

# St John's Primary School

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## *Behaviour Management Policy*



*St John's Primary School, as part of the Catholic faith community,  
strives to provide a caring, compassionate and supportive environment,  
where each person is valued and encouraged  
to develop to his/her full potential.*



# Behaviour Management Policy

## RATIONALE

St John's Behaviour Management Policy is closely linked to the school's Pastoral Care Policy. They both endeavour to promote respectful, secure and healthy environments in which students can prosper.

It is believed that the school should create an environment which is supportive of individuals and groups with special needs, is conducive to worthwhile learning and demonstrates a caring concern for the well-being of all its members. The underlying philosophy of this policy is the development of a school culture that addresses the needs and rights of every member of the school community. The development of appropriate and acceptable behaviour is a staff, parent and student concern. Its success is based upon the recognition of the dignity, and worth of all individuals.

The Behaviour Management policy aims to foster the development of responsible self-discipline among students and seeks to promote the well-being and good order of the community. It is essential that students recognise the need for rules regarding safety of themselves, others and property in order to provide a safe learning environment for all.

Everyone in the school community needs to develop skills of living and learning together in productivity and harmony. To support this, emphasis is placed on an awareness and recognition of positive behaviours, along with effective and positive management of unacceptable behaviours. When problems are experienced in achieving these goals the focus will be that of finding solutions, whilst maintaining respect and the dignity of individuals.

## PRINCIPLES

In a variety of ways, Catholic schools are successfully creating environments which:

- are supportive of individuals and groups with special needs
- are conducive to worthwhile learning
- enhance a sense of belonging and
- demonstrate a caring concern for the well-being of all members

The Behaviour Management policy incorporates the Pastoral Care philosophy in that everyone is treated with care and respect and all students and staff have the right to *feel* safe and *be* safe.

Procedures are in place, should children exhibit unacceptable behaviour. (See *St John's Exclusion of Children from School Policy* and *St John's Bullying and Harassment Policy*).

Every school has some students whose personal and social difficulties manifest themselves in behaviours which are:

- either disruptive to the teaching and learning program,
- disrespectful of school rules and codes of conduct, and/or
- harmful to the well-being and security of its members.

In this context, St John's School ensures that strategic interventions, disciplinary measures and sanctions are approached as concerted attempts to raise student's awareness of their behaviour, foster responsibility for their actions, and to both guide and change inappropriate behaviour and social skill interaction. Stakeholders such as parents, educational psychologists, social workers and student mentors may be included in this process where warranted.

## **PROCEDURES**

### **Class Rules**

Each class has a set of rules ensuring the individual rights of children. Classroom rules need to be established with the class at the beginning of the school year and revisited regularly throughout the year.

Rules will be expressed in positive terms and clearly displayed in the classroom and students must be made aware of the consequences which will be applied consistently for breaches of the class rules.

We believe that in order to help protect students' rights and encourage responsibility, teachers must ensure that class rules cover:

- communication
- learning
- respect
- safety of self and others

It is an expectation that each class behaviour management plan will promote the development of:

- Gospel values,
- social responsibility,
- self-discipline,
- independence and initiative,
- while at the same time building the child's own self-concept through a system of praise, encouragement and rewards.

### **School Rules**

Severe misconduct by a student or the repeated breaking of school rules will be referred to the principal or another member of the school's Leadership Team. Each situation will be looked at individually, depending on the circumstances, considering the individual needs of the student or students involved.

In most circumstances the parents or guardians of the student/students will be contacted and be encouraged to be involved in resolving the problem.

### **Principal's Guidelines/Expectations**

When children are referred to the principal or another member of the school's Leadership Team for disciplinary reasons a process is followed which is based on three fundamental understandings:

- Parents are the first and most important educators
- Every child has been created as a unique individual, and
- The final outcome of any disciplinary process must be the growth and development of the child.

Where a child has been sent to the principal an investigation by the principal/Leadership Team member will occur. This will involve, where relevant:

1. Talking to the child to gather background information.
2. Talking to other children and/or other teachers who may be able to provide information regarding the circumstances of the incident or issue. The aim is to gather data so that some sound and valid conclusions can be drawn regarding the issue.
3. Parents will then generally be notified. Suitable consequences will be determined.
4. Each step in the process is documented and filed.
5. If the child is again referred to the Principal, the above process is repeated but a more extensive consequence may be applied and higher expectation is then placed on the parents to ensure that their child learns from the experience.

6. If the problem continues then further negotiation between the Principal and parents on how both school and home can work to help the child takes place. This may involve the imposition of sanctions or a referral to some outside agency if this has not already taken place.

7. In the case where a severe/extreme circumstance exists steps 1-5 are followed with clear sanction/s being proposed. In addition, contact would be made by the Principal with the Catholic Education Office. During this discussion advice would be sought regarding the appropriateness of the sanction being proposed as well as a description of the process that has been followed. The parents would then be contacted and advised of the sanctions being proposed. They would then have the opportunity to establish a case for why the selected course of action should not take place.

## **THE SPECIFICS**

This overarching policy is organised into 4 smaller policies:

- **Classroom Policy**
- **Playground Policy**
- **Bullying Policy**
- **Exclusion of Students for Disciplinary Reasons**

## **PRACTICE:**

The most effective results for maintaining discipline stem from the positive relationships between teachers and students. We see our task primarily as encouraging and recognising constructive, proactive and positive behaviour, rather than the curbing of aspects of misbehaviour. Reward, constructive praise and encouragement are powerful motivators for the individual, and they contribute directly to the development of self-discipline.

We recognise that students, parents and teachers must be made clearly aware of the standard of behaviour that is expected of students. All members of the school community need to know the benefits of positive behaviours and the consequences of negative behaviours.

