



## BEHAVIOUR MANAGEMENT POLICY

Reviewed: 2017  
Due for Review: 2019

### RATIONALE

Catholic schools have a responsibility to provide an educational environment that promotes the dignity and respect of each person.

#### St Jude's Catholic School Vision Statement

St. Jude's Catholic School is a compassionate and welcoming community.

We centre our learning in Christ and strive to achieve excellence,  
as we affirm, nurture and develop the unique gifts of each child.

St Jude's School Student Management Policy honours this vision by highlighting the value we place on creating a supportive, safe and positive school environment where staff, students and parents become known and valued members of our school community.

St Jude's School aims to:

- Create a positive environment within the school and classroom.
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognise those members of the school community whose exemplary behaviour and care promotes a positive and caring school environment.
- Establish a set of rules that protects the rights of all individuals.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules.
- Establish procedures so that conflicts can be resolved in a positive and non-violent manner.

The rationale for developing whole-school classroom and playground rules, rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self-managed. Central to our mission, is the commitment to the development of full potential which can only be achieved in an environment where acceptable standards of behavior are apparent and developmentally appropriate with a focus on looking for opportunities for positive feedback. Through consistent application throughout the school, children will understand the expectations of them regarding managing their own behaviour and the importance of treating others with respect and care.

This Management Policy acknowledges the research evidence that suggests the development of resilience, positive self-esteem, empathy, cooperation, friendship skills, social skills and decision-making, emotional management and conflict resolution, can help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

This revised document has responded to the National Safe School's Framework initiative and the CEWA Child Safety Framework, by aligning the guiding principles for promoting a safe school environment with our own. We have implemented the Protective Behaviours Program and have embraced the protective behaviours philosophy-

**" We all have the right to feel safe all of the time and that nothing is so awful that we can't talk about it with someone."**

We have also participated in training to become a Trauma Informed School and are actively implementing practices from the "**Making Space for Learning Program**" which includes mindfulness techniques shown to improve protective factors and reduce behavioral risks through improving:

- Self-control
- Understanding and recognition of emotions
- Ability to tolerate frustration
- Use of more effective conflict-resolution strategies
- Thinking and planning skills
- Decrease anxiety
- Decreased conduct problems
- Decreased symptoms of sadness and depression
- Decrease report of conduct problems, including aggression.

The policy has been developed in consultation and collaboration with the School Behaviour Management Team and staff and based on data produced in the Insight School Data Surveys (Quality Catholic Schools).

## **BEHAVIOUR MANAGEMENT TEAM**

While all staff at St Jude's School are responsible for effectively managing student behaviour, a small team has been established to deal with those behaviours or situations that require further follow-up or intervention. The Behaviour Management Team at St Jude's School is comprised of:

