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## **Behaviour Management Policy and Procedures**

**Building a Friendly and Safe  
School**

## **Section A RULES AND BEHAVIOUR MANAGEMENT PROCEDURES**

### **1. Rationale**

Our school's policy is derived from the School's Vision Statement and the shared values underpinning teaching at Holy Rosary Primary School. The rationale for developing whole school classroom and playground rules, rights and responsibilities and behaviour management procedures, including reward systems, is to promote positive and responsible behaviour, which ultimately is self managed. Through consistent application of these throughout the school, children will be familiar and understand the expectations placed upon them.

In order to promote awareness and consistency, it is important that all staff members take the time to teach the Rights and Responsibilities and likely consequences, to their class, in the first two weeks of the school term and where necessary thereafter. It is also necessary for relief staff to be made aware of them.

The rights and responsibilities will be posted in all areas of the school, for example, classrooms, computer room, outside the canteen.

Whilst it is important to note that these apply to every member of the school community, it is through the correct modelling of our school rules; rights and responsibilities that the children will learn.

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## OUT OF CLASS RULES AND BEHAVIOUR MANAGEMENT HOLY ROSARY PLAYGROUND EXPECTATIONS

(Refer to Playground Behaviour Flow Chart for summary of steps, Appendix 6)

<b>Rights and Responsibilities</b>	<b>Examples</b>
<p><b><u>Respect Other People and Ourselves</u></b>  <b>Right:</b> We all have the right to feel safe and important in our school  <b>Responsibility:</b> Take care not to hurt others verbally, physically or by bullying. Take care of your own well being.</p>	<ol style="list-style-type: none"> <li>1. Always speak to others in a polite and friendly tone.</li> <li>2. Include everyone when playing</li> <li>3. Keep your Hands and Feet to yourself.</li> <li>4. Speak truthfully about others</li> <li>5. Wash hands before eating, after using the toilet, eating healthily</li> </ol>
<p><b><u>Be Courteous and Considerate</u></b>  <b>Right:</b> We all have the right to be treated fairly and have our opinions considered.  <b>Responsibility:</b> Be thoughtful, respectful and courteous to others.</p>	<ol style="list-style-type: none"> <li>1. Always speak to others in a polite and friendly tone.</li> <li>2. Please and Thank you to <b>ALL</b></li> </ol>
<p><b><u>Respect Property</u></b>  <b>Right:</b> We all have the right to have our property and our school's, respected by others.  <b>Responsibility:</b> Take care of personal and school property.</p>	<ol style="list-style-type: none"> <li>1. Only take what is yours.</li> <li>2. Take care of other peoples' property.</li> <li>3. Put things back in the correct place.</li> <li>4. Look after and return sports equipment.</li> <li>5. Look after computers</li> <li>6. Respect school property at all times</li> </ol>
<p><b><u>Move Safely Around the School</u></b>  <b>Right:</b> We all have the right to move safely around the school  <b>Responsibility:</b> Move safely around the school</p>	<ol style="list-style-type: none"> <li>1. Walk on paved areas and around corners.</li> <li>2. Respect the environment and use the footpaths.</li> <li>3. Let others through doorways.</li> </ol>
<p><b><u>Always Wear the Correct School Uniform.</u></b>  <b>Right:</b> We are proud to show others that we belong to Holy Rosary  <b>Responsibility:</b> Wear the correct uniform with pride</p>	<ol style="list-style-type: none"> <li>1. Shoes, sandals to be worn. Thongs are not acceptable and you won't be able to play</li> <li>2. Hats to be worn in allocated areas</li> <li>3. School uniform and hat must be looked after (only name to be placed on hat. No cutting or defacing of hat)</li> </ol>

## 2. Positive Reinforcement

When students demonstrate genuine respect and care for others by acts of kindness, courtesy, awareness of the environment or simply positive behaviour, this will be acknowledged. Children will receive verbal praise from staff on playground duty or in the classroom. At discretion of the staff member, students may even receive a "Caught Being Good Award."

Staff also implement other classroom based reward programmes.

