



# BEHAVIOUR MANAGEMENT GUIDELINES

---

## 1. MISSION AND VALUES

***St. Philomena's School is committed to high-quality Catholic education in a loving family environment.***

Working in partnership with family, parish and community to achieve high levels of learning for all children, our school:

- \***Proclaims** Jesus and lives the Gospel Values
- \***Fosters** the spiritual, academic, emotional, physical and social development of each student.
- \***Implements** a Contemporary Curriculum.
- \***Encourages** children to develop authentic ownership of their learning.

*"Live Justly, Lovingly and Faithfully in Christ"*

### 1. Focus

Behaviour Management practices at St Philomena's School aim to facilitate the development and experience of self-discipline among students. We also seek to promote the well-being and good order of the community.

Our Behaviour Management Guidelines determine acceptable student behaviour and appropriate disciplinary measures and is intrinsically related to the principles and values of the Gospel and to the Christian vision of Pastoral Care.

These guidelines are used in conjunction with our Pastoral Care Policy and Anti-Bullying Guidelines.

A rich Catholic Curriculum is characterised by:

- Support of parents as the first educators in faith.
- Promotion of lifelong learning.
- Inspiration to solve the challenges in the contemporary world.
- Personal reflection and growth.
- Gospel informed choices and options.

The promotion of the following values are encouraged:

- family
- hope
- the dignity of each person
- freedom of conscience;
- independence of thought and action;
- an expectation of forgiveness;
- aspirations towards growth in self-discipline;

- a commitment to justice;
- the obligation to search for the truth;
- respect for the rights of others;
- the reciprocity of rights and responsibilities; and
- a concern for the well-being of all members of the community.

Our guidelines are formulated within the Christ Centred Learning framework that clearly recognises Pastoral Care as the distinctive feature from which the ethos of our school emerges. From this orientation it follows that our guidelines are:

- cooperatively formulated, positive in orientation and purposeful;
- just and reasonable
- conveying a sense of forgiveness;
- encompassing a range of options that are related to the misdemeanour;
- supportable and enforceable
- communicated in clear and accessible language;
- contributing to the development of justice in the school;
- fostering responsibility for actions; and
- contributing actively to changing and healing destructive behaviours.

Our guidelines take into consideration:

- the age and stage of development of students;
- the capacity of students to understand what is required of them and reasons for this;
- the particular circumstances of life the student has or is currently experiencing;
- the need to adequately supervise students;
- research findings into the effectiveness of various rules and sanctions;
- the implications of various guidelines for the physical and psychological welfare of students;
- the implications of various guidelines for the legal rights and responsibilities of teachers.

## **2. Shared Gospel Values**

One of the most important roles of a teacher in a Catholic school is to care for the students pastorally. This word embraces more than the giving of well prepared, thought-provoking and stimulating lessons. It means being concerned for the total well-being of each child.

*Pope Francis ‘....education cannot be reduced to just the transmission of ideas.... we must find new ways to help young people develop their capacity to think, to make, and to love.’*

**Our school values express what is important about the positive management of student behaviour. At St Philomena’s School, we believe that:**

- Respect for the individual, both teacher and student, is at the centre of effective student behaviour management.
- Behaviour management must preserve the dignity of all.
- The fundamental ‘right to learn’ must be considered in student behaviour.
- Staff consistency and certainty with follow-up ensures improved student behaviour.

- Children need to be aware of the effect of their behaviour on others.
- The school should have a positive focus on the management of student behaviour.

### **3. Rights**

Three fundamental rights are important at our school.

**The right to feel safe.**

**The right to be treated with dignity and respect.**

**The right to learn.**

These fundamental rights incorporate:

- The right to an atmosphere of security.
- The right to an education, recreation and equal opportunity to develop individual abilities.
- The right to be heard.
- The right to protection from ridicule, neglect, cruelty and exploitation.
- The right to personal privacy.
- The right to protection from prolonged punishment.
- The right to a quiet, settled atmosphere in which to learn.
- The right to positive correction and encouragement.
- The right to protection from bullying.
- The right to protection from discrimination on the grounds of sex, religion, nationality, race, colour and socio-economic backgrounds.
- The right to specialist services if available.
- The right to express opinions without ridicule and in a dignified manner.

