SAINT THOMAS MORE CATHOLIC PRIMARY SCHOOL

VISION STATEMENT

St Thomas More Catholic Primary School is a community growing together in faith where children are offered opportunities to know and to love Jesus, to seek wisdom and to develop respect for the rights and dignity of all.

St Thomas More
Positive Behaviour Policy

Building a Flourishing School

CONTENTS

APPENDICES

1. RATIONALE

St Thomas More Catholic Primary School Vision Statement

Peter came and said to him "Lord, if another member of the church sins against me, how often should I forgive? As many as seven times?" Jesus said to him, "Not seven times, but, I tell you, seventy seven times"

Here at St Thomas More Catholic Primary School, we seek to create a respectful environment that enhances learning, nurtures our young, and empowers our whole school. The School Wide Positive Behaviour Policy at STMCP School is based on the premise that all members of our community have the right to be treated with respect and courtesy. Gospel values such as faith, love, opportunity, understanding, respect, inclusivity, service and honesty must be apparent in all situations where behaviour issues are concerned. Any behaviour that takes away from the Gospel values of the school, including bullying, racism, injustice and harassment, must be addressed. Central to our mission is the commitment to the development of full potential, which can only be achieved in an environment where acceptable standards of behaviour are apparent.

2. PRINCIPLES

To develop responsible, self-disciplined students by:
* Providing opportunities for children to display initiative and responsibility
* Providing opportunities for children to develop positive and appropriate interpersonal and social skills
* Rewarding and encouraging children for the effort they are making in the following areas: academic, sporting, social or behaviour
* Providing opportunities for children to learn decision-making skills
* Raising the awareness that every individual is responsible for his/her own actions and choices
* Recognising that inappropriate behaviour results in certain consequences
* Establish procedures so that conflicts can be resolved in a positive and non-violent manner

The rationale for developing whole-school classroom and playground rules, rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self managed. Through consistent application throughout the school, children will understand the expectations of them in regard to managing their own behaviour and the importance of treating others with respect and care.

The St Thomas More Catholic Primary School, School Wide Positive Behaviour 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, can help protect students from the harmful effects of bullying, as well as help them build positive peer relationships.

2. POSITIVE SCHOOL ENVIRONMENT

Here at STMCP School we aim to create a caring, safe and positive school environment by helping students, staff and parents to become known and valued members of our school community.
Some of the ways we work to achieve this aim:
- School Environment
- Welcome sign at the front of the school
- School Vision / Mission Statement at the front of the school
- School grounds neat and well maintained
- Classrooms neat, orderly and in good repair
- Equipment, furniture and facilities in good repair

Classroom Environment

- Classroom aesthetically pleasing and child-centred
- Positive message posters up in room
- Acknowledgement of student birthdays (stickers, awards etc.)
- Explicit teaching of appropriate social skills
- Appropriate instructional strategies and pedagogies
- A variety of classroom management strategies deemed developmentally appropriate by the classroom teacher e.g. Positive behaviour management programs (Class Dojo, Class Craft), Lucky dips, stickers, stamps, prizes, group points, class raffles, lucky draws, individual and group points, etc. – (Sweets are not considered appropriate for rewards)

Learning

- Providing an appropriate and flexible curriculum
- Providing engaging, instructional strategies
- Providing pedagogy which caters for different learning styles and individual needs
- Providing learning programs which enable students to experience some success
- Provide individual education plans and individual behaviour plans where necessary

Recess/ Lunchtime Activities

- Competitions
- Library open at lunchtime
- Special lunches
- Music
- Clubs

Positive Reinforcement

- Certificates of Appreciation awarded at assembly
- Verbal acknowledgement of positive behaviour
- Merit Awards / Making Jesus Real Award
- Letters of Commendation
- FLOURISH Awards

Public Acknowledgement / celebration of student achievement

- Acknowledgement of student achievement outside of school hours
- Acknowledgement of student achievement in newsletter
- Articles in local newspapers
- Displays of student work around the school e.g. front office display
- Entering work in competitions
- Students referred to Principal with samples of good work
- Year group assemblies
- School Website

Performance

- Art
- Bands
- Concerts
- Drama performance opportunities
- Inter-school competitions

Giving Students Responsibility

- Peer Mentors
- Class Buddies
- Leadership Responsibility
- Assembly organisation
- Fundraising projects
- Roles in special events e.g. Anzac Day
- Using expertise in different ways e.g. school music concerts

Student/ Family Services

To further enhance the full potential of each student at St Thomas More Catholic Primary School, the school supports it's learners through the following internal and external professionals.

