



BEHAVIOUR MANAGEMENT

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St Joseph's aims to assist all students in all aspects of their development as reflected in our Vision Statement. We recognise the worth, dignity and uniqueness of every individual in our school community, whilst at the same time acknowledging that membership of a community sometimes requires modification of personal behaviour for the general good.

The most effective behaviour management inside and outside the classroom results from positive relationships between teachers, students and parents. Our Behaviour Management Policy is based on the encouragement of constructive and positive behaviour, and the sensitive curbing of aspects of misbehaviour. St Joseph's School promotes the vision of the National Safe Schools Framework that identify proactive and preventative strategies are at the core of minimizing behavioral issues.

PREVENTION STRATEGIES *(Also see A Safe St Joseph's school for the 9 key elements to prevention.)*

LOOKING IN	LOOKING OUT
<p>CLASSROOM DISCIPLINE POLICY</p> <p>Each class will have a clearly defined set of rules, and consequences for both positive and negative behaviour.</p> <p>Each teacher is free to 'do it their own way', but the Plan must adhere to the following Behaviour Management Structure:</p> <ol style="list-style-type: none"> Where possible rules will be positively expressed. Rules must be, related to the needs of the children, and clearly articulated. The way in which positive and negative consequences will be used must be clearly addressed. <p>Teachers may wish to have these broadly stated, to allow for flexibility in the way consequences are administered.</p> <p>At the beginning of each school year, parents will be informed of the classroom Discipline Plan, and the Behaviour Management Policy is available on request.</p> <p>Plans will be similar throughout the school, but there will be variations in detail in keeping with the age of the class.</p> <p>Positive home contact is encouraged as a strategy. Likewise, parents should be contacted when behavioural problems occur.</p>	<p>PLAYGROUND BEHAVIOUR MANAGEMENT PLAN</p> <p>Whilst on duty, teachers have the power of discretion in dealing with all students. Within this parameter the following must be met:</p> <ul style="list-style-type: none"> * Children's concerns and behaviour must be followed up. * The playground problem does not get referred to the class teacher to solve, except in very special circumstances. * Class teachers need to be kept informed of behavioural problems, which occur. * If an incident is reported to the Assistant Principals or Principal, Class teachers need to document these serious incidents in the Behaviour File located in the workroom. <p>DESIGNATED PLAY AREAS</p> <ul style="list-style-type: none"> * Play equipment, is provided for children to play with at recess and lunchtime. The children have a roster as to when their year level has full use of the equipment. * The Oval is for use by Years 1 - 6 all year round, for all ball games and sports activities. * From 1pm Monday - Thursdays the Library will be open for use by students. <p>EXTRA-CURRICULAR ACTIVITIES</p> <p>When children attend specialist lessons, the same classroom rules apply with the addition of any appropriate subject—specific rules. These will be fully explained to the students. Class teachers will be informed of any behaviour, which requires classroom follow-up.</p>

MANAGEMENT CONSEQUENCES FOR MISBEHAVIOUR

Behaviours that are seen to be inappropriate need a consequence. The consequences listed below grade from minor to major. Factors to be considered when determining a consequence include age of student; natures of the behavior and the number of times the student has misbehaved;

1. Children are given a verbal warning. Time may be given as a cooling off experience. From there depending on the seriousness of the incident there are a number of options to choose from.
2. Duty partner. (The child will walk with a teacher on duty).
3. Beautification of the school. (Glove, bucket, pick up rubbish, remember to ask them to wash their hands after the event.)
4. Negotiated class swap. (The child will be asked to go to another class. To work this needs to be negotiated with another teacher or they may be asked to miss out on the buddy system if it applies to the child).
5. Library Detention at the next lunch break may be given by class teacher and the child will be supervised by Library teacher. Detention will run from 12:55pm - 1:20pm when needed. Children will be given the opportunity to eat first and then report to the detention teacher who will supervise the detention until the end of the period. Children will be given the opportunity to go to the toilet and have a drink before returning to class.