Finally, we believe the following:

1. Every student has the right to learn without being disturbed.
2. Every teacher has the right to teach without being disrupted.
3. All members of the school community have the right to be treated courteously and with respect.

At all times, it is important to realise that the following school discipline policy has been developed to give all children the educational climate they need to develop to reach their full potential.

## **Classroom Expectations**

At the beginning of the school year, parents will be given information from the class teacher regarding class rules, rewards and consequences to be used in class. Classroom Policies will vary between classes and have been compiled by the class teacher and the students.

A range of positive consequences (such as verbal praise, competition points, free time and tangible rewards) and negative consequences (such as isolation within the class, withdrawal of various class privileges, being sent to the principal for a discussion re. the behaviour) will be utilised.

The rules will also be displayed in a prominent place in the classroom.

## Playground Expectations

### Positive Consequences

The key to effective discipline and good behaviour is the positive reinforcement of students' appropriate behaviour. There are many positive reinforcements that teachers can use. The following are available to staff for appropriate playground behaviour.

#### 1. Verbal recognition and praise

#### 2. Stickers

#### 3. Token System

1. Weekly class merit certificates distributed at the Student Assembly and published in school newsletter
2. Given out at recess times by Duty Teachers; within class
3. Earning Points for your Guild – a token system is issued...
4. All students from Year 1 – 6 receive an additional 10 minutes 'recess play time' every Friday as a direct result of their good behaviour.

### Guiding Appropriate Behaviour Consequences

- All students from Year 1 – 6 receive an additional 10 minutes 'recess play time' every Friday as a direct result of their good behaviour however those who have chosen not to follow rules appropriately will miss out on the ten minute 'gift' of recess time.
- Duty teacher to take responsibility for dealing with, or making arrangements for, the consequences and the follow-up of behaviour deemed inappropriate.
- It may be necessary for the class teacher and principal to be informed in case of moderate playground and interactions and should always be reported to both the class teacher and the principal for severe offences.
- Teacher discretion is a significant element in the judgement of the seriousness of individual incidents.

### Levels of Consequence and Behaviour Follow Up Guidelines

#### 1. **Warning:**

- On the spot discussion with students for isolated 'minor' offences particularly for junior/middle primary students

#### 2. **'Sitting – Out'**

- for repeated 'minor' or 'moderate' offences.
- length of time is at the teacher's discretion.
- at a place that is convenient for the teacher to supervise yet appropriately isolated such as benches.
- letters of apology/explanation or 'Think Sheets' are optional methods for reparation process
- parent contacted for regular attendees (at class teacher's or principal's discretion)
- if regular attendee, the follow up includes; - recording of the incident and consequences in the Student Interaction File (held in principal's office)

#### 3. **Detention**

- for 'serious' offences or repeat offenders

- held during recess breaks and is then monitored by the class teacher if it is a class issue
  - held during recess breaks or after school hours under supervision of principal or assistant principals.
- 4. Consequences**
- will involve students writing out on Think Sheets their reasons for their behaviour and a reflection on ways to prevent a repeat of the behaviour
  - Letters of apology may also be written where and when necessary
  - Drawings of the positive way to interact with others for those younger students who may find writing difficult.
- 5. Severe Clause: In School Detention/Suspension**
- In school suspension will be organised, where it is deemed appropriate, after discussion with parents, principal (or an Assistant Principal) and student, as to an appropriate time
  - A task may be allocated such as, e.g. weeding, cleaning.
- 6. Restorative Practices**
- The St John's Community will work towards using the inherent value of misbehaviour as an opportunity for social and emotional learning
  - Strategies including class restorative circles will enhance the dialogue between the victim(s) and misbehaving students, bringing everyone affected by the incident together
  - Dialogue will lead to understanding and actions that will set things right in order to repair and restore relationships.
  - The following Four Key Questions will guide the dialogue leading to restorative justice; *What has happened? Who has been affected, How can we involve everyone who has been affected in finding a way forward? How can everyone do things differently in the future?*
- 7. Exclusion of Students for Disciplinary Reasons** (See *St John's Exclusion of Children from School Policy*).

## Playground Rules

- Once on school property, children are to remain within school boundaries until dismissed. Before school students wait in the Under covered Area until the Duty Teacher releases them at 8:25.
- Always be kind, courteous and considerate towards others.
- Always walk on walkways, verandas and in the Hall and Undercover areas. Jumping down stairs or sliding down handrails is not safe for self or others around you.
- Play only on the basketball court, oval or in the undercover area, where supervision is provided.
- Balls and other equipment are not to be used in the undercover area before school – for the safety of little ones and other community members arriving at school.
- Students are not to leave the school grounds to retrieve a ball without permission from, and supervision by, the duty teacher – another important safety issue.
- Playing or eating in the toilets is not appropriate.

- Classrooms, office and other administration areas are out of bounds during play and lunchtimes except with teacher supervision or special permission.
- Line up at the canteen in an appropriately polite and orderly manner.
- Respect the school environment (avoid damage to trees/plants).
- Keep the school clean and litter free. Put all rubbish in the bins.
- Use equipment appropriately, considering the safety of others.
- Correct school hat must be worn.
- Respond immediately to bells. At lunch the first bell to return to class is rung at 1:10 and is a reminder to attend to toilet and drink needs. The final bell is rung at 1:15 and students are expected to be at their class line outside classrooms.
- Use only school supplied equipment. Leave personal games, toys and balls at home unless for class "News". These items are to stay in the classroom.
- Whenever there is a problem, try to work it out yourself first, then seek out the teacher on duty.