

Behaviour Management Policy



Rationale

Behaviour management practices aim to promote the wellbeing and good order of the school community. Specific observable rules are established for the school environment. The Behaviour Management Policy determines acceptable behaviour and promotes a respectful, secure, safe and healthy environment in which students can prosper.

Aims

The Behaviour Management Policy is inclusive of Restorative Practices. It aims to promote resilience in the one harmed and the one causing harm and restore relationships which may have been damaged. Particular attention is given to developing in each person a sense of identity as a worthwhile and valued individual, a sense of purpose, and a sense of achievement. At St. Joseph's we take a number of measures to promote a safe environment and to build positive relationships. To assist the children to grow and develop in these areas, the school works together with the co-operation of parents and the school community as a whole.

Implementation

Through the use of '**Restorative Practices**', children become aware of the impact of their behaviour on others through personal accountability and learn from conflict situations. The philosophy and practice of restorative justice is to restore relationships between the victim and the perpetrator. It aims to promote resilience in the one harmed and the one causing harm and restore relationships which may have been damaged. Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others. These practices include using restorative language and restorative meetings.

The classroom Circle Time program incorporates the You Can Do It values and Mindfulness during whole class opportunities to identify and focus on the social, emotional, and motivational capacity of students through the strengths of Getting Along, Resilience, Persistence and Confidence.

Further Information

At St. Joseph's we promote a safe environment and build positive relationships. To assist the children to grow and develop in these areas, the school works together in partnership with parents and the school community as a whole to determine and uphold:

- Rights and responsibilities of members of our school community

- School rules
- Classroom rules and responsibilities
- Restorative practices
- Restorative meetings
- Circle time
- Procedures when responding to inappropriate behaviour

RIGHTS AND RESPONSIBILITIES

All members of our school community have the right to:

- Be safe and happy
- Be treated with respect
- Teach, work, learn and play to the best of their ability

Teachers have a responsibility to:

- Provide a safe, Christian and supportive environment for all students
- Treat students with respect and consideration
- Provide a differentiated curriculum that reaches all students
- Nurture positive relationships with students and their parents
- Value and support fellow staff members
- Facilitate restorative meetings and processes when appropriate

All Staff members have a responsibility to:

- Allow others to work quietly
- Listen and speak politely to each other
- Treat others with respect
- Wear appropriate clothing at all times
- Respect our school environment
- Be inclusive

Students have a responsibility to:

- Show respect to all members of the school community, all teachers, other adults and each other
- Act honestly and be responsible for their own actions
- Care for one another through their actions or words
- Actively engage in the learning process
- Play fairly

- Show respect for their own and other people's property
- Restore relationships after harm is caused

Parents have a responsibility to:

- Provide a safe and supportive environment for their children
- Treat all children within the school community with respect and consideration
- Encourage positive relationships with staff
- Support and endorse the school behaviour management policy
- Support the school's learning and teaching philosophy
- Support the staff in implementing the behaviour management policy

SCHOOL RULES: Guidelines

School Rules:

All students are to follow the 8 school rules:

- ✚ We listen to and speak politely to each other.
- ✚ We allow others to work quietly
- ✚ We walk inside the school building
- ✚ We treat others with respect
- ✚ We wear the correct school uniform at all times
- ✚ We respect our school environment
- ✚ Everyone is allowed to join in our game
- ✚ We try to do our best in all that we do.

School Uniform: Refer to School Uniform Policy

- ✚ School uniform is to be worn each day unless children are directed to wear sports uniform for Physical Education or Sport. Runners are considered as 'sports wear' only
- ✚ Hats are worn at all times outdoors in Terms 1 and 4 to protect students from potential sun damage
- ✚ Nail polish, unnecessary hair adornments and earrings (excluding studs and sleepers) are not part of school uniform are not acceptable at St. Joseph's
- ✚ Children are required by Health Department regulations to tie back hair longer than shoulder length.