When in the library Terri will require a note informing her of the child's name and the relevant detention required as well as the class and teachers name. The children may be sent to the library for isolation from others or may be required to become task orientated either way it must be written down so it is clear. It may to write out rules etc.

You may not send a child to the library for detention without a written explanation for the library teacher, setting out what the child is there for and what they are to do while in the library and how long they are to remain for.

(Detentions will be monitored by the library teacher, and they will take the detained children to one of the tables in the library where they will stay for the remainder of their detention period. In the case of students who repeatedly earn detentions; eg. On three consecutive days, or three detentions in a term; parents will be called in and further action taken after consultation.)

6. An INFORMAL talk with the Assistant Principal to discuss what has occurred.
7. Occasional withdrawal from class activities. This is not be overused but on the odd occasion and it is to be negotiated with the class teacher.
8. The child is required to fill out a reflection form that will be signed by parents. First they will need to speak with the Assistant Principal or the Principal. (The reflection forms will need to be collected and kept in a file in the office. The form requires a signature from parents it will be photocopied and then the original sent home with the child. Upon the return it is up to the classroom teacher to make sure it is collected and put in the file in the front office.)
9. Social Isolation (Time spent in the Assistant Principal or Principals office.)
10. A formal talk with the Principal.
11. In or out of school suspension
12. Exclusion from camp, excursion and or school representation.

POSITIVE CONSEQUENCES FOR GOOD BEHAVIOUR

Good playground behaviour will be recognised by positive verbal feedback to individual or groups of students, and their classroom teachers. Teachers may award positives in accordance with their classroom policy if they feel it appropriate to do so.

Also children may receive outstanding student awards (that count for points for their teams at athletic carnivals. Also they go into the draw for a prize from the school in recognition for good behavior) and T.E.D.S.

SEVERE BEHAVIOURS

There are certain behaviours, which are completely unacceptable at St Joseph's Queens Park. These behaviours can occur in both subtle and overt ways. It is the responsibility of every staff member to respond to these behaviours in an overt and direct manner.

Such behaviours include, but are not limited to:

- * Abuse (including emotional, psychological, intimidation, racism)
- * Physical aggression
- * Vandalism
- * Deliberate action, which hurts others
- * Sexual harassment
- * Foul language
- * Any action, which brings the reputation of St Joseph's Primary School into question

The following steps must be followed:

- 1) There must be referral to the Principal
- 2) Parent contact must occur
- 3) The incident must be documented in the Behaviour Incident File located in the Workroom (see Appendices)

When these behaviours occur in the playground, the teacher on duty will follow the procedures outlined in the Playground Behaviour Management Plan. Other children who are aware of the action that occurred must realise that such behaviour is unacceptable and will be followed up. They do not need to be informed of the specific consequence, which has been administered.

PROCEDURE for EXCLUSION OF STUDENTS FOR DISCIPLINARY REASONS

Exclusion means the total withdrawal of a student's right to attend a particular school. That is, the student's enrolment is terminated. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or repeated behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied as a last resort, normally after all other measures have failed. The following procedures must be adhered:

- 1 As soon as any allegation is made against a student, that if substantiated would warrant exclusion, the parent(s) or guardian(s) shall be contacted to enable them to be present at any subsequent interviews with the student.
- 2 Where practicable, the principal should delegate the responsibility to undertake the investigation to a member of staff from the school's leadership group. The investigation shall be based on the merits of the case and provide a fair and unbiased hearing for the parties concerned. During the investigation and before any decision is made to exclude the student, the investigating staff member shall ensure that:
 - * the student has the right of representation, normally the parent(s) or guardian(s)
 - * the student has the right of response to any allegations made against him/her
 - * consultation with the parent(s) or guardian(s) and staff involved takes place as soon as practicable
 - * any mitigating circumstances are taken into account
 - * all interactions and interviews with the student and parent(s) or guardian(s) are documented
- 3 Where it is not practicable for the principal to delegate the investigation, the principal shall discuss the merits of the matter with a peer principal or an appropriate person from the Congregational Office prior to proceeding to procedure four.
- 4 The principal shall (where practicable) consult with the school psychologist/counselor/social worker.

