

Student Management Policy



*St Francis of Assisi
Primary School*



Behaviour Management Policy

Beliefs

St Francis of Assisi Primary School community believes an effective Behaviour Management Policy is essential if we are to truly reflect the ideals expressed in the School's Vision and to be able to achieve the educational aims of the school.

An effective Behaviour Management Policy must therefore relate to procedures in the areas of communication and interpersonal relationships, curriculum and teaching learning methods and behavior expectations and procedures

Members of St Francis of Assisi School community believe the adoption of a positive and preventative approach to Student Welfare and Behaviour Management should:

- create a co-operative and positive attitude to problem solving in the school community;
- increase and widen student's sense of belonging in the school;
- permit the development of behaviour expectations and conflict resolution procedures which will promote self-discipline;
- improve curriculum and instructional practices, which should have a positive effect on student's attitudes, behavior and academic results
- permit the school community to sensitively handle personal situations which may be affecting life within the school;
- strengthen the interaction between the school and home;
- permit students to achieve control over their own behaviour;
- establish acceptable patterns of behaviour which reflect gospel values and so permit students to develop a conscience, sense of responsibility and willingness to undertake social action;
- develop a strong sense of self-worth in students;
- permit effective and enjoyable learning to take place, and
- develop a sense of respect for each individual.



Rules

Positive behaviour management is based on a balance of rights, responsibilities and consequences. In a supportive school environment, promoting school and classroom rules, and maintaining fair and just consequences, protects rights and promotes responsibility for actions.

Classroom Rules

At St Francis of Assisi, classroom rules are developed in the establishment phase of each year. It is essential to develop rules that are clear, published and written in a positive way to set the scene for the year. Once developed, these rules should be revisited regularly.

The rights, responsibilities and rules listed above should form the basis for class discussion and class rule formation. Teachers and students should agree on rules or procedures for entering and leaving the classroom, seeking attention or assistance, class tidiness and jobs, acceptable noise level and movement about the class and group work procedures.

Class teachers also adopt common agreed practices in their approach to classroom management. These are as follows:

- Each teacher revises whole school rules and consequences at the beginning of the year and whenever further revision is considered necessary.
- Each teacher establishes and clarifies classroom rules and consequences based on the school framework and individual class needs. These rules are developed with the class at the beginning of each year and are derived from rights, responsibilities and general school rules.
- Positive language is modelled and promoted in the classroom.

In general class rules should be:

1. Positive in intent
2. Few in number
3. Clear and specific
4. Revisited regularly



School Rules

At St Francis of Assisi our School Rules are:

-  Be safe
-  Be Respectful
-  Be Responsible
-  Be a Learner

These rules are also highlighted through our Whole-School Positive Support framework which is a regular focus for reflection and action in classrooms and at whole school level.

Be Safe

To ensure the safety of everyone in our school, it is expected that students should:

-  be considerate of others in what they do and say
-  move sensibly around the classroom and other parts of the school
-  play safely
-  clean and tidy up after themselves and keep the classroom and grounds clean and tidy
-  report any dangerous or unsafe situations to the teacher
-  observe the school and classroom rules.

Be a Learner

To ensure that all students learn, it is expected that students should:

-  allow others to learn without causing undue disruption, distraction and diversion
-  take turns, cooperate and be effective and encouraging group members
-  seek teacher assistance in a respectful and equitable way
-  do the best they can
-  take care of all school resources and equipment.



Be Respectful

To ensure that everyone is treated with dignity and respect, it is expected that students should:

-  follow the example of Jesus in how to treat other people
-  speak respectfully to others and about others
-  show best manners to everyone
-  treat other people's property with care and respect
-  take pride in their appearance and the appearance of their classroom.

Be Responsible

To ensure that everyone acts responsibly and is aware of others and the school property it is expected that students should:

-  make sensible choices
-  take care of their possessions and assume responsibility for them
-  make right choices when playing
-  report any damage or problems
-  wear uniform with pride
-  stay in bounds.

Rights

The emphasis of student management and discipline at St Francis of Assisi focuses on the rights of all in the community, which need to be maintained. These include:

Students:

The right to feel safe

Students cannot learn well or socialise effectively if they feel unsafe in the classroom or playground. Safety at school includes psychological and emotional safety, the right to privacy and personal space as well as a safe and clean physical environment.



The right to learn

Students need to have their efforts recognised, to feel supported when they make mistakes and to receive assistance and encouragement. The teacher needs to be able to focus time and energy into supporting learning. Class developed rules can support a learning culture and environment.

The right to be respected and to be valued as a person

Students should be able to express their thoughts, beliefs and feelings without fear of racism, ridicule or bias. All students should feel included and be treated with dignity and respect, even when being disciplined.

Such rights can only be enjoyed when people are acting responsibly. Part of our practice is to inform students of these rights and encourage discussion about why these rights are important, what each one means and how we can go about ensuring these rights both in and out of class.

Teachers:

Have the right to teach in a friendly, safe and supportive environment, which is affirmed by the school community.

Parents:

Have the right to feel welcome and to know that their children work, play and learn in a friendly safe and supportive school environment.