1. School Psychologist
2. Parish Priest
3. Outside agencies for students with special needs

4. BUILDING POSITIVE RELATIONSHIPS

Here at STMCP School we believe that while rules are necessary, they do not change behaviour like positive action and interaction does. By valuing and developing positive relationships, and by implementing consistent procedures effectively, we can improve that interaction.

These relationships include:
- Teacher – Student
- Student – Student
- Teacher – Teacher (staff-staff)
- Teacher – Parent (staff-parent)

While it is unrealistic to expect that all people will have perfect relationships all the time, by making an effort to develop respectful relationships most of the time, we believe we can make a significant contribution towards a caring and positive school environment, and positive student behaviour.

When problems arise, Staff should attempt to resolve them in a calm, fair and developmentally consistent manner by following the STMCP School – Code of Behaviour.

5. CLASSROOM RULES: GUIDELINES

- Classroom rules should reflect the rights and responsibilities outlined in the School Wide Positive Support Policy
- Rules should be:
  - written in a positive tone – highlighting desired behaviour
  - clear and concise
  - few in number
  - easily understood by children
- The number and type of rules should reflect the developmental age of students
- Students and teacher should develop the rules in collaboration at the beginning of the school year and review them regularly (at least once a term).
- Rules should be clearly displayed in the classroom and referred to regularly

STMCPS- CODE OF BEHAVIOUR

It is expected that all members of our school community will show:

Faith
- ?
- ?
- ?
- ?

Love
- ?
- ?
- ?
-

Opportunity
- ?
- ?
- ?
-

Understanding
- ?
- ?
- ?
-

Respect
- ?
- ?
- ?
-

Inclusivity
- ?
- ?
- ?
-

Service
- ?
- ?
- ?
-

Honesty
- ?
- ?
- ?
-

STMCPS – Whole School Code Wheel

Our School Code Wheel gives an overview of our main school codes that support our four main codes of behaviour – care, courtesy, respect and responsibility.

You are all responsible for your actions

POSITIVE BEHAVIOUR IS REWARDED

School Rules protect people's rights

SCHOOL CODE WHEEL

NEGATIVE BEHAVIOUR means consequences

Bullying and Harassment Isn't fair and hurts people

UNIFORM promotes school spirit & equality
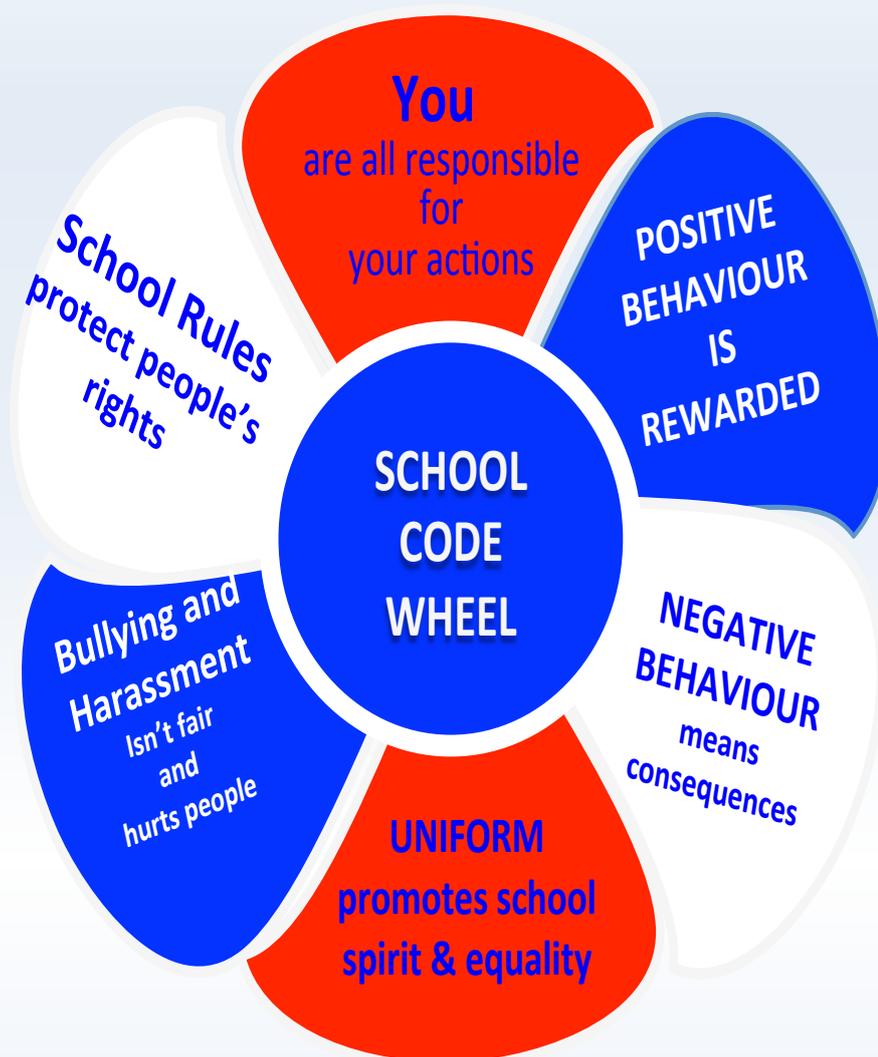
RIGHTS AND RESPONSIBILITIES

