



# ST THOMAS' PRIMARY SCHOOL

## STUDENT BEHAVIOUR MANAGEMENT POLICY (Inappropriate and Bullying Behaviour)

Review: 2020

### RATIONALE

St Thomas' Primary School will provide a positive culture where inappropriate behaviour is not accepted. All members of the community will have the right of respect from others, the right to teach or to learn, and a right to feel safe and secure in their school environment. We all share a responsibility to foster, promote and restore healthy relationships. We believe that inappropriate behaviour are unacceptable, and we all share a responsibility for preventing it.

St Thomas' Primary School believes that every student has the right to learn and participate in a safe environment at all times and as such, policy is developed on the principles of the Australian Governments' National Safe Schools Framework (NSSF) and adopts a whole school approach to safety and wellbeing.

The National Safe Schools Framework is based on the following overarching vision:

**All Australian Schools are safe, supportive and respectful teaching and learning communities that promote the student wellbeing.**

The vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

- affirm the rights of all members of the school community to feel safe and be safe at school.
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning.
- accept responsibility for developing and sustaining safe and supportive learning and teaching.
- communities that also fulfil the school's child protection responsibilities.
- actively support young people to develop understanding and skills to keep themselves and
- commit to developing a safe school community through a whole-school and evidence-based approach.
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued.

St Thomas' policy exists to minimise the risk from all types of harm, values diversity and promotes a community where all members feel respected, included and confident to learn and live and reach their potential.

### **OUR MOTTO**

*Together In Christ*

### **OUR VISION**

*To create opportunities for children to become loving individuals with the skills to willingly contribute to make the world a better place.*

### **OUR VALUES**

*Inclusivity*

*Compassion*

*Truth*

*Community*

*Excellence*

### **Definition of Bullying**

Bullying is the ongoing, intended, negative or harmful actions that one or more individuals do towards another individual. Those affected feel pain or distress and there is often an imbalance of power. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, and/or sexual orientation. Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

### **Bullying can be:**

- Emotional-being unfriendly, excluding, tormenting (eg. hiding books, threatening gestures)
- Physical- pushing, kicking, hitting, punching or any use of violence
- Racist- racial taunts, graffiti, gestures
- Verbal- name-calling, sarcasm, spreading rumours, teasing
- Sexual- unwanted physical contact or sexually abusive comment
- Cyber internet- misuse, mobile threats by messaging or texts, misuse of a camera or video facilities.

### **What bullying is not:**

**Many inappropriate behaviours** are not examples of bullying, even though they are unpleasant. Young people are still learning and practising social skills. Everyone has the capacity to change their behaviour, but being given a label can stick and make these changes much harder. Examples of this include single episode mutual disagreements or acts of random aggression or intimidation.

There are also some behaviours, which, although they might be unpleasant or distressing are not bullying:

- *mutual conflict* - which involves a disagreement, but not an imbalance of power.

Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

- *single-episode* acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- *social rejection* or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Bullying is a form of **harassment**, which defined as “unwelcome and unwanted conduct that discriminates against, humiliates, offends or intimidates another person, including bullying, belittling, threatening, victimising and abusive behaviour, and which is based on any of the discrimination factors including gender, race, disability and age” (CECWA- Harassment, Unlawful Discrimination, Victimisation and Bullying (Staff) Policy).

### **Why it is important to respond:**

Bullying hurts and is unacceptable in any form. Everybody has the right to be treated with respect and no-one deserves to be a victim of bullying. Schools have a responsibility to respond promptly and effectively to issues of bullying.

All members of the St Thomas' School community are committed to providing a safe, caring and respectful environment for all. It is important that students develop the values of acceptance and respect of others and their differences, which reflects the Values of St Thomas'.

### **IMPLEMENTATION**

Whole school practices and procedures are followed to ensure that the rights and responsibilities of all students are addressed consistently and fairly.

#### ***School Rules-***

- 1. Show respect to all members of St Thomas' Community**
- 2. Play co-operatively and include all classmates in games**
- 3. Take pride in your school by wearing the correct uniform**

#### **4. Use your own and other's property with care and respect**

#### **5. Take care of the school environment**

The school rules apply to the classroom and playground. These rules are expressed positively, clear and concise and kept to a minimum. At the start of each year the school rules are discussed in detail in each class. The school rules are used as a basis for writing negotiated classroom rules specific and relevant to each year level. These rules will be displayed in the classroom and around the school to encourage positive behaviour.