### **4. Responsibilities**

To have rights we must all take on responsibilities.

These include:

#### **Student responsibilities:**

- Treat teachers and fellow students with respect.
- Children to take ownership of their actions and communicate truthfully to their parents and teachers.
- Follow the teacher's instructions.
- Display good manners and common courtesies.
- Line up and move around the school in an orderly manner.
- Stand/sit quietly and listen ie; Mass, Liturgies, at assembly times, in class.
- Care for our school environment.
- Demonstrate self-discipline in the classroom and playground environment.
- Be organised to begin the day.

- Be responsible for school property.
- Place valuables and electronic devices at the office at the beginning of each day and collect them at the end of the day.

### **Teacher Responsibilities:**

- Establish clear guidelines and be responsible for the management of student behaviour in the classroom and on the playground.
- Be familiar with overall class rules.
- Provide a positive role model to the students.
- Show respect for the dignity of each student.
- Be consistent and fair with discipline.
- Show awareness and concern for family situations so that a better understanding of a child's behaviour may be attained.
- Provide careful supervision of students at all times.
- Be well prepared for lessons.
- Be part of the 'whole staff team' in regard to the school's behaviour management plan.
- Show loyalty and support for colleagues.
- Be on time to class and playground duties.
- Create an environment conducive to learning.
- Create a child-centred learning environment.

### **Parent Responsibilities:**

- Show respect and support for all school staff.
- Show respect and support for all parents and members of our school community, particularly when making comments on social media sites eg: Facebook, Twitter
- No posting pictures of children on private social media sites without the permission of parents.
- Refrain from using social media to discuss school issues independently of the school.
- Support and adhere to school procedures.
- Have children prepared and ready for the day.
- Provide nutritional and adequate food and water for Crunch n Sip, Recess and Lunch breaks.
- Keep school informed of changes to routine and circumstances affecting the child's safety and education.

## **5. Rules**

Ours school rules encourage us to live Gospel values.

***“...we live in a knowledge-based society...Catholic schools are encouraged to promote a wisdom-based society, to go beyond knowledge and educate people to think, evaluating facts in the light of values.”***

***Pope Francis 2013***

Our school rules include:

### **A. Basic Classroom Rules**

- Be well mannered and courteous.
- Listen and follow instructions.
- Say 'please' and 'thank you.'
- Address the teacher and other students by their names.
- Show respect for property.
- Ask in the correct manner (not calling out)
- Accept mistakes made by others.
- Remain outside the classroom when the teacher is not present.
- Quickly move outside on arrival at school from 8:30 am.
- Proceed in and out of the classroom in an orderly manner.
- Show self-discipline by respecting the rights of others to learn.
- Work quietly if a visitor enters the room.
- Ask before borrowing.

### **B. General Rules**

*At St. Philomena's School, we say we are a 'GENTLE HANDS' school.*

**The following behaviours are considered most unsatisfactory and are Level Two / Three behaviours.**

- Inappropriate physical contact- physical violence or assault.
- Repeated Bullying- Pushing, tripping, teasing, name-calling, threatening.
- Back answering a teacher.
- Spitting- biting.
- Unacceptable language.
- Showing disrespectful behaviour towards others.
- Vandalism - the destruction of student or school property.
- Theft.
- Dangerous behaviour- e.g. throwing sticks or stones.
- Defiance/ deliberate disobedience.
- Inappropriate use of social media- sexting, cyber-bullying.

### **C. Playground Rules**

- Wait for supervising teacher before moving to the playground
- Take care of others and self.
- Follow instructions the first time.
- Keep off gardens and stay away from 'out of bounds' areas.
- Play in a friendly manner.
- Use language that befits a Catholic school.
- Show respect to parents or visitors.
- Use manners at canteen lines.
- Keep playground and lunch areas clean. Use bins for all rubbish and papers.
- Be responsible for sports equipment and use equipment as intended.
- No toys at school.
- When the bell rings, this signals the time to: return equipment, move to class, go to the toilet and

have a drink.

