**BEHAVIOUR MANAGEMENT POLICY Reviewed T4 2021**

# RATIONALE

St Thomas’ Primary School will provide a positive culture where appropriate behaviour is expected at all times. All members of the St Thomas’ community will be respected. Our children have the right to learn and to be taught in a safe, secure and supportive environment. Collectively, we all share the responsibility to foster, promote and restore healthy relationships. We believe that inappropriate behaviour is unacceptable, and we all share a responsibility for promoting positive behaviour of our children.

Our policy is supported by the guiding principles of the National Safe Schools Framework. The overarching vision of the National Schools Framework is:

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

St Thomas’ vision is to provide all children a safe, supportive and respectful school community that promotes student wellbeing.

# DEFINITION

# Children learn best when they are in a safe learning environment, that has clear and consistent behavioural expectations. Our Behaviour Management Policy seeks to promote a respectful climate within the St Thomas’ Community that actively encourages all children to show respect for self and others.

### ****MISSION STATEMENT****

#### **‘EDUCATING THE WHOLE CHILD’**

St Thomas’ Primary School is part of a faith community centred on the life of Jesus, as expressed in our **Motto**,

**‘TOGETHER IN CHRIST’**

Our **Vision** is to 'Educate the Whole Child' and empower learners as global citizens, to be curious, collaborative, creative and critical thinkers, inspired by Christ.

Our **School Values** are visible throughout the school and our students, staff and parents strive to live these out in their daily lives:

**EXCELLENCE** **INCLUSIVITY** **TRUTH COMPASSION** **COMMUNITY**

# SCOPE

The purpose of the Student Behaviour Management Policy is to clearly articulate the expectations of student behaviour. In accordance with St Thomas’ Primary School values of inclusivity, compassion, truth, community and excellence, all children are expected to show respect for all.

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

**School Rules**

#### **Show respect to all members of St Thomas’ Community**

* 1. **Play co-operatively and include all classmates in games**
  2. **Take pride in your school by wearing the correct uniform**
  3. **Use your own and other’s property with care and respect**
  4. **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.

# 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
* Maintain confidentiality

**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 organisation and planning
* Consistently implement school policy
* Negotiate and display classroom rules

**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 reinforcement and celebrating success
* Support teachers with the development of skills to provide classroom environments which promote effective student learning
* Facilitate meetings with parents as required
* Manage procedures for serious and very serious misdemeanours

**Definition of Bullying**.

*The national definition of bullying for Australian schools says:*

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.  Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).

Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying

**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.

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.

• *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.

**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.

The expectations of the school apply to the classroom and playground. These expectations 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.

**School strategies and procedures to prevent and manage inappropriate and bullying behaviour****:**

* Promote a school culture that seeks to be proactive in preventing bullying, inappropriate behaviour and restoring relationships affected by persistent or unresolved conflict.
* 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.
* In the context of the Health, Religious Education and Protective Behaviours curricula, which will model and explicitly teach behaviours which address positive relationships, cyber safety, conflict resolution, resilience, assertiveness, bystander action etc. This is supported through the Little Highway Heroes aligned with the Early Years Learning Framework and Highway Heroes aligned with the Western Australian Curriculum. **(See Appendix 1)**
* The St Thomas’ System for Students -*with suggestions, problems and complaints*

**(See Appendix 2)**

* Provide useful resources for parents and caregivers to access for Information.

**(See Appendix 3)**

* Use of Restorative Practices **(see Appendix 4)**

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**Student Behaviour Framework**

