Behaviour Management Policy

Rationale (Philosophy)

The most effective discipline results from positive relationships between teachers, parents and students. Behaviour management should be based on the encouragement of constructive and positive behaviour, and the sensitive curbing of aspects of misbehaviour. Through reward, praise and encouragement we aim to enhance the development of self-discipline.

We acknowledge that membership of a community sometimes requires modification of personal behaviour for the general good and safety of all.

Students, parents and teachers must be clear about the standards of behaviour that are expected from all members of the St. John’s community, and that everyone should know the consequences for positive and negative behaviour.

Beliefs

As a learning community, we value and respect each individual’s uniqueness and the gifts and talents they bring to our school. We acknowledge that all students are made in Christ’s image and as such should be loved and cared for even in the face of adversity. Furthermore we are all committed to striving toward enabling our students to reach their full potential and share the following beliefs to testify to this:

- Learning is a co-operative activity
- Every student has the right to learn
- Every teacher has the right to teach
- All members of the school community have the right to be treated with courtesy
- and respect
- All members of the community have a right to feel safe
- Students choose their behaviour (both positive and negative)
- Every single student has the capacity to behave acceptably in school
- Students will vary in their ability to control their own behaviour
- Managing student behaviour is a procedure that requires a set of techniques which staff, can become skilled and use effectively for the benefit of all students
- Our school and community can positively influence and develop students’ behaviour and subsequent academic performance
- A student’s every action has a consequence
- Ongoing professional development of staff can enhance student behaviour
Student Behaviour Expectations

“Do for others what you want them to do for you.” Matthew 7:12

1. Respect for God
2. Respect for Self
3. Respect for Others
4. Respect for Property
5. Respect for School Organisations
6. Respect for Environment

Student Rights and Responsibilities

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<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tr>
<td>Every person has the right –</td>
<td>Every person has the responsibility –</td>
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<tr>
<td>• To be treated with respect and dignity</td>
<td>• To treat others with respect and dignity</td>
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<td>• To live within the school community free of verbal, physical and emotional hurt</td>
<td>• To refrain from hurtful behaviours</td>
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<td>• To express oneself, share opinions and ideas and to ask questions freely</td>
<td>• To allow others to express themselves, share opinions and ask questions</td>
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<td>• To work in a positive learning environment</td>
<td>• To contribute to a positive learning environment</td>
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<td>• To achieve one’s best in all aspects of learning</td>
<td>• To do one’s best in all aspects of learning</td>
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<td>• To work in a clean and safe environment</td>
<td>• To maintain a clean, safe environment</td>
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<tr>
<td>• To feel proud to belong to St. John’s School</td>
<td>• To respect the property of every member of the school</td>
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<td>• To have their property respected</td>
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Rewards For Appropriate Behaviour

“Children will be encouraged both by our example and instruction to share with others within the community the Christian values of respect, care, love and forgiveness. The Catholic School must develop persons who are inner directed, capable of choosing freely and in conformity to an informed conscience.” (The Catholic School Article 31)

If appropriate behaviour is rewarded often enough, then ideally there will be far less inappropriate behaviour. At St. John’s, our Behaviour Management Policy is based on the belief that students not only require clear guidelines and examples of expected behaviour but also opportunities for individual, class and sport team reward/s for displays of appropriate behaviour.

Examples

Individual Rewards: Merit awards, SEL certificates, stickers, positive comments in workbooks/diaries, display work, free time, praise, name in the newsletter, positive behaviour charts etc.

Group/Whole Class Rewards: SEL certificates, merit awards, class party, extra sport, art, drama etc.

Consequences for Inappropriate Behaviour

When dealing with inappropriate student behaviour, it is imperative that the staff member uses his or her discretion to decide whether the incident is minor or major.

