ST JOSEPH’S PRIMARY SCHOOL DENMAN

BEHAVIOUR MANAGEMENT POLICY

DATE IMPLEMENTED: 9/3/09
DATE REVIEWED: 27/1/09; 28/1/11

RATIONALE

On reflection of our St Joseph’s Vision & Mission statements we believe that to create a loving and secure Catholic atmosphere, all rights are respected and responsibilities carried out.

This will enable the children to be affirmed in their dignity and worth as individuals, to appreciate themselves and to develop positive interpersonal relationships.

In partnership with parents and parish, the staff of St. Joseph’s school believes that all children have the right to a quality education in a safe, happy and positive learning environment where all are encouraged to accept responsibility for their actions. Discipline is based on the underlying premise that good discipline is self-discipline. With this in mind, our discipline structure encompasses students’ rights, responsibilities and expectations.

AIMS

Our aim at St Joseph’s Denman is to develop the whole child – spiritually, intellectually, physically, emotionally and socially. We believe that the consistent and effective discipline practices and procedures, developed in partnership with parents and the parish community will:

- Develop a happy and friendly Catholic environment built on trust, forgiveness, and the acceptance of others
- Develop and support positive relationships
- Develop the child’s awareness of self discipline
- Promote constructive and positive behaviour
- Develop a sound, well-planned curriculum as a foundation for good classroom discipline
- Develop a school community where all members are treated with respect and dignity
IMPLEMENTATION

Personnel / Procedure:

3.1 STAFF

- Teachers at St. Joseph’s will clearly convey their expectations of student behavior. This will ideally be done at the beginning of the year and positively reinforced regularly. This practice will minimise unnecessary confrontation in the management of students.
- All teachers have a duty of care to all children both in and out of the classroom. A supervising teacher has full authority to administer approved discipline procedures to any member of the student body within recognised school hours and / or when involved in extra-curricular activities organised by the school.
- When dealing with disruptive behaviour teachers will endeavour to be both positive and corrective. This will involve the teachers focusing on the expected behaviour rather than disruptive behaviours. At no time is a teacher permitted to use corporal punishment as a form of discipline.
- The teachers of St. Joseph’s will endeavour to FOCUS on primary behaviour and in doing so avoid arguments with the students. AVOIDANCE of focus on secondary disruptive behaviours, such as sighing, rolling eyes, huffing etc is also fundamental in avoiding unnecessary argument.
- The teachers of St. Joseph’s will invite, model and expect respect. Respect involves basics such as please’, ‘thanks’, excuse me’, using children’s first names and greeting students out of class. Respect in positive discipline also involves:
  - separating the behaviour from the person
  - Allowing the consequences to do the teaching
  - Using private, rather than public reprimands
  - Taking children aside to focus on what they should be doing
  - Avoiding holding grudges
  - Re-establishing the relationship after correction.
  - Students addressing all staff in an appropriate manner

3.2 TIME

At the beginning of the school year the following will be discussed with students:

- The school baseline behaviours and management system
- General behaviour expectations based on students’ rights and responsibilities
- Individual classroom behaviour codes and procedures

Students will be routinely reminded of their rights and responsibilities relating to the above three points during the daily interactions within their class.
3.3 **Procedures**

A clear statement of procedures has been developed to clarify most management aspects for students, parents and teachers.

**Under no circumstances will Corporal Punishment be administered to any child in our care.**

In dealing with discipline within the school, each child will be treated according to their individual needs. Confidentiality of the child and his/her family will be observed at all times.

**THE FOUR BASELINE BEHAVIOURS**

In our School we:

1. **Stop, Look, Listen** (Think, Do)
2. Follow the principle of **Right Place, Time, Task**
3. Display **Friendly Words, Friendly Actions**
4. **Respect ourselves, others and the environment**

Teachers are explicitly teaching to these baseline behaviours. An allocated part of KLA time is programmed for this.

**SEE APPENDIX ONE FOR**

**POSITIVE BEHAVIOUR MANAGEMENT- TOKEN SYSTEM**

**SEE APPENDIX TWO FOR**

**SUMMARY OF BASELINE BEHAVIOUR CONSEQUENCE**

3.4 **Resources**

Programmes:

- Bullying and teasing documentation and in servicing.
- Child protection documentation and in servicing.
- You Can Do It.