School Guidelines:

- ✚ Teachers are required to be in their classrooms by 8.40am. Students may then access classrooms from 8.40am and should only enter classrooms after this time and only when the teacher is present

- ✚ Classroom doors are locked during recess and lunchtime and all students are required to be outside unless supervised by a teacher
- ✚ Before and after school procedures:
All students will be released from the classroom at 3.25pm
A teacher is assigned to duty before and after school from **8.30pm - 8.55pm** and **3.25pm - 3.40pm** in the school grounds to ensure the safety of students and to ensure that all students have been collected
Students who have not been collected by 3.40pm will be taken to the office and their parents will be contacted
- ✚ Students are to remain inside the school grounds during school hours unless:
An early release is signed by parents
The child is collected by a parent or guardian after obtaining a sign-out slip from the office
- ✚ The riding of bicycles and scooters at any time in the school grounds is prohibited
- ✚ Children are to play within the areas assigned to them at lunchtime and recess and are not to enter areas that are out of bounds
- ✚ Students are to walk quietly in the school corridors at all times
- ✚ Stones, sand and tanbark throwing, tree climbing and chewing gum are banned at our school
- ✚ Rough, dangerous games are not tolerated
- ✚ Politeness and good manners are expected at all times.

CLASSROOM RULES and RESPONSIBILITIES

It is expected that all school rules and routines will be followed by all members of staff to minimise disruption to teaching and learning time, to maximise learning opportunities and enhance positive relationships.

General Classroom Management:

- ✚ School rules are reviewed at the beginning of each term
- ✚ Positive classroom rules are established in each classroom at the beginning of each year and reviewed at the beginning of each term. These rules are established with input from both teachers and students
- ✚ At the beginning of each term the children are educated in the definition of bullying, the different types of bullying and harassment and the rights and responsibilities of each student in the school
- ✚ Staff to command the attention of their group of students before commencing instruction, ensuring the students are exhibiting appropriate behaviours that demonstrate that they are ready to listen and learn e.g. they are making eye contact, sitting still, correct posture
- ✚ At changeover of activities students are responsible for leaving the work area neat and tidy

- ✚ Different groups doing different activities are managed by:
 - Ensuring students are aware of appropriate noise levels and classroom expectations
 - The planning of independent activities for other groups when teachers take a focused teaching group
 - Being flexible - changing the activities if necessary
- ✚ The preferred forms of room organisation are:
 - Room for students to sit on the floor
 - Enough space for tables and chairs set up so as to maximise co-operative learning
 - A quiet area.

Routines:

- ✚ Students in the junior and middle school use internal toilets during class time
- ✚ Students go with a partner when moving between buildings unsupervised
- ✚ Students are reminded that they should always go to the toilet at break times rather than during class time
- ✚ When students are moving from one area of the school to another, teachers ensure that they walk quietly and calmly
- ✚ Students are always supervised by a teacher both within and out of the classroom
- ✚ Students generally eat their Lunch and Recess snack in the classroom

Positive Consequences for Good Behaviour

- ✚ It is important to focus on the positives and encourage the children to make responsible choices about their relationships and behaviours. Acknowledging appropriate behaviour is important because it fosters positive self-image and reinforces the importance of students taking pride in their ability to act responsibly.

At St Joseph's the staff acknowledge and reward children who demonstrate appropriate behaviour in the following manner:

- ✚ Reward systems in classrooms / Star charts
- ✚ Certificates- Student Of The Week, You Can Do It awards and special achievement awards
- ✚ Verbal recognition of the positive behaviours e.g. 'I like the way you did that!'
- ✚ Stickers / Class rewards
- ✚ Class acknowledgment by a round of applause
- ✚ Sharing time where good work is accredited by peers
- ✚ Encouraging a particular behaviour or attitude
- ✚ Positively acknowledging children who follow the school rules
- ✚ Notes written in diaries or Reading Journals (Junior grades)

- ✚ Principal acknowledgement of students' work with special awards

RESTORATIVE PRACTICES: PROCEDURES

Through the use of Restorative Practices, children become aware of the impact of their behaviour on others through personal accountability and learn from conflict situations. The philosophy and practice of restorative justice is to restore relationships between the one who is harmed and the one who causes harm.

