

Student Behaviour Management

UPDATED 2016



**The community of St Bernadette's Catholic Primary School
recognise Christ as our guide and companion.**

**We are committed to building a supportive learning environment
that inspires all individuals to strive continually to achieve
their personal best.**

**We seek to instil a love of learning and we believe that
modelling the qualities of kindness, honesty and respect
will assist in the achievement of this vision.**

ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL IS A SWEAR FREE ZONE

[2012 STUDENT LEADER INITIATIVE]

Student Behaviour Management Policy and Procedures

RATIONALE

The Catholic school strives to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression. In this community the cooperation of each member is required in order to create the common good (CS#60, #61).¹ Any behaviour that seriously affects or endangers the well-being of the community needs to be addressed with Christ-like compassion. [CEO POLICY STATEMENT]

Schools provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self-control and resiliency through interactions with peers and staff through the curriculum.

It is our hope at St Bernadette's Catholic Primary School, to provide a school environment characterised by positive relationships among staff, students, parents, the parish and wider community; an environment that is safe, supportive and respectful of the rights of students to learn, the rights of teachers to teach and the responsibility of all as members of the school community.

It is our hope at St Bernadette's Catholic Primary School, to create a positive social climate where there exists a sense of belonging for all members of the school community. It includes demonstrations of respect, kindness, inclusivity and care for others to raise and maintain empathy levels in keeping with Christian values. It promotes pro-activity and teachable opportunities. It includes monitoring, action and evaluation of policies, curriculum and processes. In short, the focus is on prevention, intervention, and commitment to and utilisation of strategies and approaches from numerous theoretical bases. Given that our school, St Bernadette's Catholic Primary School, is a place of learning, and in particular a place of learning Christian values, it is imperative that all adults set a good example for children, so that they can see clearly what Christian values look like in demonstrated behaviours.

The purpose of this document is to support a school culture which promotes high standards of achievement and personal conduct and clearly articulates response guidelines and consequences for inappropriate behaviour. The management of student behaviour is a staff, parent and student concern. Students' behaviour is best managed in ways that promote logical consequences and restorative practices that build and strengthen relationships and are educative in nature. We are committed to providing such opportunities and responding with tolerance and Christ-like compassion.

Parents have a pivotal role to play in the education of their children, both at school and at home. We believe that the full support of parents in the on-going maintenance of the School Student Behaviour Management Policy will ensure that there is a three way link between the student, teacher and parent, which will ensure that the principles listed below will be upheld and supported for the betterment of all.

Intrinsically, schools are social places and learning is a social process.

Students do not learn alone but rather, in collaboration with their teachers, in the company of their peers, and with the support of their families."

[ZINS ET AL. 2004]

STUDENT BEHAVIOUR MANAGEMENT PRINCIPLES (UPON WHICH OUR POLICY AND PROCEDURES ARE BASED)

- Every student deserves the right to learn.
- Every teacher deserves the right to teach.
- Every student and staff member needs to feel safe and accepted at school.
- Every student needs to accept responsibility for his/her own behaviour, both in and out of the classroom.
- Class and School rules are very clear and specific and they need to be followed for the safety and well-being of all.
- Staff aim to be consistent when enforcing the school rules.
 - Positive behaviour is promoted among children by recognised rewards (whole school and class based) but it is hoped that students will choose good behaviour because it is the right thing to do and not simply to receive rewards.
 - Teachers strive to develop within the students their intrinsic responsibility for good behaviour by balancing negative comments to students with positive feedback, guidance and support.
 - Bullying, harassment, aggression and violence is concerning behaviour that is anti-social, relationship harming and self-degrading and as such, needs to be effectively and holistically addressed in a timely and effective manner. [refer to Dealing with Bullying, Harassment, Aggression and Violence Policy]
- Rules are communicated to parents with the process to be followed should any be broken.
- Based on Christian values of forgiveness, children need to be given the opportunity to be forgiven as well as to forgive others. Students are encouraged to restore relationships and make amends for hurtful actions.
- The school strives to achieve and maintain quality, high-trust relationships built on the values of kindness, honesty and respect and characterised by good communication, understanding and empathy.