#### **D. Assemblies and Mass**

- Answer the school bell promptly.
- Move quickly and quietly to assembly area or class.
- Pay attention to the teacher addressing the assembly.
- Show reverence during prayer, Mass and participation in Sacraments.
- Leave the assembly area quietly.

#### **E. Departures:**

- Children move promptly to bus lines or pick up lines.
- Follow teacher directions.
- No playing while in the bus or pick up lines, e.g ball games.
- Remain seated in the allocated area with the supervising teacher.
- Avoid loud talking and shouting.
- Walk to and from the bus or up to the car when called.
- Show respect to the bus driver.
- Follow the regulation 'Code of Behaviour' for bus travel. Remember you are in school uniform and are expected to be on your best behaviour while on the bus or at the interchange.
- Bicycles to be located adjacent to the canteen.
- Walk bicycles while on school grounds.
- Walkers and students waiting for parents must advise the teacher on duty before leaving school grounds.
- Changes in normal departures, including a person other than the parent or carer picking up the child, must be made in writing or phoned through to the school secretary by 2.30pm.

#### **F. Staffroom**

Children are not allowed in Staffroom (or administration areas) unless accompanied by a teacher. If a child is sent to the staffroom by the duty teacher, during recess or lunch, they will knock on the door and enter.

Children see the duty teacher regarding matters that arise during breaks. They do not come to the Staffroom unless it is an emergency.

#### **G. Staff Car Park**

Parents are asked to not park in the staff car park and children must keep out of the staff car parks at all times.

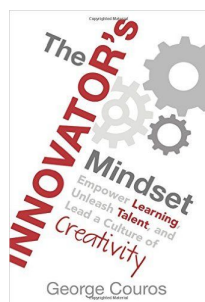
#### **H. 'Help Card'**

Two playground First Aid Bags have a red 'Help Card' attached. A teacher should use this card by sending 2 children to call for assistance when an emergency arises - whether it be physical or socially.

#### **Merit Award System**

*A certificate of merit recognizes the achievements of an individual or a group. The certificate is one of*

respect and gratitude, but mostly honour. The certificate is not bestowed upon individuals unless the recognition has been earned.



*'good values have to be grown from the inside out. Attempts to short-circuit this process by dangling rewards in front of children are at best ineffective, and at worst counterproductive. Children are likely to become enthusiastic, lifelong learners as a result of being provided with an engaging curriculum; a safe, caring community in which to discover and create; and a significant degree of choice about what (and how and why) they are learning. Rewards—like punishments—are unnecessary when these things are present and are ultimately destructive in any case. (Alfie Kohn, The Risk of Rewards)*

Awards at St Philomena's are based around the diocesan model of Christ Centred Learning. Children work toward receiving acknowledgement in each of the Catholic Values in all areas. Each class will receive awards in Weeks 3, 6 & 9 of each term at Friday morning assembly.

### Anti Bullying Strategy

Bullying is behaviour not tolerated by St Philomena's Primary School. St Philomena's School strives to be proactive in regard to student bullying issues and seeks to educate the school community to tolerate, accept, embrace and learn from people of different genders and different socio-economic, ethnic and cultural backgrounds.

### **Definition**

Bullying is not the same thing as "aggression" or "violence," although elements of these may be present when bullying occurs. It is not simply a desire to hurt. Bullying is actual hurtful behaviour directed by more powerful individuals or groups against those who are less powerful. It is typically repeated, often enjoyed by the bully or bullies and never justified. It is experienced as oppression.

Bullying can happen anywhere: at school, in sporting teams, between neighbours. Bullying can take on various forms including giving nasty looks, making rude gestures, calling names, physical harm, being rude and impolite, spreading stories and rumours and teasing.

### **Bullying is not:**

one-off acts of...

- aggression
- nastiness
- conflict
- simple social rejection
- assertive behaviour

### **Bullying behaviour may include:**

regular acts of...