Other Policies which will support this document:

- CSO Policy – pastoral care
- School Policy - Pastoral Care
  - Religious Education
  - Bullying

3.5 **Assessment**

- Observation of student behaviours and regular teacher discussion.

Date reviewed: 27/1/10; 28/1/11
• Parent survey.
3.6 Budget

Expenditure in this area will be funded from the following sources:

- School funds
- P & F specific grants
- Local business sponsorship
- Local community donations

EVALUATION

The policy will be evaluated annually towards the end of the school year. At all developmental stages parent input will be encouraged. The staff will evaluate the policy by completing a pro forma incorporating the following four questions.

1) Do rationale / aims continue to reflect school and community needs?

2) Is the implementation section of this policy still an accurate record of the Teaching/learning process?

3) What areas of policy need updating?

4) Do we need additional resources to implement the policy?
APPENDIX ONE - POSITIVE BEHAVIOUR MANAGEMENT - TOKEN SYSTEM

Students look forward to being acknowledged for their positive behaviour and as well as receiving tangible reward

**In the Classroom:**
- Have class / individual token chart
- Have a monitoring method for tokens, levels, incidents.

**On the Playground:**
- Teachers on duty to hand out tokens for exemplary behaviour witnessed on duty. These to be recorded in playground folder at assembly or after lunch.

**Something to keep in mind:**
At all times we aim to reinforce the positive so that, hopefully, more tokens are given than behaviour cards. It is necessary to be mindful of the quiet achiever when handing out tokens. The more the students see acceptable behaviour and work being rewarded the more we hope they will strive to improve themselves.
Teacher recognition / Verbal praise

- Stickers
- Merit Award

In class rewards

- Recognition in newsletter/newspaper

Tokens

Executive Recognition

- Merit (whole school recognition at assembly)

- Bronze * On school noticeboard/newsletter

- Silver * Special activity at school

- Gold
APPENDIX TWO - SUMMARY OF BASELINE BEHAVIOUR CONSEQUENCE

The consequence of behaving out / disobeying these behaviours is:

1. WARNING

2. BASE 1 (CONSEQUENCE 1)
   A baseline reminder
   Behaved out of baseline behaviour
   - verbal warning is given and incident is noted

3. BASE 2 (CONSEQUENCE 2)
   Continued behaving out of baseline behaviour
   - incident is recorded
   - Behaviour reflection sheet – “Today I missed lost tokens because…”

4. BASE 3 (CONSEQUENCE 3)
   Continued behaving out of baseline behaviours
   - letter sent home – receipt to be returned to teacher following day- if this receipt if not returned in two days the class teacher will telephone the parent to follow up
   - time out of classroom to complete behaviour reflection sheet -infants 15 minutes; primary 30 minutes– this sheet is filed in the classroom
   - Lunchtime coaching
   - Students will lose leadership badges. The student is able to earn back leadership badge, role and responsibilities by achieving 5 consecutive Base Free days
   - Option of time off the playground
   - Option of time in the Principal’s office
   - Development of an individual behaviour plan involving proactive and reactive consequences – may include internal/external suspension or in extreme cases expulsion

NOTES:

1. Any physical, verbal, psychological bullying – child sent straight to Principal’s office
2. Principal is able to issue an immediate Base 3 for serious incidents of behaviour. If this occurs the Base 3 process is followed and the parents may also be contacted by telephone or by letter to explain the circumstances
5. **BASE 4 (CONSEQUENCE 4)**

*Continued behaving out of baseline behaviours*

- Child is referred to Principal
- Parent meeting arranged with class teacher, principal and child

It must be remembered that classroom so called “petty” incidents such as continually calling out, being out of place, or chatting to another student, following explicit instruction and direct requests by the teacher to cease the behaviour, is in direct defiance of the school baseline behaviours (school rules) and shows lack of respect for teachers’ authority.
**Bullying**

What is bullying?

Bullying is repetitive and continuous acts of aggression causing embarrassment, pain or discomfort to another.

- It can take various forms: physical, verbal, gesture, extortion or exclusion.
- It is an abuse of power.
- It is usually planned and organised.
- Individuals or groups may be involved.

