



St Mary's School

To do ordinary things extraordinarily well

Behaviour Management Procedures

Rationale

At St Mary's School, we provide a safe and inclusive learning environment for all members of our community. We have high expectations of our students ensuring that they are respectful and responsible and that they interact with others in a Christ-like manner. We believe that for learning to occur, students, staff and parents must promote positive behaviour and maintain a consistent, pastoral approach.

Principles

Social Skills

We believe social skills are an essential component in a child's life and learning journey. Therefore:

- We guide and model positive interactions with others.
- We encourage consistent use of manners.
- We provide opportunities for children to interact with various students and adults, in both small and large groups.
- In competitive situations, we promote 'Good Sportsmanship', the 'good' loser and the humble winner.
- We present a social skills award at the Monday Morning Assembly.

Conflict Resolution

We believe that conflict resolution is a process by which children are encouraged to take responsibility for their actions. Therefore:

- We emphasise good choices to avoid the need for conflict resolution.
- We assist children in creating a dialogue with others in order to resolve conflicts.
- We teach about emotions and feelings and how to understand and express them appropriately.
- We guide children through discussion of the conflict resolution process.

Involve Community

We believe that teachers, parents and students should be involved in behaviour management in order to create a positive environment. As a school we support parents in their role of developing well behaved children. Therefore:

- We will give students, teachers and parents the opportunity to understand the school's behavioural expectations.
- We will, as a school community, work together to support the implementation of behaviour management procedures.
- Parents and teachers will model appropriate behaviour as expected in society.
- We will promote open and honest communication between parents, teachers and students.
- We will communicate via note or phone call to parents if their child has been sent to sit outside the Principal's office at recess or lunch.

Self Reflection

We believe that students should be accountable for their own behaviour. Therefore:

- We provide opportunities for students to reflect on their behaviour.
- We teach self management skills.
- We assist students to set behaviour goals, where intervention is deemed appropriate.

Teaching and Learning

We believe in providing a quality teaching and learning program which motivates students to actively participate in a positive and responsible manner. Therefore:

- We utilise varied learning strategies.
- We explicitly teach positive behaviours.
- We give children responsibilities.
- We reward and recognise good behaviours.

Understanding Individual Differences and Student Background

We believe in providing an environment that caters for individual differences and considers student backgrounds. Therefore:

- We will address situations calmly in order to understand where the child is coming from.
- We will endeavour to get to know students' backgrounds so we can be proactive.

- We will develop a positive rapport with students.

Expectations

Staff members are to ensure that students at St Mary's School meet the following expectations.

Playground

- In the playground, students play in a manner that maintains the safety and wellbeing of all individuals.
- Students take responsibility for school property and their own belongings.
- Students wear hats whilst in the playground.
- Students are respectful of each other and demonstrate positive social skills.
- Students walk on paths and paving.
- Students play games that are suitable for particular areas.
- Students remain in designated play areas.
- Students keep the school tidy and place all litter in the appropriate bin.
- Students are to be seated whilst eating. Once the first bell goes, students raise their hand and wait to be dismissed.
- Students respond promptly to the bell.
- Students greet adults appropriately in the playground.

Staff on duty are to maintain a high duty of care by being punctual, circulating around the duty area and following up any incidents that occur during play time.

Moving around the school

When classes are being handed over, students are supervised by staff at all times.

- When moving around the school, students demonstrate self-respect and respect for others by walking quietly in two lines.
- Students line up quietly outside classrooms and wait for instructions from relevant staff members.
- When going to the bathroom, getting a drink or performing a school task, students walk quietly.
- Students should knock when visiting/entering another school building and greet the appropriate staff member before conveying their message.

Mass

- Classes enter the church quietly and reverently.
- Students bless themselves facing the tabernacle on entering.
- The student genuflects facing the tabernacle, at the front of the church, next to the first row of pews near the post before entering the respective class' pew.
- Students pray silently until mass begins.
- Students actively participate in mass.

- Students wait quietly for instructions.
- When leaving, the class stands and leaves their pew, students one by one genuflect in the same manner as on entering the church.
- Students bless themselves on the way out.

