



St Joseph's Catholic School

Queenstown

BEHAVIOUR MANAGEMENT POLICY AND PRACTICES

A SUPPORTIVE SCHOOL ENVIRONMENT

It is our aim to provide a supportive school environment for all members of our school community. Such an environment can be defined as one that strives to provide for the personal and social needs and special characteristics of all our community members within the context of the school experience. Our *Behaviour Management Policy and Practices* document is an intrinsic part of our Supportive School Policy as it gives information on controlling less desirable behaviours and promoting acceptable behaviour.

At St Joseph's Catholic School we aim to live by our school motto of
'COURTESY AND CONSIDERATION'.

RATIONALE

All people have the right to be treated fairly and with kindness. We are all valued individuals and as such deserve fair treatment. Students are encouraged to be kind, caring, thoughtful people through discussion and appropriate modelling by the adults in the school community. Parental involvement is an integral part of life at St Joseph's Catholic School. We recognise that the role of the family is fundamental in the formation of positive student attitudes to each other.

This Policy reflects the *Education Act 1994*, (Division 4 – Discipline), namely:

- (1) A student is to behave in a manner acceptable to the principal
- (2) Behaviour which is not acceptable includes behaviour which -
 - (a) constitutes refusal to participate in the education programme: or
 - (b) constitutes disobedience of instructions which regulate the conduct of students; or

- (c) is likely to impede significantly the learning of other students of that school; or
 - (d) is likely to be detrimental to the health, safety or welfare of the staff or other students of the school; or
 - (e) causes or is likely to cause damage; or
 - (f) is likely to bring the school into disrepute.
- (3) The principal of the school, if satisfied that a student has behaved in an unacceptable manner, may -
- (a) suspend the student full-time or part-time from school for a period of 2 weeks or less; or
 - (b) impose a detention on the student

BEHAVIOUR MANAGEMENT PLAN

Behaviour management is more than just a process of responding to behavioural problems after they have occurred. The key to effective behaviour management is the quality of the relationships between teachers, students and parents. A comprehensive behaviour management plan requires as much attention to the recognition and development of good behaviour as it does to effective sanctions for inappropriate behaviour.

It is believed that a positive approach to discipline will ensure that the majority of students will accept responsibility for their behaviour and develop self-discipline. The development of good social skills is encouraged at St Joseph's Catholic School and students are to be consistently reminded of this by teachers through instruction and example.

Teachers are encouraged to use a variety of approaches to enhance positive interaction between students, catering for different levels of ability and maturity with the aim of developing positive social behaviours.

STUDENTS RIGHTS AND RESPONSIBILITIES

Students have a right to:

- Have their educational needs met at their own level.
- Work without distraction.
- Feel happy and safe.
- Be treated fairly and kindly.
- Be listened to.
- Be treated with courtesy and respect.
- Receive help and assistance.
- A tidy and hygienic environment.
- Have their own property kept safe and free from interference.
- Be able to talk to others about their problems and concerns.

IMPLEMENTING AND REVIEWING THE BEHAVIOUR MANAGEMENT PLAN

At the beginning of each school year and on a regular basis throughout the year, the staff will discuss with students the rules for and consequences of behaviour both within the classroom and elsewhere in the school.

- Younger children may require more time to become familiar with expectations in regard to their behaviour at school.
- The Behaviour Management Plan will be promoted and evaluated at Staff Meetings, as required.
- Classroom meetings are encouraged as a way of establishing and reviewing class rules and consequences for undesirable behaviours.

CLASSROOM BEHAVIOUR

- Students and teachers together discuss and identify appropriate classroom behaviours that will contribute to a safe, harmonious and productive teaching and learning environment.
- A set of basic rules agreed upon by classes to achieve the above will be discussed and displayed.
- A system of acknowledging appropriate behaviours and working habits will be discussed

CLASSROOM RULES

General rules agreed upon by classes are based on our School Motto and may include:

- Follow teacher directions and co-operate with all instructions.
- Be co-operative and include others; consider the rights and feelings of others.
- Share school equipment.
- Speak politely to each other and show respect to others.
- Keep classroom neat and tidy.