Examples:
- Any form of physical violence
- Stealing, hiding, damaging or destroying property
- Using offensive names, continuous teasing, spreading rumours, using put-downs, belittling others abilities and achievements
- Degrading one’s culture, social background or appearance
- Hurtingfully and repeatedly excluding others from the group
- Forcing others to act against their will

**Suspension / Expulsion**

**Suspension** means a temporary withdrawal of a student’s right to participate in and attendance at regular school activities. This may take the form of short or long suspension.

In normal circumstances suspension is subject to the following guidelines, however, it is recognised that on occasions an immediate suspension* may have to be imposed.

- That discussion has occurred, prior to suspension, with the student and parent / caregiver regarding specific unacceptable behaviour and resolution strategies outlined.
- That actual factual records of all discussion and action have been taken

*Immediate Suspension

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as

i) The safety of students or staff because of violence, threats of violence,

ii) The presence of knives and / or other weapons or

iii) The presence of illegal drugs
The following steps relate to suspension.

1. The decision to suspend must be taken by the Principal, or in the Principal’s absence, the acting Principal.

2. The Principal must inform the student of the precise grounds on which suspension is being considered. The student must be given the opportunity to respond. The student’s response must be considered before a decision to suspend is made.

EXPULSION

Expulsion is a sanction to be applied as a last resort when other disciplinary measures, including suspension, have not produced a satisfactory outcome. In deciding to expel a student, careful consideration must be given to the welfare of the student and to the overall good and / or safety of the school community. In very limited circumstances of the most serious kind, an immediate expulsion may have to be imposed.

The Principal should ensure, except as a result of a most serious incident, that all appropriate welfare strategies and discipline options have been implemented and documented, prior to expelling a student from the school because of misbehaviour.

Deciding on and Notifying an Expulsion

The following steps should be taken in relation to the expulsion of a student.

Decision

1. The decision to expel must only be made by the Principal in consultation with a CSO Assistant Director and Parish Priest if available.

2. The student must be given the opportunity to respond. The student’s response must be considered before a decision to expel is made.

3. The Principal will explore enrolment alternatives with the Catholic Schools Office Assistant Director prior to finalising the expulsion.

Notification

Having reached a decision to expel a student from the school, the following steps must be put in place:

1. A student will not be sent out of the school before the end of the school day without notification being made to the parent / caregiver, and if necessary, agreement reached about arrangements for the collection of the student from school.

2. Notification of expulsion must be made to parents / caregivers in writing. In all cases, the notification must include:
   - Notice of the expulsion. This formal advice should also state the student’s/parents’ right to appeal the decision and the appropriate procedures for submitting an appeal.
   - The reason for expulsion.
3. The Principal must inform relevant/appropriate staff, the school’s Consultant and where warranted, the student’s Parish Priest.

4. Documentation of all steps involved and record of any interview/correspondence must be completed.

5. Having completed the action outlined above, the Principal must forward a copy of all documentation related to the incident and subsequent expulsion to the director of Schools, Catholic Schools Office.

**PROCEDURAL FAIRNESS**

Procedural fairness is a basic right of all individuals dealing with authorities.

Procedural Fairness is generally recognised as having two essential elements:

1. The right to be heard which includes:
   - The right to know why the action is happening
   - The right to know the way in which the issues will be determined
   - The right to know the allegations in the matter and any other information which will be taken into account
   - The right of the person against whom the allegations have been made to respond to the allegations
   - The right to an appeal

2. The right of a person to an impartial decision which includes:
   - The right of impartiality in the investigation and decision making phases
   - The right to an absence of bias in the decision maker

**RIGHT OF APPEAL PROCESS**

Students and parents/caregivers, who consider that correct procedures have not been followed, or that an unfair decision has been made, may appeal.

- The student’s parents have a right to appeal against a notification of expulsion within five working days of the action.
- This appeal is made in writing to the Director of Schools stating the grounds on which the appeal is being made.
- In hearing an appeal, the Director of Schools will be assisted by a Principal and a school Counsellor.
- Following an unsuccessful appeal, the student’s parents have the right of appeal to the Bishop of the Maitland-Newcastle Diocese within thirty days. The Bishop or his appointee may appoint an appropriate person to hear appeals.