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| **Positive Classroom & Playground Environment** | |
| Classroom & Playground:   * Positive classroom & playground environment * Everyone has the right to learn & play   *Use of Restorative Practices, Tools of Highway Heroes and Zones of Regulation* | Classroom:   * All staff will create a positive classroom environment where children are given the opportunity to be connected and engaged in all learning * Class expectations are agreed upon and displayed at the commencement of the year to provide clarity of behavioural expectations   Playground:   * A positive and safe playground environment will be provided for all children |
| **Stage 1 – Responsibility of the Teacher** | |
| Classroom & Playground:  Low level disruption impacting classroom and playground environment and the learning of others   * Non-compliance of class and school expectations agreed upon by all | Classroom:   * In class behaviour management system -e.g. 1,2 3 Magic   Playground:   * Highway Hero’s strategies and language implemented * Walk and talk with teacher |
| **Stage 2 – Responsibility of the Teacher** | |
| Ongoing disruption impacting classroom and playground environment and the learning of others  Classroom:   * disrupting others, rude behaviour, low level defiance, off task   Playground:   * disrupting play, uncaring behaviour | Classroom:   * In class behaviour management system – e.g. 1,2 3 Magic * Timeout   Playground:   * Timeout |
| **Stage 3 – Responsibility of Teacher** | |
| Serious disruption impacting classroom and playground environment and the learning of others (no positive response and/or escalation of Stage 2 behaviours).  Classroom & Playground:   * Serious disruption and disrespect * Serious defiance * Serious misuse of equipment and technology * Bullying - intentional and ongoing aggressive physical and verbal behaviour towards others * Dishonesty/stealing | Classroom & Playground:   * Immediate Timeout * Child/Teacher discussion (restorative practices used)   Communication:   * Record on SEQTA by teacher * Parents informed by teacher * Reflection Sheet completed by student in Years 3-6. |
| **Stage 4 – Responsibility of the Leadership Team** | |
| Extreme disruption impacting classroom and playground environment and the learning of others (no positive response and/or escalation of Stage 3 behaviours).  Classroom & Playground:   * Extreme disruption and disrespect * Extreme defiance * Extreme misuse of equipment and technology * Bullying - intentional and ongoing aggressive physical and verbal behaviour towards others * Extreme dishonesty/stealing | Classroom & Playground:   * Withdrawn to Principal/ Assistant Principal Office * Discussion with a member of Leadership Team * Reflection Sheet completed by student in Years 3-6. * Removal of school privileges   Communication:   * Parent phone call/ meeting * Information entered on SEQTA   -----------------------------------------------------------------   * School Privileges revoked * Individual behaviour plan implemented * Removal from class/ playground * Parent meeting with Principal * Discussions re enrolment with CEWA |

**APPENDIX 1**

**PHILOSOPY OF BEST PROGRAMS 4 KIDS**

Implementation of Little Highway Heroes and Highway Heroes helps to build an organisationally sustainable culture of wellbeing. The practical application of the principles of Positive Psychology in the primary school setting assists with many aspects of governance – administrative, staff, students and caregivers. Management of difficult and recurring behaviours is assisted by the implementation of a whole of school program, in which the principles of relationship building, using a strengths-based approach are evident. Adoption of a whole school ‘language’ and ‘culture’ of wellbeing is cited at the research and anecdotal level as being the greatest facilitator of behavioural change.

***Scope and Sequence***

Little Highway Heroes is an Early Years curriculum applicable from Kindergarten to Year Three Included are 20 lessons directly and explicitly teaching social, emotional and learning resilience. The lessons are divided into 4 teaching sections. Section 1 – The Highway: comprises 5 lessons about The Highway metaphor and the key skills of managing thinking and managing feelings. Section 2 – The Playground Highway: 5 lessons targeting relationships and resilience in the playground. Section 3 – The Emotional Highway: 5 lessons on emotional self-regulation and identification of feelings. Section 4 – The Learning Highway: 5 lessons that introduce learning-to-learn skills.

Highway Heroes is a Primary Years curriculum with teaching Modules in the Year 1-3 and Year 4-6 age groups. The 4 Modules cover the key skills in social, emotional and learning resilience:

Module 1: Sticking Up 4 Me; Beating Bullying & Taming Teasing Module 2: Connecting 4 Friendships; Playground Resilience & Wisdom Module 3: Tricks 4 Getting Things Done; The Secrets of Staying-power & Grit Module 4: Strategies 4 Managing Me; Mood Management & Resilience Each module contains 5 lessons – in both a brief form as a lesson plan, and also as a scripted lesson outline. These are supported by a parent information handout and a home activity.

Each module has an identical kick-off lesson - ‘The Roadmap 4 Success and Happiness’ - introducing The Highway metaphor, with its Travelling down The Highway of Life there are the inevitable twists and turns, highs and lows and sometimes BUMPS and HAZARDS.

**Highway Heroes cont..**

An essential part of being a HIGHWAY HERO is to know about - and use - Supa Thinking. This means working hard to choose positive and helpful self-talk, which in turns helps with your mood and behaviour. We teach children two ways to think about their self-talk. Being a HIGHWAY HERO is to use Supa Thinking - which is positive and helpful self-talk. This helps children to persist when school work is tough or boring, when they’re being teased or bullied, and at home when there are chores they would rather not do.