SCHOOL RULES (our Code of Conduct)

- 1. Respect each other and property.**
- 2. Be kind and caring towards everyone.**
- 3. Play and act safely at all times.**
- 4. Walk on brick paving.**
- 5. Care for the environment and put rubbish in the bin**
- 6. Wear the school uniform correctly and with pride.**

THE ROLE OF THE CLASSROOM TEACHER:

- Be responsible for guiding, monitoring and where necessary, documenting [SEQTA: PRODUCTIVE AND UNPRODUCTIVE BEHAVIOURS] the behaviour of all students in the class.
- Display and regularly discuss the School Rules, including the responsibilities and rights, appropriate and inappropriate behaviours, ensuring children understand clearly what is expected of them.
- Develop with the class age appropriate classroom rules with age-appropriate positive and negative consequences that reflect the School Student Behaviour Management Principles and Rules and make clear to students standards of behaviour expected within the class (review regularly).
- Focus, where applicable, on developing logical consequences and restorative practices within the classroom.
- Communicate class Student Behaviour Management Plan to parents (beginning of year Parent Meeting/Information Booklet).

- Establish effective channels of communication with parents with reference to Student Behaviour (positive and negative behaviours).
- Use the online resource “Parenting Ideas” to assist when addressing concerns with student behaviour.
- Where necessary, develop a Targeted Behaviour Management Plan for students requiring extra support in improving behaviour. Look at triggers, motivators and where possible, involve parents. Document on child’s behaviour record (SEQTA) what has been implemented and monitor and record the progress.
- Inform the Assistant Principal of any student with concerning behaviours, providing background information on the behaviour history of the student, interventions used and be involved in the intervention process that follows.
- Where necessary, make a referral to the Pastoral Care Team providing information on concerns and responses to date.
- Teach and encourage the development of pro-social behaviours and provide regular forums for class meetings at which behaviour and social skills issues can be discussed and addressed to establish and develop a culture of shared responsibility and respect of the rights of others.
- Consult with parents, other teaching staff, assistant principals, principal, school social worker, Catholic Education Office staff and outside agencies as appropriate to manage the behaviour of students within the class following school and system policies and protocols.
- Ensure an outline of the Class Behaviour Management Plan, including targeted behaviour management strategies in place for individual students, is available for relief teachers in your absence.
- Be punctual to assume the supervision of class after break times.
- Ensure there is a high standard of supervision of the behaviour of students within the classroom and during class activities. Classes should not be left unsupervised.

THE ROLE OF THE PLAYGROUND DUTY TEACHER:

- Be punctual on duty and vigilant when supervising students, moving around the duty area and interacting with students, pro-actively seeking to intervene as required.
- Address inappropriate behaviours as required and verbally reprimand and ensure student is clear of expectations of future behaviour.
- Address more serious inappropriate behaviours and provide age appropriate consequence (ie. play somewhere else, sit out for a few minutes, walk with teacher for a while, go and get a drink etc..) that suits the context of the inappropriate behaviour.
- Complete TIC (Teacher Incident Card) for serious or continuing incidents of inappropriate behaviour (Physical violence and/or abuse; Verbal abuse and/or swearing; Bullying – Verbal or physical; Extreme rough play; Destruction of property; Stealing). Please ensure details are provided including if it was witnessed by you or reported to you. Have a preliminary discussion with the student(s) so that there is clarity for students about why the TIC report has been issued (relate to serious actions as outlined in “Specific Protocols for Responding to Inappropriate Behaviours”). Refer to procedure for issuing TIC report on Page 7.

THE ROLE OF THE SPECIALIST TEACHER:

- Establish clear rules/expected behaviour standards applicable to the context and age of students and communicate these regularly with students.
- Report any serious and/or persistent inappropriate behaviour concerns to classroom teacher and/or add information to child’s behaviour record [SEQTA: PRODUCTIVE AND UNPRODUCTIVE BEHAVIOURS]
- Where necessary, develop a Targeted Behaviour Management Plan for students requiring extra support in improving behaviour in the context of the Specialist Class. Look at triggers, motivators and where possible, involve parents. Be sure to inform class teacher and record on child’s behaviour record (SEQTA)
- Be ready to assist with intervention strategies to address student behaviour concerns.

