



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

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BEHAVIOUR MANAGEMENT POLICY

POLICY AREA

BEHAVIOUR MANAGEMENT

VALUES

To abide by our school motto “Live and Grow in Truth and Love”; and to live our school mission statement:

“As a Catholic School we claim Christ our Lord as our leader living his values and modelling Christ in serving each other. Our children will be challenged and encouraged to learn, live and grow in a spirit of community, truth and acceptance to ensure that each child reaches his/her full potential.”

REFLECTION MATERIAL

“A School Discipline Strategy” by R. Wilkins

“Positive School Discipline” A Practical Guide to developing Policy by M. Cowin, L. Freeman and Associates.

POLICY

St Joseph’s School, in partnership with parents, will develop an environment, supported by documented rules and procedures, that will allow the children to grow, both as individuals and as a caring Christian community. The students are encouraged to exercise self-discipline and develop a sense of responsibility for their behaviour in the light of Christian Values.

CONSEQUENCES

1. The children will be encouraged to become responsible for their own actions and to participate in the development of, and the adherence to school rules.

2. The connection between the misbehaviour and the discipline received will be an obvious and a reasonable one.

3. Teachers will focus on causes of discipline problems rather than the action.

4. The school staff will maintain overall responsibility for the development and implementation of disciplinary rules and procedures.

5. Children, parents and teachers will be aware of the need for school rules and understand that each individual is responsible for their own behaviour.

6. Consequences of poor behaviour will be clearly understood by students.

7. The Principal, in consultation with the relevant parents, staff, Pastor and Director, will have ultimate responsibility for disciplinary measures, which may include expulsion of children with major and/or recurrent behavioural difficulties.

8. The staff will express in a positive manner desired behaviours, thus self discipline being promoted.

9. School rules, rights and responsibilities will be clearly defined and limited in number

Responsible Thinking Process

What is the process all about?

The Responsible Thinking Program (RTP), rather than being a set of rules, is:

1. An attitude about how a person interacts with others.
2. An understanding that, while we will never know or understand the reasons for another's actions, we can help students work towards creating the experiences they intend rather than dwelling on what they have done.
3. A way to give students structure and an opportunity to learn how to participate, reach their goals and not disturb others in the process.

There are 5 important assumptions

1. Students can expect to learn in a safe environment
2. Teachers can expect to teach.
3. Students are responsible for their own actions.
4. The RTP is not a substitute for teacher classroom management skills. This is a very important part of the overall behaviour management process.
5. The Planning Room (PR) is not a 'trouble' room.

A student is sent to the PR when:

- They disrupt the learning of others and/or the teacher.
- When they create a safety hazard for themselves or others.

- (Someone disrupts when they interrupt the learning of others and/or the teacher. This may also include creating a safety hazard).

When a classroom disturbance or safety issue arises the RTP Questioning process commences. The aim of this process is to develop positive relationships with students. The teacher becomes the third person who helps direct a student to make choices.

The RTP Referral Process

1. Student working according to expectations.
2. Disruption 1: First set of RTP Questions are asked.
3. Disruption 2: Second set of RTP Questions are asked. *
4. Planning Room Referral Form is completed by the teacher and the student is sent to the PR.
5. Student completes a plan and is sent back to class.
6. If further disruptions occur the student is sent to the PR. They will not return to the classroom and a decision will be made on whether they remain at school for the day.
7. The next day the students meet with the Principal to discuss their Plan for re-entry.

*teachers need to consider the age of their students – for younger students the teacher may choose to have a ‘fresh start’ at the beginning of each session (morning/middle/afternoon).

RTP Questions

When a classroom disturbance or safety issue arises the RTP Questioning process commences. The aim of this process is to develop positive relationships with students. The teacher becomes the third person who helps direct a student to make choices.

FIRST DISRUPTION

- What are you doing?
- What should you be doing? or What are the rules?
- Is that ok?
- What happens the next time you disrupt?
- Is this what you want to happen?

SECOND DISRUPTION

- What are you doing?
- What did you say would happen the next time you disrupted?
- Where do you need to be?

This second set of questions ensures the students know how they have disrupted and that the consequence is a result of their actions. It also lets them know it was their choice to go to the PR.

