

ST JAMES PRIMARY SCHOOL

BANORA POINT

Student Behaviour Policy

EVALUATION

Date of Policy : Jan 2019

Date for Review : Jan 2021

POLICY REVIEW

The School Behaviour Management Policy [and related Policies] are to be reviewed periodically and not less frequently than once every three years from the date of implementation of policy.

RATIONALE

The mission of St James School Community is to work in partnership with the family, Parish and wider community to:

- ❖ Provide a safe, dynamic, caring environment, based on the Gospel values and centred in Christ.
- ❖ Promote and implement quality teaching and nurture holistic and life-long learning.
- ❖ Foster the Catholic story with its rituals, teachings, heritage and traditions.
- ❖ Raise awareness of local and global issues and our responsibility to act with justice and compassion.
- ❖ Empower each other with hope for the future, resilience and optimism in embracing change.

The heart of St James mission is to engage in quality teaching and learning, and celebrate the Good News of Jesus.

"I have come so that you may have life – life in all its fullness." (John 10.10)

St James Primary School, Mission Statement

At St James Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment. Therefore, all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students.

POLICY FRAMEWORK

Our Student Behaviour Policy takes into account the **Diocesan Pastoral Care Policy**, and **Student Discipline Policy for Diocesan Systemic Schools** in that our approach to discipline has its basis in our pastoral care for each other.

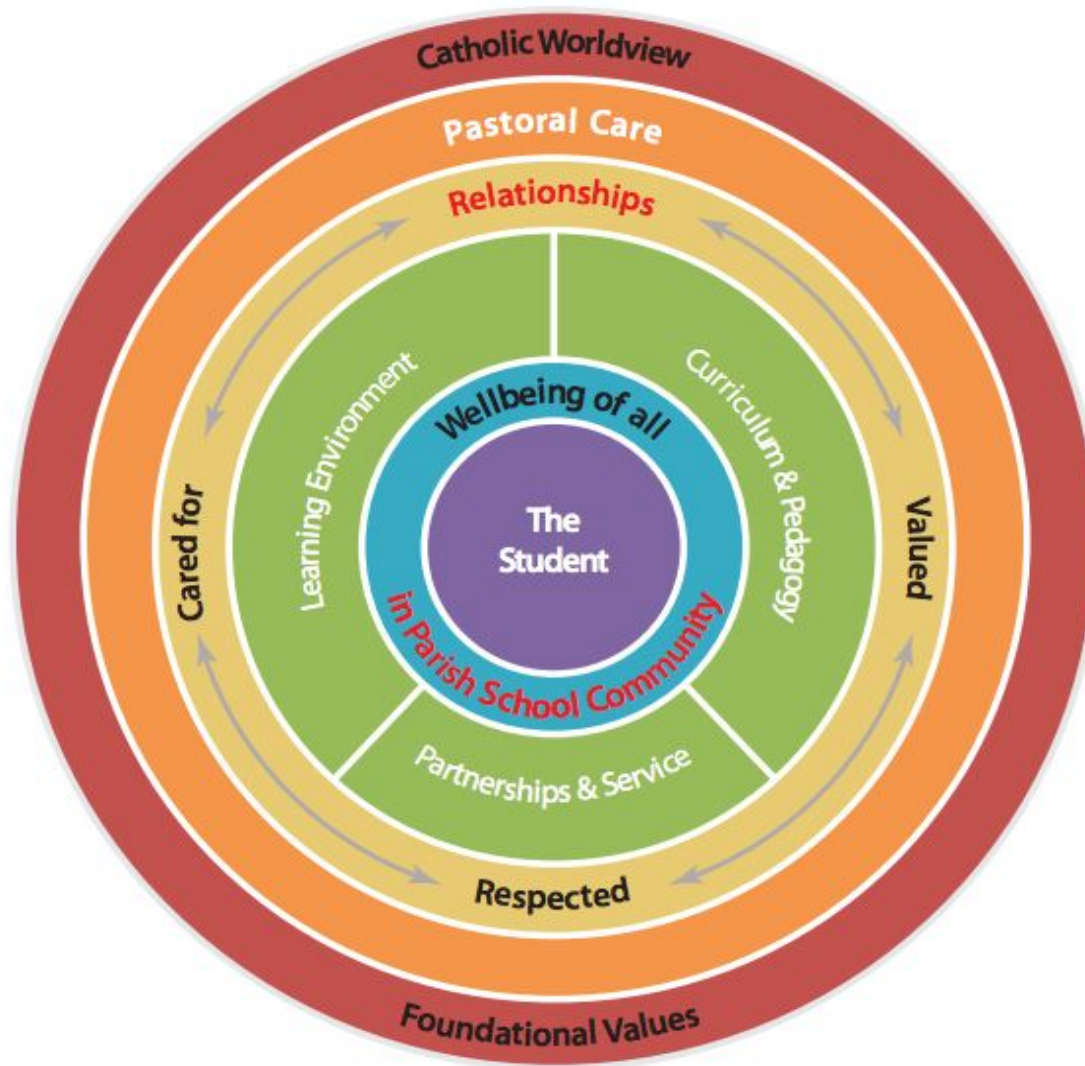
We believe that:

