



St Thomas More Catholic Primary School

POSITIVE BEHAVIOUR MANAGEMENT POLICY

1. RATIONALE

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 Positive Behaviour Policy at St Thomas More CPS 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 honesty, justice, integrity, compassion and love 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 each student to become a lifelong learner who lives out their faith in an ever-changing society.

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.

2. DEFINITIONS

These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

• **Child Abuse**

Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - b) the child has less power than another person involved in the behaviour; or
 - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - a) psychological abuse; and
 - b) being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - a) adequate care for the child; or
 - b) effective medical, therapeutic or remedial treatment for the child.

• **Corporal Punishment**

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].

• **Degrading Punishment**

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007]."

3. 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 student, 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 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 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.

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.

The use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is explicitly forbidden.

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.

4. PROCEDURES

Classroom

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)

It is important that the classroom environment is aesthetically pleasing and child-centred, allowing a positive learning experience to occur. Positive reinforcement should be implemented where appropriate, including the presentation of class and merit awards, verbal praise, letters of commendation, class rewards and public acknowledgement.

Explicit teaching of appropriate social skills, resiliency, protective behaviours (following the Keeping Safe program) and Cyber-Safety is expected to occur throughout the year.

Whole School

All staff members of St Thomas More CPS are expected to be consistent in their approach when dealing with disruptive or inappropriate behaviours. This reinforces to all students that there will be consistent expectations, rewards and consequences.

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 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 a form of a 1, 2, 3 counting chart to track student behaviour.

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, etc. These are entered into SEQTA using Meritorious on the drop-down menu.

Positive rewards should be part of the 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. The rewards may change over time.

First Tier

Count of 1 or 2 before a break in day (e.g. recess or lunch)

- reset

Get to a 3 count

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

After the child has already reached 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 e.g. 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			
K	←	→	3
PP	←	→	4
1	←	→	5
2	←	→	6

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 e.g. 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 has the appropriate amount of 'think time'.

In situations where extreme inappropriate behaviour has occurred, 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.

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 all staff members. These are to be reinforced at 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 paved areas, 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

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"> 1. Stop and calm the child/children. 2. Present observations and ask questions based on 'What is the School Rule? What are you doing? 3. Listen to both sides of the problem without interruption. 4. Reflect back on the rule. 5. Get children to work towards an acceptable solution. 6. 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 etc Deliberate Verbal Aggression – swearing Open Defiance 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"> 1. The <i>intent</i> of the child. 2. Whether the child is in <i>control</i>. Behaviour Management Plan In-School Suspension Out-of-School Suspension Exclusion from School

Out of School Suspension and Exclusion from School

Duration of time is determined by the seriousness of the offence. This is guided by the Exclusion of Students for Disciplinary Reasons policy 2017 of the Catholic Education Commission of WA.

In extreme circumstances children's enrolment at St Thomas More Catholic Primary 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.

Student/ Family Services

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

1. School Psychologist
2. Students with a Disability Consultant
3. School Chaplaincy Worker
4. Parish Priest
5. Outside agencies for students with special needs

4. BUILDING POSITIVE RELATIONSHIPS

Here at St Thomas More CPS we believe that while rules are necessary, they do not change behaviour in a way 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, we believe we can make a significant contribution towards a caring and positive school environment and positive student behaviour.

CONFLICT RESOLUTION STEPS FOR CHILDREN

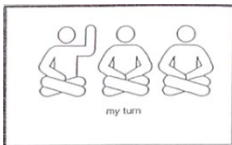
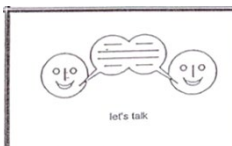
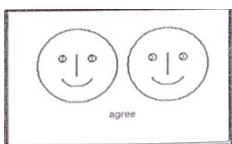

METHOD A

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 teacher on duty.

METHOD B

Cool Kids Work It Out!

