



Queen of Apostles School

Behaviour Management

BEHAVIOUR MANAGEMENT POLICY

RATIONALE

To participate in the activities of the regular classroom, children require a level of behaviour that respects their rights and the rights of others to:

1. **Be safe/feel safe.**
2. **Learn to the best of their ability.**
3. **Be themselves.**

WITHIN OUR SCHOOL

“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 with their informed conscience.”

(The Catholic School Article 31)

Children will be encouraged to develop self-discipline through our policy that reflects a positive attitude. They will be asked to realise that they too have responsibilities and that they should be aware of their rights and the rights of others.

Self-discipline will be promoted by:

- The development of self-esteem.
- The administration of observable justice, and
- Reconciliation.

Children need guidance directed to their age and level of ability to develop self-control and the capacity for co-operation.

Where possible, parents and school should maintain a uniform attitude to discipline so that home and school support complement each other. **The approaches implemented need to be consistently applied if they are to be effective.**

The development of a standard set of classroom and playground behavioural expectations promotes an awareness of positive behaviours and encourages children to focus on their interactions with others within the school setting. They are based on the following:

- All members of the school community have a right to be treated courteously and respectfully at all times.
- All members have a right to work in a clean, safe environment.

- All members have a right to feel proud of our school and our Catholic faith.
- All teachers have a right to teach.
- All students have a right to learn.
- All members of our school community have a right to feel safe and valued.

PRINCIPLES

In a variety of ways, Catholic schools are successfully creating environments which are:

- supportive of individuals and groups with special needs,
- conducive to valuable learning,
- able to provide a sense of belonging and
- able to demonstrate a caring concern for the well-being of all of its members.

To develop responsible, self-disciplined students, we aim to provide:

- opportunities for children to display initiative and responsibility,
- opportunities for children to develop positive and appropriate interpersonal and social skills,
- opportunities for children to learn and apply decision-making skills,
- an awareness that every individual is responsible for his/her own actions and choices,
- structures that allow students to understand there are certain consequences for inappropriate behaviours, and
- procedures so conflicts can be resolved in a positive and non-violent manner.

This promotes positive and responsible behaviour, which ultimately is self-managed. Through consistent application throughout the school, children will learn to understand the expectations in regard to managing their behaviour and the importance of treating others with respect and care.

This Policy acknowledges and supports the research evidence that suggests the development of resilience, positive self-esteem, empathy, cooperation, friendship skills, social skills and decision-making, emotional management and conflict resolution.

PROCEDURE

- In order to promote awareness and consistency, it is required that all teachers make the time to develop a **Code of Conduct** (rules and expectations) with their class in the first two weeks of the school term. A copy of this **Code of Conduct** should be clearly visible for relief staff so that they are also aware of the rules and expectations for the class. This **Code of Conduct** should reflect the **positive behaviours** that are expected and reinforced within the classroom. This **Code of Conduct** should include Gospel values, social responsibility, self-discipline, independence and initiative, while at the same time building the child's own self-concept through a system of praise, encouragement and rewards.

The class code of conduct should follow a process:

- Students should be involved with defining and developing common rules with specific examples.
- Appropriate and inappropriate behaviours need to be identified and clarified (*'start'* and *'stop'* behaviours).
- Implementation steps for consequences of inappropriate behaviour and reinforcement of positive behaviours.

Once developed, the code of conduct must be consistently enforced and re-enforced so that every student is clear about which behaviours are acceptable and which are not.

The **Code of Conduct** should reflect and reinforce whole school expectations.
(See Appendix 1 for examples)

Using the '1-2-3 Magic' philosophy, the behaviour management process is conducted in a manner of respect towards the child where the teacher endeavours to use a neutral voice and remain calm and in control of their emotions.