- When appropriate the student and a member of the leadership team will negotiate a plan.
- If the Plan is adequate it is signed off by the teacher. Plans can be left on the student’s desk for the remainder of the day. This can be a good redirection tool if students are beginning to become distracted.
- It is the student’s responsibility to get their parents to sign the plan and return it to the principal the following day to be filed in the office.

What happens when a student is sent home?

Students can be sent home when:

- They consistently continue to display minor behaviours which distract the class over the course of the day.
- Choose to display a major behaviour.
- A student being sent home is at the discretion of the Principal or the acting Principal.

- The parents are called and the situation is discussed with them and they come and collect the student.
- The next day that the child is at school, the student and a parent come to the office and complete a plan.
- Communication with parents about their child's behaviour is vitally important. It is important that the classroom teacher engage with the student's parents regarding any patterns of behaviour which are causing distractions to the learning in their classroom.

Types of Disruptions

Minor	Major (Automatics)
<ul style="list-style-type: none"> • Walking around the room, • Interfering/disrupting others, their things and their learning • A defiant/disobedient attitude • Putting others down • Lying • Excessive noise • Unsafe behaviour: swinging on chairs, running in the classroom, tripping, pushing. 	<ul style="list-style-type: none"> • Violence/fighting • Intentional aggression towards staff or other students (verbal or physical) • Very unsafe behaviour: pulling out the chairs of other students. • Intentional damage, misuse or destruction of property. • Theft

What is not an RTP 'offence'?

In all other cases the classroom teacher is responsible for dealing with other behaviour. It is essential teachers have clear sets of rules for their classroom and students and clear consequences which are appropriate for the behaviour shown. Examples of behaviour which is not an RTP offence are shown in the table below.

<ul style="list-style-type: none"> ▪ Homework or home tasks (notes not returned etc) not completed ▪ Incomplete work ▪ Inattentiveness ▪ Littering ▪ Poor organisation 	<ul style="list-style-type: none"> ▪ Writing notes in class ▪ Misusing equipment ▪ Late to class ▪ Uniforms: shirts out, wrong shoes etc.
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SCHOOL RULES

These rules were developed by the students and staff in 2014.

At St Joseph's we will:

- Show respect to peers, teachers, visitors and parents
- Never give up and have a positive attitude
- Wear our uniforms with pride
- Treat others as we would like to be treated by including them and being like Jesus in his words and actions

BEHAVIOUR MANAGEMENT STAFF RESPONSIBILITIES

In general staff responsibilities for behaviour management are outlined below. This list is in no way comprehensive and is in no particular order

Teachers



Leadership Team



- * Pastoral care of students
- * Implementing and following up on the Making Jesus Real Program
- * Following the RTP for disruptions and unsafe behaviour
- * Ensuring that students return planning sheets and direct them to return them to the planning room supervisor
- * Documenting issues, including unusual behaviours
- * Communicating with parents about their child's behaviour
- * Monitoring correct uniform
- * Ensuring safety of students
- * Creating clear, fair consequences for non completion of homework
- * Maintaining a tidy classroom
- * Discouraging inappropriate language eg. Crap, gay, sux
- * Controlling general classroom misbehaviour e.g. students being responsible for own and school property, sitting properly on chairs, appropriate noise level, appropriate movement around room etc
- * Monitoring and following up on lateness
- * Not tolerating bullying
- * Ensuring appropriate behaviour on assemblies, at church, on excursions etc
- * Minor playground issues
- * Communicating with other staff members about issues they need to be aware of (confidentially)

- * Pastoral care of students
- * Following the RTP for disruptions and unsafe behaviour when students are sent to the planning room
- * Filing paperwork in student files (planning room referrals, planning room sheets etc)
- * Communicating with parents about their child's behaviour when patterns occur or student is visiting the planning room regularly
- * Issuing of behaviour management card when student has had regular visits to the planning room
- * Following up on students consistently not in uniform/hair issues
- * Dealing with any consistent in-class behaviours, after teacher has applied a variety of strategies, eg. Non completion of homework, lateness etc
- * Monitoring and providing consequences for students who misbehave across a number of classes e.g. rotations
- * Addressing major playground issues