All students here at STMCP School have certain rights and responsibilities.

As a STUDENT you have the Right to	As a student you have the RESPONSIBILITY to:
LEARN WITHOUT BEING DISRUPTED	• Make sure that your behaviour is not disrupting the learning of others. • Support the teacher and peers by listening, helping, cooperating and behaving responsibly.
WORK AND PLAY IN A SAFE, FRIENDLY AND CLEAN ENVIRONMENT	• Treat other students, staff and visitors in a friendly and respectful way • Help to keep classrooms and outdoor areas clean and tidy. • Walk on paved areas and around corners. • Line up safely — hands and feet kept to self. • Play fairly, include others, no rough play, no 'put downs' • Think carefully about how you speak and act towards others.
BE TREATED WITH RESPECT, COURTESY AND HONESTY	• Treat everyone with respect. • Not gossip, tell secrets, or spread untruths about others. • Show good manners and courtesy toward others. • Include and welcome others. • Own up and tell the truth.
BE PROUD OF YOUR ACHIEVEMENTS	• Develop your potential and help others to do the same.

RIGHTS AND RESPONSIBILITIES

All staff here at STMCP School have certain rights and responsibilities.

As a STAFF member you have the Right to:	As a staff you have the RESPONSIBILITY to:
TEACH WITHOUT DISRUPTION	• Be well organised and provide relevant and challenging educational programs. • Deal effectively with students whose behaviour disrupts the learning of others. • Interruptions to learning time kept to a minimum.
WORK IN A CLEAN, SAFE ENVIRONMENT	• I Share responsibility for keeping classrooms and outdoor areas clean, tidy and secure. • Share responsibility for making sure that the school environment is safe.
BE TREATED WITH RESPECT, COURTESY AND HONESTY	• Treat others with respect, courtesy and honesty.
BE SUPPORTED BY THE WHOLE SCHOOL COMMUNITY OF	• Support the school's ethos, policies and procedures. • Communicate effectively and respectfully with other staff, students and parents.

RIGHTS AND RESPONSIBILITIES

All parents here at STMCP School have certain rights and responsibilities.