## 3. Duty Procedures

All staff need to ensure that they are on time and actively roam around so students know that staff are on duty.

All staff members strive to create a safe, positive and rewarding play environment, however should any child on any day decide not to comply with the school expectations then the following will occur.

Bum Bags are used to carry EpiPens. These will be kept in the fridge in the child's classroom.

## 4. Minor Misbehaviour

E.g. Playing roughly, running on the pavement

1. First Occasion: Warning: - Ask the child what right/rule they have broken? What is the correct behaviour?
2. Second occasion: Time out (amount of time at discretion of teacher).

Duty teacher to talk to class teacher/Leadership Team if a child is consistently experiencing problems. Please note that the duty teacher must deal with any misbehaviour. This is not to be passed onto the classroom teacher to deal with.

**In the event that a child is found to be breaking a school rule which warrants time out just at the end of recess or lunch time, the teacher instructs the child that at the next play time they must report to the duty teacher and complete their time out. The duty teacher issuing the time out must inform the teacher for the following duty time to expect the student.**

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## 5. Time Out

Is usually situated on the planter box around the tree near the undercover area. It is only used for misbehaviour during recess and lunch. The 'Time Out' area is not to be used for misbehaviour that has occurred in the classroom. Time out may also be in the front office.

Classroom misbehaviour is to be dealt instantly by the teacher in charge. Leadership will offer support, by taking the class while the teacher deals with the situation. The teacher must enforce and or supervise any punishment given.

All staff members need to educate all students on acceptable behaviour while on the time out seat. Teachers to ensure that this is not a meeting place for other students.

1. Used only for time-out given by staff (not to be used for students to finish homework).
2. Each day is treated as a new chance. Warnings are not carried over from the previous day.

The 'Time Out' area in the junior playground is the blue seat under the tree.

## 6. Serious Misbehaviour

e.g. Violence towards another person, injury to another person, bullying, wilful property damage, verbal abuse towards others.

1. Automatic removal from the playground and sent to the office while a member of the Leadership Team is contacted. They will decide the appropriate consequence based on the severity of incident and previous history.
  2. Consequences will include one of the following:
    - Stern Warning – parents notified
    - Detention - After school or Lunch time and parents notified
    - In-school Suspension – parents notified
    - Out of School Suspension – parents notified
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## **7. Detention**

It is at the discretion of the Leadership Team, depending on the severity of the incident and the student's history in relation to behavioural issues as to whether an after school or lunchtime detention will be issued.

Lunchtime detentions are held from 12:40pm – 1:15 pm and will be supervised by a member of the Leadership in the office. Students on detention complete a Behavioural Journal, this is discussed with the member of the Leadership Team. Behavioural Journals are sent home with the students for their parent's to sign and on return are filed in the Behaviour Management File located in the Principal's Office.

After school detention occurs preferably the day after the incident occurred. A note will be sent home to parents informing them of the detention. A member of the Leadership Team will supervise the child from 2:20pm – 2:50pm.

Students on detention complete a Behavioural Journal, discuss this with the staff supervising the detention and then sit quietly until the end of detention. Behavioural Journals are sent home with the students for their parent's to sign and on return are filed in the Behaviour Management File located in the Principal's Office.

## **8. In School Suspension**

After 3 detentions in a term and following a review by a member of the Leadership Team, it will be decided if an in-school suspension is warranted. This will be held at the school in either a classroom or the administration area (the room will be decided on the day). A note will be sent home to parents informing them of the suspension. The student will sit and complete work set by the classroom teacher. There is to be no contact with other students. One staff member will be allocated to check on the child and supervise. Recess and lunch breaks will be taken at different times to the rest of the school.

In School Suspensions may also be issued following a serious incident. Duration of in-school suspension may range from half a day to three days.

## **9. Out of School Suspension**

Holy Rosary's policy on *Out of School Suspension* is guided by the policy of the Catholic Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(Catholic Education Commission WA Policy, July 2001)

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Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will take into account all previous circumstances and will consult with another Leadership Team member and the child's teacher prior to invoking an out of school suspension.