Restorative measures with adult visitors who act inappropriately are also aimed at them taking responsibility for their actions, recognising the impact of their actions on others, and reconciling and resolving conflict with others.

Staff has a responsibility to:

- ✚ Be familiar with and use Restorative Language with children
- ✚ Hold Circle Time meetings at least once a fortnight with their class
- ✚ Use the Restorative Practices questions with both the victim and offender in restoring relationships both in the classroom and on the playground.

Key Skills of using restorative questions:

- ✚ Focus on the specific behaviours or incidents without blaming
- ✚ Draw out who was affected and how they were affected
- ✚ Direct questions toward problem solving – what needs to happen to “make things right”

Restorative questions

- ✚ What happened?
- ✚ How did it happen?
- ✚ How did you act in this situation?
- ✚ What were you thinking at the time?
- ✚ Who do you think was affected?
- ✚ How were you affected?
- ✚ What needs to happen to make things right?
- ✚ If the same situation happens again, how could you behave differently?

Circle Time

Circle time generates a sense of belonging, which promotes acceptance and support within the community of the school. It brings together the teachers and students in an enjoyable atmosphere of cooperation, where students become more able to express their feelings. As students learn more about themselves and each other, a warm and supportive group atmosphere is built along with improved relationships.

Circle Time Structure

- ✚ Positive yet simple rules are followed – one person speaks at a time, no put downs and right to pass
- ✚ Feelings are focused on
- ✚ Awareness of self and others encouraged
- ✚ No judgements are made (by staff or children)
- ✚ Each member is valued
- ✚ Everyone experiences sharing in a sensitive, positive and fun way
- ✚ Positive, encouraging and non-judgemental

HARASSMENT OR BULLYING

Harassment or bullying is defined as any verbal, physical, cyber, visual and sexual behaviour which infringes an individual's rights, threatening an individual's wellbeing, self-worth and dignity and therefore fails to respect others.

Claims of harassment or bullying are a serious matter. Students can report any form of harassment to any staff member or the teacher on playground duty. If the complaint is considered serious, it will be referred to the Principal.

At the commencement of each term it is an expectation that class teachers will discuss with their class the different types of harassment and bullying, and the rights and responsibilities of all children within the school.

Types of Bullying or Harassment

Physical:

- ✚ Fighting, assault
- ✚ Standover tactics, domination of others
- ✚ Threats of violence
- ✚ Invasion of personal space
- ✚ Repeated exclusion from games, activities and social groups
- ✚ Deliberately damaging others' possessions
- ✚ Vandalism (including Graffiti)
- ✚ Throwing objects
- ✚ Biting and spitting

Verbal:

- ✚ Picking on people because of their family status, culture, religious belief, appearance, ability or disability.
- ✚ Repeated questioning or remarks about someone's private life.

- ✚ Discriminatory, offensive or threatening language.
- ✚ Language which belittles or puts down others
- ✚ Joking that offends
- ✚ Starting rumours or making untrue statements about people
- ✚ Swearing

Visual:

- ✚ Offensive hand and finger signs
- ✚ Offensive drawings, messages, facial expressions
- ✚ X-rated images or books

Sexual:

- ✚ Touching in private areas
- ✚ Demanding sexual favours
- ✚ Commenting on someone's morals or sexual orientation
- ✚ Making any advances of a sexual nature

Cyber:

- ✚ Text messaging that is threatening or causes discomfort
- ✚ Picture/video clips via devices that are sent to others that make the victim feel threatened or embarrassed
- ✚ Harassing others on mobile phone calls including silent or abusive messages
- ✚ Emails or online messages that threaten or bully others and using someone else's email account to bully others
- ✚ Sending inappropriate messages while using technology
- ✚ Bullying via Websites such using defamatory blogs on personal webpages or through social media