- ❖ Pastoral Care is founded in Jesus Christ and the Gospel imperative that every person, particularly the students we serve in Catholic schools, might be enabled to achieve the fullness of life (John 10:10).
- ❖ Pastoral Care is concerned with the inherent dignity and wellbeing of each person.
- ❖ Pastoral Care in Catholic schools is infused by the Catholic Worldview and nurtured through a life of prayer and sacramental living.
- ❖ Pastoral Care is the concern of each person involved in Catholic education, under the leadership of the school Principal.
- ❖ Pastoral Care is enacted through, and embedded within, reciprocal relationships – including student/teacher; student-student; teacher-teacher; principal-teacher; parent-teacher, priest-student; priest/teacher and other relationships.
- ❖ Pastoral relationships incorporate dimensions of authentic recognition in which every individual experience being cared for, respected and valued.
- ❖ Parents play a key role in Pastoral Care and schools work closely and collaboratively with them in promoting the wellbeing of students.
- ❖ Pastoral Care and wellbeing is critically dependent on student participation, which means creating opportunities for students to have a voice in matters that concern them at school.
- ❖ Pastoral Care is embedded within and across all domains of school life.
- ❖ Pastoral Care promotes and enhances wellbeing - including spiritual, social, emotional, psychological, intellectual and physical dimensions.
- ❖ Pastoral Care requires a comprehensive, multi-level whole-school approach on a continuum from universal to targeted needs – including primary prevention, early intervention, intervention and postvention responses and initiatives with students and families.

(Extract from Diocesan Pastoral Care Policy)

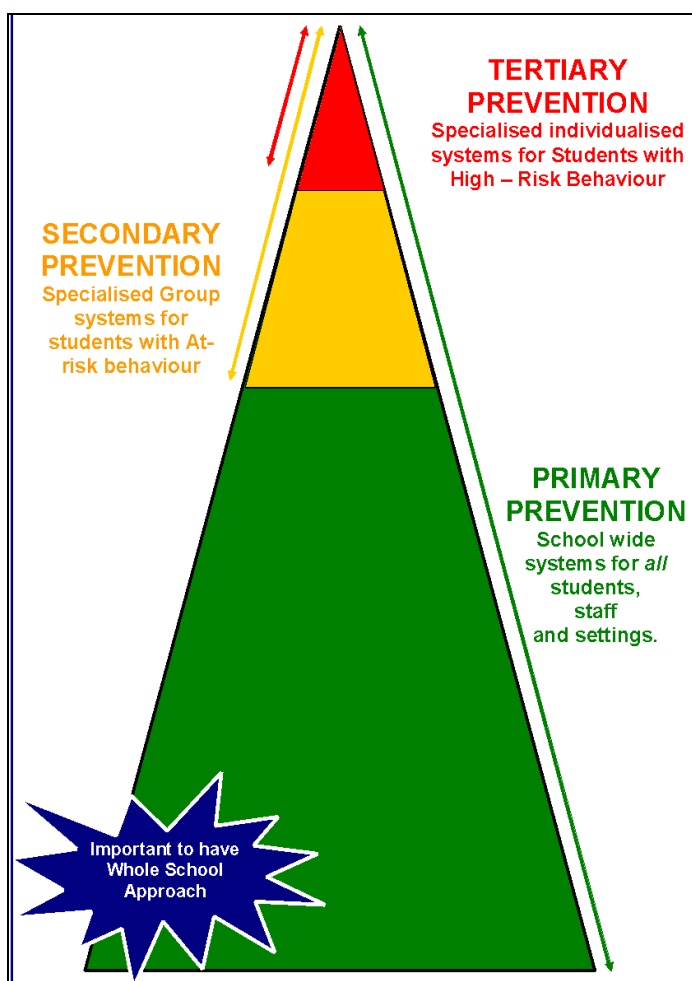
Education is the process of helping each individual discover their own uniqueness, potential and responsibility. Responsibility is when we make informed choices about our behaviour and take control of our actions. Behaviour management at St James is seen as teaching, guiding, leading, encouraging and demonstrating Christian behaviour within a framework of Catholic Gospel values.

