



## **BEHAVIOUR MANAGEMENT POLICY**

### **Rationale**

The Behaviour Management policy is a vital component of our overall Pastoral Care Policy, which governs a number of policies at St Thomas'. The policy is an important document, which outlines overall Behaviour Management at St Thomas'. Behaviour Management is discussed throughout the school year and all families should have a detailed copy of the policy

St Thomas the Apostle Behaviour Management Policy is developed to provide all members of the school community with a clear, consistent framework which will promote a happy and safe learning environment.

### **Belief Statements**

At St Thomas' we recognise the need for positive behaviour management, rules and consequences so we can learn, work and play in a safe and harmonious environment. We believe-

- Our behavioural management policy is intrinsically related to our vision and mission statement.
- Our behaviour management policy must be owned by our parents, teachers and students in order to foster a positive environment where respect for self and others is enhanced.
- Each student needs to have a clear understanding of rights and associated responsibilities.
- It is important to encourage students to make responsible choices about their relationships and behaviour
- Our behaviour management policy strives to give our students the skills, knowledge, values and attitudes that will enable them to successfully belong and participate in all facets of society

## **RIGHTS AND RESPONSIBILITIES**

### **Respect**

Everyone has a right to be treated with respect, to be shown concern and understanding, to be listened to and to be treated fairly and justly.

Therefore:

- Everyone respects differing intellectual and physical abilities, age, race, gender and cultural background
- Everyone needs to respect their own and others belongings
- Everyone needs to co-operate, play fairly and follow agreed rules
- Everyone has the right to be heard and tell their story

## **Development and Growth**

Everyone has the right to grow and develop to their full potential (spiritually, morally, intellectually, emotionally, socially and culturally).

Therefore:

- Everyone needs to work and grow together to deepen their relationship with God, with self and one another
- Everyone needs to be open, accepting, understanding and tolerant of self and others
- Everyone needs to be encouraged and affirmed.

## **Teaching and Learning**

Everyone has a right to learn

Therefore

- Everyone listens respectfully
- Everyone is punctual and comes to class prepared
- Students need to remain on task and not interfere with other's learning
- Students need to strive to do their best and be willing to accept challenges
- Teachers need to be organised, well planned and teach according to different needs and learning styles
- Teachers need to develop a positive atmosphere in which students feel secure, and are motivated to learn.

## **Safety**

Everyone has the right to feel safe and to be safe.

Therefore:

- Students need to make responsible choices about their own safety and the safety of others
- Students need to stay within the school boundaries and play safely within designated areas
- Students need to know appropriate strategies for dealing with bullying, conflict and situations in which they do not feel safe
- Students need to follow the directions from the teacher when they are participating in such activities as excursions, sporting events and camps
- Students and staff need to follow the Sun Smart Policy
- Parents/guardians need to ensure that their children are dropped off and collected at correct times and from the correct areas
- The school community will not tolerate bullying, either physical, verbal, cyber of any form.

## **Environment**

Everyone has the right to work and play in an environment that is safe, visually stimulating, clean and conducive to learning.

Therefore

- Everyone needs to be responsible for his/her actions inside/outside the school environment
- Students need to clean up after themselves in the classroom, and follow our "take your rubbish home" policy
- Everyone needs to take care of equipment and furniture
- Everyone needs to be alert and report any dangers or potential dangers
- Everyone needs to respect our natural environment
- Students are expected to keep all books and belongings in good order
- Students are expected to wear the correct uniform and be neat and tidy at all times

### **Positive Behaviour**

At St Thomas' we focus on the positive behaviour of all students. Teacher's use positive reinforcement and other methods of promoting positive behaviour in their classroom and on the playground. The language of encouragement is fostered and students are given the positive message that they are able to begin again

- We implement the Social Skills program 'You Can Do It' with students from Prep to Year 6. This program is an integral part of classroom and playground teaching and learning. The core value is integrated into the curriculum and explained to parents each week through the weekly newsletter and assembly. It is reinforced through signage around the school.
- The core values of confidence, organisation, persistence, resilience and getting along are implemented into our daily programs.
- Awards- To develop self esteem and confidence we recognise positive achievements in the classroom and playground, through classroom and public acknowledgement such as special awards and certificates at Assembly. Children's achievements are also noted in the school newsletter.
- St Thomas' is a Better Buddy School. This is an initiative of the Alannah and Madeline Foundation which helps students entering their first year of primary school feel safe, valued and connected to the school community. St Thomas' pairs new students with an older buddy. The values of the Better Buddy Program are: Caring, Friendliness, Valuing Difference, Including Others, Respect and Responsibility.

