The success of any behaviour management policy depends totally on consistent and continuous application.
Purpose of Document
This document provides policies and procedures related to:
- Behaviour management
- Bullying and harassment

St Jude’s Catholic School Vision Statement

_**St Jude’s School is a caring Catholic community. Through education of the whole person that has Christ as its foundation we strive to develop and affirm each child’s talents and qualities.**_

St Jude’s School’s Student Management Policies honour 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.

**RATIONALE**

Catholic schools have a responsibility to provide an educational environment that promotes the dignity and respect of the person, and therefore, aims to eliminate bullying and harassment in all forms.

It is well established that learning outcomes, physical health, emotional, psychological and spiritual well being can be adversely affected by bullying and harassment.

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 that can only be achieved in an environment where acceptable standards of behavior are apparent and developmentally appropriate with a focus on positive consequences. Through consistent application throughout the school, children will understand the expectations of them in regard to managing their own behaviour and the importance of treating others with respect and care.

St Jude’s Student Management Policies acknowledge and support 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.

Our policies are derived from our school Vision Statement and are designed to complement the school’s Pastoral Care and Managing Student Behaviour Policies.

This revised document has responded to the National Safe School’s Framework initiative, by aligning the guiding principles for promoting a safe school environment with our own. We have implemented the PATHS program, to work alongside our behavior management policy, which has been 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.

This policy also has drawn upon the Friendly Schools and Families Programme as a practical and valuable resource that provides individual, group, family and school community level actions to address and prevent bullying in schools. The development of this policy has been produced in consultation and collaboration with the behaviour management team and staff and by utilizing our school Insight Data (Quality Catholic Schooling).

**BEHAVIOUR MANAGEMENT TEAM**

While all staff at St Jude’s 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 PRINCIPAL | ASSISTANT PRINCIPAL | DESIGNATED TEACHER IN CHARGE* |

- *When other members of team are not available.*
RIGHTS AND RESPONSIBILITIES

POSITIVE ENVIRONMENT

SAFE ENVIRONMENT

ST JUDE’S CATHOLIC SCHOOL

RULES

CONSEQUENCES

Love and Truth
WE ALL HAVE
RIGHTS AND
RESPONSIBILITIES

We recognise that all members of our community have rights and responsibilities. These include:
<table>
<thead>
<tr>
<th>Students have the RIGHT to</th>
<th>Students have the RESPONSIBILITY to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn without being disrupted</td>
<td>-Make sure that your behaviour is not disrupting the learning of others.</td>
</tr>
<tr>
<td>Work and play in a safe, friendly and clean environment</td>
<td>-Support the teacher and peers by listening, helping, cooperating and behaving responsibly.</td>
</tr>
<tr>
<td>Be treated with respect, courtesy and honesty</td>
<td>-Show kindness and respect to everyone.  <em>This means: No fighting, spitting, disrespecting staff members, deliberately excluding other children from joining in or generally annoying other children.</em></td>
</tr>
<tr>
<td>Be proud of your achievements</td>
<td>-Treat everyone with respect.</td>
</tr>
<tr>
<td>Staff have the RIGHT to</td>
<td>Staff have the RESPONSIBILITY to</td>
</tr>
<tr>
<td>Teach without disruption</td>
<td>-Be well organised and provide relevant and challenging educational programs.</td>
</tr>
<tr>
<td>Work in a clean, safe environment</td>
<td>-Deal effectively with students whose behaviour disrupts the learning of others.</td>
</tr>
<tr>
<td>Be treated with respect, courtesy and honesty</td>
<td>-Share responsibility for keeping classrooms and outdoor areas clean, tidy and secure.</td>
</tr>
<tr>
<td>Be supported by the whole school community.</td>
<td>-Share responsibility for making sure that the school environment is safe.</td>
</tr>
<tr>
<td>Parents have the RIGHT to</td>
<td>Parents have the RESPONSIBILITY to</td>
</tr>
<tr>
<td>Be treated with respect and courtesy</td>
<td>Treat all members of our school community (<em>including staff members and children</em>) with respect, courtesy and honesty.</td>
</tr>
<tr>
<td>Be informed about your child’s progress and behavior</td>
<td>-Support your child’s learning program at home by ensuring homework is completed to a satisfactory standard.</td>
</tr>
<tr>
<td>Expect your child to participate fully in their education program</td>
<td>-Regularly communicate any information that may affect your child’s behaviour or performance at school.</td>
</tr>
<tr>
<td>Communicate issues related to your child in an appropriate forum, at an appropriate time</td>
<td>-Support the school in our efforts to build a safe and friendly school environment by acknowledging and working in partnership with the school (when your child has behaved inappropriately or affirming them for positive and cooperative behaviour).</td>
</tr>
<tr>
<td>Ensure your child arrives at school on time and attends school regularly.</td>
<td>Ensure that the child’s physical and emotional needs are met at home.</td>
</tr>
<tr>
<td>Contact the class teacher first, to communicate any concerns, questions or seek clarification.</td>
<td>-Contact the Principal for further clarification if necessary.</td>
</tr>
</tbody>
</table>
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:
# Promoting a Positive Environment

