



STUDENT BEHAVIOUR MANAGEMENT PROCEDURE

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

Purpose

The Executive Directive – Student Safety, Wellbeing and Behaviour guides the creation of a culture that supports the safety and wellbeing of students where they feel safe and can flourish in their learning and development.

Principles

1. St Andrew's Catholic Primary School prioritises the safety and wellbeing of all students and is committed to promoting and supporting safe and inclusive learning environments.
2. Students learn best when they feel safe, engaged, have a sense of belonging and attend school regularly.
3. St Andrew's Catholic Primary School recognises that all members of the community are role models and change agents who have a broader influence in promoting and teaching safe, productive, and healthy behaviours and respectful relationships.
4. St Andrew's Catholic Primary School adopts a values-based, developmentally appropriate and trauma-informed approach to student behaviour.
5. St Andrew's Catholic Primary School recognises each child's right to be heard and to have a voice in all decisions affecting them.
6. St Andrew's Catholic Primary School will act to protect children from all forms of abuse and neglect. The safety and wellbeing of students must be the paramount consideration in all decision making; this must take precedence over all other factors.
7. Students may require individual support or intervention due to risk, safety or health concerns.

Scope

The Executive Directive ensures all CEWA employees have the knowledge and skills to promote student wellbeing and respond and intervene in matters where the behaviour, safety or mental health of students is concerned.

Definitions

The Executive Directive defines expectations on school staff encouraging student behaviour that maximises individual student learning with the common good. Exclusion is always an act of last resort.

Background Information

This procedure covers behaviour management **for the whole school**. In addition to this, more specific information is provided for the K – 2 year groups.

At St Andrew's Catholic Primary School, we aim to:

- Develop an environment that demonstrates respect for self, respect for others, respect for the environment and concern for others.
- Provide appropriate role models to our students through the actions of our teachers. Consistency is essential.
- Develop respect and trust as these are vital to relationships between staff and students.
- Promote a curriculum that provides the students with appropriate *Conflict Resolution* strategies. Through Religious Education and other learning areas, the children are exposed to a variety of decision-making skills and strategies.
- To work with students to help them solve problems.
- Reward and encourage children for the effort they are making in the following areas: academic, sporting, social or behaviour.
- Raising the awareness that every individual is responsible for their own actions and choices.
- Recognising that inappropriate behaviour results in certain consequences.

Practices:

Each class teacher is to set the expectation for behaviour with their class at the beginning of the school year using the three positive behaviours of **'Be Safe'**, **'Be Respectful'** and **'Be Responsible'**. The language of the expected school behaviours should be used at every opportunity, especially when reinforcing positive behaviour as well as following up on unacceptable behaviour.

Staff should use the following explanation for each rule to reinforce the expected behaviour:

- Being Safe: always use your body and equipment in ways that will keep you and others' safe
- Being Respectful: considering others and the environment, allowing people to treat others as they wish to be treated
- Being Responsible: take ownership of your actions, choices, learning and belongings.

Positive Measures:

- Student behaviour will be acknowledged on school semester reports.
 - Merit certificates are given at assemblies to acknowledge sound behaviour or achievement.
 - Class rewards including faction tokens and other positive reinforcement are used by teachers in class, playground and at school events.
 - The winning faction will receive incentives. At the end of the year, the overall winning faction will receive a shield.
 - Positive behaviours will be acknowledged and recorded in SEQTA as deemed necessary.
-

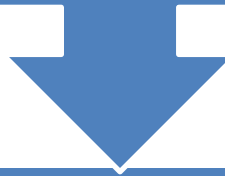
St Andrew's Catholic Primary School Behaviour Management Flowchart

Level 1 - School Based Behaviour Management

The following behaviours will result in the student being given a verbal warning and may be entered in SEQTA:

Behaviours

- *Rough play / minor physical contact
- *Repeatedly disturbing another student's learning
- *Repeatedly interrupting the class or teacher
- *Repeatedly failing to follow teacher's instructions
- *Unacceptable language / manners (including rude gestures or put downs)



Consequences

- *Contact will be made with parents to advise of the incident if required.
- *A meeting may also be held with the parent.
- *An appointment **MUST** be made if further clarification by the parents is required.
- *At the teacher's discretion, the child may be given reflection time to understand the consequences of their actions.

Level 2 - School Based Behaviour Management

The following will result in the student being sent to the office for some initial reflection time. The student will then have an opportunity to discuss the incident with Leadership.