## **10. Exclusion**

If it is proposed by the Principal of a diocesan accountable school that a student be excluded, the Director of Catholic Education or the Director's delegate (s) shall be informed and the circumstances pertaining to the exclusion discussed prior to formalising the decision to exclude the student.

Before any decision is made to exclude a student, the parent or guardian of the student shall be informed personally that exclusion is a likely outcome based on results of the investigation.

The parent or guardian shall then be given the option of voluntarily removing the student from school.

Should a parent or guardian agree to remove a student from the school, the Principal is to work collaboratively with the parent or guardian to help find an alternative school for the student.

Only after a parent or guardian has declined to voluntarily remove the student from the school should the Principal take a decision to exclude the student from the school. The parent/guardian shall be informed in writing that a decision to exclude has been taken.

After a decision to exclude has been taken, the Principal should continue to work collaboratively with the parent or guardian if assistance is sought to find an alternative school for the excluded student.

The principal shall maintain detailed records of the events and discussions related to the decisions to exclude the student from the school.

Records pertaining to the exclusion should be regarded as 'Restricted Access Records [ref: Policy Statement: The Management of Confidential Information in School] and be accessible only to employees specifically designated by the Principal.

## **11. SEQTA**

Please record into SEQTA, all serious playground misbehaviour and any inappropriate class behaviour. If a child is consistently misbehaving, the parents must be contacted and Leadership Team notified.

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## IN CLASS RULES AND BEHAVIOUR MANAGEMENT

### SUGGESTED HOLY ROSARY CLASSROOM EXPECTATIONS

<b>CLASSROOM EXPECTATIONS</b>	<b>EXAMPLES</b>
1. Follow Directions	<ol style="list-style-type: none"> <li>1. Listen to the teacher</li> <li>2. Ask questions if you're not sure.</li> <li>3. Ask permission to leave the classroom.</li> </ol>
2. Respect Others.	<ol style="list-style-type: none"> <li>1. Speak politely and use good manners.</li> <li>2. Wait for your turn to speak.</li> <li>3. No physical, verbal or emotional bullying.</li> <li>4. Give eye contact when speaking or listening to other people.</li> </ol>
3. Respect Property	<ol style="list-style-type: none"> <li>1. Taking care of other peoples' property.</li> <li>2. Return borrowed items in same condition.</li> <li>3. Keep desks and chairs clean.</li> <li>4. Look after and return sports equipment.</li> <li>5. Look after computers</li> </ol>
4. Think Safely!	<ol style="list-style-type: none"> <li>1. Move around the room carefully.</li> <li>2. Pass objects to others.</li> <li>3. Only enter the room when a teacher is present.</li> </ol>

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## 1. Positive Reinforcement

**It must be emphasised that all staff members strive to create a positive rewarding and enriching learning environment.** This needs to be considered at an individual and a whole class level. At times specialised attention is required to address difficult situations. In such cases staff can introduce a program to encourage cooperation and if necessary the School Psychologist may be consulted for assistance. However, should any child on any single day decide not to comply with school/classroom expectations (which are clearly defined at the commencement of each term) the following will occur.

### 2. Action Steps K –PP

Teachers implement their own classroom behaviour management policy. A suggested example is as follows:

- 1<sup>st</sup> occasion – reminder of appropriate behaviour, verbal warning
- 2<sup>nd</sup> occasion – exclusion – thinking time (their age + 1min time out)
- 3<sup>rd</sup> occasion –exclusion on the mat for an increased time period. Discussion in regard to behaviour and the desired behaviour required.

Depending on the severity of the incident, the teacher may omit some of the steps. This is at the discretion of the teacher but only when deemed necessary, e.g. where the safety of others is at risk.

Teacher decides if parents are to be informed of the incident through the day. Incident report needs to be completed and sent to the Principal.

