



SCHOOLWIDE BEHAVIOUR MANAGEMENT POLICY

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1.0 Rationale

Our school's policy is derived from the School's Vision Statement and the shared values underpinning teaching at St Simon Peter Catholic Primary School. The rationale for developing whole school classroom and playground rules, a Charter of the rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self managed. Through consistent application of these throughout the school, children will be familiar and understand the expectations placed upon them.

This document outlines policies that relate to our school and classroom expectations, our playground behaviour policy, our classroom behaviour policy and our bullying policy.

In order to promote awareness and consistency, it is important that all teachers take the time to teach the Charter of Rights and Responsibilities and likely consequences, to their class, in the first two weeks of the school term and where necessary thereafter. It is also necessary for relief staff to be made aware of them. Where staff are absent, a copy of the Charter should be left with the daily work pad.

The Charter is posted in all areas of the school, for example, classrooms, computer lab, outside the library. Whilst it is important to note that these apply to every member of the school community, it is through the correct modelling of our school rules; rights and responsibilities that the children will learn.

Reference to the **Behaviour Management Team** throughout this document includes the Principal, Assistant Principals and where possible the School Counsellors.

The BMT are responsible for "tracking" behaviour, filing behaviour journals and informing teachers, students and parents of the behaviour status for each enrolled student in any one calendar year. Records are kept in a Behaviour Management File stored in the Assistant Principal (Admin) Office.

2.0 SSP SCHOOL AND CLASSROOM EXPECTATIONS

2.1 The Charter of Rights and Responsibilities

Rights and Responsibilities	Examples
<p>1. <u>We will show respect and consideration for others</u> Right: We all have the right to feel safe and important in our school Responsibility: Take care not to hurt others verbally, physically or by bullying. This is not acceptable.</p>	<ol style="list-style-type: none"> 1. Always speak to others in a polite and friendly tone. 2. Include everyone when playing 3. Keep your Hands and Feet to yourself. 4. Speak truthfully about others
<p>2. <u>We will care for our school property</u> Right: We all have the right to have our property and our school's, respected by others. Responsibility: Take care of personal and school property.</p>	<ol style="list-style-type: none"> 1. Only take what is yours. 2. Take care of other peoples' property. 3. Put things back in the correct place. 4. Look after and return sports equipment. 5. Look after computers
<p>3. <u>We will let others learn</u> Right: We all have the right to learn and teach without disruption. Responsibility: Work without disturbing others.</p>	<ol style="list-style-type: none"> 1. Follow teacher's instructions. 2. Be considerate in the classroom to others. 3. Wait for your turn to speak
<p>4. <u>We all have the right to a safe and happy environment</u></p>	<ol style="list-style-type: none"> 1. Walk on paved areas and around corners. 2. Respect the environment and use the footpaths. 3. Let others through doorways.
<p>5. <u>We shall wear the correct School Uniform at all times</u></p>	<ol style="list-style-type: none"> 1. Tuck shirts in. 2. One pair of plain earrings, watch. 3. No make-up/coloured nail polish, hair gel or hair dye. 4. Remember full winter, summer or sports uniform. 5. Hats to be worn during outdoor times four terms of the year.

2.2 Positive Reinforcement

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the environment or simply positive behaviour, this will be acknowledged. Children will receive from staff on playground duty behaviour tickets. These are used for playground. This will then allow the child to enter the raffle at Assembly, as well as contribute points to their Faction. The Faction with the most points at the end of the term receives a reward.

Teachers also implement other classroom based reward programmes.

2.3 Positive Consequences for good behaviour

Good behaviour tickets identify children who are:

- Behaving well in the playground.
- Candidates for Aussie of the Month
- Candidates for Achievement Awards at Assembly
- Student of the Week in class,
- Being sent to the Principal for a reward.

3.0 PLAYGROUND BEHAVIOUR POLICY

3.1 Duty Procedures

Duty bags are collected from the staff room before each duty. Each bag contains: a notebook, pen, a RED card for serious misbehaviour and raffle books.