THE DIOCESAN PASTORAL CARE FRAMEWORK



DEFINITIONS

- **Behaviour** is defined as anything we say or do.
- **Appropriate Behaviour** is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- **Inappropriate Behaviour** is any behaviour that does not meet the school rules and behavioural expectations.
- **Challenging Behaviour** is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.
- **At Risk Behaviour** is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.



St James Primary School has adopted a Whole School Approach to bring about positive behaviour; Positive Behaviour for Learning [PBS]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours.

The parish school values the worth of every individual student and has a focus on the pastoral care of students; Restorative practices that focus on the rebuilding of relationships are important;
Diocesan School Student Suspension & Expulsion Policy

Corporal Punishment by any school person or non-school person is not permitted.

There are three tiers of intervention in prevention:

PRIMARY PREVENTION – School wide systems for all students, staff and settings (MATRIX)

SECONDARY PREVENTION – Specialised Group systems for students with At-risk behaviour

TERTIARY PREVENTION – Specialised individualised systems for students with High- Risk Behaviours

CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St James Primary School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at St James Primary will be taught, encouraged and supported to demonstrate these expected behaviours.

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS:

At St James Primary School, our universals/expectations of all students are; **Be Respectful, Be Safe, Be a Learner**

See appendix A and B – for full matrix of behavioural expectations across other settings

PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St James Primary School community is committed to:

- Teach
- Practice
- Apply
- Acknowledge the behavioural expectations as outlined above.

The St James Leadership Team will coordinate the process involved and support staff in teaching, practicing, applying and acknowledging appropriate behaviours. All staff will actively support all systems and processes in order to bring about appropriate student behaviours. Each week at the school assembly there will be a “BLITZ” by the Principal on a Behavioural Expectation. Teachers will then explicitly teach this expectation in class for the week and will acknowledge students who are displaying this positive behaviour expectation.

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

- Each class teacher will use a school developed system of acknowledgement and reinforcement within their classroom and on the playground
- Body Language Strategies – smile, gestures, nod, thumbs up, proximity etc
- Verbal acknowledgement – recognition of how behaviours affect others, single word utterances, praise, descriptive encouraging etc
- Positive comments in student diary (years 2 -6)
- Class visits sharing of work / achievements
- Verbal recognition of individuals or groups of students after recess and lunch or school events
- Being chosen for responsibilities / jobs
- Awards at school assembly
- Stickers to recognise Be Safe, Be Respectful, Be A Learner given on the playground
- Whole school - Gems in the Jar- working as a whole school to encourage positive behaviour.

PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS, RECORD KEEPING AND DECISION MAKING

St James student behaviour policy and practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective management of the school for the benefit of all- The Common Good.

Staff are encouraged to remember the dignity of students when responding to inappropriate behaviour. When discouraging or correcting student behaviours, staff are encouraged to use the least intrusive methods possible.

Minor [teacher managed behaviours - classroom / playground] inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”