<table>
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<tr>
<th>Minor</th>
<th>Major</th>
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<td>e.g.</td>
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<tr>
<td>• Littering</td>
<td>• Deliberate physical or verbal aggression</td>
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<td>• Running on concrete</td>
<td>• Open defiance</td>
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<td>• Minor conflicts</td>
<td>• Placing others in physical danger</td>
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<td>• Incorrect uniform</td>
<td>• Spreading malicious gossip</td>
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<td>• Malicious digital messaging</td>
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<td>• Behaving inappropriately when representing the school</td>
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**Inappropriate Behaviour Flow Chart**

**Step 1:** The supervising staff member is responsible for engaging the student/s in dialogue in relation to the incident to ascertain its nature. Eg. Minor or Major.

**Minor**

**Step 2:**
If the incident is minor in nature, the supervising staff member will explicitly instruct the student on appropriate and expected behaviour and give a warning about the consequences of further inappropriate behaviour.

If the behaviour continues, the student is sent to timeout. This could mean walking with the teacher on duty or removal to the designated time out area for at least five minutes (at teacher’s discretion).

If the behaviour continues, it is now considered open defiance, and should be dealt with as per a major offence.

**Major**

**Step 2:**
If the incident is major in nature, the student will be sent to timeout until there is an appropriate time for the staff member to investigate the situation. This may involve the student completing a “Taking Time Out – Think Sheet” (This sheet will then be placed on file & a copy made for classroom teacher.) The incident is resolved/OR

The supervising staff member completes an “Incident Report”. The student/s involved will be withdrawn to complete a “Student Incident Report”. The principal and parents are notified of the incident.

If the behaviour continues/If the behaviour continues or if the situation cannot be resolved at the previous level, group mediation will be required with any or all of the following: Principal; Parent/s; Teacher/s; Parish Priest; School Development Officer; School Councillor; Learning Support Teacher, CES Specialists; other.

The incident is resolved/If it is not possible to resolved resolve the situation using the above measure, OR, if the action is seen as a breach of state or national law, suspension (internal or external) or exclusion will result.
Supporting Documents/Policies/Philosophies

- Learning Support Plan (Individual learning plan)
- Behaviour Management Plan (Individual)
- Social and Emotional Learning (SEL, You Can Do It!)
- Class Meetings
- Individual Classroom Management Plans
- Incident Report (Staff)
- Incident Report (Student)
- Taking Time Out – Think Sheet (Student)
- St. John’s Anti-Bullying Policy (TBA)

Restitution Plan – Re-Entry Procedures

Restitution or re-entry will occur when a student has been withdrawn from regular school activities due to inappropriate behaviour. Withdrawal will occur in accordance with the consequences for inappropriate behaviour and may take the form of timeout in class, timeout in another room, internal school suspension or school suspension.

The re-entry procedure will involve:

1. Student taking on responsibility for their own actions/behaviour
2. Student being engaged in problem solving and goal setting
3. Student having the school behaviour expectations and consequences reinforced accordingly

The re-entry procedure will also involve

1. Dialogue between the student, teacher, principal, parent (any combination of these)
2. A verbal, written or drawn response to the incident
3. An undertaking by the student to the teacher, principal, parent (any combination of these) to abide by rules upon re-entry
4. Acceptance of consequences should a similar incident occur again

Ratification & Review

The St. John’s Behaviour Management Plan was ratified by the staff and Parents & Friends Association in March 2010.

All current parents and subsequent new enrolments are required to sign an acknowledgement to fully support St. John’s Behaviour Management Plan.
Family Name……………………………………

I / We have read, understood and fully support St. John’s School Behaviour Management Action Plan.

Signed........................................Date............

Print Name..............................................

Signed........................................Date............

Print Name..............................................

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**St. John’s School Mission Statement**

As a Catholic school, we support and continue the role of the church, which strives to make the life of Jesus real and personal for each of our students.

At St. John’s we respect that families are the first and most important educators of their children. It is our role to support the parent/child relationship and enhance the home/school partnership.

We also aim to develop the potential of all children academically, physically, culturally, socially and emotionally.

In partnership with families and our community we strive to nurture the foundations for achievement and social-emotional well-being. We acknowledge these foundations are essential for success in school, home life, work, and the world of tomorrow.

**Our school vision is:**

PLANT THE SEED,
NUTURE THE GROWTH,
CELEBRATE THE HARVEST