When a HIGHWAY BUMP - like teasing - or a HIGHWAY HAZARD– like bullying - happen, we want children to monitor their self-talk and minimise the psychological effect by choosing the HIGHWAY TOOL of Supa Thinking. The automatic tendency is to use Stinking Thinking which is negative and unhelpful, and can become habitual, leading to them giving up easily and always expecting the worst - and then often findin This week your child has learned about the HIGHWAY TOOL of Supa Thinking that combats the Stinking Thinking that often occurs when a HIGHWAY BUMP, or a HIGHWAY HAZARD is encountered. It would be extremely useful to review and discuss their homework, which will help increase awareness of their internal voice - and how it helps, or holds them back. REFLECTION POINT: How does your self-talk affect your life?

Making Positive Choices & The Six Step Stick Up 4 Me Bullying is a HIGHWAY HAZARD that occurs in different ways and in different contexts. Sometimes your child might be the target of the bullying, and at other times, they might be the bystander who witnesses it. The most empowering TOOL that we can give children, is to emphasise that they have CHOICES when it comes to dealing with bullying. The PIGS choices in bullying have been introduced to your child like this: Protection by bystander (If it’s safe) Ignore the bullyer (Never for physical bullying).

The Six Step Stick Up 4 Me - a HIGHWAY TOOL for dealing with bullying. These six steps bring together a calm approach, confident posture and a strong voice using assertive words:

1. Stand tall on both feet and hold your shoulders back. 2. Keep your chin up and look the person in the eyes. 3. Stay calm and keep your arms at your side. 4. Speak slowly in a loud and strong (but not shouting) voice. 5. Keep looking into the person's eyes for 3 seconds before you turn away. 6. Walk away. Don't look back. Don't answer.

**APPENDIX 2**

**St Thomas’ System for Students -*with suggestions, problems and complaints***

*Posters displayed in classrooms and throughout the school.*

All students at St Thomas’ Have the right to feel safe and happy at school at all times!

Highlights people the students can talk to if they feel unsafe, or have a problem, suggestion or complaint.

Diagram

Description automatically generated

**APPENDIX 3 :**

**Useful Resources:**

<https://kidshelpline.com.au/teens/issues/bullying>

<https://bullyingnoway.gov.au/>

<https://www.esafety.gov.au/kids>

**APPENDIX 4 :**

**Restorative Justice**

Builds and nurtures meaningful and just relationships, and a strong sense of community.

In a restorative approach, the inherent worth of each individual is recognised, and we seek to strengthen the essential ties that bind us to one another – in the classroom, school and the community.

Restorative justice is a framework that educators can use to create safe, supportive spaces in our schools. All members of the school learn to bravely engage in that community, and learn from honest – and sometimes difficult – conversations.

When relationships break down – as they will – it is about having fair responsive processes in place in which everyone can share their stories, hear the impact of their actions, repair the relational harm and figure out the best way forward, together.

It builds capacity – in students and in adults – to live in, understand and embrace the real world, with all its contradictions and complexities.

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self regulatbehaviour and contributes to the improvement of learning outcomes.

A school mantra is a very practical tool that assists all in the community to communicate clear values and practices and to focus on what is important. At our school we are:

SAFE  
RESPECTFUL  
LEARNERS

who build, repair and maintain healthy relationships

A school mantra is a very practical tool that assists all in the community to communicate clear values and practices and to focus on what is important.

For example, a teacher can ask a student the following question:

* ‘Is what you are doing safe?’
* ‘Are you respecting people and property?’
* ‘Is what you are doing helping or stopping others from learning?’

**Restorative Justice Mindsets & Guiding Questions**

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| --- | --- |
| **Mindsets for Teachers** | **Mindsets for Students** |
| * My students are capable. With the right supports, they can solve their own problems. * When my students misbehave, it is an opportunity to help them learn.      * Everyone in our community deserves respect, and I play an important role in modelling respect for all. | * I am capable of solving my own problems. * I can fix my mistakes and become a better person and community member. * My actions impact others. I can ask for help when I need it. * I need my community and my community needs me. |
| **When challenging behaviour:**   * What happened? * What were you thinking of at the time? * What have you thought about since? * Who has been affected by what you have done? * In what way have they been affected? * What do you think you need to do to make things right? | **To help those affected**:   * What did you think when you realised what had happened? * What impact has this incident had on you and others? * What has been the hardest thing for you? * What do you think needs to happen to make things right? |