## School Environment
- Front office personnel are warm and friendly
- School vision statement and Creed displayed in the front office
- School grounds neat and well maintained
- Classrooms neat, orderly and in good repair
- Equipment, furniture and facilities in good repair

## Classroom Environment
- Classroom aesthetically pleasing and child-centred
- Positive message posters up in room
- Acknowledgement of student birthdays (stickers, awards etc)
- Explicit teaching of appropriate social skills
- Appropriate instructional strategies and pedagogies
- Parents welcomed into classrooms

## Learning
- Providing an appropriate and flexible curriculum
- Providing engaging, instructional strategies
- Providing pedagogy which caters for different learning styles and individual needs
- Providing learning programs which enable students to experience some success
- Provide individual education plans (or CAPS) and individual behaviour plans where necessary

## Recess/ Lunchtime Activities
- Varied play areas (such as two ovals, Junior adventure playground, general adventure playground and undercover area)
- Competitions
- Variety of sport equipment
- Availability of library

## Behaviour Management Plan
- Class reward time
- Faction certificates given out
- Verbal acknowledgement of positive behaviour
- Individual rewards

## School Based Presentations
- Merit Awards
- Principal Awards
- Individual faction certificate rewards
- End of Year awards – Achievement and Christian Living
- C.A.R.E. bear award
- Class uniform award (marble check)
- Tidy Verandah
- Brilliantly Behaved Morning Tea

## Performance
- Choir
- Concerts
- Choral speaking/Poetry
- Talent Quests
- Inter-school competitions
- Edudance
- Clubs
- Performing Arts

## Giving Students Responsibility
- Peer Mediators
- Faction Captains
- Flag roster
- Assembly organization
- Fundraising projects
- Roles in special events e.g. Anzac Day
- Head Boy & Girl, Year 6 Committees
<table>
<thead>
<tr>
<th>Public Acknowledgement / celebration of student achievement</th>
<th>External Competitions or Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acknowledgement of student achievement outside of school hours</td>
<td>• Awards from academic or other competitions e.g. University of NSW tests</td>
</tr>
<tr>
<td>• Acknowledgement of student achievement in newsletter</td>
<td></td>
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<tr>
<td>• Articles in local newspapers</td>
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<tr>
<td>• Displays of student work around the school e.g. front office display</td>
<td></td>
</tr>
<tr>
<td>• Entering work in competitions</td>
<td></td>
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<tr>
<td>• Students referred to Principal with samples of good work</td>
<td></td>
</tr>
<tr>
<td>• Monday Morning assemblies</td>
<td></td>
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<tr>
<td>• Year group assemblies</td>
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<tr>
<td>• School Website</td>
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<tr>
<td>• This Little Light Candle</td>
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</table>

