGING STUDENT BEHAVIOUR

Positive reinforcement options	Supporting Positive Behaviours	Consequences
<ul style="list-style-type: none"> • Verbal praise or acknowledgement of good behaviours. • Stickers. <ul style="list-style-type: none"> • Merit Awards given at assemblies. • Stamps or stickers • Worker of the Week. • Worker of the Day. • Marble jar. • Group points. • Principal's Award. <ul style="list-style-type: none"> • Deputy Principal's Award. • Note in diary to parents. • Afternoon Tea with the Principal <ul style="list-style-type: none"> • Student sent to the leadership team for recognition. 	<ul style="list-style-type: none"> • Redirect behaviour. • Adjust seating arrangements. • Teach collaborative skills (Y chart). • Allocate designated play areas. • Negotiate rules for games. • Identify students' strengths and interests to redirect behaviours. • Time out for students to resolve a conflict together. • Consult Well Being Teacher 	<ul style="list-style-type: none"> • Use restorative practices to encourage self resolution. • Verbal reminder. • Counting system. • Time-out within classroom. • Teacher's shadow. <ul style="list-style-type: none"> • Time out in another classroom. • Visit the Deputy Principal. • Visit the Principal. • Meeting with parents. • Consult Well Being Teacher <ul style="list-style-type: none"> • <i>Refer to Catholic Education Tasmania for student exclusion</i>

Additional Resources

1. [Sacred Heart SWPBS Matrix](#)

2. [Catholic Education Tasmania Unacceptable Student Behaviour](#)

	Learning Environment	Toilets	Prayer Times	School gatherings	Excursions and Camps	Transitions/ Movement	Departure/ Arrival	Play Areas	Eating Time	ICT
Respect Ourselves	Be organised Have a positive attitude Follow classroom expectations 5 Ls Use equipment appropriately	Wash hands Flush the toilet Leave the toilet area when you have finished Flush the toilet Move safely Report problems or people Respect Property Turn taps on and off carefully Paper towel in the bin	5 Ls Be reverent Right time, right place 5 Ls Move with reverence Quiet voices	5 Ls Move quietly to and from gatherings	Speak appropriately Wear uniform/tire appropriately Be aware of your surroundings	Be responsible for your own actions Walk calmly Follow instructions	Walk to and from vehicles Respectfully wear your uniform Follow the road rules Be aware of surroundings Keep belongings safe and packed away	Play by the agreed rules Hats on Term 1 & 4 Play in allocated areas	Rubbish in the bin Clean your area Put your lunch box and drink bottle away before your teacher dismisses you Wash hands regularly including before eating	Follow the ICT charter and expectations
	Respect the opinions and feelings of others 5 Ls Actively listen Be a WEST person	Leave the toilet area when you have finished Flush the toilet Move safely Report problems or people Respect Property Turn taps on and off carefully Paper towel in the bin	Right time, right place 5 Ls Move with reverence Quiet voices	Respond appropriately Sit quietly	Be encouraging Celebrate Stay with your group Respect personal space	Move safely Soft feet – walk sensibly Use an appropriate voice Respect personal space Move together	Support each other Actively listen to a responsible adult Follow pick-up plan procedure	Include others Be a WEST person Respect equipment Be diffusers Be a good sport	Only eat your own food Stay seated when eating Clean up after yourself Finish your food before going to play	Follow the ICT charter and expectations
Respect Learning	Be punctual Right Time Right Place Be a Go Kart Use an appropriate voice Report damage	Return directly to class Go to the toilet at recess and lunch	5 Ls Show respect to Prayer leaders Actively listen and engage	Be engaged Participate where appropriate	Actively listen to a responsible adult Respect equipment and the environment	Move quietly	Be on time Be ready Wait safely and quietly	Share and return equipment Right Time, Right Place Respect equipment and the environment Report damage Return to class when the bell goes	Pack your lunch box away and be ready for your teacher to dismiss you Respect equipment and the environment Report damage Return to class when the bell goes	We are respectful members of our community and use digital tools appropriately at all times Follow the ICT charter and expectations
Respect the Environment	Use paper responsibly Reduce, reuse and recycle	Use paper towels and toilet paper responsibly Turn taps off when finished	Gather on concrete and paths	Clean up after yourself Respect wildlife Leave nature in the wild	Respect gardens Use the pathways Stay out of roped-off areas	Respect gardens Use the pathways Use the pathways	Obey the signs on the oval Respect the gardens Use pathways	Clean up after yourself Put wrappers in the bin Use the 'Green Bins' for disposing of fruit scraps	Print responsibly Use electricity responsibly	