As a PARENT you have the Right to:	As a parent you have the RESPONSIBILITY to:
BE TREATED WITH RESPECT, COURTESY AND HONESTY	• Treat all members of our school community with respect, courtesy and honesty.
BE INFORMED ABOUT YOUR CHILD'S PROGRESS AND BEHAVIOUR	• Support your child's learning program at home by facilitating homework and communicate with the class teacher. • Regularly communicate any information that may affect your child's behaviour or performance at school. • Support the school in our efforts to build a safe and friendly school environment by acknowledging and working in partnership with the school when your child has behaved inappropriately and affirming them for positive and cooperative behaviour.
EXPECT YOUR CHILD TO PARTICIPATE FULLY IN THEIR EDUCATIONAL PROGRAM	• Treat others with respect, courtesy and honesty. • Ensure that the child's physical and emotional needs are met at home.
COMMUNICATE ISSUES RELATED TO YOUR CHILD IN AN APPROPRIATE FORUM, AT AN APPROPRIATE TIME	• Contact the class teacher first, to communicate any concerns, questions or seek clarification. • Contact the Principal for further clarification if necessary.

9. CLASSROOM BEHAVIOUR MANAGEMENT FLOW CHART

While we acknowledge that each staff member here at STMCP School will have his or her own style of classroom management and that the year level of the students should be taken into account, it is important that there is a consistent and fair "whole school" approach to managing students.

Step 1:

RULE REMINDER

- Low key response; these are strategies a teacher employs when students first start to misbehave. They will involve non-verbal or minimal verbal responses and do not disrupt the flow of the lesson. These include:
- Praise students doing the right thing
- Proximity
- Using the student's name
- "The Look"
- Ignoring
- Signaling for attention
- Dealing with the problem, not the student (e.g. Removing the object quietly)

Step 2:

VERBAL WARNING 2

- Refer the student to the displayed rules (reinforcement/questioning).
- Students name recorded on the board or removal of points etc. depending on the individual teachers positive behaviour program (i.e. Class Dojo)

Step 3:

VERBAL WARNING 2

- State the problem and clearly state the desired behaviour
- Be assertive (not aggressive) and use "I" statements e.g. " I do not want you to throw paper across the room and if you do it again you will be choosing to receive a consequence".
- Student name is recorded with a tick or the removal of points etc. depending on the individual teachers positive behaviour program (i.e. Class Dojo)
- Student is provided with 'time-out' in the classroom to reflect on behaviour
- Appropriate discussion between staff and student prior to return – See Conflict Resolution Flow Chart. (See Appendix Number 5)

Step 4:

BEHAVIOUR MODIFICATION 1

- Student removed to Buddy Class
- Students complete developmentally appropriate 'Behaviour Reflection Sheet' (See Appendix 1)
-

Step 5:

REPEATED BEHAVIOURS SAME DAY/EXTREMEM BEHAVIOUR

- Student is given Lunch Time Detention
- Student is sent to a member of the Executive

STEPS I – 4 ARE BYPASSED IF A STUDENT: swears at a teacher, leaves the school without permission, physically fights with another student or misbehaves at school events.

10. GENERAL STRATEGIES FOR MANAGEMENT OF PLAYGROUND BEHAVIOUR

Duty teachers are responsible for the safety and acceptable behaviour of students in the areas they supervise.

Duty teachers are expected –
- To be punctual and to model safe practices i.e. wearing hats/no open cups, being punctual
- To praise and encourage positive playground behaviour
- To use some of the following strategies for minor breaches of the school rules:
- Call the student aside and motivate him/her towards positive behaviour
- Sit the child out of the play area for a few minutes
- Have the student walk with the teacher for a period of time
- Refer students to our school rules and agreed Code of Behaviour

ACKNOWLEDGEMENT OF POSITIVE SCHOOLYARD BEHAVIOUR

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the school environment or simply positive behaviour, this will be acknowledged and rewarded by:
- Positive verbal acknowledgement
- Positive body language

PLAYGROUND BEHAVIOUR

- All Staff here at STMCP School strive to create a safe, positive and rewarding play environment by arriving at duty on time, circulating in and around the play area, intervening where necessary and maintaining a "relaxed vigilance" over games, conversations and behaviours.
- Duty teachers are to communicate reprimanded student's behaviour to their Class Teacher, but any behaviour modification, is the responsibility of the <u>teacher</u> on duty.
- Teachers are to communicate any children who have been reprimanded prior to handover between 1st and 2nd lunch duty to the next duty teacher
- The executives will keep a record of students who develop a pattern of unacceptable behaviour on the playground (or in the classroom). Incidents will be recorded on the *Behaviour Management Record* form (see Appendix 6) and stored digitally in a folder in on the share drive

Procedures and Consequences for Negative Playground Behaviour
Should any child on any day decide not to comply with the School Rules and Code of Behaviour then the following procedures and consequences will occur.