PLAYGROUND BEHAVIOUR

General rules to be adhered to in the playground are;

- Respect the rights and needs of others by abiding by the 'Hands Off' rule
- Follow the directions of the duty teacher the first time it is given
- Show respect for people and property
- Stay in the assigned playground areas
- Show care and concern for others by not fighting, swearing, teasing or bullying,

INCLEMENT WEATHER

General rules to be adhered to at times of inclement weather

- Students will stay in their own classroom and only leave with the permission of the duty teacher.
- Students will participate in quiet activities while showing respect for the needs, rights and safety of themselves and others.
- A junior class will have access to the lower hall and a senior class will have access to the top court. Access will be according to the stated roster.

RECOGNITION OF GOOD BEHAVIOUR

It is important that students are recognised for displaying the behaviours that we encourage. This is achieved by:

- Non-verbal/verbal/written praise by teachers

- Classroom recognition by peers
- Positive parent/teacher communication
- Acknowledgement at school assemblies and/or school newsletters
- Use of incentives and rewards such as merit cards, stickers, free time, Principal's awards.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOURS

Teachers and students work collaboratively to establish a possible range of logical consequences which will apply if a rule is not observed by a student and in the occurrence that a rule is consistently broken. Any of the following appropriate consequences may be used:

- Reminder by teacher of appropriate behaviour
- Time out within the classroom
- Relocation for a short period of time with parents being notified
- Detention: Completion of consequence worksheets
- Withdrawal time with the Principal – incidental - lunch/recess/short periods
- Restriction of privileges
- Consultation with parents
- Establishment of behaviour contract
- Internal suspension (Student is withdrawn from special activities and the classroom for a defined period. Time is spent under the supervision of the Principal or colleague teacher. Student does not have recess or lunchtime at the same time as the remainder of the school.)
- Afternoon detention is the preferred method of detention (Student is expected to remain at school under supervision for a defined period. Time is spent completing school-work independently. Parents or guardians are expected to collect the child at the designated time).
- Suspension (This consequence is only applied for very serious or repeated breaches. The decision to suspend a student is made by the principal. Documentation of the events leading up to the suspension will be thorough and retained.)

- Exclusion (In very rare circumstances the Principal decides to terminate a student's enrolment. The Catholic Education Office must be contacted before this can take place.)

Parents must be kept informed of reoccurring and/or serious inappropriate behaviour by the use of student diaries for messages, the issuing of a Behavioural Incident Notice and/or parent interviews and knowledge of the implementation of consequences; this applies to both the parents/carers of the 'perpetrator' and his or her 'victim' or 'accuser'.

Teachers must record detailed information (use of the *Incident Report* form is recommended) regarding behavioural concerns, noting dates, times and the names of other children and/or adults who were either involved or may have witnessed an incident or behaviour of concern: **keeping others informed of any concern is important and also needs to be documented.**

TIME OUT AND DETENTION

- It has been agreed that there should be provision for time out or detention, if warranted, when all other avenues in the classroom have been exhausted.
- Steps in the classroom before time out or detention should include warnings and have consistent consequences.
- A time out, relocation or detention arrangement is made between class teachers to suit particular situations.
- Whilst time out or detention will be particularly effective with a number of children whose behaviour is of continuing concern, it may be initiated at a teachers' discretion for other children.

INAPPROPRIATE PLAYGROUND BEHAVIOUR

- Staff will share incidents of inappropriate playground behaviour with a student's classroom teacher and during Staff Meetings.

- Ongoing inappropriate behaviour by a particular student will lead to exclusion from the playground for a period to be determined by the Principal.
- For incidents of a serious nature, immediate withdrawal from the playground will follow and student(s) will be seen and counselled by the Principal.
- Details of the incident and appropriate consequences will be recorded **(use of the *Incident Report* form is recommended)** and parents informed.

MOVEMENT AROUND THE SCHOOL

- Classes are closely supervised during movement around the school i.e. to lessons in Phys Ed, Library and Art, to and from the Church and assemblies.
- The expectation is that children will walk in lines and the noise level will be closely monitored.
- Unacceptable behaviour will incur consequences e.g. practising moving around the school during recess and lunch times.
- Likewise, children are expected to behave appropriately at assemblies. This includes quiet arrival and departure from the hall.