Some children who attend the **Catherine Centre** will have Individual Behaviour Management Plans. Please consult with either the child's teacher or the Special Education Teachers if you have a concern in this regard.

All teachers strive to create a safe, positive and rewarding play environment, however should any child on any day decide not to comply with the school expectations then the following will occur.

3.2 Supervision

Minor Misbehaviour

Minor misbehaviour in the playground results in a student's name being written in the duty book. Duty books are regularly checked by the Assistant Principal Administration. If a student's name appears in the duty book 3 times in the space of any 5 consecutive days, they will receive a Behaviour Journal. The Behaviour Journal will be completed during detention at the next break period. Duty teachers may need to talk to the class teacher if a child is consistently experiencing problems in the playground.

Serious Misbehaviour

This includes examples of violence towards another person, injury to another person, bullying, wilful property damage and verbal abuse towards others. This

means automatic removal from the playground. The student will be given a **RED CARD** to take to the Office, where a member of the BMT is contacted. They will decide the appropriate consequences based on the severity of the incident and previous history.

Consequences could be one of the following:

- Stern warning – parents notified
- Behaviour Journal
- In-school suspension – parents notified
- Out of school suspension – parents notified
- Exclusion

NOTE: After receiving THREE Behaviour Journals in a school term the consequences escalate to the next step which is an in school suspension followed by an out of school suspension then in extreme cases, permission is applied to exclude the child from SSPCPS.

4.0 CLASSROOM EXPECTATIONS

4.1 Positive Reinforcement

It must be emphasised that all teachers strive to create a positive rewarding and enriching learning environment in their classroom. This needs to be considered at an individual and a whole class level. At times specialised attention is required to address difficult situations. In such cases teachers can introduce a program to encourage cooperation and if necessary, the School Counsellor or psychologist may be consulted for assistance.

4.2 Classroom Behaviour Management

1 2 3 Magic

As a whole school initiative to support the discipline policy, staff are urged to use 1 2 3 Magic which is a No Talk, No Emotion approach.

Aim: To control unacceptable behaviour, encourage good behaviour and strengthen our relationships with the children.

Teachers use a counting method of 1 – 3 indicating unacceptable behaviour during a session. The day is divided into three sessions. The beginning of a session is treated as a new chance. The 3 sessions of the day are:

1. Beginning of the day to Recess.
2. After Recess to Lunch
3. After Lunch to the end of the day

If a student reaches 3 they are automatically sent to a time out area which should be a distraction free "quiet" area in the classroom. Across a year level, those teachers are asked to ensure that there is comparability in consequences as well as counting. Class teachers will set up positive and negative consequences to deal with their own children.

COUNTING a score of -

1. Unacceptable behaviour observed.
2. Continued unacceptable behaviour or child argues.
3. Continued unacceptable behaviour.

The time out period begins once the student arrives at the time out area.
Maximum period of time:

Years 1 – 3 = 5 minutes and

Years 4 – 7 = 10 minutes.

PLEASE NOTE: After receiving 3 TIME OUTS in a term the student should be sent to the Front Office and a member of the BMT will be called. At the end of each term the student's records are wiped and students start again for the next school term. The BMT member will decide whether a stern warning, a Behaviour Journal is given for completion during recess or lunchtime detention. This is recorded in the BMT File. Parents are informed at this point of the school's concerns regarding their child's behaviour and asked to sign the Behaviour Journal. These records are held for one school term only. The student starts again at the beginning of a new school term.

Depending on the severity of the incident, the teacher can omit some of the steps. This is at the discretion of the teacher but only when deemed necessary, e.g. where the safety of others is at risk. If it is a serious misbehaviour the student will be given a **RED CARD** to take to the office, where a member of the BMT will be contacted. They will decide the appropriate consequences based on the severity of the incident and previous history.

Consequences will include the following:

- Stern warning
- Behaviour Journal – parents notified
- In-school suspension – parents notified
- Out of school suspension – parents notified
- Exclusion

Action Steps K –P/P

Teachers implement their own classroom behaviour management policy based on the school's expectations (1, 2, 3 Magic). A suggested example is as follows:

- 1** reminder of appropriate behaviour, verbal warning
- 2** second verbal warning
- 3** exclusion – time out (their age + 1min time out).