<u>Minor Misdemeanors</u>

Step 1
- A rule reminder (reinforcement of rules or questioning of rules) and a verbal warning from the duty teacher stating the problem and clearly stating required behaviour

Step 2
- Time out of the play area for 5 minutes.
- Student to walk around with the duty teacher or be seated. Staff member continues to "check in" with observed and isolated student.

REPEATED DISREGARD FOR SCHOOL RULES

Step 1
- Time out for the remainder of recess or lunch break

Step 2
- Duty teacher informs classroom teacher, Principal and Assistant Principal

12. DETENTION (TIME OUT)

Breaches and repeated failure to adhere to or follow the STMCP School – Code of Behaviour, will lead to the issuing of a school detention. The issuing of a detention is at the discretion of the School Leadership Team.

13. IN SCHOOL SUSPENSION

In the case of serious misconduct or a series of misdemeanors and following a review by members of the School Leadership Team, it will be decided if an in-school suspension is warranted.

- This will be held at the school in the administration area under supervision
- The students will sit and complete work
- There is to be no contact with other students
- Recess and lunch breaks will be taken at different times to the rest of the school
- Duration of in-school suspension may range from a half a day to three days

14. OUT OF SCHOOL SUSPENSION

STMCP School's policy on "Out of School Suspension" is guided by the policy of the Catholic Commission of WA.

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will work in partnership with the parents, students and key staff members, taking into account all previous circumstances prior to invoking an out of school suspension.

15. EXCLUSION OF STUDENTS

(See Policy 2 C7 – "Exclusion of Students for Disciplinary Reasons' Appendix Number: 4)

Reflection Sheet

Name _____

Teacher _____   Date_____

What happened? What did YOU choose to do?

I felt

Angry	Worried	Shocked	Sad	Embarrassed	Other

Draw or write who was affected by my actions? In what way?

How did you make them feel?

Angry	Worried	Shocked	Sad	Embarrassed	Other

Draw or write about yourself making a better choice.

What can you do or say to make things right?

My goal for next time something happens.

Student:_____   Teacher:_____

Parent/Guardian:_____

Principal/Leadership_____   Date:_____

BEHAVIOUR MANAGEMENT THINK SHEET

NAME:_____ CLASS:_____ DATE:_____

What happened?

What were you thinking at the time?

Who was affected by my actions? In what way?

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

What will I do differently next time?

My goal for next week:

Signed_____ _____ _____
               Student   Class Teacher   Parent

_____
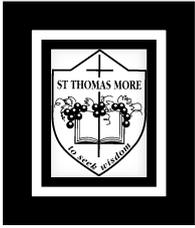   Assistant Principal/Principal

Appendix Number: 2

St Thomas More Catholic Primary School
INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Individual Behaviour Management Plans aim to personalize the teaching and learning program to support improvement of the student's behaviour in identified areas and should be monitored and revised regularly.

Student Name	
Year Level	
Date	
Date for Review	
Classroom Teacher	
Executive	
Behaviour Goals **List priority areas for improvement** (calling out, engagement, attitude, disruptions, language, physical)	**Strategies – Classroom**
	Strategies – Playground
	Observations
Parent/Carer's Input	
Student Reflection	

Appendix 4

St Thomas More Catholic Primary School
INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Student Name	
Year Level	
Date	
Classroom Teacher	
Executive	

Brief Description of Incident (include all students involved)

Consequence

Plan for Improved Behaviour

Details of Parent Interview (if required)

Appendix 6

	Topic:	Exclusion of Students for Disciplinary Reasons
CATHOLIC EDUCATION COMMISSION OF WESTERN AUSTRALIA	Policy No:	2-D7
	Policy Area:	Community
	Standing Committee:	School Personnel Committee
	Originally Released:	1991
	Date for Review:	2018

1. Rationale

The Catholic 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. In this community the cooperation of each member is required in order to create the common good (CS, paras 60 and 61) .[1]

Any behaviour that seriously affects or endangers the well-being of the community needs to be addressed.

