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**ST JAMES**  
**THE APOSTLE**  
CATHOLIC PRIMARY SCHOOL  
*Learning with strength  
and in gentleness*

# *Behaviour Management Policy*

**NOTE: Staff at St James the Apostle are currently undertaking Professional Learning in Positive Behaviour for Learning strategies, by way of strengthening and broadening currently used behaviour strategies in the school, such as Assertive Discipline and Restorative Practice. It is envisaged that with our new learning, we will re-write our Behaviour Management Policy to include a greater emphasis on encouraging positive behaviours.**

## *Definition*

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Behaviour Management supports students in taking responsibility for their actions and restoring relationships when an infringement has occurred.

## *Objectives*

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- To demonstrate and maintain appropriate behaviours
  - To restore relationships that have been damaged as a result of inappropriate behaviour
  - To establish and maintain a safe and secure school environment
  - To create a productive and effective learning environment within learning spaces

## *Implementation*

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- Assertive Discipline
  - Restorative practice
  - Think room
  - Time Out Room
  - Yard behaviour – yard duty booklets, reward play, designated areas, yard infringements

**The use of Corporal Punishment is not allowed under any circumstance at St James the Apostle Primary School.**

The 'focus of Assertive Discipline is on teaching students responsible behaviour. With this proactive and preventative approach, teachers can go beyond establishing basic discipline in their classrooms to creating learning environments in which students learn to choose appropriate, responsible behaviour.' (p.4 Canter, Lee. Assertive Discipline. Lee Canter & Associates 1992).

To allow for all students and staff to be safe while on the playground, the following responsibilities have been formulated:



- We play in our designated areas.
- We play fairly and safely and respect the rights of others.
- We attempt to solve problems in a fair way and seek assistance from a teacher if necessary.
- We always move around our school in a safe and appropriate way.
- We keep our schoolyard clean and tidy and show respect for property and equipment.

The goal of the learning space discipline plan is to have a 'fair and consistent way to establish safe, orderly, positive classroom environments in which teachers can teach and students can learn.' (p.4 Canter, Lee. Assertive Discipline. Lee Canter & Associates 1992)

Our Learning Space Discipline Plan consists of three areas:

### **1. LEARNING SPACE EXPECTATIONS that students must follow.**

*At St James the Apostle School, we are:*



- *Responsible*
- *Respectful*
- *Safe*
- *Learners*

At the beginning of each year the expectations are discussed with students so that clear expectations are set and understanding is gained by all. This way, responsibility for actions can be fostered. The expectations may be revisited at different stages throughout the year, whenever it is deemed necessary.

### **2. POSITIVE RECOGNITION that students will receive for making positive choices.**

Each teacher negotiates with the students the rewards that best suit their learning community. The rewards may be individual and whole group orientated.

### **3. CONSEQUENCES that result when students choose to make poor choices.**

Consequences are established for the purpose of changing and healing inappropriate behaviours and breaches of school expectations. Corporal punishment is **not** permitted.

- *At St James, depending on the behaviour choice, accepted consequences are:*
- *Warning – a reminder of the expectation that has been broken*
- *Informal time away from peers*
- *Formal Time Out in learning space continuing with class work*

- *Time Out – behaviour sheet to be filled out - in own learning space or teacher may choose to send child to a designated learning space. Parent to sign behaviour sheet and a copy kept in student’s file. Time out of class is made up during recess or lunch time in the ‘Time-Out’ Room.*
- *Exit from learning space to member of Leadership Team*

Individual behaviour plans may also need to be devised for some students who require additional support in managing their behaviour.

## *Serious Offences*

Seriously offensive behaviours require following established procedures. Serious offences are defined as students, who through their actions;



- Seriously transgress our Catholic Schools values of respect and love.
- Consistently and deliberately fail to comply with any directions given by the principal, teachers or school staff.
- Are offensive or dangerous to the physical or emotional health of any member of our community.
- Consistently and deliberately interfere with the educational opportunities of other students.

Some serious offences are by their nature criminal offences, and schools are obliged to observe certain legal requirements. (CECV Policy 1.14 Pastoral Care in Catholic Schools p. 18)

To help support the students, parents and school, a Discipline and Welfare Conference Group will be established. When a student commits a serious offence, the consequences of such action necessitate decisions be made. The Discipline and Welfare Conference Group provides a forum for collaborative decision making, in the light of civil, diocesan, school and, most importantly, pastoral accountability.

The process acknowledges that in some instances, where the behaviour of a student is deemed to cause immediate or ongoing harm, distress or danger to others, it may be necessary to withdraw or suspend them from the student community, pending the deliberations of the Discipline and Welfare Conference Group. (CECV Policy 1.14 Pastoral Care in Catholic Schools p.19)

**The use of Corporal Punishment is not allowed under any circumstance at St James the Apostle Primary School.**

## *Role and Responsibility of the Discipline and Welfare Conference Group*

It is the responsibility of the Discipline and Welfare Conference Group to address the following objectives;

- Convene the meeting of the conference group as soon as possible, following the decision that a student has committed a serious offence;
- Consider all issues relevant to the behaviour of the student and the implications for others in the community;
- Identify the educational and social needs of the student;

- Identify strategies which will enable the student to re-establish his/her place in the life of the school, parish and local community;
- Determine the appropriate steps required to meet these objectives;
- Consider the support and resources which may be available, from both within the school and outside, to assist in implementing the action;
- Ensure that accurate records of decisions are kept and that decisions are implemented; and
- Maintain confidentiality at all times.

