



Santa Clara Primary School

Management of Students

BEHAVIOUR MANAGEMENT

RATIONALE

Santa Clara School strives to create an inclusive Christian community where the message, practice and values of Jesus Christ as proclaimed in the Gospels, are given practical expression. Santa Clara School upholds Gospel values and as mandated by the Bishops of Western Australia recognizes that all “members are called to relate personally with Jesus himself. His teachings and Gospel values are the educational norms that permeate Catholic school life. Each member of the Catholic school community strives to give Christian witness through words, attitudes and actions. The ethos of the Catholic school contributes to students developing a Gospel vision for society as they learn to live a Gospel inspired life. (Catholic Education Commission of W.A 2013). At Santa Clara School behaviour management and pastoral care policy is based on upholding the dignity of the human person, created in the image and likeness of God. Each person has an innate dignity and a right to be treated with respect.

PRINCIPLES

Santa Clara School has clear standards of behaviour required. Fair rules are set out, and must be followed. In our community the cooperation of each member is required in order to create the common good. Central to our mission is the commitment to the development of full potential that can only be achieved in an environment where acceptable standards of behaviour are apparent and developmentally appropriate with a focus on positive consequences.

Written: 2003

Reviewed: 2006, 2008, 2013, 2015, 2016

Due for Further Review: 2018.

Gospel values such as honesty, justice, integrity, compassion and love must be apparent in all situations where behavioural issues are addressed. Behaviour Management at Santa Clara must:

- Be linked to pastoral care,
- Be proactive in nature,
- Ensure the health, safety and welfare of all,
- Support the 'duty of care' requirements,
- Ensure the right to teach and the right to learn.

Parents are expected to be supportive of the behaviour management applied and used at the school.

- Parents will be provided with an abbreviated form of this document, and will be provided with the full copy if requested.
- Class teachers will ensure their parent group is made aware of the classroom plan, addressing this at the parent-teacher night, and by providing a summary of the plan in writing at that time.
- Every member of staff is responsible for ensuring that the Behaviour Management Plan is followed.
- A staff member cannot abdicate this responsibility at any time, regardless of the duty roster.
- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote reconciliation, restorative practices and are educative in nature.

In disciplining our students, we need to teach them two important concepts:

- certain behaviour is undesirable and should be avoided, and
- other behaviour is desirable and should be repeated.

We reward positive behaviour, initially, as a means to develop intrinsic motivation towards positive behaviour within our students. Ultimately we aim for students to behave in a positive manner because they want to, rather than being compelled by something or someone.

SCHOOL RULES

- Treat all people with kindness and respect.
 - Respond politely when spoken to.
 - Accept correction and take responsibility for our own actions.
 - Talk to each other and try to work out problems.
 - Speak positively about others and always tell the truth.
 - Use a common language while at school unless language barriers prevent this.

- Move safely and quietly around the school.
 - Walk on all verandahs, stairs, walkways and around buildings.
 - Respond to the bell immediately and wait quietly when lining up.
 - Stop, Look and Listen when the whistle blows.

- Play safely in the correct areas at the correct time.
 - Play within the game rules.
 - Cooperate with others and share the playground.
 - Be kind to each other and play safe, friendly games.
 - Stay in the school grounds.

- Show respect for school uniform and property at all times.
 - Be neat and tidy and wear the correct uniform at all times.
 - Keep our school clean.
 - Use school equipment responsibly.

- No school hat, shade play.
 - Hats must be worn when outside throughout the year. Students without a school hat must play in the shaded under-cover area.

PROCEDURES

Before school

Students are not encouraged to attend school before 8:20 am.

From 8.20 am each day a member of staff is on duty circulating around the Church, courts, covered assembly area, toilet block, and unlock gates.

There is to be no use of playground or sporting equipment before school. All students are to remain on Church Side of school before school.

Classrooms will normally be opened from 8:20 for students to prepare their belongings for the day and attend to any matters in the classroom.

Recess & Lunch

- Early warning siren sounded 5 minutes before bell time for children to pack up, go to the toilet, and get a drink before lining up.
- After recess and lunch all children to line up in class groups in undercover area.
- Duty teachers to ensure children are sitting orderly at this time.
- Children are not to be in classrooms without a teacher or on the upstairs veranda areas at recess or lunch without teacher supervision. *Teachers are responsible for locking classroom doors at all breaks and when the room is vacated.*
- At recess children should be seated to eat in covered area and around lower level verandahs, proceeding to the appropriate play area after placing all rubbish in the bin.
- At lunchtime each child is to be seated in the covered area and remain seated for 10 minutes to eat and are only dismissed after the duty teacher blows the whistle and the area is cleaned of ALL rubbish.

Extreme Weather

RECESS In extreme weather conditions students will be supervised in the classroom or library taking part in quiet, indoor activities. No equipment or running.

LUNCH (10 minutes eating time in classrooms – supervision shared between teachers, students will be supervised for indoor activities in classrooms in the event of extreme weather conditions or wet weather.

After school

Students are dismissed at 3:00 pm.

From this time each day two members of staff are on duty near the Coolgardie St gate ONLY. Students will be seated in family groups while waiting for parents or guardian.