Behaviours

- *Swearing
- *Fighting involving only pushing and shoving
- *Intentional rough play (e.g. deliberate hard tackling)
- *Intentionally excluding others or repeated put downs
- *Minor vandalism
- *Inappropriate use of technology / iPad

Consequences

- *These students will receive a Reflection White Slip.
- *Parents will be notified via a telephone call and a record entered in SEQTA.
- *Parents are asked to sign and return the Reflection White Slip.

Level 3 - Serious Offences

The following will result in the student being sent to the office for some initial reflection time. The student will then have an opportunity to discuss the incident with Leadership.

Behaviours

- *Serious vandalism
- *Violence
- *Serious fighting
- *Throwing dangerous objects
- *Stealing
- *Abusive language
- *Sexual harassment
- *Persistent exclusion
- *Bullying
- *Other incidents that significantly impact the health and safety of others

Consequences

- *Students will be given a detention at the discretion of the Leadership Team.
- *It is recognised that with younger children a more immediate consequence is necessary to link the behaviour with the punishment.
- *For serious level 3 breaches and repeated behaviour incidences, the student may have a suspension issued at the discretion of the Leadership Team.

A Level 3 breach of the school rules, following two previous suspensions, will result in a parent/carer interview to discuss the suitability of the school for their child in consultation with the CEWA Executive Director.

Behaviour Management Procedure For the Classroom: Elaboration for Junior Primary (Kindergarten to Year 2)

Rationale

At St Andrew's Catholic Primary School, we believe that the provision of a high-quality early childhood setting involves a consistent, positive approach to behaviour management, that takes into account the needs of each individual child and the well-being of the group as a whole.

Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others (*EYLF 2010*). 'Relationships that are responsive, respectful and promote children's sense of security and belonging free them to explore the environment and engage in learning' (The National Quality Framework; Quality Area 5, 2011).

St Andrew's early childhood setting incorporates the philosophies of *Kelso's Choices Conflict Management Skills Program*. Further information on this program is available from the school. The setting embraces a 'No Bullying' culture and philosophy, which is embedded in the school policy and practice believing that all members of the early childhood community, children, families and staff should feel safe from bullying within the setting.

BEHAVIOURS WE ENCOURAGE INCLUDE:

- Respecting, caring and helping each other
- Respecting and caring for school resources and environment
- Appropriate greeting, farewell and social responses e.g. "please", "thank you", "good morning"
- Independence and self-reliance, with the ability and confidence to ask for help when needed
- Curiosity and creativity; the use of imaginative role-play for problem solving
- Positive interactions
- Sharing, turn taking and cooperating
- Safe play and valuing people's opinions
- Recognition of the natural and logical consequences of behaviour
- Observance of routines
- Communicating needs and feelings in appropriate ways
- Complimenting each other and maintaining a positive attitude; finding the good in others

BEHAVIOURS WE DISCOURAGE INCLUDE:

- Actions that may be harmful to self or others such as running inside, pushing, kicking, hitting, throwing objects and biting
- Hurting others' feelings through negative language, 'put downs', bullying, name calling and swearing
- Aggressive behaviours and control through 'power games'
- Excluding others from games and play
- Destructive actions which may result in damage to equipment, furniture, the environment and personal property

- Inappropriate behaviour
- Inappropriate use of voice level or tone
- Intrusion into another person's learning environment, physical/personal space, rights or privacy.

BEHAVIOUR MANAGEMENT STRATEGIES:

Some of the behaviour management strategies that are used include:

- Modelling and rewarding appropriate behaviour by:
 - Encouragement and praise
 - Positive reward system in class
 - Stickers, stamps
 - Merit Awards and MJR awards
 - Warm and Fuzzy tokens for displaying Jesus like behaviours in the playground and classroom
 - 'Happy Interview' with the Principal
 - Take-home class bear
- Creating classroom rules and routines
- Discuss logical consequences through the use of an "if....then..." statement. This helps the children to see the logical outcomes of their actions.
- Redirecting children's behaviour (this can differ between children depending on their needs)
- Discussing specific rules for safety and fairness, explaining the reason for these and the consequences of certain behaviours
- Teaching the children appropriate problem-solving strategies through the implementation of Kelso's Choices Conflict Management Skills Program
- Teaching the children how to live like Jesus through the implementation of the Making Jesus Real Program (MJR)
- Teaching the children to use Protective Behaviours language:
 - Saying "Stop it! I don't like it when you..."
 - Saying "No" appropriately
 - Talking about their feelings

INTERVENTION PROCESS IN THE EVENT OF A POOR BEHAVIOUR CHOICE

Each child is an individual. The following process is a guide only and there may be occasions when there is cause to deviate from this process in order to meet the needs of the individual child.