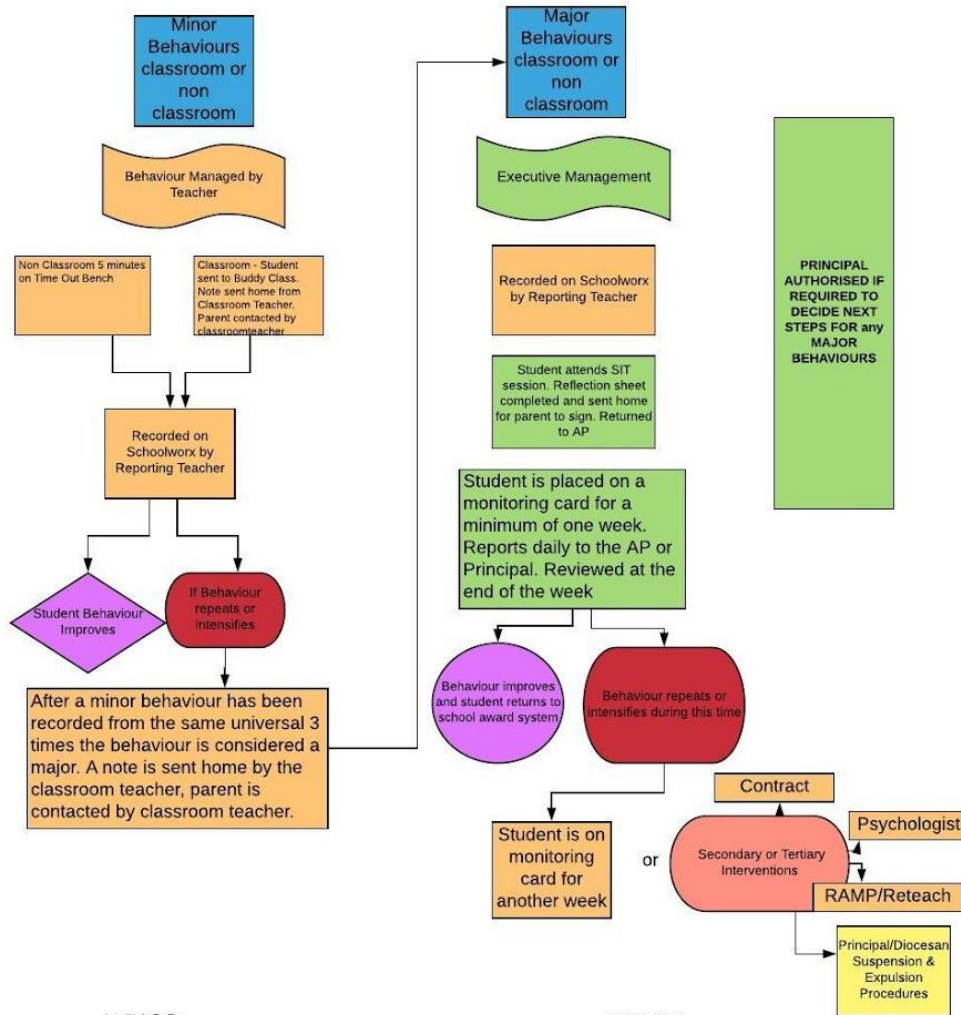
Major inappropriate behaviours [Leadership involved in management of behaviours] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours may also be considered as major. (App.G)

Minor ‘Teacher Managed’ Behaviours any behaviour that does not meet the “School Rules and Behavioural Expectations”.	Major Behaviours Deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of other.
Off task behaviours - not engaging in learning activities, task refusal, task avoidance, calling out, wandering around room etc	Repeated on going off – task behaviours – off task behaviours occurring for long periods of time or repeated over time (ie long duration, high frequency)
Disruption - low intensity but inappropriate interruption to learning	Disruption - sustained or intense disruption of learning
Inappropriate Language – low-intensity use of inappropriate language	Abusive Language - verbal aggression such as swearing name calling, threats
Physical contact -non-serious but inappropriate physical contact	Physical Aggression - serious physical contact where injury may/ has occurred
Defiance disrespect - brief or low-intensity failure to respond to teacher request	Defiance / disrespect - repeated refusal to follow reasonable requests / directions
Dress - student wears clothing that is not within the expectations of school guidelines	Theft - having possession of or removing property belonging to someone else
Property misuse -low intensity misuse of school or personal property	Property damage - substantial destruction or disfigurement of property
Technology misuse - inappropriate but low-intensity misuse of technology (phone, iPod, camera, computer etc)	Technology misuse - misuse of technology (phone, iPod, camera, computer etc) which is sustained or (potentially) harmful to others
Tardiness - student arrives late after bell	Repeated Tardiness - repeated or sustained incidents of arriving late after the bell
Other - any other inappropriate behaviour that has low intensity	Other - any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others

ST JAMES PRIMARY PBS FLOWCHART

EFFECTIVE SCHOOL-WIDE SYSTEMS IN PLACE UNIVERSALS

BE SAFE
BE RESPECTFUL
BE A LEARNER



MINOR BEHAVIOURS

Low Intensity, brief or non-serious

- Off task behaviours
- Disruptive Classroom Behaviour
- Inappropriate Language
- Physical contact
- Disrespect/teasing of another student
- Non-compliant uniform
- property misuse/damage
- Technology misuse
- Tardiness
- Unsafe behaviour (including out of bounds)
- Other - any other inappropriate behaviour that has low intensity