RESPONDING TO INAPPROPRIATE BEHAVIOUR

PROCEDURES

- 1) 1st Reminder of classroom or school rule
- 2) 2nd Reminder
- 3) 3rd Reminder and 'thinking time' in a quiet area of the room

Student to fill out **reflection sheet** completed during this time with a follow up discussion (Appendix 1). A restorative discussion to be held between teacher and student about the student's behaviour after time out.

NOTE: Junior children may complete drawings of the inappropriate behaviours to discuss with the teacher instead of the Reflection Sheet

4) If a student has been moved for 'thinking time' for more than three times in a week for similar behaviours, or if the behaviours are deemed serious, then the behaviour will be recorded on **NForma** and a **Positive Behaviour Plan** will be put discussed and put into place. (Appendix 2)

The Principal and the Student Wellbeing Leader and the parents will be involved in the development of the Positive Behaviour Plan.

The social and emotional progress and behavioural incidents involving each child within the school is recorded and monitored electronically through **Nforma**

POSITIVE BEHAVIOUR PLANS

Positive Behaviour Plans are devised when a child repeatedly requires 'Time Out' or a consistent inappropriate behaviour is affecting themselves or others in a significant way.

Positive Behaviour Plans are written to assist students to achieve their personal best, focusing on a specific behaviour they would like to change or achieve. If the repeated behaviour significantly impacts on a child's wellbeing or another's wellbeing, then a meeting will be arranged with parents to discuss the Positive Behaviour Plans to be put in place.

Teachers, in collaboration with the Student Wellbeing Leader and/or the Principal, design a plan that outlines:

- ✚ The purpose of the plan
- ✚ Duration of the plan
- ✚ Expectations regarding the student's future behaviour
- ✚ Means by which student will be supported in achieving this behaviour
- ✚ Means by which the student's behaviour will be monitored and managed
- ✚ Circumstances which could require the plan to be amended or reviewed (eg medical or mental health advice)
- ✚ Positive rewards decided by both the teacher and student to be given once the student has reached their goal
- ✚ Positive Behaviour Plans that address outside behaviours are composed with the assistance and approval of the Intervention Team. These are copied and placed in 'Duty Folders' that are to be taken outside with teachers who are supervising the playground
- ✚ Breaches of the Positive Behaviour Plans are recorded on **NForma** by the teacher observing the behaviour
- ✚ If the teacher is an Emergency Teacher and unfamiliar with **NForma**, they are required to fill out a behaviour form that is in the folder, and to give this to the Student Wellbeing Leader or place this in the receptacle in the Staff room
- ✚ The Student Wellbeing Leader will record the information on **NForma**

SEVERE CLAUSE CRITERIA

The Severe Clause Criteria is determined by the Principal and enforced when a student:

- ✚ Wilfully hurts another student
- ✚ Wilfully destroys property

- ✚ Overtly refuses to do what he/she is told to do
- ✚ Consistently and deliberately engages in behaviour that stops the class functioning properly
- ✚ Leaves the school grounds without permission

Where this criterion is invoked the Principal or his/her agent will record the incident on **NForma** and contact the student's parent/guardian regarding the child's behaviour.

Community Service within the school may be required. During this process Restorative Practice procedures will be undertaken by a member of the Student Wellbeing Core Team to repair harm caused by these serious actions.

In extreme cases, parents may be asked to take their child home for the rest of the day to reflect on his/her actions.

2nd Level Behaviour Contracts

If inappropriate behaviours continue, the Principal and Student Wellbeing Leader will request further intervention support from the Catholic Education Office and/or other external agencies to ensure the safety of the child and all within the St Joseph's School Community.

Evaluation

This policy will be reviewed as part of a three-year review cycle

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