### **ST THOMAS THE APOSTLE - SCHOOL RULES**

- **Follow Directions**
- **Respect yourself, others and all property**
- **Keep hands, feet and objects to yourself**
- **Do not leave the room without permission**

#### **Response to inappropriate behaviour**

When a student's behaviour is disruptive or he/she is not observing the class rules the following procedures will be implemented –

- 1 The child will be given a friendly reminder of any inappropriate behaviour.
- 2 1st warning

- 3 2nd warning - Student will be moved to a time out area within the classroom. Specialists need to familiarize themselves with the time out location in each classroom.
- 4 If the behaviour persists the child will be removed to another prearranged classroom to complete a 'Behaviour Sheet'. This is to be signed by the reporting teacher and the principal. It is then sent home to parents to be signed and returned to school the following day. If the behaviour sheet is not returned the next day the student will not be permitted to reenter the classroom until they have done so. This is clearly stated on the behaviour sheet.
- 5 For the duration of time children have been removed from their class, work will then have to be made up, either in their playtime or at home. The child will not be permitted to re enter the classroom until the behaviour sheet is signed by the parents and returned to school next day with the work completed.
- 6 In an instance where the behaviour endangers others or is totally unacceptable there will be no warnings given and the child will immediately be removed from the classroom. Parents will be called and an outcome will be negotiated with parent, Principal or Deputy.

(Specialists and Emergency Teachers will only issue one warning when dealing with inappropriate behaviour in the Behaviour Management process)

- If the student refuses to move through these steps the class teacher will send for the Principal
- In some instances, where the behaviour of a student is deemed to threaten immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend the student temporarily from the student community, pending a meeting of the Leadership Team. Responsibility for such a decision rests with the Principal or the Principal's nominee.
- A Behaviour Management Support Group meeting will be set up for students with ongoing serious behavioural issues.

If further help is needed, other specialists may be contacted, with parental approval:-eg.

- Special Education consultant
- Counselling, Guidance and clinical services
- Larmerier, Child and Family Welfare Unit.
- Serious wrongful behaviour and expulsion of students. Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. This is to be avoided in Catholic schools wherever possible. Only the principal has the authority to expel a student, having sought the prior approval of the diocesan Director of Catholic Education. Egg. (CECV Policy Pastoral Care of Students in Catholic Schools1.14)

- Corporal Punishment - At St Thomas' we believe that Corporal Punishment is not a deterrent to bad behaviour. It has no part in our behaviour management policy.

## **BULLYING POLICY**

**'BEING BULLIED MEANS THAT YOU ARE REPEATEDLY SUBJECTED TO BEHAVIOUR THAT IS THREATENING, FRIGHTENING OR HURTFUL.'**

One of the aims of St. Thomas' School is to develop in each child "a sense of the value and dignity of others".

We support the parents in preparing their children to take a responsible place in the wider world, reaching out to others and working for peace and justice for all.

**Bullying is a pattern of behaviour by one person towards another, which is designed to hurt, injure, embarrass, upset, or discomfort that person. It can be:**

- 1 Physical aggressions
- 2 The use of put-down comments or insults
- 3 Name calling
- 4 Damage to the person's property
- 5 Deliberate exclusion from activities
- 6 The setting up of humiliating experiences
- 7 Using e mail or text messaging with intent to harass, intimidate, annoy or frighten.

We are committed to providing a safe, secure and caring environment for learning and personal growth. **Therefore bullying or harassment will not be tolerated.**

At St Thomas' -

Students have a right and are encouraged to report bullying whether it happens to them or to someone else.

Students know that all incidents of bullying and harassment will be taken seriously.

All 'bullying' incidents are reported to the principal who will undertake appropriate consultation. In the case of a serious incident of "bullying", parents will be notified and be involved in the resolution.

We undertake as an ongoing commitment to educate all our students on strategies to counteract and prevent 'bullying', and are committed to allocating resources to support this eg the use of "You Can Do It", "Program Achieve", 'Bully Busters' and "Stop, Think, Do." All teachers are firmly committed to putting an end to acts of bullying.

### **Bullying Survey**

**We will also undertake a "bullying" audit when required. This involves surveying children (whole school or level) and asking three questions**

1. Have you been bullied
2. Who bullied you
3. Is there somewhere in the playground you feel unsafe

**The results are analysed by teachers and if necessary acted on as per this policy.**

The ultimate responsibility for a child's behaviour lies with the parents. The school aims to form a supportive partnership with parents. To ensure that the child receives the best possible support, parents need to report immediately to the school any acts of bullying.

**St Thomas' School Rules Booklet**

At the commencement of each year the children and teachers discuss the content of the 'School Rules Booklet'. Children draw and write their understanding of the 'School Rules'. We ask that families discuss each of these rules with children and have parents and children sign the booklet and keep it at home as a point of reference.

The booklet is to assist children to

- Feel safe
- Know and understand expectations and consequences of behaviour
- Take responsibility for their actions
- Is a form of communication for families to discuss appropriate behaviour which enables all students to successfully participate in all facets of the school community and society.

Ratified by the School Education Board on Tuesday 16 April 2013