Assembly

- Students move quietly to the assembly area and sit (stand for Monday assembly) in the designated class area.
- Students listen respectfully to assembly items and announcements.
- Students applaud appropriately at the end of items.
- Students are to remove their hats for assembly.

Before and After School

- Classrooms open at 8.30am. Students are to enter the classroom and prepare for the day.
- All equipment is out of bounds before and after school.
- Students move quickly to the pickup areas or make their way home when the bell goes.
- Students wait sensibly at the pickup areas whilst waiting for their parents/guardians.
- Bus students should move to their bus lines and wait for directions from the staff member on duty.

Excursions/Incursions

- If travelling by bus, students must follow all transport rules such as respect for the driver, remaining seated, wearing a seatbelt if one is available, keeping all body parts and objects inside the bus, maintaining a suitable noise level.
- Students follow all instructions given by a staff member.
- Students listen attentively to presenters and show appropriate manners.
- Students move safely and are supervised at all times.
- Students adhere to the rules of the venue.
- Students are to exercise pride in their school and demonstrate respectful behaviour at all times.
- Students wear uniforms correctly.

Classroom

Classroom rules are negotiated at classroom level.

- Students are expected to present work at their highest standard.
- Students raise their hand when wishing to speak.
- Students greet parents/staff/visitors to the classroom appropriately using their name.

- Students respond using manners.
- Students demonstrate respect for self, others and the environment.
- Students follow classroom negotiated rules.
- Students are expected to bring all necessary equipment for each lesson.

Procedures:

Positive attitudes or desired behaviours will be rewarded and celebrated. Processes for encouraging the desired behaviour include:

- a. Merit Certificates which will be issued at the school assemblies.
- b. Immediate social reinforcers:
 - i. Including praise, rewards, stickers, privileges.
 - ii. Class and group points tallied towards an agreed reward.
- c. Class or group rewards will be negotiated at the local level but may include:
 - i. Movies
 - ii. Help in another classroom
 - iii. Change desks (seating arrangements)
 - iv. Homework pass
 - v. Raffle Tickets
 - vi. Bring in items from home
 - vii. Free Play
 - viii. Extra sport
 - ix. Game time.
 - x. Extra supervised IT time
- d. Letters of praise to parents.
- e. Positive written and oral comments.
- f. Visits to the principal for positive acknowledgement.

Processes for discouraging inappropriate attitudes or behaviours may include:

- a. Verbal correction.
- b. Individualised discussion with the child and the teacher
- c. Parent notification and engagement
- d. Disciplinary consequence

All cases of poor attitudes or behaviours will be:

- a. Dealt with in accordance with the Managing Student Behaviour Policy.
- b. Dealt with according to the Class Behaviour Management Plan.

- c. Recorded on SEQTA

Appropriate consequences for poor attitudes or behaviours may include:

- a. Time out
- b. Withdrawal of privileges
- c. Sit outside Principal's Office at recess and/or lunch

The school's Managing Student Behaviour Policy endeavours to develop a positive relationship between the children, parents and staff. As an aid for parents a five step behaviour management plan is provided.

In cases of serious or re-occurring negative behaviour:

- a. The Principal, or his delegate, will meet with the child to seek a resolution.
- b. The Principal, or his delegate, the class teacher, parents and child will meet to try to establish a resolution and to plan a way forward.

Inquiries and investigations shall respect the principles of natural justice with each party given equal opportunity to put their version on the record. (Investigation Sheet)

All concerns or issues arising from the implementation of the Managing Student Behaviour Policy should be raised with the class teacher or the Principal and recorded in SEQTA.

In cases of a serious breach of the Managing Student Behaviour Policy a process will be established in consultation with the parent/s and student to reinforce the principles of this policy.

Consequences Breaking School Expectations

The consequences will be determined by the staff member dealing with the incident, following an appropriate investigation, and may include consequences such as:

- Verbal Warnings.
- Being assigned to sit outside the Principal's Office at recess and/or lunchtime.
- Parents being notified by the classroom teacher either in writing or verbally. (This communication must be entered into SEQTA).