MAJOR BEHAVIOURS

Intensive, sustained or serious

- Repeated ongoing off task behaviour
- Exhausted efforts to remind, redirect and reteach when a student is disruptive in classroom
- Abusive language
- Physical Aggression
- Defiance/Disrespect of staff member
- Bullying another student/s
- Theft
- Serious technology misuse
- Repeated tardiness
- Other: any other inappropriate behaviour that is potentially harmful or has caused harm to self or others

When a student commits a minor behaviour it is responded to in the following way/s:

- teacher speaks to and questions the student to ascertain what has occurred and why it has occurred. Together they discuss how this can be avoided in the future.
- The student may then be asked to make amends by way of an apology and/or given a consequence of Timeout on the Time Out bench.
- If student is put on Timeout Bench the behaviour is recorded on Schoolworx`

When inappropriate behaviours continue, or a major incident occurs, Assistant Principal or the Principal will facilitate a session- **Sit & Think(SIT)** with the student using – **Appendix F**. This practice is aimed at restoring relationships and also to facilitate initial ‘investigations’ as to understanding possible reasons for the behaviours.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the “*Diocesan School Student Suspension & Expulsion Policy and or complete a RAMP and consult CSO Education Additional Needs Support Officer* in order to write and implement a “**Behaviour Support Plan**”. The purpose is to teach the student appropriate replacement behaviours and to ensure the safety of all students and teachers.

Teaching How to Problem Solve and Be Resilient




Student use the following:



SUPPORT DOCUMENTS

- St James School Pastoral Care Policy
- St James Primary School Anti – Bullying Policy
- Student Discipline Policy for Diocesan Systemic Schools
- Pastoral Care Policy for Diocesan Systemic Schools
- RAMP - Students Presenting At-Risk
- At Risk Behaviour Management Plan

Appendix A School Rules and Behavioural Expectations – Full matrix School Rules and Behavioural Expectations

HEAD HEART HANDS					
 BE RESPECTFUL  BE SAFE  BE A LEARNER 	All settings Family in Child	Moving around the school Walk quietly with purpose	Playground Play Safe, Be Safe	Cyberspace Stop, Think, Connect	If you see disrespect STOP, WALK, TALK
	<ul style="list-style-type: none"> Follow directions Greet, treat and speak with kindness Take care of materials and school property Wear your uniform with pride Own your behaviour 	<ul style="list-style-type: none"> Use a quiet voice Keep your personal space 	<ul style="list-style-type: none"> Leave no trace Share equipment Include others Play by the rules 	<ul style="list-style-type: none"> Only write things that are constructive of others feelings Seek permission before posting information or photos of others 	 STOP: <ul style="list-style-type: none"> Interrupt and model respect, rather than watch or join in Interrupt and say "that's not okay"
	<ul style="list-style-type: none"> Keep body to self Be in the right place at the right time Move safely 	<ul style="list-style-type: none"> Walk with purpose Keep to the left Look where you are going 	<ul style="list-style-type: none"> Wear a hat Use up correctly Be down when sitting Leave play on the area Move promptly when the bell sounds 	<ul style="list-style-type: none"> Keep passwords private Only access when permitted by your teacher Only communicate online with people you already know in person 	 WALK: <ul style="list-style-type: none"> Walk away Don't be an audience Invite people who are being disrespectful to join you and move away
	<ul style="list-style-type: none"> Welcome challenges Embrace mistakes Have a Growth Mindset Be Resilient Be Persistent Engage in Learning Be prepared Listen ready to learn Learn from others 	<ul style="list-style-type: none"> Follow teacher instructions Follow all class rules 	<ul style="list-style-type: none"> STOP, WALK, TALK 	<ul style="list-style-type: none"> Immediately report anything inappropriate to a parent or teacher Use Internet to research and learn new skills Good used only for school and learning 	 TALK: <ul style="list-style-type: none"> If his behaviour continues report your concerns to an adult
I have come in order that you may have life... Use in all its fullness JOHN 10:10					

APPENDIX B - PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS



Teach

STAFF will: -

- *explicitly* teach expected behaviours using visual supports embedding it into their everyday language
- review / critique / evaluate the PBS at weekly staff meetings

WHOLE SCHOOL COMMUNITY will: -

- use language of behaviour – eg PBS section on school website, Principal's newsletter, weekly focus announced at assembly, language of "At St James we are expected to :Be respectful, Be Safe and Be a Learner used when teaching, acknowledging or reminding students of appropriate behaviours through focus and Blitz for the week.
- organise demonstration / role plays of behaviours at assemblies eg student leadership –Year 6
- encourage expected behaviours to be practised across all settings [eg library, Music, PE, Church, excursions]



Apply

The School Executive Team will: -

- support staff in the application of these behaviours eg feedback at staff meeting regarding lessons, distribution of resources etc

STAFF will:

- expect behaviours to be applied outside of the classroom environment and across all settings eg excursions, library, Church, MPC etc

WHOLE SCHOOL COMMUNITY will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings.