<table>
<thead>
<tr>
<th>Badges or identifying clothing</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Badges for Head Boy &amp; Girl, Student Councillors and Faction captains</td>
<td>• Parent morning/afternoon teas</td>
</tr>
<tr>
<td>• Leavers shirts with student names on in Year 6</td>
<td>• Parent helpers in the classroom</td>
</tr>
<tr>
<td>• Staff Shirt</td>
<td>• Friends of St Jude</td>
</tr>
<tr>
<td>• Staff name badges</td>
<td>• School fundraising activities</td>
</tr>
<tr>
<td>• Visitors badges</td>
<td>• Community events</td>
</tr>
<tr>
<td>• Volunteer badges</td>
<td>• Using expertise in different ways e.g. school musical/clubs</td>
</tr>
<tr>
<td>• Choir Member badges</td>
<td>• Open Night</td>
</tr>
<tr>
<td>• Relief Teacher badges</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Members</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clubs</td>
<td>• Social activities for staff and an acknowledgement of effort</td>
</tr>
<tr>
<td>• FOSJ</td>
<td>• Sharing a meal together outside school</td>
</tr>
<tr>
<td>• Catechists</td>
<td>• Special lunches / morning teas</td>
</tr>
<tr>
<td>• Incursions</td>
<td>• Acknowledgement of birthdays</td>
</tr>
<tr>
<td></td>
<td>• Social events</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Musical</th>
<th>Student/ Family Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School Choir</td>
<td>• Non Govt School Psychology Services</td>
</tr>
<tr>
<td>• Instrumental Music Programme</td>
<td>• School Counsellor</td>
</tr>
<tr>
<td>• Class music programme K - 2</td>
<td>• Parish Priest</td>
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<td></td>
<td>• School Nurse</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Self Improvement / Peer Support Programs</th>
<th>Student/ Family Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ‘Friendly Schools and Families’ Program</td>
<td>• In school Education support</td>
</tr>
<tr>
<td>• Seasons for Growth program</td>
<td>• Outside agencies for students with special needs</td>
</tr>
<tr>
<td>• Whole School Social Skills Programme</td>
<td></td>
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<tr>
<td>• PATHs</td>
<td></td>
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<tr>
<td>• School Counsellor</td>
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<tr>
<td>• Networking with like schools</td>
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</tbody>
</table>
Every person has the right to feel safe, to learn and to be treated with respect and fairness. Bullying and harassment is not tolerated in any form.
Definitions

Bullying is:

- A **repeated** and unjustifiable behaviour
- Intended to cause fear, distress and/or harm to another
- May be physical, verbal or indirect/relational
- Conducted by a more powerful individual or group
- Against a less powerful individual who is unable to effectively resist.

Types of Bullying:

<table>
<thead>
<tr>
<th></th>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td>- Hitting, slapping, punching</td>
<td>- Getting another person to harm someone</td>
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<tr>
<td></td>
<td>- Kicking</td>
<td></td>
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<td></td>
<td>- Pushing, strangling</td>
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<td></td>
<td>- Spitting, biting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Pinching, scratching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Throwing things eg stones</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Physical</strong></td>
<td>- Mean and hurtful name-calling</td>
<td>- Spreading nasty rumours</td>
</tr>
<tr>
<td></td>
<td>- Hurtful teasing</td>
<td>- Trying to get other students to not like someone</td>
</tr>
<tr>
<td></td>
<td>- Demanding money or possessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Forcing another to do homework or steal</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Verbal</strong></td>
<td>- Threatening and/or obscene gestures</td>
<td>- Deliberate exclusion from a group or activity</td>
</tr>
<tr>
<td></td>
<td>- Sending nasty notes</td>
<td>- Removing and hiding and/or damaging others’ belongings</td>
</tr>
<tr>
<td></td>
<td>- Giving ‘dirty looks’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Stalking</td>
<td></td>
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<td></td>
<td>- SMS texting</td>
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<tr>
<td></td>
<td>- Emailing offensive or malicious material</td>
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<tr>
<td></td>
<td>- Threatening or inappropriate use of internet.</td>
<td></td>
</tr>
</tbody>
</table>