Parents are partners in the education of their children and will be notified of breaches of this policy and where appropriate consulted regarding suitable consequences.

The consequences for repeated or serious misbehaviour may result in consequences including, but not limited to:

- Being sent to the Principal, or his delegate.
- Parental notification

- Parental meeting with the Principal, or his delegate.
- In-school suspension, where the child remains in isolation for a set number of days to complete their school work.
- Suspension from attending school for a set period.

Each incident and disciplinary consequence will be determined by the merits of the case and in accordance with processes outlined in this policy.

Class Behaviour Management Plan

Each class teacher will establish through consultation with the class, at the beginning of the year, a Behaviour Management Plan which is consistent with the guidelines provided below.

The Class Behaviour Management Plan should be reflective of the class's stage of development and, as far as practicable, consistent across the year levels.

Aims:

- The Class Behaviour Management Plan should recognise that each student has a right to learn and to feel safe.
- The teacher has a right to teach.

Guidelines:

- The teacher should approach the Principal or a peer if they wish additional advice on establishing behaviour management processes within the classroom.
- The class process should establish a direct link between the child's actions, the violation of the Class Behaviour Management Plan and the consequences.
- The consequences should be reflective of the child's developmental stage.

Corrective procedures (5 step plan):

Where a child fails to comply with the Class Plan or rules the following procedure will be implemented:

1. Verbal or non-verbal pre-warning to the child
2. Child is spoken to by the staff member indicating how the child has violated the Class Discipline Plan – ***First Warning***
3. Child given verbal correction and time to reflect on their actions separated from the class (This time will vary according to stage of development) – ***Second Warning***. Explanation of Behaviour Sheet is to be completed.
4. Child given verbal correction and time to reflect on their actions separated from the class (This time will vary according to stage of development) – ***Third Warning*** and loss of recess or lunch and sitting outside Principal's Office. Parent notified via a phone call and if parents are unavailable or do not respond contact parents by email.
5. Sent to Principal or his/her delegate for further consequences and parent meeting

Steps 2-4 should be recorded in the teacher's Behaviour Journal as evidence of the procedure followed.

Continuous or severe misbehaviour should be discussed with the Principal at the earliest opportunity and an appropriate Behaviour Management Plan developed.

STAFF NOTES

Managing student behaviour is a stressful and a time-consuming process.

The child can only receive a good education in an environment where the child has the right to learn and be safe.

All students need to:

- Be aware of the consequences that flow from failing to comply with the class or school rules.
- Understands that a consistent approach will be applied by all staff members.
- Know what is expected of them under the Managing Student Behaviour Policy.
- Know the consequences that flow from their decisions under the Managing Student Behaviour Policy.

Teachers can only provide a good education in an environment where:

- The Managing Student Behaviour Policy is implemented by all staff consistently.
- The teacher is free to focus on the educational processes.

Managing student behaviour is the responsibility of all staff; therefore all staff should be active partners. A staff member who needs support in the area of managing student behaviour should feel comfortable to consult a peer or the Principal in the spirit of mutual support and with open communication to ensure the best outcome.

Discipline Procedure Checklist

- The class teacher will negotiate the Class Discipline Plan and Rules based on the school's Behaviour Management Policy.
- The class teacher displays the Class Discipline Plan and Rules providing a copy for each family and the Principal.

"The use of any form of *child abuse, corporal punishment* or other *degrading punishment* to manage student behaviour is explicitly forbidden.

These terms are defined in accordance with the *Guide to Registration Standards and Other Requirements for Non-Government Schools*:

- *child abuse*

Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a. the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b. the child has less power than another person involved in the behaviour; or
 - c. there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - a. psychological abuse; and
 - b. being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a. adequate care for the child; or
 - b. effective medical, therapeutic or remedial treatment for the child.
 - *corporal punishment*

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, *General Comment No. 8* (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].