Staff need to spend time explaining the Whole School approach to behaviour management – that is using 1-2-3 Magic and Emotion Coaching. The structure follows:

- encouragement first,
- teaching children the right way to behave (modelling and rehearsing skills)
- setting limits,
- managing circumstances, then
- implementing consequences

There are two kinds of behaviour problems that schools deal with:

STOP behaviours

- things you want the child to STOP doing
- frequent everyday issues, minor, such as talking, disrespect, arguing, teasing, yelling, getting out of seat

START behaviours

- things you want the child to START doing
- positive activities such as cleaning up, doing their work, raising their hand, transitioning, listening

If students choose inappropriate behaviours, then start counting. These are verbal reminders to stop the inappropriate behaviour.

THE COUNTING PROCESS

All classes are to use the 2 tier 1, 2, 3 chart provided by the school.

Affirmations

Affirmations to parents do wonders for the child's ego. All teachers are encouraged to use SEQTA to notify parents and to affirm children for the special things they do e.g. being helpful to others, completing a task better than usual, lovely presentation... These are entered into SEQTA using Meritorious on the pull down menu.

Positive rewards should be part of our classroom process as well as the consequences. All classes should have a reward system set up and the students should know what they need to do to earn this reward clearly articulated. The rewards may change over time.

First Tier

Count of 1 or 2 before a break in day eg recess or lunch

- reset

Get to a 3 count

- Think zone in classroom
 - Think time is set by age of the child eg 10 year old 10 mins think time
- Depending on what happened after 'cool down' time ask questions such as...
 - What happened?
 - Who has been affected by this?
 - What needs to happen now to make thing better?
- Move up to second tier
- Keep record of the incident

Second Tier

Count of 1 or 2 before a break in day eg recess or lunch

- reset

Get to a 3 count

- Think zone in Co-operating Class
 - Accompanied to Co-operating class by a responsible student
 - No interaction with teacher or students
 - Think time is set by age of the child eg 10 year old = 10 minutes think time
 - Once allocated time is up student returns to class accompanied by a student from Co-operating class
- After 'cool down' time ask questions such as...
 - What happened?
 - Who has been affected by this?
 - What needs to happen now to make things better? must be asked
- Communicate by email to parents
- Record on SEQTA

Co-operating Classes		
3.1	↔	6.1
3.2	↔	6.2
2.1	↔	5.1
2.2	↔	5.2
1.1	↔	4.1
1.2	↔	4.2

If behaviour continues – School Leadership Time-Out

Student gets no more warnings

Accompanied by responsible student to Administration area

- Time out for the rest of the timetabled session eg recess to lunch in Admin area
 - Should it occur at end of timetabled session, time out will continue into the next session
- Record on SEQTA
- Work to be given to student to complete (with no expectation of this being completed)
- At the end of the session Admin representative will discuss the appropriate forms of behaviour with the student and reinforce the expected standards
- Student returns to class

Should it still continue-School Leadership Suspension

- Student removed from class for the rest of the day
- Meeting arranged with parent, classroom teacher, Admin representative and student regarding behaviour

- Record on SEQTA
- Consequences of this could result in:
 - In School Suspension
 - Behaviour Adjustment Plan (BAP)

IMMEDIATE 3 COUNT

Should a child receive an immediate 3 count for their behaviour or saying a ‘Put Down’, that is intentional, malicious or said in anger, then this is to be recorded in SEQTA. Child goes to first or second tier 3 (depending on where they are on the chart at that moment) and has the appropriate amount of ‘think time’.

RED EMERGENCY CARD

In all classrooms, if a child has deliberately chosen to break the class rules, in a serious way, e.g. dangerous behaviour, insolence, outright defiance, refusal to co-operate, **The Red Card** is sent to the office. A member of the Leadership Team will go to the class in question and remove the child to the office to continue the management process. Incident to be recorded in SEQTA.

A meeting to discuss individual Behaviour Management can be called at any time by teachers or parents.

In a case where a child is endangering him/herself or others, or exhibiting open defiance, a member of the Leadership Team (Principal or Assistant Principal), will contact the parents personally to advise them of the situation and to make suitable arrangements in the best interests of the child and the other children in the school. It may be necessary to request parents take their children home for the rest of the day and discuss the expectations of both school and home.

