



POLICY

BEHAVIOUR MANAGEMENT POLICY

RATIONALE:

At St Bede's Primary School, the values which provide the foundation of our Vision Statement and our school motto "Walk in Love and Peace" forms the basis of our Student Management Policy. These gospel values should be evident in the interactions between all members of the school community; staff; parents; students; clergy and the parish community.

As a Catholic school we believe:

- staff should model gospel values;
- each teacher should develop a positive classroom tone, based on the teachings of Christ;
- forgiveness is a vital part of student management;
- each student and teacher has the right to feel safe and be safe;
- students need to become responsible for their own behaviour;
- students should respect themselves and others;
- student should learn to be considerate, cooperative and courteous towards others;
- children should understand the value of compromise.

We provide a friendly, caring environment which fosters the development of every child, challenging them to fulfil their potential in the pursuit of excellence.

Therefore, we believe:

- children should know what is expected of them;
- expectations should be realistic;
- school and class rules should be negotiated;
- rules should have negotiated consequences;
- consequences occur as a result of inappropriate choices;
- some students need support in making appropriate choices;
- students should be treated fairly and with consistency;
- students respond positively to affirmation.

At St Bede's Primary School, students develop a sense of social responsibility through self-discipline, respect, and consideration for others.

Therefore:

- students need to become responsible for their own behaviour;
- students, teachers and parents have rights and responsibilities;
- individual rights can sometimes conflict with group rights;
- there is a need to make amends when somebody's rights are violated;
- school expectations reflect society's expectations.



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GOALS:

At St Bede's Primary School we aim to:

- establish an environment where each individual feels safe, respected and valued;
- encourage children to develop self-discipline and to take responsibility for their own actions;
- ensure that students, staff and parents clearly understand the school's expectations for student behaviour;
- reinforce positive behaviour and develop self-esteem;
- establish a set of procedures that will consistently be followed across the school for dealing with unacceptable behaviour.

The achievement of these goals is dependent upon careful planning, which must take account of three related aspects of student management:

- Preventative action;
- Corrective action;
- Supportive action.

Preventative Action

At St Bede's Primary School we aim to:

- negotiate rules and consequences with the class;
- have clear and consistent expectations about work and behaviour;
- provide an attractive environment;
- ensure well planned room organisation;
- provide a time-out area in the room as necessary;
- provide adequate resources;
- organise curriculum to cater for mixed abilities;
- build a positive classroom tone;
- maintain a sense of humour;
- issue Student Achievement Awards and Walk in Love and Peace Awards at school assemblies

Corrective Action

At St Bede's Primary School we aim to:

- focus on the student's behaviour and not the student;
- intentionally minimise embarrassment and hostility when dealing with inappropriate behaviour;
- tactically ignore some behaviours;
- use non-verbal cues so as to keep interruptions to a minimum;
- use casual or direct questioning;
- give simple directions or warnings;
- defuse or re-direct potential conflict;
- remind or restate classroom rules;
- give simple choices regarding behaviour;



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- take students aside from the group;
- listen to students and give them a chance to tell their account of events;
- use in-class time out;
- use out of class time out;

St Bede's Primary School does not use corporal punishment. Corporal Punishment is not allowed in ACT schools. (Education Act 2004 Ch.1 Par 1.2 (4))

Supportive Action

At St Bede's Primary School we aim to:

- follow up and follow through;
- take time to debrief after time out;
- make time to repair and rebuild relationships;
- encourage students wherever possible;
- develop contracts with students;
- develop and maintain a climate of respect;
- treat all students as individuals;
- employ teaching strategies to help students deal with anger;
- apply a team approach to solving student management problems;
- refer difficult situations to the Assistant Principal and/or the Principal;
- involve parents;
- utilise external agencies including CEO and Centacare services.

SCHOOL RULES

School rules can be put into three general categories. Students must take care of and show respect for:

- Themselves;
- Others;
- Personal and school property and the environment.

Interaction with Students

Staff must always treat students with respect. There is no place for sarcasm, derogatory

remarks, offensive comments or any other inappropriate conduct that may result in emotional distress to a child.

Behaviour that may cause psychological harm to a student includes:

- Targeted and sustained criticism, belittling or teasing;
- Excessive or unreasonable demands;
- Hostility, verbal abuse, personal rejection or scapegoating;
- Corporal punished is not tolerated or condoned.

EXPECTATIONS

Each member of the school community is encouraged to follow the St Bede's 5C's code of behaviour: We are courteous. We are considerate We are cooperative. We compromise. We know our actions have consequences.



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THE 5C's... COURTESY

At St Bede's Primary School we:

- Are polite to others;
- Remember our manners;
- Treat others the way we want to be treated;
- Take turns;
- Respect others;
- Share with others;
- Think of others;
- Stand back to let others pass;
- Knock before entering a room;
- Interrupt a conversation only when something is urgent;
- Greet others;
- Are quiet when others are working.

We say:

- Please;
- Thank you;
- Excuse me;
- Would you mind.

When speaking to others we:

- Look at them;
- Use their name;
- Use a quiet voice;
- Use polite language.



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CONSIDERATION

At St Bede's Primary School we:

- Respect ourselves and others;
- Stand up for and support others;
- Are careful of other people's feelings;
- Forgive ourselves and others;
- Are understanding and patient;
- Help others;
- Are compassionate;
- Are responsible.