This is the only drive-through pick-up area.

Parents are asked to use the drive-through pick-up area as a drive through only, if students are not waiting in the assembly area parents are requested to drive around again or park in the parking bays provided outside the school gates. Teachers will supervise and send students to their cars.

Students who are not being personally collected are to move immediately to the pick-up assembly area, sit down with family members, and watch for their vehicle.

There is to be no use of sporting equipment or playing of games after school.

Children are not to be in classrooms without a staff member.

Teachers are responsible for locking classrooms.

Students not collected by 3:20 pm will be asked to remain near the Administration building for their parent/guardian.

If student is not collected by 3.30pm parent needs to be notified.

PLAYGROUND MANAGEMENT PLAN

Whilst on duty,

- All children's concerns and behaviour must be followed up.
- Rules must be consistently enforced by ALL staff.
- Time Out Areas are: Church side = bench along side office wall

Oval side = in the shade sitting on the limestone blocks of the sand pit.

OR have student walk beside duty staff member.

As a general guide a period of five to ten minutes is appropriate.

- No hat, shade play areas: play in undercover assembly area Monday to Friday at recess, Monday and Friday lunch, Thursday - Friday in the library when open.
- Duty staff must record any accident where a person is injured (or has the potential of further injury) in the "Playground Incident Report Book" kept at reception.
- The Administrative Officer in reception will record injuries and actions in the accident report book, kept in the office.
- ALL critical incidents, including bullying, are to be recorded in the triplicate incident books kept in the duty bag. The date, time and actions are to be recorded. The original copy is to be passed on to the classroom teacher, if two students from different classes are involved in incidents the duplicate is also passed on to classroom teacher. The triplicate copy remains in the book as a record of incidents.
- Staff to exercise proper duty of care by circulating around ALL areas and not be anchored in one place.
- For serious playground incidents, the students need to reflect and discuss the incident(s) with the Assistant Principal or Principal and parents will be contacted in the event of serious or repeated playground behavioural incidents.
- When dealing with playground incidents, duty teachers should listen to all versions of events and record students' accounts in the triplicate Incident Report Book. Guiding questions are on the back of each incident book and are intended for teacher use. Teachers will record incidents on SEQTA pastoral care portal.

CLASSROOM MANAGEMENT PLAN

- Class teachers must have a **well-documented and clearly displayed plan** for managing student behaviour within their class. **Creative and innovative visual plans** are encouraged to motivate students in the appropriate ways of classroom behaviour. Teachers must encourage students to enact this plan within the classroom.
- A **copy of this plan needs to be in the programme file** and the relief teacher file for relief and specialist teachers to use.
- The **approach taken** to managing student behaviour **needs to be clearly and positively set out at the parent teacher night**.
- **Appropriate records** of student misbehaviour **must be maintained**, this includes recording unproductive behaviour in the SEQTA pastoral care portal.
- Parent contact must occur, and be documented on the Record Interview Sheet (Appendix 1) when student behaviour is regularly inappropriate or serious incidents occur. Documentation using SEQTA Pastoral Care is required.
- Within the context of classroom discipline, referral to the Principal or Assistant Principal is an appropriate strategy in serious incidents or continuing misbehaviour.
- Consequences as part the management student behaviour should match whenever possible in a logical and natural way to the misbehaviour.
- Teachers should expect that homework and class-work should be completed by students. If activities/homework is unfinished, teachers **may** expect students to complete this during recess or lunch time.
- In the event of a major problem which affects the safety of other students the **Red Card Procedure** needs to be followed.

Red Card Procedure – Immediate Assistance Required

1. The teacher chooses a responsible student to take their RED CARD and find the Principal or Assistant Principals regardless. If not available front office staff should be notified, office staff will then locate Principal or Assistant Principals.
2. If the Principal is not available, the Assistant Principal will need to receive the RED CARD. If the AP is not available, then another member of staff will be notified who has been designated “in charge” for the time.
3. Principal or AP goes immediately to the appropriate room to discuss with the teacher the action to be taken and follow through with appropriate measures. (see Managing Severe Behaviour Procedure).

**NB: Legally staff only need to do everything in their power that is reasonable.
Do not put yourself or your students at unnecessary risk.**

PATHWAY FOR IDENTIFICATION AND INTERVENTION FOR BEHAVIOUR MANAGEMENT

At the start of the school year class teachers meet for class transition meetings and read the classroom and school records about the students in their class.
 Teachers should observe and record behaviours of students who are of concern over a period of time and check playground incidents report book.

If there are major concerns the Principal needs to be informed.

Parent Contact to occur

An individual **Behavioural Modification Plan** is made.

Parental permission given for assessment by appropriate agencies.

Parental permission not given and **lack of support** for school plan

If recently **assessed**

If previously assessed – a **review** may be required.

Referral to other agencies e.g. Possible intervention referral points include: The school social worker, Andrea Way, the NGSPS, the family doctor, paediatricians, local health centres, Catholic family support agencies, community organisations, parenting programmes, community services such as Family & Children’s Services.