Acknowledge

STAFF will: -

- acknowledge appropriate student behaviour expectations [acknowledge vs correction] through a variety of means [verbally, non-verbally, extrinsic, etc]
- refer Appendix D for detailed school wide processes for acknowledging appropriate behaviours.

WHOLE SCHOOL COMMUNITY will:

- celebrate and acknowledge the achievement of appropriate behaviours


APPENDIX C - School Wide Positive Behaviour School (PBS) ROLES AND RESPONSIBILITIES

Data-Base Manager - Assistant Principal	<ul style="list-style-type: none"> • Summarise student data from previous month • Present update on standard data (eg office referrals by behaviour, locations, grade etc) • Summarise data necessary for any pending decisions (eg effectiveness of new routines / structures) • Report progress and data-based feedback to staff • Staff Memos, PLC, Seesaw app • Maintain systems of communication with staff
Parent Communication:	Principal's Newsletter updates for parents/assemblies Classroom Teacher Grade Letters Classroom Teacher Seesaw app
Classroom Teachers	<ul style="list-style-type: none"> • Explicit lessons on universals • Encourage and acknowledge students actioning school universals

ELEMENTS OF SUCCESS FOR PBS

Communication	<ul style="list-style-type: none"> • Scheduled weekly at PLC • Visit data, discuss implications for future management, hot spots, blitz focus etc • Set up / maintain PBL focus General information, Graphic display of data
Follow up	<ul style="list-style-type: none"> • Do it and Do it promptly
Key points for success	<ul style="list-style-type: none"> • Use data to guide direction / decisions • Follow each decision with an action plan • Translate decision into policy • Communicate, communicate, communicate and Celebrate

APPENDIX D - PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS AND DATA COLLECTION AND DECISION MAKING - All record keeping will be on Schoolworx. If a student is sent to a buddy class the following note is sent home by the classroom teacher.

 <p>Be Respectful Be Safe Be A Learner</p>		<p><u>Student sent to Buddy Class</u> Repeated Minor inappropriate behaviour/s. All efforts to redirect and remind have been exhausted and have not brought about appropriate behaviour/s.</p>	
Date:	Student Name:	Class:	
Location WHERE	Time WHEN- SESSION	Incident WHAT HAPPENED	
<input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> PE <input type="checkbox"/> Music <input type="checkbox"/> other	<input type="checkbox"/> Morning <input type="checkbox"/> Middle <input type="checkbox"/> Afternoon	Please include a brief description of incident including the lead up to the event:	
Follow Up <input type="checkbox"/> Note sent home <input type="checkbox"/> Restorative action (Details) <input type="checkbox"/> Phone call to parents of child / children involved <input type="checkbox"/> Other:			
Signature Class Teacher:..... Parent signature <div style="text-align: center; margin-top: 10px;">PLEASE RETURN SIGNED NOTE TO CLASSROOM TEACHER</div> Parent Comment: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>			
OFFICE ONLY: <input type="checkbox"/> Data entered on Schoolworx <input type="checkbox"/> Note filed			



Be Respectful
Be Safe
Be A Learner

SIT Sit And Think - MAJOR
Repeated Minor inappropriate behaviour/s. All efforts to redirect and remind have been exhausted and have not brought about appropriate behaviour/s.

Date: 1	Student Name:	Class:
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Location WHERE	Time WHEN- SESSION	Incident WHAT HAPPENED
<input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> PE <input type="checkbox"/> Music <input type="checkbox"/> Playground	<input type="checkbox"/> Morning <input type="checkbox"/> Middle <input type="checkbox"/> Afternoon <input type="checkbox"/> Recess <input type="checkbox"/> Lunch	

Follow Up

☐ Note sent home

☐ Restorative action (Details)

☐ Phone call to parents of child / children involved

☐ Other:

Signature Assistant Principal.....