Catholic schools establish the behavioural expectations for students and provide supportive structures to engage, nurture and promote the wellbeing of the whole school community. 'Every Catholic school (therefore) needs to encourage its students to reflect upon the Christian message by helping them to relate it to their daily lives and aspirations and to understand what it means to be a follower of Christ in Australia today '(Mandate, paragraph 32) . [2]

Despite a school's proactive efforts, there are circumstances when a student's behaviour is unacceptable and warrants exclusion. This policy statement assists schools in assessing whether allegations of student behaviour contrary to the school's expectations may require the exclusion of a student from the school.

Exclusion is an extreme disciplinary action reserved for cases of gross misconduct, serious breaches of school rules, or repeated behaviour that is persistently disruptive. Given the significant implications for the student and their family exclusion is, therefore, to be applied as a last resort.

2. Definitions

Exclusion is the termination of a student's enrolment at a particular school.

Parent includes parents or guardians or carers.

3. Scope

This policy applies to all students enrolled under the *School Education Act 1999* in Catholic schools in Western Australia.

4. Principles

4.1 The school shall have a student behaviour policy which includes the procedures for the exclusion of a student for disciplinary reasons as outlined in this policy statement.

4.2 The parent shall be involved in the exclusion process to the extent described in this policy statement.

4.3 The process as outlined in the procedures is to be followed and shall be conducted in a fair and just manner.

4.4 The interests of the individual student shall be balanced against the common good of the school community.

4.5 The principal in consultation with the Director/employer or their delegate shall have the authority to exclude a student.

4.6 Students must be given the opportunity to access support, both pastoral and procedural, throughout the investigation.

5. Procedures

5.1 As soon as any allegation is made against a student and following a preliminary investigation by the principal, that, if substantiated, would warrant exclusion, the parent shall be contacted to enable them to be present at any subsequent interviews with the student.

5.2 The principal will write to the parent informing them:
- of the substance of the allegation
- that an investigation will take place into the allegation and the likely duration of the investigation; and
- that, if substantiated in whole or part, the principal may decide to exclude the student, and
- that the student is suspended until that investigation is concluded as deemed necessary by the principal.

5.3 Where practicable, the principal should delegate the responsibility to undertake the investigation to a member of the school's leadership group. Should this not be practicable, the principal shall contact the Employment and Community Relations Team of the Catholic Education Office for advice. The investigation shall be based on the merits of the case and provide a fair and unbiased assessment

5.4 The principal's delegate will provide a written report of the investigation to the principal with copies of any statements or other documents referred to by the investigator. The report may or may not include recommendations.

5.5 The principal shall consider the written report of the investigation and determine whether exclusion may be warranted under this policy statement. If the principal considers that exclusion is not warranted, he/she may take any other action that they believe is required under the circumstances.

5.6 If the principal believes that exclusion may be warranted, he/she shall seek additional information about the allegations or ask their delegate to do so on their behalf. The principal shall consult with the Team Leader of the Students with Disability or Aboriginal Education Teams where a student has a disability or is Aboriginal. The school counselor, psychologist or social worker shall also be consulted where practicable.

5.7 The principal is to contact the parent of the student requesting their presence at an interview between the principal and the student. The principal may invite others as appropriate.

5.8 At the interview the principal will detail the allegation and will invite the student to provide any additional information which they believe is relevant to the decision as to whether to exclude.

5.9 The principal shall meet with the school's leadership team to carefully consider the facts and circumstances of the situation so as to ensure that the appropriate level of discernment and reflection is given to the decision.

5.10 If, after considering the written report of the investigation and the information provided by the student and the parent, including consideration of disability and disadvantage (cultural, geographical and educational), the principal decides that exclusion is not warranted, he/she may take any other action that they believe is required under the circumstances.

5.11 If, after considering the written report of the investigation and the information provided by the student and the parent, including consideration of disability and disadvantage (cultural, geographical and educational), the principal decides that exclusion is warranted, the principal shall:

a) Diocesan Accountable School

Consult with the Executive Director of Catholic Education or the Executive Director's delegate and provide them with reasons for the exclusion prior to formalising the decision to exclude the student

b) Other Accountable School