Everybody:

Has the right to be treated with dignity and respect and to feel safe at all times.

Responsibilities

We believe that everyone in the school needs to own their own behaviour and therefore accept responsibility for their actions. For students to become cooperative and responsible members of society, teachers and other members of the community must shift



the responsibility for discipline to the students themselves. Students therefore have the responsibility to follow school and class rules and accept appropriate consequences.

Teachers have the responsibility to create an environment that promotes personal growth and responsibility in students. School rules must be reinforced regularly and, in consultation with the students, appropriate consequences for actions developed. Regular communication between teachers and parents about student behaviour is encouraged, particularly if behaviour is adversely affecting a student's progress at school.

The partnership between the school and home can be strengthened significantly when parents demonstrate appropriate support for the St Francis of Assisi Social Responsibility Policy. It is the responsibility of the school to keep parents informed about student behaviour and Policy developments. Parents have the responsibility to support the school in assisting with follow-up consequences as necessary.

Routines

At St Francis of Assisi routines are "the things we always do the same." Routines actually help students become more responsible and organised as they know exactly what to do in a certain situation. This limits opportunities for students to become distracted and/or behave inappropriately. Routines are to be established early in the school year, at class, stage and whole school meetings.

School routines outlined in various St Francis of Assisi policies and in the Staff Handbook have been designed by the staff to foster individual and shared responsibility and allow rights to be enjoyed. Care is taken to ensure the following:

- Positive behaviours are actively promoted with all students through verbal, relational and symbolic encouragement. The school has introduced the School-Wide Positive Behaviour Framework to ensure that positive behaviours are encouraged.
- Individual and group achievements are celebrated in a variety of ways.



Together we are Peacemakers who grow and learn in the footsteps of Jesus

Student Management Policy

- Staff members give descriptive feedback and encouragement in recognition of positive behaviours displayed.

Routines include:

- Moving between classes
- Lining up
- Assemblies
- Packing up and unpacking
- Eating lunch
- Prayer and Liturgy
- Movement to and from areas of school eg. hall, library
- Playing in correct area
- Morning arrival and afternoon dismissal
- Undertaking school tasks – eg. Message bags, Leadership Program.

Classroom Routines

Each teacher establishes the core routines necessary for the smooth running of classroom learning, (entry to room, settling, seating plans, procedures for asking questions or joining discussion, movement around the room or from the room, how to fairly get teacher assistance in learning task time, appropriate noise levels, pack-up, clean-up and exit from room).

Consequences

A consequence is a result of an action. We can have positive or negative consequences as a result of how we treat and respond to those around us.

At St Francis of Assisi all student behaviour is to be acknowledged in a supportive environment with the intention of developing and promoting self-control, self-esteem, socially responsible behaviour and independence in learning. Rules, rights, responsibilities and routines must therefore be supported by establishing and maintaining fair and just



consequences for action. It is important that there is a balance of positive consequences for desirable behaviour as well as consequences which acknowledge and deal with unacceptable behaviour.

Consequences at St Francis of Assisi School must always be:

- Fair and just.
- Consistent.
- An opportunity to reflect on the need for reconciliation.

If students forget their responsibilities and break school rules, they must accept the consequences. Negative Consequences are not designed to punish for the sake of it.

Positive Consequences are acknowledgments and reward, not simply for achieving our best, but for striving to achieve our best.

Class rules are the basis of consequences in the classroom. Our class rules are designed to allow us to work together in safety, harmony and respect.

This school does not use corporal punishment. Corporal punishment is not allowed in ACT schools.

Negative Consequences

Most breaches of class rules will be dealt with by the class teacher. It is the classroom teacher's responsibility to decide upon the appropriate consequence. Children will not receive a negative consequence for not completing successfully or failing to complete any task which is beyond their capability.

Serious breaches of class rules such as dangerous behaviour or continued breaches of class rules will be referred to the Principal or members of the Leadership Team. The parents of the children will be informed and the Principal will decide upon any consequence.



Positive Consequences

We recognise, as a school, that we are all striving to behave and achieve to our potential. Wherever possible, the consequence of inappropriate behaviour should be related to the behaviour and aimed at remedying the situation. These questions may assist in deciding an appropriate consequence:

- What happened?
- What rule (or right) was broken?
- What do you have to say? (right of reply)
- Who was affected by the behaviour?
- What can you do to fix things or to make things better?

Consequences should always apply to the inappropriate behaviour, leaving the self-respect of the student and the teacher intact. For example picking up papers at lunch time after a child is consistently calling out in class is not an appropriate consequence.

If subsequent behaviour warrants removal from the classroom, or the teacher has another reason for wanting the student to serve 'time out' in a colleague's classroom, the student is sent, with a companion, usually to the adjoining classroom. Each teacher will have negotiated an agreed system with a colleague (e.g. the student will bring unfinished work, work quietly and independently and return to class after ten minutes or when the companion student returns to collect him/her. The student is not further disciplined for the behaviour by the teacher to whom he/she is sent).