Parent signature

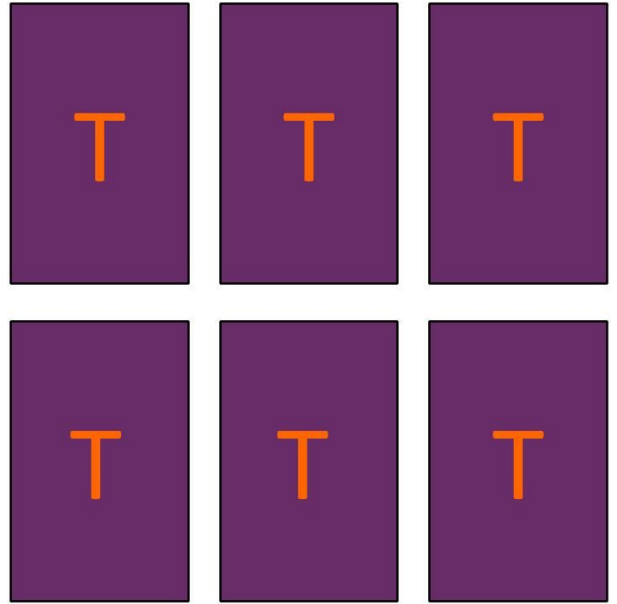
PLEASE RETURN SIGNED NOTE TO CLASSROOM TEACHER

Parent Comment:

OFFICE ONLY:

☐ Data entered on Schoolworx

☐ Note filed



APPENDIX E

[2] CLASSROOM “Buddy Class” CARD

NB If a classroom is vacant (ie class is at library / music / sport / church etc), the student is to return to class and the class teacher makes arrangement for another class for the child to have time out.

APPENDIX F

SIT AND THINK PAPER (3-6)

Student Name: _____

Date: _____

1. Managing Impulsivity - Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.

Which behaviour expectation was not followed? (Circle Behaviour)
[refer to matrix]

Be Respectful
Be Safe
Be A Learner

Explain what you did.

How was your behaviour inappropriate?

2. Thinking About Your Thinking - Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

What caused you to behave this way?

What were you thinking at the time?

3. Listen with empathy and understanding –

Understand Others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions

How might others be affected by your actions?

4. Applying Past Knowledge - Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

What have you learned and how could you do things differently next time?

5. Thinking Flexibly - Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.

Restitution means seeking to make amends with another person or correct an error.

What can you do to help restore right relationships? How might you help 'fix the problem'?

6. Thinking Interdependently Work together! Being able to work with and learn from others in reciprocal situations. Team work.

What can the teachers in our school do to help you remember our school rules and behaviour expectations?

Student: _____
Signature

Teacher: _____
Signature

Reflection Sheet K-2

Name : _____ Date: _____

What rule did I forget today? (Circle the rule/s)



How am I feeling right now?



Did my behaviour hurt or upset another person? Yes ☐ No ☐

What can I do to make things right?

How am I feeling now that I have made things right? (circle one)



APPENDIX G

ENCOURAGING APPROPRIATE BEHAVIOUR EXPECTATIONS IN NON – CLASSROOM SETTINGS (PLAYGROUND, ASSEMBLY, EXCURSIONS, BUS DUTY etc)