- Principal
- Assistant Principals
- School Pastoral Care Worker

## Rights and Responsibilities

Students have the RIGHT to	Students have the RESPONSIBILITY to
<p>Learn without being disrupted</p> <p>Work and play in a safe, friendly and clean environment</p> <p>Be treated with respect, courtesy and honesty</p> <p>Be proud of your achievements</p>	<ul style="list-style-type: none"> <li>-Make sure that your behaviour is not disrupting the learning of others.</li> <li>-Support the teacher and peers by listening, helping, cooperating and behaving responsibly.</li> <li>-Show kindness and respect to everyone.</li> <li>-Always use your best manners when dealing with others.</li> <li>-Show respect for your own and for other's property.</li> <li>-Walk quietly around all corridors and verandahs.</li> <li>-Follow teachers' directions immediately.</li> <li>-Play safely and fairly in appropriate areas.</li> <li>-Treat other students, staff and visitors in a friendly and respectful way.</li> <li>-Sit down when eating or drinking and place all rubbish in the bin.</li> <li>-Wear your school uniform with pride</li> <li>-Treat everyone with respect.</li> <li>-Not gossip, tell secrets, or spread untruths about others.</li> <li>-Show good manners and courtesy toward others.</li> <li>-Include and welcome others.</li> <li>-Own up and tell the truth.</li> <li>-Develop your potential and help others to do the same.</li> </ul>
Staff have the RIGHT to	Staff have the RESPONSIBILITY to
<p>Teach without disruption</p> <p>Work in a clean, safe environment</p> <p>Be treated with respect, courtesy and honesty</p> <p>Be supported by the whole school community.</p>	<ul style="list-style-type: none"> <li>-Be well organised and provide relevant and challenging educational programs.</li> <li>-Deal effectively with students whose behaviour disrupts the learning of others.</li> <li>-Share responsibility for keeping classrooms and outdoor areas clean, tidy and secure.</li> <li>-Share responsibility for making sure that the school environment is safe.</li> <li>-Treat others with respect, courtesy and honesty.</li> <li>-Support the school's ethos, policies and procedures.</li> <li>-Communicate effectively and respectfully with other staff, students and parents</li> </ul>
Parents have the RIGHT to	Parents have the RESPONSIBILITY to
<p>Be treated with respect and courtesy</p> <p>Be informed about your child's progress and behavior</p> <p>Expect your child to participate fully in their education program</p> <p>Communicate issues related to your child in an appropriate forum, at an appropriate time</p>	<ul style="list-style-type: none"> <li>Treat all members of our school community with respect, courtesy and honesty.</li> <li>-Support your child's learning program at home by ensuring homework is completed to a satisfactory standard.</li> <li>-Regularly communicate any information that may affect your child's behaviour or performance at school.</li> <li>-Support the school in our efforts to build a safe and friendly school environment by acknowledging and working in partnership with the school.</li> <li>Ensure your child arrives at school on time and attends school regularly.</li> <li>-Ensure that the child's physical and emotional needs are met at home.</li> <li>-Contact the class teacher first, to communicate any concerns, questions or seek clarification.</li> <li>-Contact the Principal for further clarification if necessary.</li> </ul>

**We aim to create a caring, safe and positive school environment by helping students, staff and parents to become known and valued members of our school community.**

Some of the ways we work to achieve this aim are:

- Ensure a welcoming and well managed Whole School Environment
- Ensure a welcoming and well managed Classroom Environment
- Provide diverse and engaging Learning Opportunities
- Follow a positive approach to Behaviour Management
- Offer School Based Presentations regarding Parenting Skills
- Offer multiple Performance Opportunities for students
- Offer opportunities for student leadership and responsibility
- Offer public acknowledgement and celebration of student achievement
- Provide opportunities to participate in External Competitions or Awards
- Provide opportunities to participate in various Sporting events
- Invite our community Members to engage fully in school activities
- Acknowledge the efforts and skills of our Staff
- Provide opportunities for Parent Involvement in the school
- Provide Self-Improvement and Peer Support Programs
- Provide access to Student and Family Services

## **RULES PROTECT PEOPLE'S RIGHTS**

A set of whole school rules guide student behaviour throughout the school. These complement classroom rules that the students develop with their teacher at the beginning of each year.

### **WHOLE SCHOOL RULES**

#### **Be Respectful**

- Treat other students, staff and visitors in a friendly and respectful way.
- Show kindness and respect to everyone.
- Always use your best manners.
- Show respect for your own and for other's property.

#### **Be Responsible**

- Walk quietly around all corridors and verandahs.
- Play safely and fairly in appropriate areas.
- Sit down when eating or drinking and place all rubbish in the bin.
- Make sure that your behaviour is not disrupting the learning of others.
- Own up and tell the truth.

#### **Follow Instructions**

- Follow teachers' directions immediately.
- Listen to others.

#### **Be Prepared**

- Wear your school uniform with pride.
- Line up quietly when the bell goes.
- Have all of your books and pencils ready for your classroom.

#### **Strive for Success**

- Develop your potential and help others to do the same.
- Support the teacher and peers by listening, helping, cooperating and behaving responsibly.

### **Classroom Rules: Guidelines**

- Classroom rules should reflect the rights and responsibilities outlined in the behaviour management policy.
- Rules should be:
  - written in a positive tone – highlighting desired behaviour
  - clear and concise
  - few in number
  - easily understood by children
- The number and type of rules should reflect the developmental age of students.
- Students and teacher should develop the rules in collaboration at the beginning of the school year and review them regularly.
- The Behaviour Management Plan for each class must be forwarded to the Principal.
- **Rules should be clearly displayed in the classroom and referred to regularly.**

### **OUR BEHAVIOUR HAS CONSEQUENCES**

We are responsible for how we choose to behave.