An **Individual Behaviour Plan (IBP)** is created.
 This should be a simple, succinct document. It needs to clearly set out the behaviours being targeted for the child with positive reinforcements and consequences clearly spelt out and age appropriate.
 The IBP needs to be implemented consistently over an agreed period of time with parents and staff having a copy. The behaviour should be monitored and parents kept informed regarding student progress in the target areas.

The **unacceptable behaviour** will cease or the student will be removed from the classroom to prevent normal classroom operation from being disrupted. Continual unacceptable behaviour may result in consultation with the CEO and suspension or eventual exclusion (expulsion) may occur. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules, or repeated behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied as a last resort, normally after all other measures have failed. (Ref: CEO Policy No 2-D7.

On going written documentation should be kept, dated and signed and placed in student’s file.

INTERVENTION

We recognise that some children come to school lacking appropriate instruction related to behaviour.

- Units of work and programmes with links to the values of Curriculum Framework (including Religious Education) and National Safe Framework that focus on social skills are essential for all. Teachers are to implement programs such as Friendly School and Families and Bounce Back, or design their own, to teach social skills. There are also many moments of incidental teaching that are designed to empower and teach children to behave appropriately. Teachers need to take these opportunities to help manage behaviour.
- Parents should be informed if inappropriate behaviour is ongoing or detrimental to learning, teaching or the well-being of others.
- Strategies that are designed to enhance self-esteem and self-confidence are critical to empowering students in this area.
- When it has been identified that a child's behaviour (subtle or overt) indicates other problems, teachers should be actively involved in intervention. Teachers with children needing referral to outside agencies and professionals are to approach the Principal (or delegated person) immediately that a problem becomes apparent and parents duly notified. (See Identification and Intervention Pathway)

Severe Behaviours

There are certain behaviours that are completely unacceptable at Santa Clara.

Possible intervention referral points include: The school social worker, Andrea Way, the NGSPS, the family doctor, paediatricians, local health centres, Catholic family support agencies, community organisations, parenting programmes, community services such as Family & Children's Services or Department of Child Protection.

Such behaviours include:

- *Abuse (including emotional, psychological, intimidation, racism)
- *Physical aggression
- *Vandalism
- *Deliberate action that hurts others
- *Bullying and Harassment – refer to Bullying and Harassment Policy
- *Swearing
- *Any action that brings the reputation of Santa Clara into question

Staff members respond to these by:

1. referral to the Principal or Assistant Principal.
2. parent contact
3. documentation
4. witnesses advised
5. class teacher notified
6. SEQTA Pastoral Care record

Managing Severe Behaviours

- Where possible be preventative and proactive to prevent possible escalation of behaviours or situations.
- Minimise the risk of harm to self, child and others

Procedure

1. Follow class Behaviour Management Plan or IBP and give usual warnings
2. At risk behaviour:
 - **RED CARD** to Principal (or AP in absence of Principal)
 - Principal/Assistant Principal assess the situation and takes charge
 - Remove student to “time out” in administration *if possible*
3. If student refuses to come to “time out” in administration (and situation escalates):
 - try as much as possible to observe from a distance
 - Remove class and teacher (teacher to stay with class away from sight)
 - Principal/AP stays and monitors student safety directing student in a calm and yet assertive manner by:
 - Encouraging him/her to calm down
 - Providing options
 - Providing take up time
 - Praising efforts to comply.
4. If situation does not dissipate:
 - Contact parent (or emergency contact if parent unavailable)
 - Contact NGSPS – phone 9470 0942.
5. Case conference with parent, Principal & NGSPS (& any others if needed) and follow through on an Individual Behaviour Plan. See Identification and Intervention Pathway from page 5.

Santa Clara Catholic Primary School Record of Interview

Child's Name: _____ Class: _____

Interview conducted with: _____

Interview conducted by: _____

Reason for interview:

Date of interview: _____ Time of interview: _____

Key issues addressed during the interview:

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Any action required as a result of the interview:

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Signed: _____ (Please provide the Principal with a photocopy if deemed necessary)

Appendix Two

Santa Clara Catholic Primary School

Behaviour Management Plan

Acceptable Behaviours

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Goals

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Consequences

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I, _____ agree that I need to follow these guidelines so that my behaviour changes so that I can become a thoughtful and working member of our classroom.

My signature:

Date:

Teacher:

Date:

Parent:

Date:

Santa Clara Personal Reflection Sheet –Green Form

Name..... Class..... Date.....

1. What happened?

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2. What were you thinking at the time?

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3. What have you thought about since?

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4. Who has been affected by what you did?

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5. In what way?

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6. What do you think you need to do to make things right?

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This was discussed with

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Signed.....

(Student)

Signed.....

(Principal/Assistant Principal)

Parent/Guardian Comments:

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Parent/Guardian sign

Santa Clara Personal Reflection Sheet – Blue Form

Name..... Class..... Date.....

1. What did you think when you realised what had happened?

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2. What impact has this incident had on you and others?

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3. What has been the hardest thing for you?

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4. What do you think needs to happen to make things right?

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This was discussed with

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Signed.....
(Student)

Signed.....
(Principal/Assistant Principal)

Parent/Guardian Comments:

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