

STUDENT BEHAVIOUR MANAGEMENT POLICY

Review: 2018

Rationale

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.

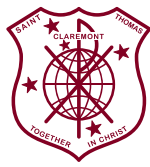
The vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

- 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 fulfill 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*

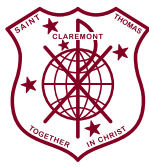
Implementation

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 using the 'Y' Chart format: what the expected behavior looks sounds and feels like. 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.



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:

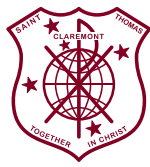
- Provide information about their child or circumstances, that may impact on learning to the school
- Ensure that their child attends school, wears correct uniform and is punctual
- Support the school in the management of students
- Treat the school staff with respect, courtesy, honesty and respect their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

THE PRINCIPAL HAS THE RESPONSIBILITY TO:

- Ensure the consistency in the implementation and maintenance of the behavior 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 regarding individual students to class teachers
- Facilitate case conferences if required
- Manage procedures for serious and very serious misdemeanors

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

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 1st warning on 1, 2nd 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 :

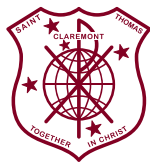
1. Controlling negative behaviour (arguing, whining, fighting, tantrums)
2. Encouraging good behaviour (listening, being on task, social skills)
3. Strengthening their relationship with their students (praise, active listening, and shared fun).

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.

1st Duty Teachers must pass on information to 2nd 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.
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.

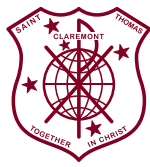
In School Suspension/ Exclusion from Extra Curricula activities

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 a number of 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:



ST THOMAS' PRIMARY SCHOOL

EDUCATING THE WHOLE CHILD

Excellence

Inclusivity

Truth

Compassion

Community

- 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.
- Faction tokens - to earn tokens that are put towards a group reward at the end of the term.

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