



## **RATIONALE**

Members of St Andrew's Catholic Primary School strive to create an inclusive Christian community where the message, practice and values of Jesus Christ, as proclaimed in the Gospels, are given practical expression.

Our policy outlines the rights and responsibilities of all students based on respect for self and others. Children need to respect the rights of others and realise that as individuals they are responsible for their actions. All students have the right to learn and develop in a safe environment. This is a responsibility shared by all staff and students.

## **PRINCIPLES**

At St Andrew's we aim to:

- Develop an environment that demonstrates respect for self, respect and concern for others and respect for the environment.
- Provide appropriate role models to our students through the actions of our teachers.
- Develop respect and trust in relationships between staff and students.
- Promote a curriculum that provides the students with appropriate conflict resolution strategies. Through Religious Education, the *Making Jesus Real* programme and in other learning areas the children are exposed to a variety of decision-making skills and strategies.
- Develop problem solving strategies with students.
- Reward and encourage children for the effort they are making in the following areas: academic, sporting, social or behaviour.
- Raise awareness that every individual is responsible for his/her own actions and choices and that there are consequences to the choices made. .

## **EXPECTATIONS**

At St Andrew's the strategies used to address behaviour management involve collaboration between staff, students and parents.

Staff at St Andrew's are expected to:

- Teach and reinforce appropriate school behaviour, including manners.
- Reward positive behaviour.
- Supervise students actively and consistently.
- Monitor class and playground behaviour.
- Reinforce the consequences of inappropriate behaviour.
- Maintain communication links between school and home.

Students at St Andrew's are expected to:

- Know, observe and adhere to the school rules.
- Respect teachers, other adults and other students.
- Be courteous, well mannered and positive with others in the school environment.
- Take responsibility for their actions and accept the consequences for inappropriate behaviour.

Parents at St Andrew's are expected to:

- Know and support the school rules.
- Be familiar with class and whole school positive reinforcement strategies.
- Be aware of consequences for their children if school rules are broken and support the staff in the implementation of this policy.

## **IMPLEMENTATION**

Whole school practices and procedures are followed to ensure that the rights and responsibilities of all students are addressed consistently and fairly.

Behaviour management plans must:

- emphasise positive behaviours and rewards;
- include consequences that are reasonable, related, respectful and reliably reinforced.
- be known and clearly understood by all students;
- be written and made known to others working with the students;
- be distributed to parents;
- be monitored by the teacher throughout the year; and
- follow the principles and rules of the school behaviour management plan.

**SCHOOL RULES:** *Rules are stated in positive language.*

1. Respect the rights of all students to learn.
2. Respect your work and look after your property.
3. Respect the work and property of others.
4. Walk on covered areas and pathways and inside classrooms.
5. Help keep our school clean, tidy and litter free.
6. Follow the *Making Jesus Real* behaviours of a WEST person.
7. Carry out no deliberate, hurtful acts.
8. Make no unkind comments to others.
9. Wear the school uniform correctly.
10. Bring no toys from home.

## **POSITIVE REINFORCEMENT USED AT ST ANDREW'S**

*Student behaviour is the responsibility of all teachers.*

*Teachers earn student respect by consistent and just dealings with all students.*

There are a number of positive incentives put in place at St Andrew's to help promote positive behaviour and to thank and reward students who behave appropriately in the classroom and playground. Examples of the incentives used within the school include:

### Classroom

- Encouragement and praise – this is a major form of positive reinforcement.
- Positive reward system – this may include setting class or personal goals, or students earning individual or groups points with class negotiation of positive rewards - stickers, free time
- Merit Awards and MJR awards – given out at assemblies.
- Blue Tokens. When a child has five tokens, these are exchanged for a canteen voucher.

## Playground

- Years PP – 1: Students are immediately given a sticker or happy face card by duty teacher or teacher assistant. This provides instant positive reinforcement for the younger students.
- Yrs 2 – 6: Blue Tokens. When a child has five tokens, these are exchanged for a canteen voucher.

Examples of behaviours that will be reinforced:

- friendliness to others outside while eating or playing;
- assisting in keeping the eating areas clean and tidy;
- playing well in games; and
- showing respect to others, property and the environment

## **CLASSROOM BEHAVIOUR MANAGEMENT**

The classroom management plan is developed with the class at the beginning of the school year. It comprises a copy of the school rules, a breakdown of the school rules to make them relevant to the year level and the consequences that are incurred when the school rules are not followed. These are displayed in the classroom and followed consistently by the class and relief staff. A copy is provided to parents at the beginning of the school year.

Teachers implement behaviour management strategies in their classroom in ways which reflect their teaching style and are appropriate to the age of their students. The students are encouraged to work with the teacher in creating and monitoring the classroom environment.

The consequences of poor behaviour include warnings, timeout in classroom, timeout in buddy class and in cases where the behaviour is not improved by these consequences, being sent to a member of the Leadership team. See below for procedures that will occur when a student is sent to a member of the Leadership team.

