



BEHAVIOUR MANAGEMENT POLICY

RATIONALE

At St Paul's Catholic School the Behaviour Management Policy falls within the context of pastoral care of students. Our policy outlines the rights and responsibilities of all students based on respect for self and others. Children need to learn to respect the rights of others and realise that as individuals they are responsible for their actions. An important area of our Behaviour Management Policy is communication between students, parents and teachers. Through consultation and collaboration the school aims to achieve a harmonious environment where everyone's rights are preserved at all times. Positive behaviours are affirmed and acknowledged through general teaching practice, a formal award system and public acknowledgement.

AIMS

At St Paul's we aim to:

- develop an environment that is conducive to learning.
- affirm positive behaviour
- provide guidelines for staff on the procedures to follow in the management of appropriate and inappropriate behaviour.
- assist the children to become responsible members of our Catholic School through the development of self-esteem and self-discipline.
- assist parents in guiding their children to become responsible members of society.

EXPECTATIONS

At St Paul's the strategies used to address behaviour management involve collaboration between staff, students and parents.

Staff at St Paul's are expected to:

- teach and reinforce appropriate school behaviour, including manners
- reward positive behaviour
- actively and consistently supervise students
- monitor class and playground behaviour
- reinforce the consequences of inappropriate behaviour
- maintain communication links between school and home
- consistently follow the policy guidelines
- assist children in developing good manners and positive social skills

Students at St Paul's are expected to:

- know, observe and adhere to the school rules
- respect teachers, other adults and other students
- take responsibility for their actions
- be aware and accept the consequences for inappropriate behaviour
- be courteous, well mannered and positive with others in the school environment

Parents at St Paul's are expected to:

- know and support the school rules at home
- be familiar with class and whole school positive reinforcement strategies
- be aware of consequences for their children if school rules are broken
- support the staff in the implementation of this policy

IMPLEMENTATION

It is recognised at St Paul's that teachers will implement their own behaviour management strategies in their classroom which reflect their own teaching style, the children with which they work and the activities that they are conducting. Some of these are included in the Appendix.

Behaviour management strategies need to be tailored for individual children. However, some school procedures are followed to ensure that the rights and responsibilities of all students are addressed consistently and fairly. These are:

- Ensuring that all children receive awards for their efforts during the year
- Instilling the school rules
- Positive reinforcement
- Lunchtime detention
- Time out
- Exiting from the playground
- Playground Behaviour Monitoring Folders
- Behaviour Management Level system

In compliance with the NSW Reform Act 1990 Corporal Punishment is banned at St Paul's. We recognise that at no time is corporal punishment an appropriate form of behaviour management.

Instilling the School Rules

- At the beginning of each year, teachers reinforce the rules with their classes and create appropriate classroom displays.
- Rules are constantly revised throughout the year. Positive reinforcement awards are given to children who follow that particular rule.
- There is an expectation that the school leaders will assist by being positive examples in all aspects of school life.

Board Games

- During lunchtime on Monday and Thursdays students may be rewarded for their good behaviour by inviting them to play board games with a friend from their class in the school Library. Two children are selected each day by the class teacher.
- The teacher on reflection will take the students for board games

Friendship Seat

A friendship seat exists in the playground for children in Kinder, Year 1 and Year 2 to use if they don't have anyone to play with. The child sits on the seat and other children then go over to the student and invite them to play. The seat is a coloured seat near the Infants eating area.

Positive Reinforcement

Recognising the positive behaviour of children is integral to the implementation of this policy. Various strategies are used, such as:

- Teachers recognise the positive behaviour of individuals and the class using rewards such as stickers, stamps, certificates. Some classes may give each child a “Sticker Book” in which to keep such rewards.
- School awards – Merit Cards. 2 per class per week are handed out at the School Assembly. An academic theme is allocated for each week. Teachers ensure that awards are given out equitably during the year.
- Principal Awards – 1 per class per week. The class teacher selects the child each week on the theme for the week, which focus on Code 5 school rules. Teachers ensure that awards are given out equitably during the year.
- Informal recognition of children’s behaviour is often made at the morning assembly.

Lunchtime Reflection

- The lunchtime reflection can be used as part of a teacher’s behaviour management strategies. In most cases a child should have warnings about their inappropriate behaviour and be given an opportunity to correct it. Repeated reflections within a short period of time would result in the child being placed on Level 1 (refer to Consequence Grid)
- If a child is placed on reflection, a note needs to be sent to the teacher on reflection duty that indicates why the student is on reflection and to ensure the teacher is given plenty of notice before 12.50pm.
- The teacher on reflection duty may wish to have additional students in the room during the period detention. (*Arena of Safety*)
- The child is on reflection from 12.50 – 1.20 and is to complete a sheet which asks them to write down why they are on reflection and what they plan to do so that it doesn’t happen again. This sheet will be sent back to the teacher who placed the child on detention.
- A letter that is sent home to the parents explaining why the child is on detention is to be completed by the teacher who places the child on detention. This letter needs to be checked by a member of the Leadership Team.
- The parents are to fill out a reply slip and return it to school the next day. (The letter also provides the parents with an opportunity to contact the teacher if necessary.) If this reply slip is not returned then the teacher needs to contact the parents.

Time Out

When a pairing system between classes has been prearranged, a child can be sent to another class for a period of “time out” as part of the teacher’s behaviour management strategies. The time out classes are K & 5, 1 & 3, 2 & 4 & 6.

The following points need to be considered when sending a child for “time out”:

- Always ask another child to take the child who is on “time out” to the class
- Work is to be given to the child to complete during “time out”
- The child is not to speak or be spoken to by other children during “time out”
- The length of “time out” can vary; however, consideration needs to be given to the “time out” class and so it shouldn’t exceed 30 minutes
- In consultation with the Principal and Assistant Principal a child can be sent to the Office area considering their individual needs.
- At the beginning of each year teachers confirm their class buddy.

Exiting from the playground

When a situation arises on the playground that requires a student to be exited, the teacher on duty will ask another student to go to the office/staff room to find a member of the Leadership Team.

Playground Behaviour Monitoring Folders

When a teacher is on playground duty, a folder is used to record any instances of misbehaviour. It also provides for the recording of instances of bullying in line with the Relationship Management Policy. At the beginning of each day the teachers will send their completed recording sheets to the office so that incidents can be recorded on the school data base. Records are distributed to each teacher and the incidents are followed through by the teachers. Any incidents which indicate possible bullying are followed through by teachers with the school Leadership team.

Pastoral Care

At different times throughout the year teachers are asked to monitor students while playing, who may need support for social, friendship and behaviour needs.