### **ROLES & RESPONSIBILITIES**

#### **OUR STUDENTS HAVE THE RESPONSIBILITY TO:**

- Treat others with respect, empathy and tolerance
- Be prepared for the day's learning
- Ensure that their behaviour is not disruptive to the learning of others
- Ensure that they are punctual, polite and display a positive manner
- Abide by the school rules and accept benefits and consequences
- Ensure that the school environment is kept neat, tidy and secure
- Do not bully either physically or verbally

#### **OUR PARENTS HAVE THE RESPONSIBILITY TO:**

- Provide information about their child or circumstances, that may impact on learning to the school
- Ensure that their child attends school, wears correct uniform and is punctual
- Support the school in the management of students
- Treat the school staff with respect, courtesy, honesty and respect their professional knowledge
- Maintain confidentiality

#### **THE PRINCIPAL HAS THE RESPONSIBILITY TO:**

- Ensure the consistency in the implementation and maintenance of the behaviour management policy
- Support the classroom management plan of teachers with a focus on providing positive input and celebrating success
- Support teachers with the development of skills to provide classroom environments which promote effective student learning
- Refer enquiries regards individual students to class teachers
- Facilitate case conferences if required
- Manage procedures for serious and very serious misdemeanours

## **OUR STAFF HAVE THE RESPONSIBILITY TO:**

- Provide an inclusive, safe and stimulating learning environment conducive to effective learning
- Model respectful, courteous and honest behaviour
- Establish positive relationships with students
- Ensure good organization and planning
- Consistently implement school policy
- Negotiate and display classroom rules

## **School Strategies and Procedures to Prevent and Manage Inappropriate and Bullying Behaviour**

- Promote a school culture that seeks to be proactive in preventing bullying and inappropriate behaviour and restoring relationships affected by persistent or unresolved conflict.
- In the context of the Health, Religious Education and Protective Behaviours curricula, we will model and explicitly teach behaviours which address positive relationships, cyber safety, conflict resolution, resilience, assertiveness, bystander action etc.
- Promote collaborative relationships between the school, parents and the wider community to develop and implement strategies and programs with students.
- Provide professional learning for staff and parents in identifying, preventing and addressing bullying and inappropriate behaviour.
- Promote vigilance in the supervision of classrooms and playgrounds to ensure positive behaviour.
- Provide safe and structured playground spaces and activities at break times to engage the students in positive play.
- Develop a buddy structure and schedule regular opportunities for buddies to collaborate.
- Adhere to the Code of Conduct and the behaviour management policy to ensure that positive relationships are formed and maintained.
- Engage in regular evaluation and review of the implemented strategies.

## **STUDENT BEHAVIOUR EXPECTATIONS**

### **Classroom**

It is the responsibility of all teachers to negotiate their own rules and principles of how children are expected to behave in that classroom so that a positive, fair and harmonious atmosphere is created. These are displayed in the classroom and/or communicated clearly to the students. When children choose

not to display the appropriate behaviour in the classroom then the principles of Behaviour Tonics or a Behaviour Management system as deemed suitable by the teacher will be used.

An Example of a Behaviour Management system used is the Behaviour Tonics Program, which allows teachers to be firm yet caring when managing behaviour, while avoiding the most common pitfall - talking too much and getting too emotional in response to some behaviour. There are identified stop and start behaviours which follows a traffic light system of 1<sup>st</sup> warning on 1, 2<sup>nd</sup> warning on 2 and 3 is time-out: 3 mins for Junior (K-Year 2) and 5mins (Year 3-6).

Behaviour Management strategies aids teachers in :

1. Controlling negative behaviour (arguing, whining, fighting, tantrums)
2. Encouraging good behaviour (listening, being on task, social skills)
3. Strengthening their relationship with their students (praise, active listening, and shared fun).

The aim is to provide teachers with strategies for confidently managing their student's behaviour, while at the same time helping them learn to make good choices about behaviour for themselves.

### **Playground**

Where a child chooses not to display the appropriate behaviour in the playground and breaks a school rule, the steps below are followed for each play session.