Teacher decides if parents are to be informed of the incident through the day.

Action Steps Years 1 – 3

Teachers implement their own classroom behaviour management policy based on the school's expectations (1, 2, 3 Magic). A suggested example is as follows:

- 1** first verbal warning
- 2** second verbal warning
- 3** child moves away from the group for 5 minutes (timeout).

Teacher decides if parents need to sign behaviour journal or if an interview should be arranged.

Action Steps Years 4 – 7

Teachers implement their own classroom behaviour management policy based on the school's expectations (1, 2, 3 Magic). A suggested example is as follows:

- 1** first verbal warning
- 2** second verbal warning
- 3** child moves away from the group for 10 minutes (timeout)

5.0 SCHOOLWIDE CONSEQUENCES

5.1 Timeout

Timeouts occur in the classroom or a designated area and are a consequence used as part of 1, 2, 3 Magic. After three timeouts and **on the next timeout occasion** the student should be sent to the Office and a member of the BMT will deal with the student.

5.2 Behaviour Journals

The Junior (Years 1-3) and Senior Behaviour Journal (Years 4-7) issued for unacceptable behaviour in the classroom or in the playground are completed on the bench located outside the Office during detention. A tray for the journals and pencils is placed on the bench each day should they be required.

The journal relates to a rule that has been broken and asks the student to reflect on this by completing the form ready for parents to sign and return the next day. This is then filed and recorded by the BMT.

5.3 Detention

It is at the discretion of the Behaviour Management Team, depending on the severity of the incident and the student's history in relation to behavioural issues as to whether a recess or lunchtime detention will be issued.

Recess detentions are from 10.50 – 11.05 and lunchtime detentions are held from 12.55 – 1.15pm on the bench and will be supervised by a member of the BMT. Students on detention complete a Behavioural Journal, discuss this with the member of the BMT and then sit quietly until the end of detention. Behavioural Journals are sent home with the students for their parents to sign and on return are filed in the Behaviour Management File located in the Assistant Principal's Office.

5.4 In School Suspension

After 3 Behaviour Journals in a term and following a review by a member of the Behaviour Management Team, it will be decided if an in-school suspension is warranted. This will be held at the school in either a classroom or the administration area (the room will be decided on the day). The students will sit and complete work set by the classroom teacher. There is to be no contact with other students. One BMT member will be allocated to check on the child and supervise. Recess and lunch breaks will be taken at different times to the rest of the school. In School Suspensions may also be issued following a serious incident. Duration of in-school suspension may range from half a day to three days.

5.5 Out of School Suspension

SSP policy on *Out of School Suspension* is guided by the policy of the Catholic Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will take into account all previous circumstances and will consult with another Behaviour Management team member and the child's teacher prior to invoking an out of school suspension.

5.6 Exclusion

If it is proposed by the Principal of a diocesan accountable school that a student be excluded, the Director of Catholic Education or the Director's delegate(s) shall be informed and the circumstances pertaining to the exclusion discussed prior to formalising the decision to exclude the student.

Before any decision is made to exclude a student, the parent or guardian of the student shall be informed personally that exclusion is a likely outcome based on results of the investigation. The parent or guardian shall then be given the option of voluntarily removing the student from school. Should a parent or guardian agree to remove a student from the school, the Principal is to work collaboratively with the parent or guardian to help find an alternative school for the student.

Only after a parent or guardian has declined to voluntarily remove the student from the school should the Principal take a decision to exclude the student from the school. The parent/guardian shall be informed in writing that a decision to exclude has been taken.

After a decision to exclude has been taken, the Principal should continue to work collaboratively with the parent or guardian if assistance is sought to find an alternative school for the excluded student. The Principal shall maintain detailed records of the events and discussions related to the decisions to exclude the student from the school.

Records pertaining to the exclusion should be regarded as 'Restricted Access Records [ref: Policy Statement: The Management of Confidential Information in School] and be accessible only to employees specifically designated by the Principal.