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

METHOD C

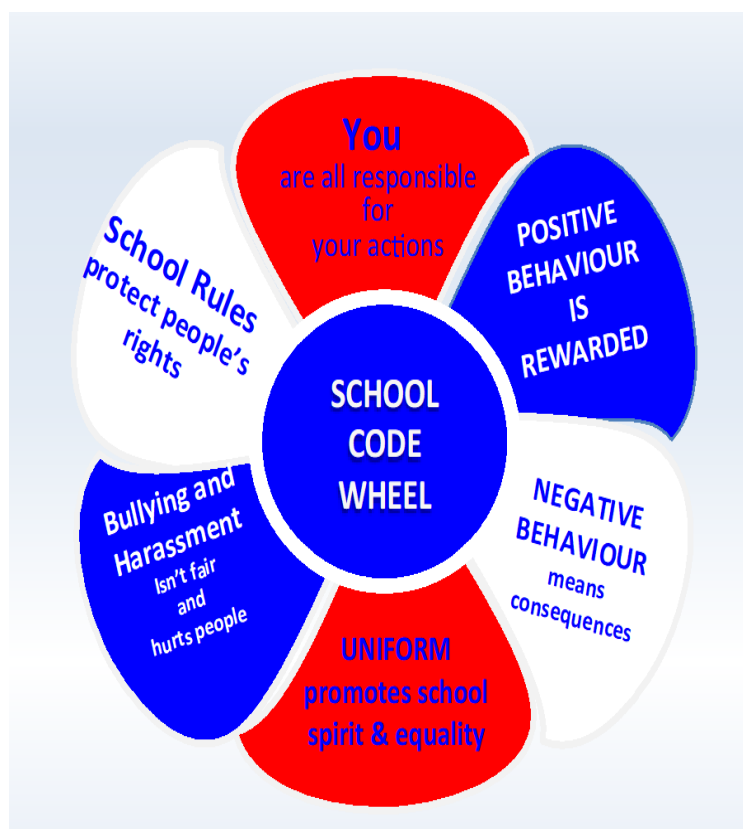
1. Tell each other what happened. Listen to each other, allow each other to have a say, include how you felt (To help the children in this step of the process, conflict resolution strategies could be taught and practised through discussion, role-play, etc., in class)
2. If necessary, there may be need 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 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.

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.



STUDENT RIGHTS AND RESPONSIBILITIES

All students here at STMCPS 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Develop your potential and help others to do the same.

STAFF RIGHTS AND RESPONSIBILITIES

All staff here at STMCPS 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Treat others with respect, courtesy and honesty.
BE SUPPORTED BY THE WHOLE SCHOOL COMMUNITY	<ul style="list-style-type: none"> • Support the school’s ethos, policies and procedures. • Communicate effectively and respectfully with other staff, students and parents.

PARENT RIGHTS AND RESPONSIBILITIES

All parents here at STMCPs 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	<ul style="list-style-type: none"> • Treat all members of our school community with respect, courtesy and honesty.
BE INFORMED ABOUT YOUR CHILD'S PROGRESS AND BEHAVIOUR	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Contact the class teacher first, to communicate any concerns, questions or seek clarification. • Contact the Principal for further clarification if necessary.

CLASSROOM BEHAVIOUR MANAGEMENT FLOW CHART

Each staff member at STMCPS will have their own classroom management system and the age of 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
- Ignoring
- Signalling for attention
- Dealing with the problem, not the student (e.g. Removing the object quietly)

Step 2:

VERBAL WARNING 1

- Refer the student to the displayed rules (reinforcement/questioning).
- Student name recorded on the board or removal of points etc. depending on the individual teacher’s positive behaviour program

Step 3:

VERBAL WARNING 2

- Clearly state the problem and 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 teacher’s positive behaviour program

Step 4

VERBAL WARNING 3

- Clearly state the problem and 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 teacher’s positive behaviour program
- 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
- Record incident in Seqta – Pastoral Care notes/Unproductive Behaviours

Step 5:

BEHAVIOUR MODIFICATION 1

- Student removed to Buddy Class
- Students complete developmentally appropriate ‘Behaviour Reflection Sheet’
- Students may be held back in classroom with Classroom teacher for short period to reflect on behavioural choices.
- Record incident in Seqta – Pastoral Care notes/Unproductive Behaviours

Step 6:

REPEATED BEHAVIOURS SAME DAY/EXTREME BEHAVIOUR

- Student is sent to a member of the Leadership Team.
- Student is given appropriate consequence
- Student completes a ‘Behaviour Management Reflection Sheet’
- Record incident in Seqta – Pastoral Care notes/Unproductive Behaviours

Steps 1 – 4 are bypassed if a student: swears at a teacher, leaves the school without permission, physically fights with another student, vandalises school property or misbehaves at school events.

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/being punctual
- Move about the duty area, constantly supervising the children – no duty teachers should be congregating together involved in personal conversations
- Praise and encourage positive playground behaviour
- Reinforce and implement school expectations
- Follow up with any playground incidents with students and inform classroom teachers
- Record incidents on Seqta – Pastoral Care/Unproductive Behaviours

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

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.

Minor Misdemeanours

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 and/or a member of the Leadership Team

IN SCHOOL SUSPENSION

In the case of serious misconduct or a series of misdemeanours 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

Appendix 1

St Thomas More CPS 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