### 3. Action Steps Years 1 – 3

Teachers implement their own classroom behaviour management policy. A suggested example is as follows:

- 1<sup>st</sup> occasion – verbal warning
- 2<sup>nd</sup> occasion – name written through a private method eg, record book, anecdotal notes
- 3<sup>rd</sup> occasion – X besides the name, child moves away from the group for 10 minutes.
- 4<sup>th</sup> occasion – xx besides the name, child completes a Behaviour Journal form at recess or lunch. Option available for the identified student to work in another class for the remainder of the session.

Depending on the severity of the incident, the teacher may omit some of the steps. This is at the discretion of the teacher but only when deemed necessary, e.g. where the safety of others is at risk.

Incident report needs to be completed and sent to the Principal.

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#### **4. Action Steps Years 4 – 6**

Teachers implement their own classroom behaviour management policy. A suggested example is as follows:

1<sup>st</sup> occasion – verbal warning

2<sup>nd</sup> occasion – name written through a private method eg, record book, anecdotal notes, and the student is informed.

3<sup>rd</sup> occasion – X besides, student completes a Behaviour Journal form during Recess or lunch.

4<sup>th</sup> occasion – xx beside the name. Parents are notified and detention is organised and supervised by the teacher. Students may be requested to work in another classroom for the remainder of the session.

Depending on the severity of the incident, the teacher may omit some of the steps. This is at the discretion of the teacher but only when deemed necessary, e.g. where the safety of others is at risk.

Incident report needs to be completed and sent to the Principal.

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## Section B: BULLYING

### 1. Definition of Bullying

**Bullying** is a pattern of wilful, conscious behaviour intended to hurt, injure, upset, threaten or embarrass an individual or group. Bullying is a **repetitive** attack, which causes distress not only at the time of the attack, but also by the threat of future attacks. It involves an **imbalance of power**.

Its' nature can be:

**verbal** – name-calling including racist and sexist remarks, put downs, threatening;

**physical** - hitting, tripping, poking, punching, kicking, throwing, objects, spitting;

**social** - ignoring, hiding, ostracising, sending nasty notes

**psychological** - stalking, dirty looks, spreading rumours, hiding or damaging possessions, singled out for unfair treatment, is picked on.

### 2. Practice and Procedures

1. Any staff member observing a bullying incident or receiving a report of bullying must respond in accordance with this policy.
2. Remove child/ren from harm and attend to them if required.
3. A decision needs to be made about whether this is an incident of bullying. Check definition.
4. The level of seriousness must be assessed before beginning the anti-bullying process.
5. If it is deemed not serious, staff members can help by discussing the child's feelings and possible options to deal with the harassment. This is particularly relevant to junior students. (Appendix 1A for possible strategies to offer). State the School's stance of not tolerating bullying. Notify a member of the Leadership Team, who will then decide if the situation can be resolved by the staff member or if a member of the Leadership Team or School Psychologist needs to be involved.
6. Any intervention will focus on helping all children involved and the *No Blame Approach* will be applied (Appendix 1B)
7. The Leadership Team will assess in view of severity and history and will then adopt a consequence be it detention, in-school suspension or out of school suspension.

This school currently has a number of programmes established to promote a caring and supportive environment. These educational and positive programmes we hope minimize bullying and violence.

However, in the event that bullying occurs, the school will react firmly and promptly. There are a range of sanctions available depending on the seriousness of the situation.

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The teacher will support students who raise a concern in regard to bullying by finding out the facts of the incident. This will involve meeting with those concerned using a shared concern or 'no blame' approach to address the issue. Parents' or caregivers will be contacted at an early stage and where appropriate, referral will be made to the School Psychologist to develop positive strategies to overcome bullying.

### **3. Serious Incidents**

Any incident involving physical injury, physical bullying and serious damage to property or repeated bullying behaviour will result in the student being sent to a member of the Leadership Team.

Consequences for serious incidents will be at the discretion of the Leadership Team and may involve any one or a combination of the following consequences.