### *Suggested Composition of the Discipline and Welfare Conference Group*

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The composition of the Discipline and Welfare Conference Group might include:

- Parent(s) or guardian(s) of the student;
- If requested, a parent support person nominated by the parent/guardian;
- The principal or, in exceptional circumstances, his/her nominee as the chairperson;
- The class teacher;
- The student; and
- Specialist personnel who may assist, for example CEM personnel.

The parish priest may also attend, if deemed necessary, in an ex-officio capacity, mindful of the fact that the Discipline and Welfare Conference Group will be making recommendations to him for decision. (CECV Policy 1.14 Pastoral Care in Catholic Schools p.20).

### *Possible Outcomes of the Discipline and Welfare Conference Group*

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In considering the student and the case at hand, the group has a number of options available to it, including contractual arrangements, suspension and negotiated transfer. (As outlined in CECV Policy 1.14 Pastoral Care in Catholic Schools p. 21.)

In the final decisions, the group will aim for consensus. Where this is not achievable the principal takes responsibility for a final decision, in accordance with school policies and directives which have been ratified by the appropriate school authority. (CECV Policy 1.14 Pastoral Care in Catholic School. p. 20)

Resources Referred to:

- Canter, L. *Assertive Discipline*, Lee Canter and Associates, 1992.
- CECV Policy 1.14, *Pastoral Care in Catholic Schools*, Catholic Education Commission Victoria, 1994.
- McGrath, H. *Friendly Kids, Friendly Classrooms*, Longman, 1997.
- Rogers, W. A. *Decisive Discipline*, Institute of Educational Administration, 1989.

Restorative Practice is one of the approaches to behaviour management at St James Apostle Primary School. It is a way to achieve positive outcomes for students, staff and the whole school community. Restorative Practice can be used to address a range of incidents. Restorative Practice in the school setting views inappropriate behaviour as harming relationships rather than breaking school rules.

Restorative Practices contribute to the Gospel ethos of St James Apostle Primary School through fostering approaches which promote healthy relationships with a focus on personal responsibility and the reparation of harm in a supportive and caring environment. The Restorative Practices process focusses on helping young people to become more aware of, and personally accountable for, the impact of their behaviour on others and also on themselves. (CEM, 2008).

At St James Apostle Primary School, we have a set of questions we ask affected students after an incident has occurred.

Affective questions:



- What happened?
- How did it happen?
- How did you act in this situation?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again, how would you behave differently?

After the students have been asked the affective questions, school consequences may occur, such as Think Room or the filling out of a behaviour sheet.

### *Think Room*

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The Think Room is based on a 'removal' process for when students display violent behaviour on the yard. The rule which directly relates to this is:

*"Keep your hands and feet to yourself".*

Any action involving explicit physical violence is dealt with by a teacher on yard duty. The teacher will write out a yard duty behaviour sheet and send it in with the offending child to the Think Room.

The Think Room at St James Apostle Primary School gives students the opportunity to reflect on their choices and behaviour in a quiet and calm environment. Children record the incident using a 'Behaviour Sheet' which follows the restorative practice questions.

The Behaviour Sheet is used to communicate the child's actions to parents, home group teacher and other staff within the school. The sheet acts as a tracking record to monitor each child's behaviour on the yard and further actions can then be implemented if behavioural issues continue.

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The Time In Room is located in the Library at recess and lunch times. Students who reach consequence four in the Assertive Disciple process need to make up the time lost when completing a behaviour sheet. This time needs to be made up in the Time In Room. During this time, students complete the work they missed for the allocated time.

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### **Yard Duty Booklet**

All staff have a yard duty booklet in their Yard Duty bags. Yard duty booklets are to be used when a child receives a warning, time out on the yard or is sent to the Think Room.

### **Designated Areas**

Students play in designated areas set out at the beginning of the year.

Students who are out of bounds will receive a warning and the warning will be recorded in the yard duty booklet. Students who are continually out of bounds will receive time out and the time out will be recorded in the yard duty booklet.



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This Policy will be reviewed within our school review cycle.

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*Authorised by: Mary Abbott (Principal)*

*Date: 2014*

**Version history:**

1.0: Original publication

1.1 (March 2016): Addition of eSmart links & update to terminology and implementation (changes to CEM, learning spaces, removal of Stars of the Week)

1.9 (January 2018): Change of expectations to Positive Behaviour for Learning expectations; removal of reward play; change of terminology with learning spaces; addition of note regarding PBL