

St John the Baptist Catholic Primary School



**St·John the Baptist**  
CATHOLIC PRIMARY SCHOOL  
*True before God. True before all.*

# Behaviour Management

# Purpose

Our purpose is to provide the very best educational outcomes for our children in safe and supportive school environment. All children in our school have:

- the right to learn
- the right to feel safe
- and the right to be respected and the responsibility to respect others

Our school community includes the active participation of students, families and caregivers and staff. Each member assumes responsibilities so that the rights of all are safeguarded.

Rights	Explanation
Learning	Each student has the right to feel confident in their learning environment. Each member of staff has the right to facilitate learning programs without interference due to misbehaviour. Parents have the right to be informed fully about their child's progress, socially and academically. They have the right to be provided with opportunities which keep them actively involved with their child's learning. Each parent has the right to expect that their child is being given an equal and fair chance to achieve their best efforts.
Safety	Each member of our school community has the right to feel safe. Each student has the right to learn in an emotionally and physically safe environment. This confidence should extend to our parent body and wider community.
Respect	Every member of our school community has the right to be treated with respect as well as the responsibility to treat others with respect. As companions, sharing the same journey, we each have the responsibility to treat each other with dignity, fairness and respect

If we are to become an effective and efficient community, individually and collectively, we must assume responsibilities so that our behaviour does not interfere with the learning environment of any other member. It is accepted that any person who lets their behaviour interfere with the rights of any other school member will be held directly responsible for their actions. Each member of the school community must work on the following "Positive Habits of the Mind" (Bernard).

Our school's mission is to **Prepare the way** for our students, so they know the truth of Christ, are **true before God, true before all**, and lead meaningful lives, now and into their futures.

Our Behaviour Management Program is not a stand-alone program but indeed works on the premise of relationship building and includes aspects of:

- Whole school rules and expectations
- In-class behaviour plans (in accordance with the whole school expectations)
- Individual behaviour plans (in accordance with the whole school expectations)
- Year 6 School Leaders
- Restorative Practices
- Essential Skills Classroom Management (BBBL)
- Buddies
- Peer Support
- Explicit Bullying and Bystander lessons
- Detention

## **Whole School Expectations:**

Establishing routines is critical to the good order and management of the school.

Each teacher should establish routines in line with school policy, including (but not limited to) routines for:

- Students to wear their school uniform correctly (shirts tucked in, correct uniforms on correct days etc.). See Student Dress for further information and expectations.
- Student to wait quietly to enter or exit the classroom in a controlled manner.
- Students to put away their own bags and classroom requirements
- Students to wear hats when outdoors and when leaving school each afternoon
- Classes to participate in daily, reverent prayer
- Students to greeting visitors to the classroom respectfully
- Classes to move around the school in two compact quiet lines
- Classes to leave daily parade in a quiet and orderly manner
- Classes to establish of routine of packing and cleaning up at the end of the day (2.45pm)

All class rules are to be created around the three school rules of safety, respect and the right to learn. These should be discussed, modelled, displayed and followed.

## **Better Behaviour Better Learning (BBBL)**

Teachers should use the BBBL Model and Whole School Behaviour Management System.

BBBL in-services are compulsory for all new teachers and teacher aides, with existing teachers to attend these sessions as a bi-annual refresher.

The 10 skills needed to ensure a balanced classroom include:

1. Establishing expectations
2. Instruction giving
3. Waiting and scanning
4. Cueing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Teachers model all behaviours they expect to see (listening respectfully at parades, arriving to class on time, use of manners, MJR vocabulary etc.)

## **Student Charter**

A Student Charter was developed by the students in 2012 and reviewed annually with children in all year levels. The Student Charter was introduced as a voice for our students to describe, in their words, how they wanted to be treated, how they should treat others, what our school looks, feels and sounds like.

The Student Charter is an effective document to display in classrooms and discuss when forming class rules.

## **Restorative Practices (Justice)**

Restorative Practice is a proactive approach to managing student misbehaviour.

The goal of Restorative Practices is to help students take responsibility for their actions and repair the damage they have caused to other/s.

Restorative Justice can take the forms of restorative 'chats', class conferences and restorative conferences.

At its most basic Restorative Justice is getting together the students involved in negative behaviours, so that the wrong doer hears the harm they have caused to the 'victim' and be accountable for their actions. The victim can see that consequences are being instigated and that something is happening to ensure their safety/dignity etc.

## **Bystander Education**

Bystander education is explicit lesson focussing on decrease bullying behaviour. Research indicates that students will listen to their peers and feel peer pressure to act in an appropriate manner if information comes from a peer; not a teacher.