### **Acknowledgement of co-operative and good behaviour:**

#### **Whole School Rewards**

- Brilliantly Behaved Morning Tea each term
- Lining Up points for each class
- Faction Points
- Mercy Awards
- Merit Certificates

#### **Classroom Rewards**

- **Individual rewards** – verbal acknowledgement, faction certificates, stickers, stamps, free time, lucky dips, class raffles, lucky draws etc
- **Group rewards** – points towards a negotiated reward
- **Class rewards** – points towards a negotiated reward

#### **Playground**

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the school environment or simply positive behaviour, this will be acknowledged and rewarded by:

- **Positive verbal acknowledgement and body language** – A reward may be as simple as a smile or words of encouragement.
- **Faction certificates** – which contribute towards faction tally and individual tally which could result in a prize.

#### **Consequences for inappropriate and unco-operative behavior**

- **We believe we need to work at building relationships.** When we deliver consequences of inappropriate student behaviour it should be done so in a manner that will not damage our relationship with the student. Our Trauma Informed Practice provides guidelines for these interactions and should be used as the compass for our interactions with the students. Students should understand that the consequence is a result of their actions. **All classroom and playground behaviour incidents should be recorded in SEQTA .**

- We believe that students should be given every opportunity to make 'a fresh start' after inappropriate behaviour/s have been dealt with and that each child has the right to not be labelled by staff, students or parents (e.g. 'he's a trouble maker').
- Teachers are encouraged to use positive action first! Children must have a sense of their own self-control and responsibility to others. However, **the management of inappropriate behaviour should be consistent and certain for all members of the class.**

### **Classroom Consequences:**

Years One to Six:

If a child breaks a rule inside the classroom follow the steps below:

- First occasion: Verbal Warning.
- Second occasion: Second Warning and a record made on the tracking sheet.
- Third occasion: Classroom time Out and a record made on the tracking sheet.
- Fourth occasion: think sheet to be completed and time out in another classroom.
- Fifth occasion: Student sent to the Principal's office and parents contacted.

The completed think sheet is to be sent home to be signed by the parent and returned the next day. A brief explanation is to be included on the think sheet to advise the parent of what has occurred. This should also be noted in SEQTA. If three or more think sheets are issued in one week, a meeting is to be organised with the parents to discuss the possibility of the child being placed on a Behaviour Management Plan. The Behaviour Management Plan will be discussed with Student, Parent, Teacher and Principal.

- All teachers are to be informed of any student's **Individual Behavior Management Plan** and follow the plan.
- The **class tracking sheet must go with the class to specialist teachers.** (see appendix 3)
- There are school 'think' sheets for each year level. (see appendix 2)

**In cases of serious behavior**, teachers may bypass the steps above and the student would immediately be sent to the Principal. Examples of serious behavior include: throwing objects, using abusive language or gestures, insolent behavior, vandalizing property, stealing, fighting.

### **Playground Consequences:**

If a child breaks a rule outside of the classroom follow the steps below:

- First occasion: Warning: Ask the child what was the rule he/she broke? Ask what is the correct behaviour? Inform the child of the consequence if it occurs again.
- Second occasion: Sit out for 5 minutes near the teacher on duty. Ask the student to reflect on their behaviour. Student may also be asked to walk with the teacher while on duty.
- Third occasion: Sit out for the remainder of break near the teacher on duty.\* Classroom teacher notified. First duty teachers must pass on information to second duty teachers regarding individuals who have broken the rules to ensure consistent management of the behaviour.

\*Student to sit on 'bench'. The 'bench' can be anywhere but must be in view of the duty teacher.

As much as possible there should be natural consequences e.g. clean up lunch area after leaving a mess or community service (eg picking up rubbish).

#### **Please note:**

Class teachers should not use the bench as a classroom behavior punishment.

**Duty bags contain playground incident report booklets. Please record any incidents here and they will be collated by the Assistant Principals at the end of each week.**

### **In School Suspension**

In the case of serious misconduct or a series of misdemeanors and following a review by members of the Behaviour Management Team, it will be decided if an in-school suspension is warranted. (see appendix 7&8)

- In School Suspension occurs within the administration area of the school and under supervision.
- The student will sit at a desk and complete classroom work.
- There is to be no contact with other students during the time of In School Suspension.
- Recess and lunch breaks will be taken at different times to the rest of the school.
- Duration of in-school suspension may range from a half a day to three days.
- Any unacceptable behaviour may result in the student being excluded from special privileges such as – incursions, excursions, camps, disco's, class parties etc.