It is sometimes necessary to have an individual *Behaviour Management* plan for a student. This usually involves the class teacher, a member of the School Leadership Team and parents. This is documented as an *Individual Behavioural Management Plan* and a copy is provided for those involved and in the student's file. Monitoring of this is ongoing. All staff involved with the student must be aware of the *Individual Behavioural Management Plan*. Should the behaviours not improve, the School Psychologist may be involved or an appropriate outside agency's contact details provided to parents for further action.

Specialist and relief teachers are responsible for the discipline of students in their lessons. Specialist teachers develop their behaviour management plan in accordance with the above implementation and display a copy of this in their classroom. They liaise with classroom teachers in the case of students who behave inappropriately. Relief staff follow the behaviour management plan displayed in the classroom. A copy of this policy is provided to relief staff.

## PLAYGROUND BEHAVIOUR MANAGEMENT

All staff members are responsible for ensuring a safe and happy playground environment by making sure they are on duty on time and actively circulate in their duty area. All staff members are also required to contribute to the implementation of the playground behaviour management policy which is aligned with the school rules displayed around the school. The consequences of not following the school rules in the playground are explained to students by class teachers and at assembly on a regular basis.

In case of minor behaviour breaches the following may occur:

- Student receives a verbal warning from the duty teacher.
- Student may be required to sit in the UCA for a short period of time.
- Student may be required to walk around the duty area with the duty teacher for a period of time.
- Student may receive a white behaviour slip (Years 2 – 6 only\*). Procedure for receipt of a white behaviour slip is detailed in this document.
- \*Kindy, Preprimary and Year 1 children have their behaviour issues dealt with immediately. The class teacher may be advised of the inappropriate behaviour.

Examples of minor breaches are:

- running on the verandahs;
- being in an out of bounds area;
- verbal arguments between students;
- minor misuse of sports equipment;
- not responding to the siren; and
- being in the wrong area when not wearing a hat.

In case of severe misbehaviour breaches the steps are as follows:

- The student is removed from the playground immediately, either to the bench in the UCA or to the school office depending on the severity of the behaviour. Students sent to the school office are dealt with by a member of the Leadership Team.
- Duty teacher completes a white behaviour slip. (Students from Years 2 – 6 only\*). Procedure for receipt of a white behaviour slip is detailed in this document.
- When more than one student is involved and further action needs to be taken immediately, a member of the Leadership Team is advised and follows up on the incident.
- \*Kindy, Preprimary and Year 1 children have their behaviour issues dealt with immediately. The class teacher must be advised as soon as possible of the behaviour and appropriate intervention put in place by the duty teacher in conjunction with the child's class teacher. The incident must be recorded by the class teacher. Where necessary, a member of the Leadership Team is involved.

Examples of severe misbehaviour are:

- Swearing or unacceptable language to staff or students;
- Causing harm to others intentionally (eg fighting) or through rough/dangerous play (including tearing clothing);
- Teasing/taunting/ bullying – this includes physical and verbal;
- Answering back to staff members;
- Disrespect for property; and
- Any safety issue that puts self or others in danger.

### **PROCEDURE FOLLOWING RECEIPT OF A WHITE BEHAVIOUR SLIP:**

- At recess on Wednesdays, every child who has received a white behaviour slip in the past seven days attends the library where a member of the Leadership Team supervises detention. A list of children who are to attend the detention is sent to classrooms prior to recess. Children who are absent serve the detention the following week. During detention, the child completes a letter to parents explaining the incident for which the slip was received. Parents need to sign and return the letter, which also provides an opportunity for parents to comment.
- Receipt of three white behaviour slips in any one year usually results in parents meeting with a member of the Leadership Team. Further action may be taken in consultation with the parents.
- Receipt of four or more white behaviour slips in one year, results in parents meeting with a member of the Leadership Team and, if deemed appropriate, in school suspension and / or after school detention.

### **PROCEDURE FOR STUDENTS SENT TO A MEMBER OF THE LEADERSHIP TEAM:**

- Class teacher advised of the incident in cases where the student has been sent to the school office from the playground.
- Leadership team member gathers information including past behaviour records and white slips already received.
- Leadership team member interviews those involved.
- Decision is made regarding follow up based on information received. This may include detention at recess and / or lunchtime, in-school suspension, interviews with parents, liaison with outside agencies and out-of-school suspension.
- In the case of damage occurring to school or other student's property, appropriate financial reimbursement will be discussed with the parents. The Leadership Team may also seek advice from the appropriate Section at the Catholic Education Office if deemed necessary.
- Class teacher advised of the outcome of the incident and its consequences.
- In extreme cases, expulsion may occur. Expulsion of students follows due process in consultation with the Catholic Education Office.

Appendix A: Example of interpretation of school rules

Appendix B: White behaviour slip sample

Appendix C: Incident Report proforma – 2 - 3

Appendix D: Incident Report proforma – 4 – 6

Appendix E: Blue Tokens

Reviewed: 2009