



St Mary's Catholic Primary School

Behaviour Management Guidelines for Parents

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ST MARY'S

CATHOLIC PRIMARY SCHOOL

Our Mission

Our community of St Mary's School, following the example of Jesus and Mary, commits itself to the overall growth of individuals through encouragement, care and respect.



Our Vision

St Mary's Catholic Primary School is a community of faith that works together in a spirit of Christian co-operation. Our goal is the spiritual, academic, physical and emotional growth of each child. We encourage all children to realise their potential through a climate of support and collaboration.

Our school is a vital part of St Mary's Catholic Parish and each person in its community is helped to experience a sense of belonging. St Mary's Catholic Primary School nourishes its community with the Word of God, Gospel values and the teachings of the Catholic Church. Inspired by the example of Jesus, our school promotes social justice and community pride where all are assisted to grow in their faith through encouragement, care and respect.

ENCOURAGEMENT • CARE • RESPECT

Behaviour Management Guidelines for Parents

Rewarding good behaviour – helping children make positive choices

You Can Do It!

At St Mary's we follow the 'You Can Do It!' program, (Program Achieve) which teaches students the skills for identifying positive behaviours, making careful choices and acknowledging when behaviour has a negative impact on others. Students learn that they can identify negative choices, make amends and move on with a plan for the future. Through the 'You Can Do It!' program, children are given the tools to develop to their full potential (academically, intellectually, interpersonally and emotionally). Through the program, 5 keys to success are instilled in the children, these being:

Persistence	Organisation	Confidence	Getting Along	Resilience
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Classroom Behaviour Management Expectations

Class teachers establish a set of class rules with their students at the start of each academic year. Rules are clearly displayed in their classroom. Rules are referred to regularly. Children are also provided with a copy of the Student Code of Conduct (Appendix 1).

Class Behaviour Management includes:

- A reward system
- A procedure for negative behaviours (poor choices). Students must have a clear understanding of the consequences for their choices/actions. We believe that for children to succeed, they must believe they are cared for and that we have confidence in their ability to solve problems.

The Five Keys To Success – Rewarding Good Behaviour

Following the 'You Can Do It!' program and using the language of the 'Virtues Project', we promote the good behaviour that we see at St. Mary's. Students are acknowledged with a green card and ticket if they are seen demonstrating one of the five keys to success or a particular virtue. Tickets are put in a designated box and at the end of the term a winner from each class is drawn, and a suitable prize given (e.g. movie ticket)

Inappropriate Behaviour

On enrolment at St Mary's all students are given a code of conduct (Appendix 1), and the rules, expectations and consequences are clearly explained. Children need to know why the rules are there and what their boundaries are.

At St Mary's we use a card system for inappropriate behavior.

- Yellow Card – this is for minor misbehaviour
- Orange Card – for repeated and deliberate misbehavior e.g. violence, inappropriate language and vandalism.
- Red Card – for serious offences e.g. deliberate destruction of property, physically hurting or acts of violence.

If a student receives a yellow, orange or red card, he/she spends his/her play time (1:30-1:45pm) in the 'Refection Room'. During reflection time the student:

- ✓ identifies the inappropriate behavior
- ✓ reflects on what choice they will make next time
- ✓ commits to apologizing to the person harmed, and to endeavor to make a better choice in the future.
- ✓ This sheet is signed by the student and given to his/her teacher.
- ✓ If a pattern of inappropriate behaviour is apparent, the school may initiate a behaviour management plan for a student. This plan will be formulated by the classroom teacher, a leadership team member, learning support teacher and/or school counsellor (where appropriate), the parents and the child. The plan will focus on 1-2 goals, provide support to the student, make clear behavioural expectations, rewards/consequences, and is closely monitored by parents each day.

Considerations for Individual Circumstances

To ensure the alignment with the School Behaviour Management procedures when applying consequences, the individual circumstances and actions of the students and the rights of the school community members are considered at all times. St Mary's Catholic Primary School considers the individual circumstances of students when applying support and consequences by:

- ✓ promoting an environment of encouragement, care and respect which is responsive to the diverse needs of students
- ✓ establishing procedures for applying fair and equitable consequences for inappropriate choices
- ✓ recognising and taking into account students' age, gender, disability, background, socioeconomic situation and their emotional state
- ✓ recognising the rights of all students to:
 - o express opinions in an appropriate manner and at the appropriate time
 - o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, family circumstances; and
 - o receive adjustments appropriate to their learning and/or impairment needs.