In School Suspension, Out of School Suspension or Exclusion may be invoked.

PLAYGROUND MANAGEMENT

In addition to Classroom Codes of Conduct it is essential that **all** children have a common understanding of desired behaviours in the playground. The following playground rules are therefore generic for all Year levels and must be monitored and enforced consistently by every staff member. These are to be reinforced at Whole School Assemblies, in the Newsletter and at Classroom level.

Playground rules	Examples
1. Follow directions	1. Listen to the teacher on duty and follow all their instructions 2. Promptly obey the bells 3. Always wear the correct uniform: <ul style="list-style-type: none"> • Only watch, sleepers or studs, chain with religious symbol • No make-up/coloured nail polish • Remember full Winter/Summer or Sport uniform • Hats to be worn during outdoor time
2. Respect others	1. Speak nicely to others and use manners 2. Try to include everyone when playing 3. Keep hands and feet to yourself 4. Speak truthfully about others
3. Respect property	1. Only take what is yours 2. Take care of other people’s property 3. Put things back in the correct place 4. Look after and return school equipment 5. All school property is to remain graffiti free

4. Think Safety	1. Walk on verandahs, steps and ramps (Climb only on playground equipment) 2. Eat and play in the correct areas Eat: No food to be eaten on the Ovals or Courts Rubbish to be placed in the bins Play: Years 1-3 – School Oval Years 4-6 – Annexe Oval Play Equipment as designated
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This policy recognises two processes for intervention in behaviour management on the playground.

MINOR SITUATIONS

Example	Procedure
<ul style="list-style-type: none"> These are situations of rough play, potentially harmful situations (but not of a deliberate nature), littering, minor conflicts and disrespectful language. 	<ul style="list-style-type: none"> When dealing with MINOR CONFLICTS, the children involved are asked to sit down and discuss the issue until they come up with a resolution. Students may be asked to sit out or correct the behaviour
<ul style="list-style-type: none"> Within these situations there are behaviours that don't directly impact on anyone else and there are other behaviours that create conflict with other children. 	<ul style="list-style-type: none"> Each Step should include the following suggestions: <ol style="list-style-type: none"> Stop and calm the child/children. Present observations and ask questions based on 'What is the School Rule? What are you doing?' Listen to both sides of the problem without interruption. Reflect back on the rule. Get children to work towards an acceptable solution. Give a consequence if required.

SERIOUS AND DANGEROUS SITUATIONS

Example	Procedure
<ul style="list-style-type: none"> Deliberate Physical Aggression – kicking, punching, choking, biting, spitting, throwing, stabbing, jumping on others, chasing someone with a stick, head-butting Deliberate Verbal Aggression – swearing Open Defiance – failing to follow teacher's direction, leaving school grounds Bullying Blatant disrespect Going 'out-of-bounds' and leaving the school grounds Physical danger – intent to danger Irrational behaviour 	<ul style="list-style-type: none"> Two factors need to be considered when investigating these situations:- <ol style="list-style-type: none"> The <i>intent</i> of the child. Whether the child is in <i>control</i>. Red Emergency Card* Behaviour Management Plan* In School Suspension* Out of School Suspension* Exclusion from School* (*see below for details)

Red Emergency Card

- Teacher on duty sends RED CARD to the office.
- A member of the Behaviour Management Team attends.
- The child/children are removed to the office to continue the management process.
- The child/children are taken through a process of
 - Investigation

- Dialogue
 - Consequences
- e) The child/children may remain in the office. Parents are informed by phone and arrangements may be made for a meeting at the school to discuss the situation. **Home/School Communication Admin** will be photocopied and sent home
- f) Classroom teachers, duty teacher and student/s concerned are de-briefed regarding the situation.
- g) If **two (2)** red cards are sent home in any **one term**, **Home/School Communication 2** is invoked. Depending on the nature of the incident, the Behaviour Management Team may decide on further action being taken (*see below*) which will be discussed with parents during the interview.