- Ensure an outline of the Specialist Class Behaviour Management Plan, including targeted behaviour management strategies in place for individual students, is available for relief teachers in your absence.

THE ROLE OF THE ASSISTANT PRINCIPAL:

- Implement a review process of the Student Behaviour Management Plan and provide regular opportunities for staff to discuss and strategise behaviour management issues and challenges in the school.
- Support and guide the process managing serious and/or persistent inappropriate behaviours.
- Inform the principal of students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place.
- Assist teachers in the appropriate use of TIC (Teacher Incident Card –playground and In-Class Behaviour Note).
- Provide new and relief teachers with guidelines pertaining to the School Student Behaviour Management Plan and procedures.
- Communicate with students, staff and parents (assemblies, newsletters) regarding the Student Behaviour Management Policy.
- Assist/support/mentor classroom teachers/duty teachers/specialist teachers as required in documenting, monitoring and guiding the behaviour of students.
- Research and communicate best practice.
- Inform staff of relevant professional development opportunities
- Liaise with Leadership Team and Pastoral Care Team regarding Student Behaviour Management .

THE ROLE OF THE PRINCIPAL:

- Be informed of students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place.
- Monitor students with serious and/or persistent inappropriate behaviours and the intervention plan(s) in place.
- Issue and/or be informed of students receiving an afterschool detention.
- Implement where necessary the school policy for Suspension of Students for Disciplinary Reasons.
- Implement where necessary the school policy of Exclusion of Students for Disciplinary Reasons.
- Assist with TIC and IN-CLASS BEHAVIOUR NOTE follow-ups when AP is not available.

ENCOURAGING GOOD BEHAVIOURS:

A main focus for staff is to encourage good behaviours and affirm students who manage their behaviour well. This is achieved in many ways and is enhanced by the high trust relationships developed between teachers, students and parents. It includes but is not limited to;

POSITIVE BEHAVIOURS:

- Expectation of 'good' behaviour as being the 'norm' not the exception.
- Intrinsic rewards of behaving well, working hard, being proud, developing good relationships and keeping safe.
- Verbal praise and acknowledgement of good behaviour
- SEQTA notes (productive behaviours)
- Message to parents (diaries, email, note, phone call)
- Class based individual and group rewards
- Merit certificates and awards
- Golden Tickets for playground behaviour
- Stickers
- Special helpers
- School Student Leadership opportunities

- Representing the school in various contexts (sport, performing arts, competitions)
- Explicit teaching regarding school “Virtues Program”.

Because our key aim is to encourage positive behaviours, members of the Leadership Team are happy to see students who have worked hard at following classroom rules and modelling great behaviour. Please phone first to check on availability and send only individuals or a small group at a time (max of 5).

ADDRESSING BEHAVIOUR CONCERNS:

General protocols for responding to unacceptable behaviour.

INVESTIGATION:

- Allegations of unacceptable behaviour will be investigated either by the classroom teacher or the duty teacher (and for all but minor one-off behaviours inform the classroom teacher).
- Observations of student behaviour will assist in understanding the context of behaviours and triggers and in developing an action plan to modify inappropriate behaviours. (see sample)
- All allegations of bullying need to be investigated [refer to Dealing with Bullying, Harassment, Aggression and Violence Policy]. (See Bullying Investigation Form sample)
- Bullying surveys are an effective way of monitoring ‘bullying’ activity from the perspective of students. These are used as part of an investigation within classes or year levels to get specific information regarding bullying and to give students a ‘voice’ that will be listened and responded to. This is a proactive strategy for class teachers to use.
- The School Counsellor conducts bullying surveys in selected classes across the school.

LOGICAL CONSEQUENCES/SOLUTIONS:

Given that we are about encouraging good and appropriate behaviours, where appropriate, the school uses logical consequences to address behavioural problems. The goal of logical consequences is to stop children’s misbehaviour and help them make more constructive choices. A logical consequence is based on goodwill and developing pro-social behaviour. It is concerned with present and future behaviour and differs from punishment in that logical consequences are;

- Related to behaviour
- Respectful of all parties
- Reasonable in expectations
- Relationship-building

At times, logical consequences are not deemed to be the most appropriate or effective way of dealing with behaviour problems but in many situations, a focus on ‘logical solutions’ can assist in making incidents of inappropriate behaviour opportunities for learning how to behave more appropriately. Age appropriate logical solutions can be developed by class groups to address some behaviour concerns so that children take ownership of the behaviour management process and are provided with structured learning opportunities. It would be the teacher’s responsibility though to actually determine the logical consequence to ensure it is appropriate and not too harsh.