BUS CODE

Some students at St Joseph's Catholic School use buses as a form of transport home from school and are required to behave appropriately when doing so:

- Students are to walk safely to and from the bus stop.
- They board the buses in an orderly manner.
- They remain seated at all times during the journey.
- Children must keep all parts of their bodies inside the bus.
- They must respect all bus property and the property of others.
- They must refrain from eating and drinking on the bus.
- Bags and equipment must not be placed in the aisles.
- Children must alight from the bus only after it has stopped where they normally get off.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR ON BUSES

- Misbehaviour may result in parents again being informed of the inappropriate behaviour and the student being excluded from travelling on the bus for a set period of time.

STUDENT BEHAVIOUR WHEN TRAVELLING TO AND/OR FROM SCHOOL

The school has a responsibility to ensure, as much as possible and within fairly limited means, that students are safe travelling to and from school. Hence our expectation that students wear helmets when travelling by scooter or bike and that a parent or carer has signed a note to state that they have discussed road safety with their child. Similarly, the school is entitled to take action as appropriate if we become aware that a student, when travelling directly to or from school, behaves in a manner that is contrary to our expectations of appropriate behaviour. Any student behaviour that is contrary to expectations of behaviour at school will result in consequences for the student or students and, although being in school uniform while misbehaving detracts from the enormous hard work that we put into trying to create an image of a WEST school, the school's main concern is for the safety of the student.

PROCESS INVOLVED IN ISSUING DETENTIONS

1. A student is issued with a **Pink Slip** (Pink Slips can be found in the Detention Book, which is located in the staff room).
 - a. *Details of the indiscretion being noted on the slip.*
2. The issuing teacher notes the date of detention in the alphabetical student list located at the front of the **Detention Book**.
 - a. *This allows the Principal to quickly view if any student has been given three pink slips within 30 days and, subsequently, internally suspended.*
3. The issuing teacher should **photocopy** the Pink Slip and give the original to the Principal providing any additional or supporting detail regarding the issuing of the Pink Slip (who ensures it is **sent home that day**). The photocopy is **placed in the tray for filing** (above the filing cabinets).

- a. *The child's **parents are rung** by the Principal or, in the Principal's absence, by the issuing teacher, who informs the parents of the misbehaviour and consequential detention.*
4. Issuing teacher notes the child's **name on the white board** noting the **date of issuing** of the Pink Slip e.g. Mike Delaney 3rd June.
5. The child completes a detention with the Principal or delegate as soon as possible after issuing, completing the relevant form/s, which are **filed in the student's Correspondence folder** in the student's files (staff room) for future reference. Detentions are usually conducted after school.

Issuing of Pink Slips – Guidance and examples of behaviours

Pink Slips are issued for **serious indiscretions** that are **conscious actions** made by the student, not accidents or minor indiscretions. Class teachers should have their own repertoire of behaviour management strategies for class expectations.

Examples of such behaviours or actions include:

1. **Aggressive defiance** of a staff member.
2. **Fighting**, swearing or any behaviour that is aggressive towards others.
3. **Bullying** – saying or doing anything that deliberately intimidates or upsets a person after being made clearly aware that such actions are not appropriate (usually a second or third 'offence' of the same behaviour).
4. **Destroying** school property or the property of students or staff.
5. **Stealing** school property or the property of students or staff.

Additional notes

1. Upon receiving two **Pink Slips in a 30 day period**, a child is placed on a **Daily Monitoring Chart** for one week to be completed by the class teacher in conjunction with feedback from all staff.
 - *Parents are informed of the school decision to place the child on the **Daily Monitoring Chart** and at the completion of a week's monitoring the completed chart is posted home with any recommendation for a home-school meeting.*
2. Upon receiving three **Pink Slips** in a 30-day period or if a student has committed what the Principal considers to be a serious behaviour infringement, the student is expected to complete an afternoon detention and is internally suspended for one day or a time period deemed appropriate for student behaviour to have improved sufficient to be part of the general student body.
 - *Parents are informed of the school decision to place the child on internal suspension with the expectation that a home-school meeting is initiated to discuss strategies to remedy evident behavioural issues: A **Behaviour Contract** is discussed and signed by the student, parent, teacher and Principal. Parents are informed of the school decision to place the child on the **Daily Monitoring Chart** and at the completion of a week's monitoring the completed chart is posted home with any recommendation for a home-school meeting.*

*This policy and associated practices will be reviewed as part of
St Joseph's Catholic School review cycle.*

Implemented 1998
Amended 2003, April 2005, February, September 2008, July 2011