### **Out of School Suspension**

St Jude's 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, 5B-1 March 2009)

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 work in partnership with the CEWA, Behaviour Management Team, parents and key staff members, taking into account all previous circumstances prior to invoking an out of school suspension.

### **Exclusion of Students**

*(See Policy 2 D7 – 'Exclusion of Students for Disciplinary Reasons')*

## PROVISION OF A SAFE ENVIRONMENT - Anti-Bullying and Harassment Procedures

Every person has the right to feel safe, to learn and to be treated with respect and fairness. Bullying and harassment are not tolerated in any form.

**DEFINITION:** Bullying is an ongoing form of aggressive behavior which is usually hurtful, threatening, frightening and deliberate.

It can be:

- Verbal – name calling, teasing, swearing, racist remarks, extortion
- Physical – pushing, punching, spitting, rude gestures
- Indirect – rumours, exclusion from groups
- Cyber – sms, emails, chat rooms, Facebook, You-tube

A victim is a person or group that feels unsafe as a result of the behavior of others and who does not have the resources, status, skill or ability to counteract or stop the behaviour.

Students are encouraged to:

- Tell a staff member of any incidents of bullying or harassment.
- Express disapproval towards bullying behaviours.
- Walk away and get help when a bullying incident is occurring rather than stand-by.
- Be aware of teasing or personal remarks.
- Give support to students who may be being bullied.

**Teachers will:**

- Take bullying seriously.
- Support students who are being bullied.
- Reinforce to children that nothing is so awful we can't talk about it with someone.
- Explicitly teach, as part of the school curriculum, what bullying is. Elicit assertive practices for students who are being bullied and ways that students can help to stop bullying.
- Address bullying behaviours at the time of an incident by using the support group approach to bullying.
- Refer information about any bullying incidents to the Administration Team.
- Support identified bullies to change their behavior in the classroom and school grounds.

**The Administration Team will**

- Take bullying seriously.
- Make debriefing sessions available to any staff member affected by negative student behavior.
- Make professional development available to any teaching staff member who is experiencing difficulties in managing student behavior.
- Refer families to the School Psychologist, School Social Worker and/or Family & Child/ren's Services where appropriate.

**Parents should:**

- Watch for signs of stress and/or distress in their children, including an unwillingness to attend school, onset of headaches, stomach aches or bruising, toys or equipment going missing, requests for extra pocket money or damaged clothing or books.
- Request an interview with the child's teacher and/or Administration Team if they suspect their child is being bullied or is bullying others.

**STEPS IN THE METHOD OF SUPPORT GROUP APPROACH:**

- Teacher receives information about the incident/s or makes the observation.
- Consults with relevant teachers.
- Meets with the student who has asked for help or been identified.
- If incident is isolated facilitates friendship strategies, conflict resolutions or refers to the Behaviour Management Policy.
- If bullying is identified, advise Administration Team.
- Meet with group of students identified as being involved in the incident. Communicate feelings of student who asked for help or was identified. Elicit suggestions to improve peer relationships.
- Complete incident report form.
- Notify all parents.
- Arrange follow up meeting, one week after initial meeting, with each individual to determine whether changes in behavior have been made.
- After follow up meeting, no further action is required unless there is no resolution. Further action may include referral to School Social Worker, School Psychologist or Family and Children's Services.



**St Jude's Kindy & PP Think Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture showing what you did.



Draw a picture showing what you should have done.



Teacher Sign: \_\_\_\_\_

Parent Sign: \_\_\_\_\_





# St Jude's Year 1 & 2 Think Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a picture showing what you did.

  
  
  
  

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Draw a picture showing what you should have done.

  
  
  
  

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Teacher Sign: \_\_\_\_\_ Parent Sign: \_\_\_\_\_

### St Jude's Year 3 & 4 Think Sheet



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Describe what happened.

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What behaviour did you choose?

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What other choices could you have made?

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The choice I made was...



The best choice for me to make now is...

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Teacher Sign: \_\_\_\_\_ Parent Sign: \_\_\_\_\_



### St Jude's Year 5 & 6 Think Sheet



Name: \_\_\_\_\_ Date: \_\_\_\_\_

What bad choice (s) did I make? Why?

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What could I have done that would have been a smarter choice?

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How did my bad choice hurt other people?

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What am I going to do about the choice I made in order to prevent myself from making it again?

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