Consequences for breaking the rules or breaching the schools Behaviour Management protocols may vary according to a number of factors with may include:

- ✓ Age and maturity of the child
- ✓ Previous behaviour record
- ✓ Severity of the incident
- ✓ Amount of clear, reliable evidence
- ✓ Degree of provocation
- ✓ Intent of the Action
- ✓ Honesty and perceived level of genuine remorse.

Our rules and expectations are clearly set out and we expect our students to follow them. In the event that negative behaviour occurs despite all levels of manageable support being in place for a student's individual needs, the school behaviour management procedures and consequences will be adhered to. Our school's policy is ...'It is a reason, not an excuse.'

Yellow, orange and red card procedure

Classroom Management

Persons involved: Teacher, teacher assistant, student

Teacher addresses the situation according to the classroom rules, ensuring that the student is aware that he/she is making an inappropriate choice.

If inappropriate behavior continues a yellow card is issued.



Level 1: Yellow card

- ✓ **Persons involved:** Teacher, duty teacher, student
- ✓ Yellow cards are only issued after classroom behaviour management procedures have been undertaken and have not yielded the desired response or if the student has made a deliberate **choice** to break a class or school rule of which they had former knowledge.
- ✓ The student is sent to the Reflection Room for one session.
- ✓ Parents are only contacted if it is deemed necessary.



Level 2: Orange Card

- ✓ **Persons involved:** Teacher, duty teacher, student, parents
- ✓ Orange card are issued for more serious offences or for repeated yellow cards.
- ✓ The third yellow card in a fortnight will become an orange card.
- ✓ The Principal will be informed
- ✓ Parents are contacted by the classroom teacher if it is deemed necessary.
- ✓ Students are sent to the Reflection Room for **two** consecutive sessions.
- ✓ Students may be excluded from school representative events for 1 session (e.g hockey, Wakakirri)



Level 3: Red Card (Serious Misbehaviour)

- ✓ **Persons involved:** Principal, teacher, duty teacher, student, parents
- ✓ Red cards are issued for serious offences or for repeated orange cards.
- ✓ The second orange card in one week will become a red card.
- ✓ The Principal/leadership team member will interview the student (with the class teacher and parents present if required).

- ✓ Parents will be contacted by the Principal/leadership team/class teacher.
- ✓ Students are sent to the Reflection Room or the office if more appropriate, for **three** consecutive sessions.
- ✓ If serious misbehavior continues, the red card flow chart will be followed.

Red Card Flow Chart

Please Note: Depending on each individual situation this procedure can be modified or altered by the Principal at his/her discretion after consultation with the teacher and leadership team. This may happen for very serious offences.

STEP 1 (1-2 red cards)

- ✓ Principal is notified.
- ✓ Principal discussed the behavior with the student.
- ✓ The student is removed from the classroom if he/she is being disruptive to the rest of the class. He/she will return to class when the Principal/leadership team member deems it suitable. (See above note regarding students in the early years).
- ✓ Teacher completes an incident report if necessary.
- ✓ Parents are notified by the Principal.

Consequence

Three consecutive sessions in the reflection room (or in the office if preferable).

In the Reflection Room student will

- ✓ Internal Suspension
- ✓ Complete a reflection sheet under the supervision of the duty teacher
- ✓ write a letter of apology if required
- ✓ write an action plan to avoid future inappropriate behaviour or choices.



STEP 2 (3rd card is issued).

- ✓ Principal is notified and student is withdrawn from the classroom
- ✓ Student is told by the Principal/class teacher that the privilege of staying in the class has been removed

Consequence

- ✓ **Internal suspension**
- ✓ Students will complete their work in isolation in a suitable location (e.g. the office) for the rest of the day, (including lunch breaks and play times).
- ✓ Principal will contact parents and inform them of the internal suspension. Parent assistance is required to resolve the current situation. Parents will be asked how they can support the school to support their child. An action plan is established.
- ✓ Family and child will be offered support from school counselor.
- ✓ On completion of the internal suspension, student may return to class on the condition provided by the class teacher/Principal.



STEP 3 (4th red card is issued).

- ✓ Principal is notified and student is withdrawn from the classroom.