Harassment:

Harassment is any unwanted, unwelcome, or uninvited behaviour, which makes a person feel humiliated or offended. Harassment can be seen as one form of bullying and the terms are often used interchangeably.
**Procedure for Dealing with Incidents**

1. Remove individual from harm and attend to their immediate needs.

2. Decide if this is Bullying (consult Principal)
   - Has this happened before?
     - No: Assist with conflict resolution, friendship strategies.
     - Yes: Proceed to step 3.

3. Investigate

4. Assist resolution
   - e.g.
     - Apology
     - Reinforce the rights and responsibilities statement
     - Obtain commitment to stop the inappropriate behaviour
     - Conduct a shared concern session if appropriate
   - Apply Sanctions when necessary
     - For serious incidents apply immediate consequences

5a. Consult with Principal

5b. Teacher records incident by completing an Incident Report Sheet.

6. Principal to inform all parties by completing report sheet to be sent home. (copies kept in report file)

7. Teacher, Management Team Member will review progress within 7 days and thereafter as necessary.

8. Offer counselling by School Counsellor
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.
- (This means: No fighting, spitting, disrespecting staff members, deliberately excluding other children from joining in or generally annoying other children)
- 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.

See Appendix 10
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.
- 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. Positive behaviour will be rewarded and negative behaviour has consequences.
Consequences for positive behaviour

CLASSROOM

- **Individual rewards** – verbal acknowledgement, stickers, stamps, treats, free time. Lucky dips, class raffles, lucky draws, Faction certificates etc – (NB no chocolates or any nut products are to be given as prizes as we are a ALLERGY AWARE SCHOOL).
- **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.
- **The C.A.R.E.(Care and Respect Everyone) Bear award** - is given out at Assembly to the class with the most Faction certificates.
- **Candles** – given out at Assembly and displayed in the undercover area.
Consequences for negative behaviour

- **We believe we need to work at building relationships.** When we have to discipline students it should be done so in a manner that will not damage our relationship with them. When rules have to be enforced they should be done so in the ‘spirit of the law’ and not to the ‘letter of the law’. Likewise, when consequences are required, they should be applied in an impartial and non-emotional way if possible. Students should understand that they have chosen to receive that consequence as a result of their actions. **All classroom behaviour incidents should be recorded.**

- 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:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Teacher Action</th>
<th>Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise proximity behaviours</td>
<td>Praise a child demonstrating appropriate behavior nearby</td>
<td>Anecdotal (if necessary)</td>
</tr>
<tr>
<td>Verbal Warning</td>
<td>Highlight the rule broken</td>
<td>As above</td>
</tr>
<tr>
<td>Reprimand</td>
<td>Highlight the rule broken</td>
<td>Record (refer to individual class behavior management plan)</td>
</tr>
<tr>
<td>Think Time</td>
<td>According to teacher (time out in class, chat with teacher etc)</td>
<td>Record</td>
</tr>
<tr>
<td>Isolation</td>
<td>Child sent to another class with a think sheet</td>
<td>Record and notify parents (either through think sheet or student communication book)</td>
</tr>
<tr>
<td>Community Service</td>
<td>Child sent to Principal. Community service around the school is given</td>
<td>Record and notify parents Interview with parents may be requested</td>
</tr>
<tr>
<td>In School Suspension (at the discretion of the Principal)</td>
<td>Principal to determine</td>
<td>Record and notify parents Interview with parents may be requested</td>
</tr>
</tbody>
</table>

- All teachers to be informed of any student’s **individual management plan** and implement the plan.
- The class tracking sheet should 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,** children may bypass the steps above (at teacher and principal discretion). Examples of serious behavior include:

- Throwing objects
- Using abusive language or gestures
- Insolent behavior
- Vandalizing property
- Stealing, tripping/pushing/hitting
- Fighting
- Deliberate exclusion of others or ganging up
- Teasing or gossiping.
## Playground Consequences:

<table>
<thead>
<tr>
<th>Not taking responsibility</th>
<th>Not behaving responsibly</th>
<th>Serious Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong> – carried out by duty teacher: &lt;br&gt;As much as possible these should be natural consequences e.g. clean up lunch area after leaving a mess. &lt;br&gt;☐ Rule reminder (eg, no hat, no play) &lt;br&gt;☐ Verbal warning &lt;br&gt;☐ Sit out of play for a number of minutes &lt;br&gt;☐ Walk with the duty teacher &lt;br&gt;☐ Community service (eg picking up rubbish)</td>
<td><strong>Action</strong> – carried out by member of behaviour management team in conjunction with duty teacher: &lt;br&gt;☐ Student may be asked to accompany teacher while on duty &lt;br&gt;☐ Student to sit on ‘bench’. The ‘bench’ can be anywhere but must be in view of the duty teacher.</td>
<td><strong>Action</strong> – carried out by member of behaviour management team: &lt;br&gt;☐ Stern Warning &lt;br&gt;☐ Student Reflection Sheet completed &lt;br&gt;☐ Interview notes and plan on file &lt;br&gt;☐ In-school suspension &lt;br&gt;☐ Student Action Plan &lt;br&gt;☐ Loss of privileges &lt;br&gt;☐ Out of school suspension</td>
</tr>
</tbody>
</table>

### Examples include:
- No school hat for outdoor play
- Running on walkways
- Leaving a mess after eating
- Minor rough play
- Not sharing equipment in game

### Examples include:
- Rough play
- Swearing
- Name calling
- Not following teacher instructions

### Examples include:
- Bullying
- Intimidation
- Violence/fighting
- Willful property damage
- Verbal abuse
- Causing deliberate physical harm
- Deliberately disobeying teacher’s instructions
- Stealing
- Deliberate exclusion of others or ganging up
- Teasing or gossiping
- Using abusive language or gestures

### Please note:
Specialist teachers may choose to sit a child on the bench as a consequence as it is more immediate. Alternatively, the student may walk with the duty teacher. Specialist teachers must inform the duty teacher of students that need to be ‘benched’. Class teachers should not use the bench as a classroom behavior punishment.

Duty bags contain playground incident report forms which will be collated by the Assistant Principals. (see appendix 4, 5, 6)

### Lunch time Detention

When a child has filled in 3 classroom think sheets or has received 2 playground slips over a two week period, the child will receive a lunch time detention. Parents will be informed by the Principal and this will be supervised by the Principal or Assistant Principals. (see appendix 9)

### 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)

- This will be held at the school in the administration area under supervision.
- The students will sit and complete work.
- There is to be no contact with other students.
- 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.
**Principal’s Caution**

Students who accumulate an unacceptable number of consequences throughout the term/semester/or year may also be given a ‘Principal’s Caution’. This is in the form of a written letter by the Principal to the student’s parents.

Any unacceptable behaviour after this caution 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 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’ located in Appendix 11)
A GUIDE TO INDIVIDUAL "CHATS"

STAGE 1

“Some bad things are happening to x…”
  – Let the students talk
  – Avoid closed questions
  – Don’t question if they complain about the victimized child

STAGE 2

“So it sounds like x is having a bad time.”
  – As soon as they agree move to Stage 3.
  – If they say “It’s his/her fault”, accept point of view but still point out that they are having a bad time

STAGE 3

“Right. I was wondering what you could do to help improve x’s situation.”
  – Accept suggestions
  – Don’t bargain or question
  – Don’t discuss “How”

STAGE 4

“O.K. I’ll see you next week to find out how you are getting on.”