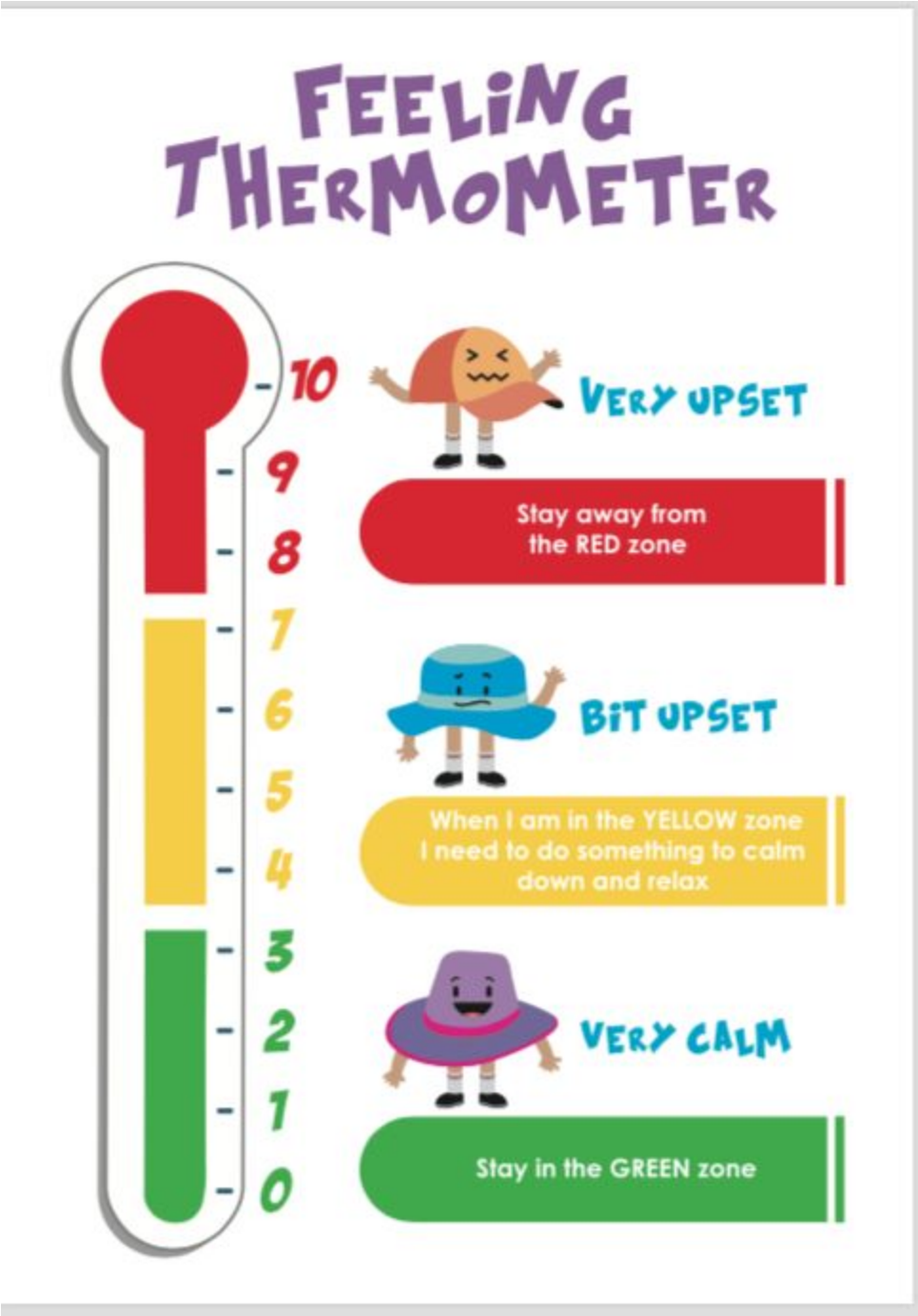
PLAYGROUND SUPERVISION

Children are to be supervised at all times and duty of care is owed to all children enrolled in the school at all times. Children are not to be left unsupervised in the classroom or playground. Supervision commences at 8.10 a.m each morning. Staff are rostered on for playground duty and each staff member is responsible for his or her own knowledge of the duty roster.

Staff are asked to be prompt when turning up to duty, actively supervise the area they are responsible for, monitor 'high risk areas' and be proactive in preventing incidents.

St James Primary School, Banora Point Family in Christ	Be Respectful Be Safe Be a Learner
Playground Duty	<ul style="list-style-type: none">• Turn up to duty on time - Demonstrating Professionalism• Respond to bells and 'line up' promptly
	<ul style="list-style-type: none">• Provide active supervision - duty of care• Engage with kids• Carry the megaphone, bum bag, whistle and phone• Put student data on Schoolworx when required• Be vigilant - student safety• Roam – active supervision
	<ul style="list-style-type: none">• Be visible• Wear name badge• Wear a hat• Care for school -Ensure area is left clean and tidy

Staff to use the language of the matrix , STOP WALK TALK and the feeling Thermometer when dealing with issues on the playground



If you feel hurt by words or actions, or if you see someone being hurt by words or actions.....



Ask them to:

STOP

Tell them to stop doing what they're doing and use the school STOP signal



WALK

Walk away from problem behaviour



If the behaviour doesn't stop:

TALK

Talk to an adult

Here are some people you can talk to:



INCORRECT UNIFORM NOTE

Date:

Dear Parent/Carers,

..... came to school today wearing the following incorrect uniform item/s:

HAT () SHOES () SOCKS ()

JUMPER () HAIR TIES () JEWELLERY ()

OTHER ()

It is important that all children wear the correct school uniform. If they are unable to wear the correct uniform on occasions, a note of explanation must be sent. If there is an issue you need to discuss regarding this, please speak to your classroom teacher. If you are unsure of the correct uniform a uniform guide is available in the Parent handbook and in Policies on the school website. Please sign below to indicate that you have received this note and return to your child's classroom teacher.

.....

TEACHER

.....

PARENT/CARER