BEHAVIOUR MANAGEMENT

RATIONALE
Behaviour Management is the fostering of a respectful, non-blaming atmosphere which informs all other school policies, as well as everyday school life. This code offers a framework within which positive techniques to motivate and encourage good behaviours are used by all partners in the children’s education.

Key values:
- Respect
- Responsibility
- Relationships

AIMS
At RJC we aim to create an ordered and orderly environment in which students can develop self-discipline, feel secure and make progress in all aspects of their development. Staff will make every effort to adopt a positive approach to the question of behaviour in the College and promote positive behaviour, respect and tolerance throughout the school.

RJC will create an environment that maximises learning and minimises disruption, ensuring that the individuality of each child is cherished preventing bullying behaviours in the school, ensuring the safety and personal well-being of all children. Build a strong sense of community stating school rules in a clear, child-centred and positive way.

Redfern Jarjum College objective is to be a community in which behaviour is modelled on cultural values. The dignity of all people should be promoted by an attitude of respect and consideration for the other. Our goal is to guide our students to a state of internal and external freedom, to be integrated human beings, to be boys and girls of competence, conscience and compassion. Students should be encouraged to accept self-discipline and personal responsibility for their thoughts and actions.

PROCEDURES
Discipline is the ‘good order’ in the school brought about by a whole network of rules, rewards, sanctions, support systems and relationships. This is to be achieved by a number of means – self-discipline, consistency of action, standards of behaviour, teacher responsibility and student responsibility.

1. Self Discipline:
In all our endeavours as parents, students, teachers and staff we strive for personal self-discipline. Immediate goals whether in class or out of class are for the promotion of self-esteem and self-respect and the acquisition of full growth in each student. Our structure embraces student counselling for personal and behavioural problems, student tutoring for guidance in work and study and active pastoral care.
2. **Consistency:**
Teachers, staff and administrators should systematically set limits for student behaviour, establish clear expectations and communicate them to students and parent/carer. These are to be enforced with school-wide consistency.

Teachers need to evaluate their teaching performance and adopt consistent positive management. For the classroom particularly the importance of positive management strategies which reinforced desired behaviour are to be stressed.

All must strive to be consistent in their support of each other and their dealings with students.

3. **Standards of Behaviour:**
School rules need to be clear, reasonable, enforceable and supportable and kept to a minimum. Clear guidelines for dealing with behavioural problems need to be discussed and published. In all dealings with students, teachers should strive to:-

- be calm and fair
- show reasonableness
- set appropriate consequences based on clearly defined rules
- assist students to accept responsibility for their actions
- avoid sarcasm, ridicule and harshness

4. **Staff Responsibility**
*School discipline is the responsibility of all.* All staff should be aware of the rules and be prepared to supervise their observance whenever they are in a school situation. Responsibility for good discipline in the school rests with all staff. Staff need to be aware of self-management as a contribution to effective discipline, and aim to be:- a witness to the true values of compassion and reverence, on time, organised, prepared, consistent and able to establish a positive classroom and school climate through positive reinforcement and rapport with students.

5. **Student Responsibility**
In his/her school life each student should be guided by two prime responsibilities.

- To avail him or herself of all opportunities, academic and otherwise to maximise his or her learning potential.
- To play a constructive role in helping create a positive and happy educational climate where all others can achieve their potential.

**Restorative Justice Practices**

Discipline is a learning process, where student’s behaviour will enable individuals to develop a sense of responsibility for their own actions and decisions and a kind and caring attitude toward others.

At RJC Restorative Justice Practices will be implemented to resolve issues or behaviours of concern.

When relationships are broken, they need to be repaired and the restorative justice process enables this to happen. The goal of Restorative Justice Practices is to support and facilitate the building of healthy relationships. When individuals live in healthy and life giving relationships with significant others, there is abundant personal growth, capacity for character building and a high level of achievement in all areas of growth.
Restorative Justice practices focus on five (5) simple questions:
- What happened?
- What were you thinking at the time?
- Who has been affected by what you have done?
- In what way?
- What do you think you need to do to make things right?

Redfern Jarjum College also uses an Encouragement Award Structure. The aim is to broadly recognise all of the good and positive actions, attitudes and results that take place at school that are deemed to be worthy of an Encouragement Award.

_The key word for any student is respect: for others; for property; for self and for school._