In the event of a poor behaviour choice, the following process is implemented:

1. The child is alerted to the poor choice and redirected to change the behaviour.
2. If the behaviour continues, the child is given multiple warnings. Behaviour management strategies are implemented.
3. After repeated warnings are given, if the behaviour continues, the child is provided with some "thinking or reflection time". Thinking time is immediate and can occur in the playground or the classroom. It provides an opportunity for the child to reflect on the choice made. The staff member will then conference with the child.

4. If the behaviour is severe, extreme or a student is non-compliant, then the parent will be contacted. The school behaviour management procedure will also be referred to.
5. An Individual Behaviour Management Plan may be created and implemented for use in the classroom and or playground. The creation of the Individual Behaviour Management Plan will include parents and a member of the Leadership Team. The Individual Behaviour Management Plan will be monitored and reviewed each term.
6. In the case of extreme or dangerous behaviour, a parent meeting will be called immediately and may include a member of the Leadership Team.

Each day is a new day and the intervention process begins afresh.

Next Page: SACPS Behaviour Matrix

	All Areas	U/coveer Area; Canteen; Walkways	Drop off/ Pick up	Outdoor Play Areas	Toilets	Hall	Church	Administration Area
BE RESPECTFUL	<ul style="list-style-type: none"> *We are kind, considerate, honest. *We wear our uniform with pride. *We are active listeners. *We get along with others. 	<ul style="list-style-type: none"> *We include others. *We use good manners. *We use appropriate noise levels. *We keep to the left. *We keep our hands to ourselves. 	<ul style="list-style-type: none"> *We listen carefully to the teacher and sit quietly. *We respond when called. 	<ul style="list-style-type: none"> *We are kind, considerate and honest. *We are good sports. *We include others. *We play by the rules. *We use safe, friendly words. *We help others. 	<ul style="list-style-type: none"> *We respect others privacy, with one person at a time in the cubicle. *We use the toilet during break times (or ask permission during class). *We leave the toilets tidy. 	<ul style="list-style-type: none"> *We listen actively. *We enter and exit quietly. *We follow teacher instructions. *We clap when appropriate. *We respect importance of community gatherings. 	<ul style="list-style-type: none"> *We enter and exit the church quietly and reverently. *We sit quietly before Mass. *We are aware of other parishioners. 	<ul style="list-style-type: none"> *We use greetings. *We use good manners- please, thank you, wait to be spoken to, hold the door for others etc. *We wait patiently.
BE RESPONSIBLE	<ul style="list-style-type: none"> *We follow adult instructions. We care for our school community. *We are learners who give our best effort. *We are resilient. 	<ul style="list-style-type: none"> *We put rubbish in the bin. *We put belongings away. *We sit until told otherwise. *We line up sensibly. 	<ul style="list-style-type: none"> *We arrive promptly. *We face the front. *We look for our car. *We stay with our family. 	<ul style="list-style-type: none"> *We stay in our play areas and play in our year levels. *We wait until the teacher arrives, before playing on equipment. *We follow directions. *We care for the environment. 	<ul style="list-style-type: none"> *We use water, soap, toilets and toilet paper responsibly. *We move quietly and use inside voices. 	<ul style="list-style-type: none"> *We lift chairs. *We care for equipment (sound system, props, sports equipment). 	<ul style="list-style-type: none"> *We participate reverently and actively during Mass. 	<ul style="list-style-type: none"> *We seek help from an adult. *We model expected behaviours. *We do the right thing.
BE SAFE	<ul style="list-style-type: none"> *We talk to an adult we trust about things that don't feel right. *We use equipment safely. *We keep our whole body to ourselves. 	<ul style="list-style-type: none"> *We walk. *We sit whilst eating. *We eat our own food. *We wait patiently in line. 	<ul style="list-style-type: none"> *We stand and wait. *We walk at all times. *We stop, look and listen. *We enter cars safely. 	<ul style="list-style-type: none"> *We wear our hats. *We walk on concrete and paved areas. *We can run on grass. *We use equipment safely. *We play safely. *We seek help from an adult if needed. 	<ul style="list-style-type: none"> *We wash our hands thoroughly. *We wear shoes and keep feet on the floor. *We keep food and drink outside of toilets. *We report misuse or damage immediately. *We walk and return to class promptly. 	<ul style="list-style-type: none"> *We walk at all times. *We use the stair to access and exit the stage. *We are careful with all property. 	<ul style="list-style-type: none"> *We follow teacher direction by entering and exiting in an orderly manner. 	<ul style="list-style-type: none"> *We walk. We hold the door for others. *We are calm.