RESTORATIVE JUSTICE:

Through a process of restorative justice, students need time and opportunity to reflect on the impact of their actions on others. At appropriate times, students will be called upon to reflect on their behaviour choices from the perspective of others and where needed, will strive to make amends through apology, relationship building conversations and actions, and a commitment not to hurt others in this way again, now they know the effect of their actions. This is particularly effective when actions are not intended to

hurt others but consequently do. Students need the encouragement and opportunity to accept responsibility, seek forgiveness and make better behaviour choices in the future.

SPECIFIC PROTOCOLS FOR RESPONDING TO INAPPROPRIATE BEHAVIOURS

PLAYGROUND

1. Students who break 'minor' school rules such as:-

ACTION – including but not limited to;

- Running on brick paving
- Playing in the middle corridors
- Playing around the toilets
- Not wearing school hat (correctly)
- Not playing appropriately
- Not following teacher instructions
- Playing (on equipment or other) before and after school

CONSEQUENCE -

- **Verbal warning together with an immediate 5 – 10mins time-out (to suit age of child and seriousness of incident).** Depending on where the incident occurred the teacher can sit the student out near-by. By dealing with the incident immediately (through a time-out) it means that a student will hopefully not keep pushing the boundary by getting numerous 'warnings' from different teachers.

2. Student who breaks a more 'serious' school rule such as:

ACTION –including but not limited to;

- Physical violence and or abuse
- Inappropriate contact
- Verbal abuse and/or swearing
- Bullying – Verbal or physical (IF BULLYING IS WITNESSED, PLEASE CONSULT WITH CLASSROOM TEACHER TO INITIATE BULLYING INVESTIGATION AS PER BULLYING, HARASSMENT, AGGRESSION AND VIOLENCE POLICY)
- Extreme rough play
- Destruction of property
- Stealing
- Persistent breaking of 'minor' school rules

CONSEQUENCE –

PROCEDURE FOR ISSUING TIC (TEACHER INCIDENT CARD) REPORT:


Teacher Incident Card (T.I.C) Report to be written up. TIC report books are distributed throughout the school, including the undercover area pin-up board near duty pouches.

- If the playground duty teacher witnesses an incident of a serious nature that requires a more serious consequence (or has enough information to establish a serious incident has occurred such as credible witnesses and/or the student admits they did it) then a TIC report should be issued.
- Inform the student that the incident is of a serious nature and relate to school rules. Ensure the student understands why they have been issued with a TIC report. Explain that a copy of the TIC report will be given to the Assistant Principal and will be followed up with a recess or lunchtime meeting with the Assistant Principal to discuss the behaviour incident and to determine a

consequence which could be a behaviour reflection or in some circumstances, an after-school detention.

- Duty teacher to fill in the T.I.C Report. Please ensure details are provided including if it was witnessed by you or reported to you (names of credible witnesses, admission of incident by student). Send both copies to the office.
- Follow-up and issuing of consequence will then be done by the Assistant Principal. The T.I.C. Report and follow-up will be scanned and recorded on SEQTA to allow monitoring of individual student's behaviour. The AP will email a copy to parents so they are aware of the incident and what the follow-up/consequence has been.

PLAYGROUND

T I C Report		
Date: _____	Time: _____	
Venue: _____		
Teacher on Duty: _____		
Name(s) of Child/ren: _____		
Class/es: _____		
Incident: _____		

Follow Up: _____		
_____	By Whom: _____	
Issuing Teacher: _____	Signed: _____	

Please remember to record on the TIC report if you witnessed the incident or if it was reported to you (and who it was reported by).