Consequence

- ✓ **External suspension** – the Principal calls the parents to remove the student from school immediately.
- ✓ Before the student may be allowed to re-enter the classroom an interview is held between the student, parent/s and principal.
- ✓ The action plan is reviewed.
- ✓ An action plan is devised in order for the student to take active responsibility for their behaviour.

STEP 4

- ✓ Repeated inappropriate behavior resulting in subsequent red cards.

Consequence

- ✓ Repeated **external suspension** - the assistance offered by the school is not resulting in the desired improvement.
- ✓ External assistance/advice will be sought.
- ✓ Review action plan and make necessary adjustments in order for the student to take active responsibility for their behaviour.



STEP 5

- ✓ An interview between student, parent/s, teacher, Principal, Assistant to the Director or nominee is held to discuss the best option for both the student and the St Mary's school community.
- ✓ This discussion may include on whether attendance at St Mary's should continue as well as the possibility of looking at alternative schooling possibilities.



STEP 6

- ✓ Request for expulsion. Following the proposed procedures approved by the Director.

By signing the enrolment documents, parents are agreeing to support the school's policies, procedures and values.

Appendix 1: Student Guide

Our community of St Mary's, following the example of Jesus and Mary, commits itself to the overall growth of individuals through encouragement, care and respect.

COURTESY AND GOOD MANNERS

- Always be honest and truthful.
- Show respect for all people present in our school by saying good morning or afternoon, please, thank you and excuse me.
- Always knock before entering a room.
- Walk around people who are talking.
- Use respectful language at all times.
- Keep your hands to yourself.

IN CLASS

- Follow the class rules.
- Always raise your hand when you want to speak.

IN THE PLAYGROUND

- Play in the correct area
- Do not play in the toilets.
- Hats must be worn in the sun..
- Sticks and stones are not to be played with.
- Walk on concrete or hard surfaces and steps.
- Play in a safe manner.
- Do not leave the school grounds without permission.
- Only go to the bike racks to deposit or collect your bike.

IN THE LUNCH AREA

- Sit in your own lunch area until you are dismissed.
- Put all food scraps and other waste in the appropriate bin.
- Ask permission if you need to leave the lunch area.
- Food may not be shared.

IN CHURCH

- Show appropriate respect when entering or leaving. You should genuflect to the tabernacle.
- Use Holy Water to bless yourself.
- Remove your hat.
- Walk quietly to a seat.
- Talk only when appropriate.
- Remember the church is a place of prayer.
- Show appropriate respect during Masses and Liturgies in the hall.

IN THE LIBRARY

- Take your hat off.
- Leave food and drink outside.
- Always walk
- Talk quietly so as not to disturb others.

ON STAIRS

- Keep left at all times.
- Walk up and down the stairs in an orderly manner.

GENERALLY

- Respect all school property.
- Bikes should be **walked** along the footpath and stored under 'F' block.
- Toys and electronics are not to be brought to school.
- Mobile phones are to be left at the office during school hours.
- Do not enter rooms or the sports shed unless a teacher is present.

DANGEROUS MATERIALS

If you find any sharp object in the school grounds:

- Do not attempt to pick it up.
- Immediately report this to a teacher.

SCHOOL UNIFORM

School uniforms must be worn neatly and correctly at all times. Children not wearing the correct uniform are required to bring a note from their parents.

<p>Daily uniform</p> <p>Sports uniform</p> <p>Jewellery</p> <p>Winter</p> <p>Hair</p>	<p><u>GIRLS</u></p> <p>Blue and white pin-stripe dress with school badge on left side of dress OR Blue and white pin-stripe Overblouse with school badge on left side of blouse and navy pleated skort. Short white socks that cover the ankle, black footwear, official school navy blue hat.</p> <p>School sport T-Shirt, navy shorts, white socks that cover the ankle, joggers (refrain from fluoro colours and laces).</p> <p>Studs and sleeper. Watches, one signet ring and chain and crucifix or Christian symbol. (Please keep all other jewellery at home.)</p> <p>Navy jumper, cardigan or windcheater. Navy tracksuit bottoms.</p> <p>Be neat in appearance and not falling into eyes. Children with shoulder or longer length hair must have it tied back. Hair may not be dyed or worn in a style that is extreme or inappropriate for school. Hair accessories should be minimal and must be in colours of navy blue or white.</p>
<p>Daily uniform</p> <p>Sports uniform</p> <p>Jewellery</p> <p>Winter</p> <p>Hair</p>	<p><u>BOYS</u></p> <p>Blue shirt, navy shorts, grey socks, black footwear, official navy blue hat.</p> <p>School sport T-Shirt, navy shorts, white socks that cover the ankle, joggers (refrain from fluoro colours and laces).</p> <p>Watches, one signet ring and chain and crucifix or Christian symbol.</p> <p>Navy jumper, cardigan or windcheater, bomber jackets optional . Navy tracksuit bottoms.</p> <p>Be neat in appearance and not falling into eyes. Children with shoulder or longer length hair must have it tied back. Hair may not be dyed or worn in a style that is extreme or inappropriate for school (i.e. no tracks / no shorter than gauge 2)</p>