5 a) Diocesan Accountable School

If the investigating staff member recommends to the principal and/or the principal forms the opinion that exclusion is an option, the Director of Catholic Education or the Director's delegate(s) shall be informed and the circumstances pertaining to the prospective exclusion discussed prior to formalising the decision to exclude the student.

b) Order Accountable School

If the investigating staff member recommends to the principal and/or the principal forms the opinion that exclusion is an option, the Congregational Leader or the Congregational Leader's delegate(s) shall be informed and the circumstances pertaining to the exclusion discussed prior to formalising the decision to exclude the student. In the event that the decision is made to proceed with the prospective exclusion, the Director of Catholic Education shall be notified.

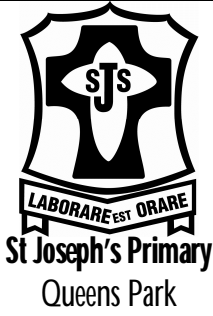
- 6 Before any decision is made to exclude a student, the parent(s) or guardian(s) of the student shall be informed personally that exclusion is a likely outcome based on the results of the investigation.
- 7 In exceptional circumstances, the principal may determine, with the agreement of the Director or Congregational Leader, that exclusion is the only disciplinary option available, and as such, the parents will be denied the opportunity to withdraw the student from the school and the student will be excluded.
- 8 In all other instances of exclusion the parent(s) or guardian(s) shall be given the option of voluntarily removing the student from the school.
- 9 Should the parent(s) or guardian(s) agree to remove a student from the school, the principal shall work with the parent(s)/ or guardian(s) to help find an alternative school for the student.
- 10 Only after the parent(s) or guardian(s) has been given the option to remove a student from the school and has declined to do so should the principal take a decision to exclude the student from the school. The parent(s) or guardian(s) shall be informed in writing that a decision to exclude has been taken.
- 11 After a decision to exclude has been made the principal shall continue to work with the parent(s) or guardian(s) if assistance is sought to find an alternative school for the excluded student.
- 12 The principal shall ensure that detailed records of the events and discussions related to the decision to exclude the student from the school are maintained.
- 13 Records pertaining to the exclusion shall be regarded as 'Restricted Access Records' [refer CECWA Policy statement 2-D8 'The Management of Confidential Information in Schools'] and be accessible only to employees specifically designated by the principal.
- 14 A student whose enrolment is terminated under this policy shall not be removed from the School Register unless the school has provided information and requested permission of the Director or Congregational Leader, and has been authorised to do so in accordance with Section 21(1) of the School Education Act 1999

REPORTING, RECORDING AND DATA COLLECTION

Teachers will use a recording method to document student behaviour. The method used will be up to the teacher. For severe incidents in the playground or classroom, staff need to complete an incident report form located in the Behaviour file in the Workroom.

A STATEMENT ON APPROPRIATE CONFIDENTIALITY

Incidents of misbehavior or serious misbehavior involving issues of pastoral care and the dignity of all students, staff and families must be maintained. For this reason professional confidentiality must be maintained at all times.



BEHAVIOUR Incident Report Form

STUDENT DETAILS

Name of Student/s
Year Level

DETAILS OF BEHAVIOUR INCIDENT

Date
Time
Location
Brief Details

PROCEDURES FOLLOWED

Consequences Involved

What additional care was needed for any other students involved?
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Parents Informed	Yes/No
Principal Informed	Yes/No
Follow-Up Meetings Scheduled	Yes/No

Teachers Signature

Parents Signature (if applicable)