- keeping someone out of a group
- acting in an unpleasant way near someone
- 'mucking about' that goes too far
- harassment or any form of discrimination based on disability, gender, race or religion.
- name calling
- teasing
- exclusion
- physical aggression, ie. punching, hitting, kicking.
- intentionally disrupting games.
- taking the property of others (eg hats)
- stand-over tactics/ threatening behaviour
- racist/sexist comments
- ganging up against another
- cyberbullying

### **Our overall anti-bullying strategy includes:**

Regular class reminders by teachers about school rules.

Regular whole school reminders about school rules at Assemblies.

As a whole school, we aim to keep a POSITIVE FOCUS as well.

### **As teachers we must:**

1. Listen to and take the victim seriously.
2. Make sure the children are not 'fobbed off' by us.
3. Be consistent in our dealings with children.
4. Follow through on consequences given.
5. Support one another.
6. Support the school routines, eg lunch eating- insist that all children are sitting down.
7. Tell students if they are being bullied they need to feel safe in telling a teacher, and at worse, they should keep going until someone listens.
8. As teachers, we engage in professional development in the area of bullying, behaviour management and discipline.
9. The school will endeavour to provide teaching/ learning resources appropriate to educating students on bullying,
10. Consider other possible anti-bullying programs as appropriate.

<b><u>Level 1 Behaviour</u></b>	<b><u>Level 2 Behaviour</u></b>	<b><u>Level 3 Behaviour</u></b>
---------------------------------	---------------------------------	---------------------------------



<p><b>Continued behaviour from the classroom or playground.</b>  <b>Children are given a warning and verbal reminder 4r's - remind, reteach, redirect, remove.</b></p> <ul style="list-style-type: none"> <li>● <b>Disruption</b> Off-task behaviour - Not engaging in learning activities; inappropriate interruption to learning; Task refusal or avoidance - Calling out; talking over the top of the teacher; wandering around the room; purposefully disrupting other students when working; leaving class without permission.</li> </ul> <ol style="list-style-type: none"> <li>1. <i>Designated quiet space</i></li> <li>2. <i>Buddy classroom.</i></li> <li>3. <i>Executive intervention - a phone call to home or letter.</i></li> </ol> <ul style="list-style-type: none"> <li>● Inappropriate use of playground equipment</li> <li>● Playing in out of bounds area - Toilets.</li> <li>● Property misuse - Low-intensity misuse of school or personal property, including littering or not picking up paper around you.</li> </ul> <ol style="list-style-type: none"> <li>1. <i>Pick up paper</i></li> <li>2. <i>Off the equipment for a play or</i></li> <li>3. <i>Out of play for 10-15 minutes.</i></li> </ol> <ul style="list-style-type: none"> <li>● Dress - no hat.</li> </ul> <ol style="list-style-type: none"> <li>1. <i>'No hat no play'</i></li> </ol> <ul style="list-style-type: none"> <li>● Disrespect - Brief or low-intensity failure to</li> </ul>	<p><b><u>Continued Level 1 behaviour</u></b></p> <ul style="list-style-type: none"> <li>● Inappropriate language, Telling a lie, giving someone a hard time through teasing, name calling, put downs, lack of manners &amp; courtesy</li> </ul> <ol style="list-style-type: none"> <li>1. <i>Removal from Classroom / playground</i></li> <li>2. <i>Complete reflection sheet and discuss with the teacher.</i></li> <li>3. <i>Verbal apology</i></li> <li>4. <i>Contact Parents - Send completed sheet home with the child to be signed by the parent and returned to school.</i></li> <li>5. <i>In school suspension - follow CEDB guidelines</i></li> </ol> <ul style="list-style-type: none"> <li>● Inappropriate Physical contact</li> </ul> <ol style="list-style-type: none"> <li>1. <i>Immediate removal from the playground.</i></li> <li>2. <i>Parents contacted.</i></li> </ol> <ul style="list-style-type: none"> <li>● Theft</li> </ul> <ol style="list-style-type: none"> <li>1. <i>Return of item stolen and a verbal or written apology.</i></li> <li>2. <i>Parents contacted.</i></li> <li>3. <i>Loss of privileges, eg play time, excursions</i></li> </ol> <ul style="list-style-type: none"> <li>● Repeated ongoing off-task behaviours - Off task behaviours occurring for long periods of time or repeated over time (long duration, high frequency)</li> </ul> <ol style="list-style-type: none"> <li>1. <i>Removal from classroom to Executive.</i></li> <li>2. <i>Involve Support teacher, parents, counsellor. Refer to CEDB Guidelines for Students with Challenging Behaviours.</i></li> </ol>	<p><b><u>Continued Level 2 behaviour</u></b></p> <ul style="list-style-type: none"> <li>● Abusive language- Verbal aggression such as swearing, prolonged name-calling, threats, continued intimidation including social media, prolonged use of put-downs.</li> </ul> <ul style="list-style-type: none"> <li>● Technology misuse - Misuse of technology (phone, iPod, camera, computer, iPad, etc) is sustained or (potentially) harmful to others - Including misuse of social media at home; comments that in nature are conceived as being intimidating, a form of harassment or bullying</li> </ul> <ul style="list-style-type: none"> <li>● Physical Aggression - Repeated serious physical contact where injury may/has occurred e.g. hitting, punching, kicking, fighting</li> </ul> <ul style="list-style-type: none"> <li>● Abusive language - Verbal aggression such as swearing, prolonged name-calling, threats, continued intimidation including social media, prolonged use of put-downs.</li> </ul> <ul style="list-style-type: none"> <li>● Theft - Having possession of or removing property belonging to someone else.</li> </ul> <ul style="list-style-type: none"> <li>● Property Damage - substantial destruction or disfigurement of personal, school or others property e.g. graffiti</li> </ul>
--	--	--