Student's behaviour during out of class times is monitored with the duty files. Students whose names are entered more than **five (5)** times in **one term** in the duty files will have Home/School Communication Admin sent home. The class teacher will follow up on with the parents/Behaviour Management team.

Behaviour Management Plan

Children who receive a Red Card may be placed on an internal monitoring system or a Behaviour Management Plan.

Short term internal or external suspension may be applied.

Out of School Suspension

Duration of time is determined by the seriousness of the offence. This is guided by the policy of the Catholic Education Commission of WA which states:

"Suspension means temporary withdrawal of a student's rights of attendance at the school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(CECWA Policy, April 2004)

Exclusion from School

In extreme circumstances children's enrolment at Queen of Apostles School may be terminated in accordance with CECWA's Policy Exclusion of Students for Disciplinary Reasons and in consultation with the Catholic Education Office.

'Exclusion' means total withdrawal of a student's right to attend a particular school.


CONFLICT RESOLUTION STEPS FOR CHILDREN

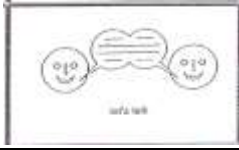
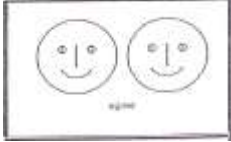

METHOD A

Tell the other child about what you didn't like and express how you are feeling. If that doesn't help the situation you must see the duty teacher.

METHOD B

Cool Kids Work It Out!

<p>1. Take turns to tell your side of the story</p>	
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2. Each person suggest an answer to the problem	
3. Agree on which solution suits you both	
4. Shake hands and agree to try to work together on the solution to make it work!	

METHOD C

1. Tell each other what happened. Listen to each other, allow each other to have a say, include how you felt (To help the children in this step of the process, conflict resolution strategies could be taught and practised through discussion, role-play, etc., in class)
2. If necessary, there may be need for appropriate teacher intervention.
3. If so, the teacher will hear both stories and choose appropriate consequences for those involved, e.g.
 - Shake hands and play together or agree to play separately
 - Walk by me for 5/10 etc. minutes.
 - When you go back to class, list ways you could have dealt with the situation. (You would need to follow up this type of consequence).
 - Tell me another way you could deal with this problem, etc.

Leadership Team Procedure

1. Ask the child to identify their behaviours that were incorrect. If the child cannot identify them then present them to the child. This may require further research through questioning the duty teacher who put the child on 'Timeout'. Explain how these behaviours may impact on others.
2. Ask the child to verbalise, or teach the child the acceptable behaviours he/she could have used. Explain how these behaviours would impact on others.
3. Always allow the child a right of reply.
4. Set up a consequence that instructs and attempts to make some kind of restitution.
5. Give the child opportunities to practise desired behaviours.
6. Design a 'Behaviour Management Plan' that will assess the child's performance in using taught behaviours.
7. Provide an opportunity for counselling if required.
8. Contact parents to discuss the inappropriate behaviours and to help educate the child towards the acceptable behaviours. A consequence at home will also show the child that the parents and the school are working together and that the parents support the school's expectations.
9. All details discussed are recorded and filed.

QUEEN OF APOSTLES CODE OF CONDUCT

Classroom Rules	Examples
Follow Directions	<ul style="list-style-type: none"> • Listen to the teacher and follow their instructions • Ask questions if you are not sure • Ask for permission to leave the room • Listen to Student Leaders
Respect Others	<ul style="list-style-type: none"> • Speak politely and use good manners • Wait for your turn • No physical, verbal or emotional bullying • Give eye contact when speaking or listening
Respect Property	<ul style="list-style-type: none"> • Take care of others' property • Return borrowed items in the same condition • Look after school property (including desks, chairs, sports equipment and IT equipment)
Thinking Safely	<ul style="list-style-type: none"> • Move around the room carefully • Pass objects to others • Only enter a room when there is a teacher present • Stay within the school boundaries and designated play areas