CLASSROOM

ACTION –including but not limited to; (these will depend on age of child and expectations)

- Disrupting the teaching/learning within the classroom
- Not following teacher instructions
- Rudeness to others (not demonstrating respect)
- Demonstrated lack of effort (not ability)
- Not listening attentively
- Acting in an unsafe manner

Classroom Discipline and Behaviour Management Plans generally have a four step process in place. Some teachers use ticks/crosses or happy/sad faces and some use the red/green stamp.

1. Verbal warning
2. Time-out within class
3. Time-out in another class (student to complete behaviour reflection)
4. Sent to office with IN-CLASS BEHAVIOUR NOTE (check availability of leadership team before sending student. May need to send student at another time ie. recess or lunch time).

If a student reaches the fourth consequence please make a time to meet with the Assistant Principal to discuss the child's classroom behaviour and possible future strategies and interventions needed to motivate the student to improve their behaviour.

- Teachers are to involve the student in each step of the process i.e. Putting up own sad faces/crosses/moving name card, verbalising inappropriate behaviour observed and expected appropriate behaviour. Students need to be given the opportunity and encouragement to review and improve their behaviour so it doesn't needlessly deteriorate.
- Complete the In-Class Behaviour Note once the student reaches point 3. This is to accompany the student to the buddy class – so the teacher knows why the student has been sent. It is also advised that whilst in the buddy class, the student completes a Behaviour Reflection. (see sample)
- Student behaviour reflection sheets assist children see the 'bigger picture' of their behaviour and the impact on others. They also provide a context for the child, with support, to take responsibility for and be involved in the plan to modify their behaviour. It also provides a 'cool down' time.

Note: Any serious inappropriate behaviour such as verbal abuse and/or physical abuse results in the student going immediately to 4th consequence.

- If the student reaches the 4th consequence, the IN-CLASS BEHAVIOUR NOTE is to accompany the student to the Office, so that the member of the Leadership Team knows why the student has been sent. **The student should also be able to articulate the reasons why he/she has received the 'warnings'.**
- Follow-up and issuing of consequence will then be done by the Assistant Principal. The IN-CLASS BEHAVIOUR NOTE and follow-up will be scanned and recorded on SEQTA to allow monitoring of individual student's behaviour. The AP will email a copy to parents so they are aware of the incident and what the follow-up/consequence has been.
- Once a student has been sent to the Office on three occasions they will see the principal and a decision will be made, in consultation with the class teacher, as to whether an 'After School Detention' is warranted. The classroom teacher needs to track the student's behaviour and provide record of incidents and interventions put in place to manage the student's behaviour thus far.

CLASSROOM



In-Class Behaviour Note

Date: _____ Teacher: _____

Student Name: _____ Class: _____

For inappropriate behaviour in the classroom affecting the teaching and learning and/or the safety and well-being of others.

I received these warnings for this inappropriate behaviour:

1st warning (verbal) for

2nd warning (Time-out in own class) for

3rd warning (Time-out in another class and complete Behaviour Reflection) for

4th consequence (sent to office to see a member of the leadership team) for

Teacher Signature: _____

Leadership Team Member: _____ Date: _____ Time: _____

FOLLOW-UP:

Any serious inappropriate behaviour such as verbal abuse and/or physical abuse results in the student going immediately to 4th consequence. Please note that serious behaviours may result in an after-school detention being issued.

Excursions/Incursions

Children are expected to be on their best behaviour at all times. If a child misbehaves while on an excursion he/she may be returned to school, parents contacted and a further consequence given. Please refer to School Excursion Policy.

School Camp

Year 6 Camp is a privilege and as such children are expected to behave according to school policy. Parent/Guardian support of camp policy is expected.

Students with Disabilities/Behaviour Disorders/ Special Needs

Please ensure behaviour management is done with consultation with the Students with Disabilities Coordinator and/or the School Counsellor in addition to the designated member of the leadership team.

Behaviours leading to an after-school detention

The following examples of poor behaviour will lead to an after-school detention.

Regular examples or repetition will lead to *further* after school detentions.