Appendix 2: Bullying – The St Mary’s Response

At St Mary’s our school motto is “Learn from Christ.” We strive to give witness to the example set by Jesus. We value the contribution of every student and staff member in our school. We seek to provide education which encompasses all aspects of life to promote life-long and life-wide learners. We strive to instill in our students, the skills, confidence and compassion to treat themselves and others with dignity and respect. We commit to doing our best to reconcile any problems using a consistent protocol, while maintaining respect for all those involved.

What is bullying?

Bullying is about lack of power as one person is powerless to stop the teasing or physical abuse.

Bullying is deliberate, ongoing attempts to hurt, exclude, injure, embarrass, upset or discomfort another person.

What do bullies do?

- ✓ Hit, trip, punch or slap others
- ✓ Call names
- ✓ Join in group put downs
- ✓ Spread rumours ‘just for fun’
- ✓ Set out to frighten others
- ✓ Stand by silently watching others do these things
- ✓ Send offensive emails or text messages
- ✓ Use the excuse “It was only a joke” however this is unacceptable if it was dangerous or offensive
- ✓ Commit acts in secrecy which makes detection difficult

Our school response to bullying

St Mary’s uses the You Can Do It and Virtues Project as our base ground for developing a positive, cohesive, faith-filled learning atmosphere. Each class enjoys practical lessons where they learn skills and responsibilities for social success.

The 5 Keys to Success: For students to be successful they need to develop the 5 Keys to Success: Confidence; Getting Along; Persistence; Resilience and Organisation. This is implemented through the Green Card System that rewards positive behaviour.

Choices: Students have the right to learn and must accept responsibility for their own behaviour. Children need to see that all behaviours have consistent, logical and realistic consequences. This is reinforced through the Green, Yellow, Orange and Red card system.

Positive Reinforcement: For a student to achieve their full potential and to promote greater well being, St Mary encourages positive habits of the mind. We recognise that because we are human we may fail from time to time. The children will learn to recognise their choice, be reconciled with God and one another and use this experience to grow in a positive way. This is reinforced by “The Virtues Program,” “You Can Do It” and the St Mary’s Behaviour Management Procedures.

Alongside our current positive-reinforcement strategies, the following procedures will be followed.

- Provide a buddy box for students to report incidences inconspicuously. A yearly explanation about the box will be presented by student leaders to all classes
- All reports will be dealt with
- For the first instance the school will use a 'no blame' procedure
- Those involved will be made aware of our no-tolerance policy – parents will not be notified
- Continued behaviour will lead to time in the reflection room to reflect on choices and the effect on the target
- Any further incident will result in exclusion from play with other children and consultation with the counselor

Students

- will be educated to recognize bullying behaviours in themselves and others and learn to deal with this in acceptable, appropriate ways
- both victims and perpetrators will be positively and constructively supported by all members of the Saint Mary's School community
- will be aware of the reporting procedures for bullying which are outlined in our You Can Do It and Virtues Project Programs.
- will be provided with counseling.

Staff

- will be educated to identify bullying behaviour and how to deal with such behaviour.
- will report all instances of bullying through our current behaviour management process.
- will remain alert for sign of distress in students as they instruct their class and during playground supervision
- will continue to have in-service on You Can Do It and The Virtues Project.
- empower students to be a resource for countering bullying
- offer immediate support to the victim and assist the principal to organize counseling

Parents

- will be provided with ongoing information about bullying.
- will be provided with an avenue to address concerns
- can watch for signs of distress in your child, these may include unwillingness to attend school, loss of personal items or regular sickness
- take an active interest in your child's social life
- advise your child to tell a trusted teacher
- should not advise your child to retaliate physically or verbally
- will be assisted to devise strategies to help with socialization