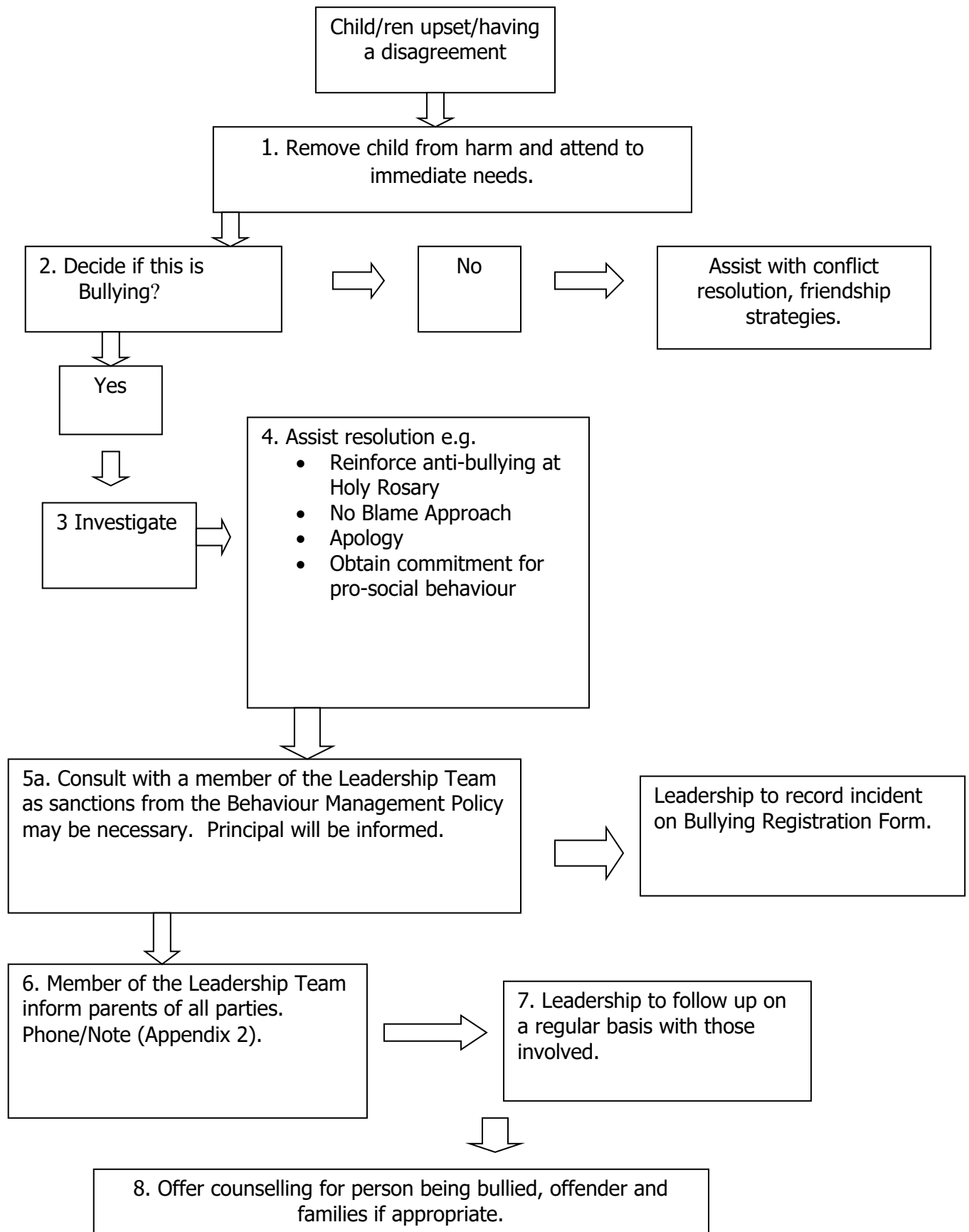
- Class teacher and parents informed
- Implementation of an Action Plan (i.e. referral to School Psychologist, individual contract, extra support)
- Lunchtime/After school detention (depending on age) with Behaviour Journal (look at making amends e.g. apology letter, payback damages....)
- In-school detention with different recess and lunch arrangements for 1 - 3 days
- Out of School suspension or other appropriate action.