- Swearing at a teacher, parent or student [witnessed by a staff member].
- Violent or aggressive behaviour towards another student or adult.
- Deliberately teasing or provoking other students.
- Deliberately defying a teacher directive.
- Repeated acts of disruptive classroom behaviour.
- Stealing other people's property.
- Inappropriate use of ICT
- Investigated incidents of bullying, harassment, aggression or violence [refer to Dealing with Bullying, Harassment, Aggression and Violence Policy]
- Defacing or vandalising school, staff or student property.
- Persistent demonstration of inappropriate behaviours in class or on the playground that have not improved with previous follow-up/consequence.

Conditions of After-School Detention and Suspensions

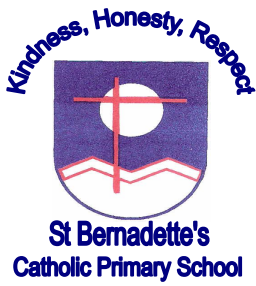
AFTER-SCHOOL DETENTION:

- Parents will be informed of the behaviour leading to the after-school detention and the day, date and time of the detention (see copy of note below) at least two days before the detention to allow time for making arrangements to collect their child at 4.00pm after the detention.
- Parents/guardians or a designated adult are the only people who are permitted to collect the student from a detention. The student must be collected from the office at 4.00pm. Students will not be allowed to walk or ride home unaccompanied from an after school detention.
- Students on after-school detention will be supervised by a member of the Leadership Team or their delegate on a stated afternoon from 3.20-4.00pm.
- After-school detention is silent, non-work time in which the student sits quietly for the entire 40 minutes (preferably reflecting on their behaviour).
- A record of after-school detentions will be kept by the Assistant Principal (Behaviour Management) and a copy of the after school detention letter sent by the principal or their delegate to the parents will be recorded on SEQTA.

STUDENT SUSPENSION:

- Students who receive *three* after-school detentions will receive an automatic two day out of school suspension. Their return to school will be *conditional*, based on a three-way student, parent, and school agreement. The School Counsellor may be involved.
- Students who then receive a further after-school detention after their first two day suspension will receive *another two day* suspension. Their return to school will be *conditional*, based on a three-way student, parent, school agreement, and meetings with the School Counsellor and/or School Psychologist.
- Students who then receive *another* after-school detention after their second two day suspension will receive a five day out of school suspension, followed by a [written] conditional return to school.
- Any further poor behaviour after the five day suspension will mean that permanent exclusion from the school will then be discussed with the parents of the student. If necessary, after discussion with the Director of Catholic Education, the student may then be excluded. All steps to assist the parents locate another school for their child will be taken by the Principal.
- Suspensions, like after school detentions, are *cumulative* and held over from term to term in a given year.

The decision to exclude a student rests with the Principal following Catholic Education Office Policy and Procedures for Exclusion of Students for Disciplinary reasons.



St. Bernadette's Catholic Primary School

Grand Ocean Boulevard, Port Kennedy, W.A., 6172

Mr Steve Gibbs
Principal
P.O. Box 8151
Warnbro WA 6169
Ph: 95934066
Fax: 959396596

Dear Mr & Mrs _____

This letter is to inform you that _____ has received an after-school detention for the following reason[s]:

.....
.....

IMPORTANT INFORMATION:

The date of the after-school detention is: _____

The time of the detention is from 3:20 pm until 4:00pm

The location of the after-school detention is the Interview Room.

The after-school detention will be *fully supervised* by a senior member of staff.

Your child is to be picked up at the School Office *door* by yourself, or a nominated adult [see below] at the conclusion of the detention; i.e. 4:00pm.

Children are *not* permitted to walk or ride home from an after school detention.

We appreciate your support in this matter, and hope that this will be the last time your child will receive such disciplinary action. Would you please acknowledge receipt of this letter by completing the form below and returning it to the School Office **tomorrow**.

Yours sincerely,
.....
Mr S Gibbs

[Principal]

Please note that this form must be returned and sighted by the leadership team member issuing the detention *before* the after-school detention, otherwise the detention will be postponed to the following week.

AFTER-SCHOOL DETENTION PARENT ACKNOWLEDGEMENT

YES I know that has an after-school detention on _____ from 3:20pm until 4:00 pm.

I understand that I will need to arrange for the pick up of my child at the School Office door immediately after the detention [i.e. from 4:00pm].

The adult picking up my child will be:

Parent Name: Signature:

Date: .../.../... Received By: Date:

.....