Explicit 'Bystander Power' is taught in a proactive, positive way, every year during HPE lessons each year in a whole school approach.

## **Detention**

Detention sessions are used to address inappropriate behaviour choices.

## **Relationship Building Programs at St John's**

*"Students who have good relationships with their teachers are emotionally and intellectually invested in their class. If students are connected to their teacher, their academic achievements increase and classroom disruption decreases". Phelan*

### **- Buddies**

'Buddies' occurs each week on a Friday from 2.00pm – 2.30pm in Term One. Each week a younger and older class meet up to build relationships, share reading, do activities together etc.

It is very important to give opportunities to strengthen all student relationships and to ensure a safe and harmonious environment is provided for all.

'Buddies' also allows students at St Johns to learn life-long values such as caring for others, friendliness, respect and valuing each other's differences.

### **- Pastoral Care**

Pastoral Care is led by our Year 6 student leaders using activities which develop friendships, relationships, co-operation and respect. MJR (Making Jesus Real) messages are also woven throughout the weekly lessons. Pastoral Care is generally held in Term Three over a 6-week block.

All lessons are written in conjunction with the Year 6 Leaders and they are given time to practice leading their Pastoral Care group and are properly prepared.

Pastoral Care classes are made up multi-age, family groups and have a class supervising teacher who rotates each week.

***Research tell us that strong, grass-root, positive peer relations are essential for building strong relationships and that social skill development is a key to decrease students bullying.***

# Behaviours and Consequences in the Classroom

Level	Behaviour	Consequences
1	<ul style="list-style-type: none"> <li>• All students commence each term as a Level 1 student</li> <li>• Level 1 is the expected behaviour for all children at St. John's - safe, respectful and learning</li> <li>• These children have access to all normal rights and privileges</li> </ul>	<ul style="list-style-type: none"> <li>• All school privileges</li> <li>• Praise</li> <li>• In-class rewards</li> <li>• St John's Way Award</li> </ul>
2	<p>Not following agreed class / school rules:</p> <ol style="list-style-type: none"> <li>1. Everyone has the right to be <b>SAFE</b></li> <li>2. Everyone has the right be <b>LEARN</b></li> <li>3. Everyone has the right be <b>RESPECTED</b></li> </ol>	<ul style="list-style-type: none"> <li>• Refer to specific in-class behaviour plan</li> </ul>
3	<ul style="list-style-type: none"> <li>• Persistent level 2 behaviour</li> <li>• Teasing and harassing</li> <li>• Ignoring instructions</li> <li>• Theft</li> <li>• Intentional swearing</li> <li>• Tampering with / damaging property</li> <li>• Deliberate rough play</li> </ul>	<ul style="list-style-type: none"> <li>• Time out at independent area</li> <li>• Refer student to detention</li> <li>• 3 days of detention</li> <li>• Level review by Principal or APA</li> </ul>
4	<ul style="list-style-type: none"> <li>• Persistent level 3 behaviour</li> <li>• Bullying</li> <li>• Disrespecting teachers</li> <li>• Physical aggression</li> </ul>	<ul style="list-style-type: none"> <li>• Principal/APA called to remove student.</li> </ul> <p><b>At discretion of Principal and APA:</b></p> <ul style="list-style-type: none"> <li>• 1 week detention</li> <li>• 2 week detention</li> <li>• In-school suspension</li> </ul>
5	<p>Serious behaviours</p>	<ul style="list-style-type: none"> <li>• Immediate withdrawal by Principal</li> <li>• Parents called immediately</li> <li>• External Suspension</li> <li>• Involvement of school support including school police officer, school counselor or school chaplain</li> <li>• Enrolment review</li> </ul>