- 1) First occasion - Warning
  - Ask the child what was the rule he/she broke.
  - What is the correct behaviour?
  - Ask the child what will be the consequence if it happens again.
- 2) Second occasion- Time out on bench: 3 mins for Junior (K-Year 2) and 5mins (Year 3-6).
- 3) Third occasion- sent to Assistant Principal/ Principal – sit in office for remainder of play; Unproductive Behaviour note will be put on SEQTA.

*1<sup>st</sup> Duty Teachers must pass on information to 2<sup>nd</sup> Duty Teachers regarding individuals who have broken the rules to ensure consistent management of the behaviour.*

# Serious Misbehaviour/Incidents in the Playground - for example violence towards another person, injury to another person, willful property damage.

- i) Immediate removal from the play area and sent to Assistant Principal/Principal
- ii) Duty Teacher investigates the incident, informs classroom teacher and leadership.
- iii) Unproductive Behaviour note record on Student file on SEQTA.
- iii) Depending on the severity of the incident further consequences may be deemed necessary at the discretion of the Principal.

### **Individual Behaviour Plans**

Individual behaviour plans may be developed to support students in targeting specific behaviour/s which detract from socialising. Staff and parents will be advised of individual plans.

### **In School Suspension/Exclusion from Extra Curricula activities**

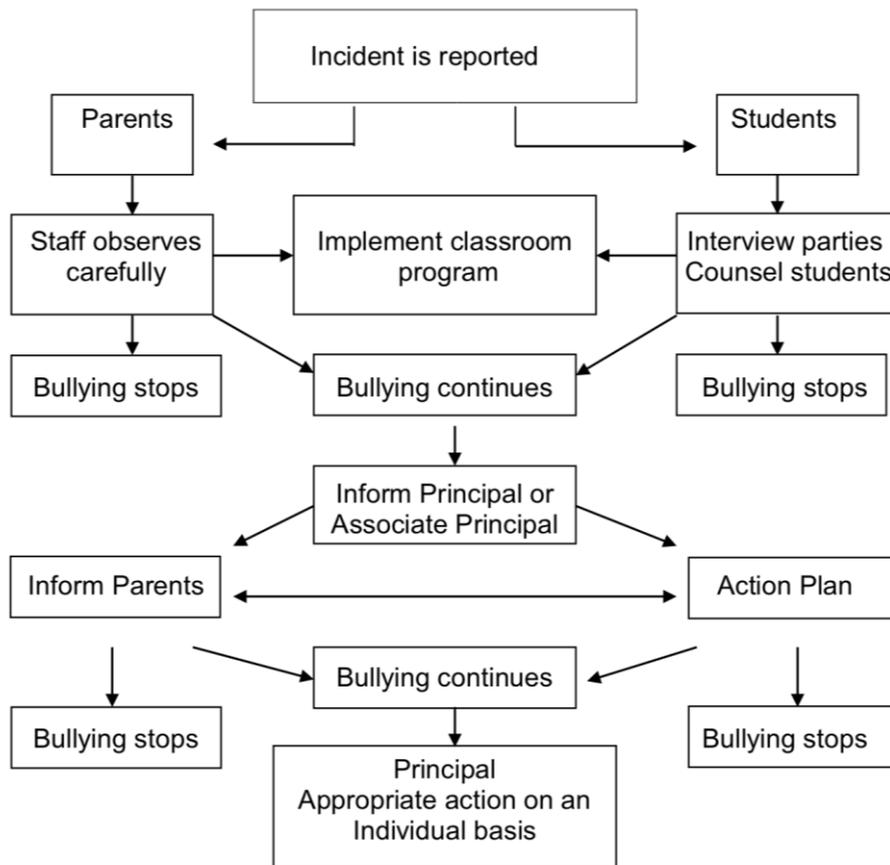
Undertaken by the Leadership Team.

After being sent to the office three times in one term and In School suspension or exclusion from Extra Curricula activities will be applied. This will be at the discretion of the Principal and parents will be notified.

### **Positive Reinforcement**

There are several positive incentives put in place at St Thomas' to help promote positive behaviour and to thank and reward students who behave appropriately in the classroom and the playground. All teachers strive to create a positive, rewarding and enriching learning environment. Examples of incentives used within the school include:

- Encouragement and praise - this is the main form of positive reinforcement.
- Positive reward system - this may include setting class or personal goals, individual or group points, stickers, free time, activity etc.
- Merit awards, Student Leader chosen Awards presented at gathering.



**This policy was developed in line with Catholic Education of Western Australian Policies.**