STAGE 5

Follow up meeting with former bullies.
**St Jude's Year 3 & 4 Think Sheet**

Name: __________________ Date: ______

Describe what happened.

________________________________________________________________________

________________________________________________________________________

What behaviour did you choose?

________________________________________________________________________

________________________________________________________________________

What other choices could you have made?

________________________________________________________________________

________________________________________________________________________

The choice I made was...

[ ] 

[ ] 

[ ] 

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

________________________________________________________________________

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

Name: __________________ Date: ______

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

How did my bad choice hurt other people?

________________________________________________________________________

________________________________________________________________________

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: ____________
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Date: _______________________

Dear _______________________,

This note is to inform you that ________________ was involved in the following incident. Details of the incident are as follows:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The action we have taken is:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Follow up action will be:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher Requests to see the parent: YES  NO

Signed: ____________________________________________________________

-------------------------------------------------------------------------

Please sign the reply slip and return to school tomorrow.

I received the note today concerning an incident that occurred with ________________.

Parent Requests to see the teacher: YES  NO

Signed__________________________________

Date: ____________________________________
Procedure for “In-School Suspension”

When the student arrives at school in the morning, they should report straight to the office and not to their classroom.

The class teacher will also come to the office at the beginning of the day, to meet with the student and discuss with them the work package provided for completion.

A member of the Admin team will also greet the student and make sure they are familiar with the procedure for the day – a desk and chair is provided in the sick bay area in close proximity to the school secretary and the admin offices.

Throughout the day members of the admin team will check on the student to ensure their safety and well-being.

At the beginning of the day, the student will complete a ‘think sheet’. This will be discussed with them later in the day. They will then commence the work package.

Recess break will occur at 10.20 -10.40 am. The student may go to the toilet and have a drink and recess snack sitting on the bench outside the office and under the supervision of the admin team or the office staff.

Lunch break will occur at 12 – 12.30 pm. The student again will be seated on the bench outside the office under the supervision of either a member of the admin team or the office staff.

After the lunch break, a member of the admin team will discuss the ‘think sheet’ with the student and in particular their goals and strategies for the future.

The student will be dismissed and counselled by a member of the admin team at the end of the school day. A discussion will also take place regarding the procedure for the following day for the student to re-enter the classroom situation.

On the following day, the student re-enters the classroom and is welcomed and counselled by the class teacher. Discussion should occur around the positive expectations for the future and strategies to ensure adherence to classroom procedures.

July 13
St Jude’s School

In School Suspension-Reflection Sheet

Why have you been sent to the office for In School Suspension?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Why are these actions not appropriate at school?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What should you have been doing?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What plan can you make to improve your behaviour?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

When I go back into the classroom, I will
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Plan review date: __________________________________________________________

I agree to begin the plan immediately and help my class and my school to be a place where everyone can
learn, feel safe and enjoy being at school. I understand I will need to discuss the success of my plan with
Mrs Stone next week.

Signed: Student _________________ Date: __________________

Principal: ___________________________ Class Teacher: ______________________
Dear ………………………………………………….

I write to advise you that ………………………………………….. has a lunch-time detention on ……………………………………………………………..

I would like to meet with you to discuss ……………………………… actions at school and ask that you phone the school office (63502500) to arrange a suitable time or email me at ………........................................

Thank you for supporting our efforts at school to ensure a settled, safe and Christian environment for our students.

Yours sincerely

…………………………………. Year….. class teacher
Appendix 10

- Treat other students, staff and visitors in a friendly and respectful way.
- Show kindness and respect to everyone. (This means: No fighting, spitting, disrespecting staff members, deliberately excluding other children from joining in or generally annoying other children)
- Always use your best manners
- Show respect for your own and for other's property.

- 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.
- Own up and tell the truth.
- Make sure that your behaviour is not disrupting the learning of others.

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

- Develop your potential and help others to do the same.
- Support the teacher and peers by listening, helping, cooperating and behaving responsibly.
St Jude's School Rules

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