### **4. Proactive Measures**

1. At the commencement of each school year, and periodically throughout the year, classes will discuss the Behaviour Management Policy.
  2. Copies of the Behaviour Management Policy will be made available to all current parents/caregivers on the school website.
  3. Information on bullying will be made available on request to parents, teaching and non-teaching staff in the form of literature, educational sessions as required or through discussion.
  4. Students will be given opportunities to talk about bullying in general.
  5. Discuss appropriate standards of behaviour and school rules with all students (assemblies).
  6. Identify students at risk/awareness of individual needs and develop individualised support plans (Teacher/ School Psychologist).
  7. Organise appropriate referral for students experiencing difficulties (Support Teacher, School Psychologist).
  8. Teach social skills, anger management, resiliency and protective behaviours as part of the curriculum.
  9. Emphasis on conciliatory approach (listening to both sides, not labelling, problem solving).
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10. Continue with "Buddies Programme" pairing younger students with more senior students for a variety of activities both with an academic and social value.
  11. Encourage co-operative learning.
  12. Use student support services where necessary.
  13. Responsible and safe behaviour will be recognized and rewarded.
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## Bullying Procedures Flow Chart



## **STRATEGIES FOR STAFF MEMBERS TO HELP CHILDREN DEAL WITH MINOR BULLYING INCIDENTS**

Staff members can advise children to:

- Do not fight back
  - Try to ignore the person bullying.
  - Walk away immediately when the bullying starts.
  - Stand up to the person bullying. Look them in the eye and tell them calmly to stop.
  - Talk to your friends and ask for help
  - Play with a group and stay close to duty staff members.
  - Collect information on what is happening and write it down.
  - Try one or a combination of these for a few days. If it is no better, speak to an adult. This can be a parent, a teacher or the School Psychologist.
  - **Ensure that they keep telling as many people as possible until the bullying behavior stops towards them.**
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### Using the 'No Blame Approach'

Use the following type of script to help the perpetrator resolve the pain that others may be going through. Deal with the perpetrators one by one.

#### The Individual Chat's Method

##### *Stage 1 Thanks for Coming.*

Explain why the student is there. "We need your assistance in solving some concerns. You are not in trouble". Work with the students on a one to one basis.

##### *Stage 2 What's been happening*

I hear that \_\_\_\_\_ has been having a hard time recently. Can you tell me anything about it?' Then focus responses by asking, "What have you done?" (Be a broken record on this point).

- Let the student talk
- Avoid closed questions
- Do not question if they complain about the person being bullied. Bring them back to 'what have you done?' When the whole process is complete, then you may ask what the person being bullied has done.

##### *Stage 3 Bad*

'So it sounds as if \_\_\_\_\_ is having a hard time of it. How do you think \_\_\_\_\_ feels?

- As soon as the bully acknowledges these emotions, move to Stage 4.
- If the bully says, "it's his/her fault, accept the statement but still point out that this person is having a hard time of it.

##### *Stage 4 Make it Better*

'I agree?" What do you think you could do to help make \_\_\_\_\_ situation better?" OR 'I was wondering what you could do to help improve \_\_\_\_\_ situation?"

- Accept their positive suggestions.
- Negative suggestions – ask 'How will this improve \_\_\_\_\_ situation?'
- Do not bargain or question.
- Do not discuss how.
- If you think that the suggestions do not cover critical behaviours, prompt the bully by saying, 'what do you think you could do about ...(those behaviours)?'
- If the bully can't think of ways for helping, you may suggest an idea. Say, 'I have an idea. Would you like to hear it?' Try to give several. Allow the student to choose the one they are most comfortable with.

##### *Stage 5 Review*

'Thanks for talking with me today and making these suggestions to make \_\_\_\_\_ life easier. How about we meet again in a week's time, for two minutes, to see if things are better". (Arrange specific time and place).

*This interview should not be longer than seven minutes long. Complete the "reporting of a Bullying Incident by Teacher's Form as soon as you can after this session.*

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