<p>respond to teacher request - Refusing to do work - Answering back to a teacher - Towards other students (verbal &amp; nonverbal)</p> <p><b>Restorative practices:</b>  <i>Verbal apology- I am sorry for..... I accept your apology but when you did... it made me feel...</i>  <i>Written apology (older students)</i></p> <ul style="list-style-type: none"> <li>Technology misuse - Not handing technology into the office eg. (phone, iPod, camera, computer, iPad, etc)</li> </ul> <p><i>Note home explaining why technology must be handed into the office. Sign by parent and student and return to school.</i></p>	<ul style="list-style-type: none"> <li>Repeated defiance/disrespect - Repeated refusal to follow reasonable requests/directions</li> </ul> <p><i>Refer to CEDB Guidelines for Students with Challenging Behaviours and Enrolment guidelines.</i>  <i>Include Support teacher, parents, counsellor.</i></p>	<ol style="list-style-type: none"> <li><i>Removal from playground/ classroom - in-school suspension</i></li> <li><i>Out of School Suspension</i></li> </ol> <p><b>Refer to CEDB Guidelines for Student Suspension Transfer and Termination of Enrolment.</b></p>
<p><b>Bullying is not tolerated at St Philomena's School- refer to Anti Bullying Guidelines.</b></p>		

### ***Discretionary Basis***

*The Principal has the right of discretion to make provision for departure from the guidelines or the application of the guidelines in the event of unforeseen and exceptional circumstances.*

Review date

Date of Implementation	Feb 2017
Date of Last Review	Feb 2018
Date of Next Review	Feb 2020

## **Incident Report**

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Was the incident witnessed by the teacher in the classroom on playground duty YES / NO

Name of children involved: \_\_\_\_\_

Incident witnessed or reported by \_\_\_\_\_ (Children's Names)

Consequences of Behaviour \_\_\_\_\_

Class Teacher(s) informed - Y/N REC / AP / Prin. Informed - Y/N Parents Informed - Y/N

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**My Behaviour**



**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Was the incident witnessed by the teacher in the classroom or on duty? YES / NO**

**Name of other children involved:** \_\_\_\_\_

**What happened?** \_\_\_\_\_

**Which school rule did I break?**

**What should be the consequences of my Behaviour?** \_\_\_\_\_

**What should I do now?** \_\_\_\_\_

**Class Teacher(s) informed - Y/N**

**REC / AP / Prin. Informed - Y/N**

**Parents Informed - Y/N**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Student Behaviour Record Card**



**Name:**

[illegible]