- *degrading punishment*

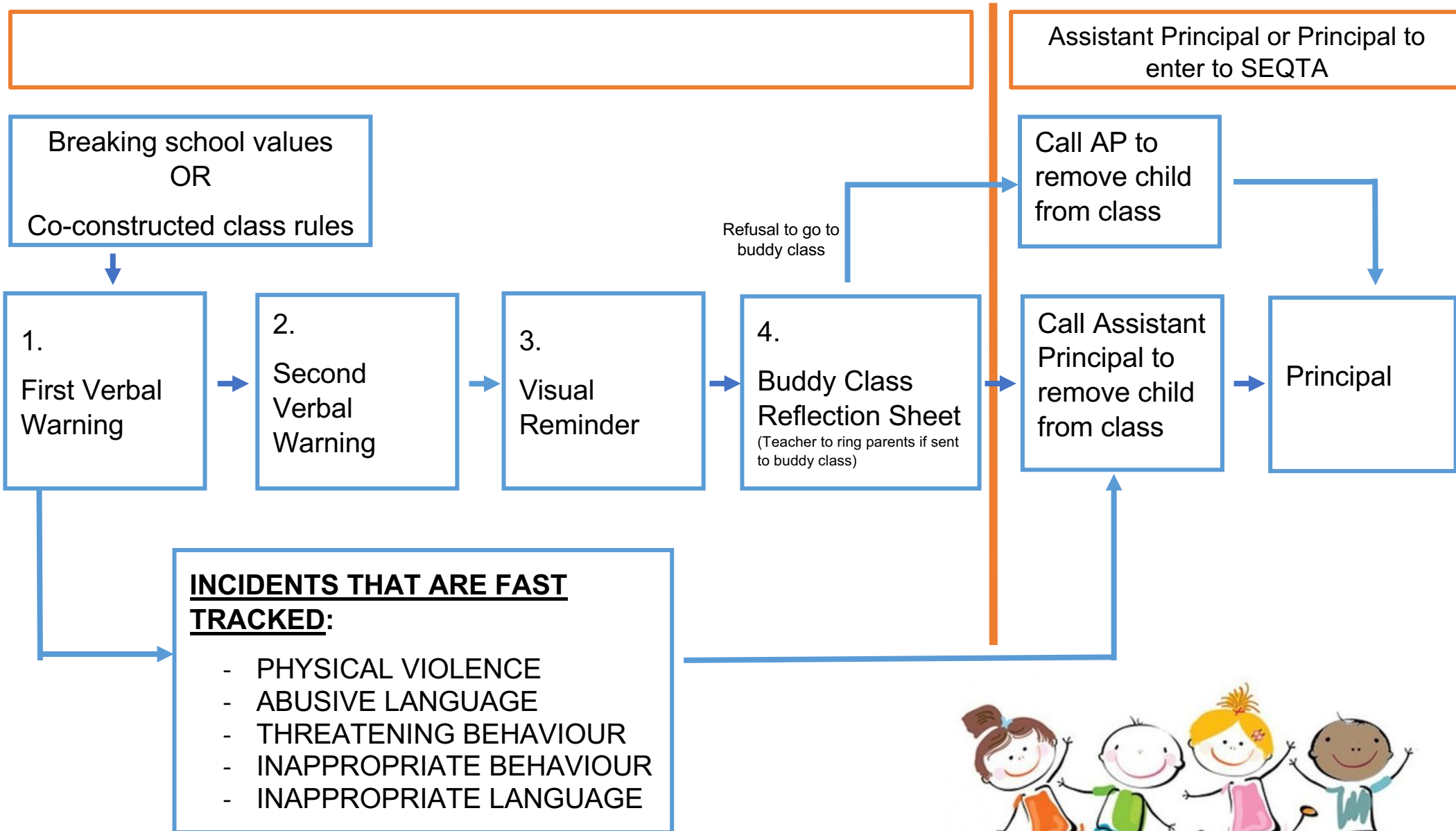
Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, *General Comment No. 8* (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007]."

Source of Authority:

Executive Directive – Safety Wellbeing and Behaviour



St Mary's Student Behaviour Management Chart





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