In class we:

- Respect that others have a right to learn;
- Follow class rules;
- Include everyone working in our group;
- Pay attention;
- Do what you we are asked to do;
- Let others have a say;
- Respect other people's property
- Clean up after ourselves;
- Listen when others are talking;
- Are quiet when others are working.

In the playground we:

- Include others in our games;
- Play by the rules;
- Share equipment;
- Let others have a turn;
- Look after people who are hurt or injured;
- Pick up our rubbish.



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COOPERATION

At St Bede's Primary School we build harmonious relationships and peace by:

- Work together;
- Share our ideas;
- Do what we say we will;
- Try to use right judgement;
- Share our belongings;
- Listen to others;
- Help others;
- Work as a team;
- Take turns;
- Stay with our team;
- Do our jobs;
- Let others join in.

COMPROMISE

At St Bede's Primary School we:

- Cooperate with others;
- Make decisions together;
- Work as a team;
- Share ideas;
- Take turns;
- Work things out;
- Make up with friends.

When making a group decision we:

- Try to be honest;
- Respect other people's ideas;
- Listen to what others are saying;
- Talk things over;
- Try to do what is right and fair;
- Think before we say 'no';
- Give others a fair go;
- Realise we can be wrong;
- Look at different options;
- Organise a 'deal';
- Agree to share;



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- Try to be unselfish and see 'eye to eye';
- Meet others halfway.

CONSEQUENCES

At St Bede's Primary School it is the right of all students to:

- Learn;
- Express themselves;
- Share ideas;
- Ask questions;
- Be treated with respect;
- Be treated fairly and equally;
- Enjoy freedoms and privileges;
- Be safe at all times;
- Enjoy a clean and healthy environment.

It is the responsibility of all students to:

- Listen, study and always do their best;
- Make sensible suggestions and speak courteously;
- Accept other people's ideas;
- Act courageously;
- Be well mannered;
- Show respect for others;
- Treat others fairly and equally;
- Make sure that others are safe at all times;
- Keep the school and grounds in the best possible condition.

To enjoy these rights and responsibilities:

- There are rules we must follow.

We can:

- Choose to follow the rules and protect other people's rights; or
- Choose not to follow the rules.

If we choose not to follow the rules:

- We must face the consequences of our behaviour.



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IN CLASS STUDENT MANAGEMENT PLAN

At no time is planning more important than at the beginning of the year when the classroom atmosphere is being established. It is at this time that classroom rules should be put in place. It has been found that classroom rules are most effective when:

- they are negotiated;
- there is a rationale for each one;
- they are clearly defined;
- they are positively stated;
- they are enforceable;
- they are put on display;
- they are few in number.

However, for rules to have an effect upon student's behaviour, they must be backed up consistently by appropriate consequences which are logical, fair, clear and, where possible, known in advance.

One of the central messages of effective student management is 'behaviour ownership'. Students need to be taught about rights and responsibilities; know that they can choose to behave or not and, subsequently, experience the consequences of their choices.

As part of their classroom management plan it is important for teachers to set up a strong support network with their fellow teachers and the executive of the school. It is this support network that a teacher can turn to if a student needs 'time out' from the classroom.

A 'Red Card' system is in place for emergency situations that require immediate assistance from other members of staff. The Red Card is kept in the class bumbag, on the teacher's desk in the library, French/Music room and the star room. It is located in the evacuation folder in the school hall.

OUT OF CLASS STUDENT MANAGEMENT PLAN

For minor incidents, children are given a rule reminder and, if necessary, the 'time out' strategy of walking with the duty teacher for a set period of time is used. If the incident is more serious, it is reported to the Assistant Principal, who keeps a record of it, and takes appropriate action. Continued recurrence results in the Principal contacting the parents either by letter or telephone.

The Red Card system is also used on the playground and a card is kept in each of the playground first aid bags.

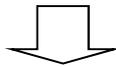


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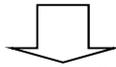
AGREED PROCEDURES

In the interest of consistency and fairness, the following flowchart is a guide to procedures that would normally be followed in the classroom. It is acknowledged that students are to be treated as individuals and that some cases may require special consideration.

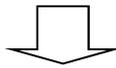
TEACHER USES NON VERBAL CUE



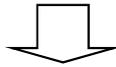
RULE REMINDER



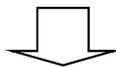
TEACHER LISTENS AS STUDENT EXPLAINS WHAT HE/SHE IS DOING



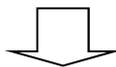
IN CLASS TIME OUT



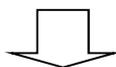
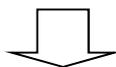
TIME OUT IN ANOTHER CLASSROOM



STUDENT SENT TO AP WHO MAY RECORD INCIDENT



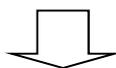
THREE VISITS TO THE AP OR SERIOUS INCIDENT RESULTS IN STUDENT BEING SENT TO THE PRINCIPAL



PARENT NOTIFIED (OR EARLIER AS REQUIRED)

REFERRED TO SYSTEM SUPPORT (CENTACARE, CEO etc)

SUSPENSION (REFER TO CEO POLICY)



EXPULSION (REFER TO CEO POLICY)

It is important to remember that this is a guide only and that various behaviours will begin at different points on this flow chart. The teacher, in consultation with the AP and/or Principal, will determine at what stage parents should be notified.