## Behaviours and Consequences in the Playground

Level	Behaviour	Consequences
1	<ul style="list-style-type: none"> <li>All students commence each term as a Level 1 student</li> <li>Level 1 is the expected behaviour for all children at St. John's - safe, respectful and learning</li> <li>These children have access to all normal rights and privileges</li> </ul>	<ul style="list-style-type: none"> <li>All school privileges</li> <li>Praise</li> <li>In-class rewards</li> <li>St John's Way Award</li> </ul>
2	<p>Not following school rules:</p> <ol style="list-style-type: none"> <li>Everyone has the right to be <b>SAFE</b></li> <li>Everyone has the right be <b>LEARN</b></li> <li>Everyone has the right be <b>RESPECTED</b></li> </ol>	<ul style="list-style-type: none"> <li>Time out of play given by teacher on duty.</li> <li>Behaviour reported to APA</li> </ul>
3	<ul style="list-style-type: none"> <li>Persistent level 2 behaviour</li> <li>Teasing and harassing (first offense)</li> <li>Intentional rough play (first offense)</li> <li>Intentional swearing</li> </ul>	<ul style="list-style-type: none"> <li>Time out at independent area</li> <li>Refer student to detention</li> <li>3 days of detention</li> <li>Parents contacted</li> <li>Level review by Principal or APA</li> </ul>
4	<ul style="list-style-type: none"> <li>Persistent level 3 behaviour</li> <li>Bullying</li> <li>Disrespecting teachers</li> <li>Physical aggression</li> </ul>	<ul style="list-style-type: none"> <li>Principal/APA called to remove student.</li> <li>Parents contacted</li> </ul> <p><b>At discretion of Principal and APA:</b></p> <ul style="list-style-type: none"> <li>1 week detention</li> <li>2 week detention</li> <li>Internal suspension</li> </ul>
5	Serious behaviours	<ul style="list-style-type: none"> <li>Immediate withdrawal by Principal</li> <li>Parents called immediately</li> <li>External Suspension</li> <li>Involvement of school support including school police officer, school counselor or school chaplain</li> <li>Enrolment review</li> </ul>



# Behaviour & Consequence Descriptors

## Level 2 Consequences

- Parents will be notified
- Remain on this level for 1 day
- Complete daily detention and daily school service
- While on this level the student will miss out on extra-curricular activities (such as band, school sport fixture or training etc.)

## Orange Level 3 Consequences

- Parents will be notified
- Remain on this level for 3 days
- Complete daily detention daily school service
- While on this day the student will miss out on extra-curricular activities (such as band, school sports fixture or training etc.)

## Red Level 4 Consequences

- Parents will be notified
- The student will remain on *(at the discretion of the Principal or delegate)*:
  - 1 week detention – first offence
  - 2 week detention – second offence
  - Internal suspension
- Immediate removal from the playground or classroom and sent to Principal or APA
- During the week, fortnight or suspension, all privileges are lost (such as school band, school sports fixture or training etc.)
- Complete daily detention and daily school service
- Placed on a 'Red Card' which records daily behaviour

## Purple Level 5 Consequences

- Immediate withdrawal for Principal interview
- Immediate Parent Principal meeting
- Withdrawal of all extra-curricular activities
- Involvement of school support including school police officer, school counselor or school chaplain *(where necessary)*
- External suspension
- Enrolment review

**NB: All "level reviews" are to be conducted by the Principal or the APA only.**

# Playground Detention Slip

Student's Name \_\_\_\_\_

Class: \_\_\_\_\_

Behaviour Observed	Details of behaviour
<input type="checkbox"/> Persistent level 2 behaviour (out-of-bounds etc)  <input type="checkbox"/> Bullying and teasing  <input type="checkbox"/> Rough play  <input type="checkbox"/> Intentional swearing  <input type="checkbox"/> Not following directions  <input type="checkbox"/> Disrespect	

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

# Playground Detention Slip

Student's Name \_\_\_\_\_

Class: \_\_\_\_\_

Behaviour Observed	Details of behaviour
<input type="checkbox"/> Persistent level 2 behaviour (out-of-bounds etc)  <input type="checkbox"/> Bullying and teasing  <input type="checkbox"/> Rough play  <input type="checkbox"/> Intentional swearing  <input type="checkbox"/> Not following directions  <input type="checkbox"/> Disrespect	

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_



# Classroom Detention Slip

Student's name: \_\_\_\_\_

Class: \_\_\_\_\_

Behaviour Observed	Details of Behaviour
<input type="checkbox"/> Persistent Level 2 behaviour	
<input type="checkbox"/> Ongoing classroom disruptions	
<input type="checkbox"/> Bullying and teasing	
<input type="checkbox"/> Ignoring instructions	
<input type="checkbox"/> Theft	
<input type="checkbox"/> Intentional swearing	
<input type="checkbox"/> Tampering with/damaging property	
<input type="checkbox"/> Unsafe behaviour	
<input type="checkbox"/> Other _____	

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

How would you best describe this behaviour?

'One off' incident.

Ongoing issue.

**Prior strategies used prior to detention referral:** (Please tick and attach further details where necessary)

Following and reinforcing your agreed classroom behaviour expectations and consequences

Met/communicated with the student's parents in regards to this behaviour.

***\* At least one or more strategies should be used before sending a child to detention.***

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## Administration Section

**Principal/AP Comment:**

**Consequences:**

Discussion only

Warning

Orange Card

Duration: \_\_\_\_\_

Red Card

Duration: \_\_\_\_\_

**Letter sent home:** Yes / No

**Parent Interview:**

Yes / No

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