Each classroom has a red card that can be used to summon a member of the Leadership Team when needed. Similar cards are placed in the duty bags carried by the teachers on yard duty. Students given the task of bringing the card to the Leadership Team should be trained to go first to the front office where one of the secretaries will be able to summon the Principal, the Assistant Principal or another member of the Leadership Team.



Some behaviour such as harassment, bullying and violence are serious and deserve serious consequences. Care must be taken to ensure that a 'serious consequence' is not devalued by being applied in less serious circumstances. (Please see Anti-Bullying Policy). There will be times when consequences will be non-negotiable such as immediate use of 'time out' where hostility, unsafe behaviour or violence is present. St Francis of Assisi school staff has prepared a Framework of Consequences which should guide staff in dealing with inappropriate behaviour and enable some consistency in behaviour management

Classroom Management Practice

Integral to the success of any program is the behaviour of the teacher implementing it. The teacher must:

- praise as many appropriate behaviours as practicable in a manner most appropriate to the situation and student;
- ensure that the students academic needs are addressed (i.e. ILP, Team Teach, etc);
- involve students in the selection of rules, rewards and consequences, i.e. implicit rewards rather than explicit rewards to be encouraged;
- always act as impartially as possible;
- be consistent with regards to the consequences for inappropriate behaviour;
- be consistent with application of the Classroom Management program;
- not use confrontational techniques or be drawn into secondary behaviours;
- provide "privately understood signals" and positive verbal prompts;
- expect that if the teacher is inattentive, then there is no grounds for penalising a student who responds in a similar way, and
- expect that if the teacher is not committed to the program, then a teacher has no right to expect the students to be.

NB The classroom management program is not a punishment system, but rather is designed to reinforce appropriate behaviours.



Consequences to Reward Appropriate Behaviour

St Francis of Assisi Primary School has introduced the School-Wide Positive behavior Support Framework to acknowledge and reward positive behavior. This framework is research based and is based on 'catching students doing the right thing'.

School-Wide positive Behaviour at St Francis of Assisi works in the following ways:

- Four rules are clearly signposted around the school and are reminded to all community members on a regular basis (Be respectful, Be safe, Be responsible, Be a learner);
- A Schoolwide Expectation Matrix is used to highlight positive behaviours and assists staff with teaching students what is expected. (Attached)
- Each rule is used as a focus each term. During the term the students are taught specific behaviours that are expected. For example, Be Safe- We walk bikes and scooters on the school grounds.
- All staff members distribute 'gotchas' for appropriate positive behaviours. (See Appendix)
- When a child receives 10 'gotchas', the teacher distributes a maroon wrist band to the child.
- When a child has received 3 maroon wristbands they receive a blue wristband at a whole school assembly.
- If a child receives 3 blue wrist bands, they are invited to a 'principal's lunch' and have their photo displayed on the 'SWPBS Hall of Fame'.

Consequences for Inappropriate Behaviour

At St Francis of Assisi when a student breaches a class or school rule, which puts at risk the safety or well-being of other members of the community, or inhibits their own or others' learning, consequences must be followed. These consequences must be directed towards changing student behaviour and encouraging them to make right choices in a variety of classroom and playground situations.



It is vital that, whenever an incident occurs, the staff member focuses on the behaviour of the child, ensuring that any consequence incurred is the result of a particular unacceptable behaviour.

- **It is the child's behaviour that is unacceptable not the child.**
- **In all things consistency and fairness must be paramount in the teacher's action.**

It is important that teachers don't take a student's inappropriate action personally and create an inappropriate consequence on the spot.

Time Out

Time Out is the preferred negative consequence for repeated inappropriate behaviour in the classroom and on the playground at St Francis of Assisi School.

Time Out is a means of;

- defusing a situation of conflict between student and teacher or between student and classmates which may build up in the classroom as the result of repeated inappropriate behaviour;
- ensuring minimal disruption to other children in the class;
- providing a child who has been repeatedly behaving inappropriately to have time to think about actions and consequences, and
- teachers time to assist students to complete the appropriate Time Out Planning Form.

Classroom Level

At classroom level, consequences for inappropriate behaviour should be established at the beginning of each year, in consultation with the students. It is important that consequences match the breach of rule and are clearly defined and published in the classroom.



Class teachers should also consult their Year Level colleagues to ensure consistency and fairness of consequences across a Year Level. Time-out consequences for students in your class and grade should be decided together and be consistent. Time-out should attempt to address the problem at hand and promote the student to change behaviour.

Behaviour Management Steps

In Class:

If a student is breaking class rules, is off task, is disturbing others, is generally impeding the rights of those around them etc. ...

Step 1 - Make eye contact with the student to notify them that you are aware of what they are doing in an effort to modify the behaviour immediately.

Step 2 – Provide the student with a physical or verbal cue ie a finger to the lips or reminder of the rule that is not being adhered to.

Step 3 – Ask the student questions such as “What are you doing?” “What are you meant to be doing?” They would need to respond to this in relation to the context of the situation and to satisfy you that they are fully aware of the expectations for the task at hand. If the inappropriate behaviour continues after these three steps it is now time for the student to be removed from the task or activity to a separate place within the classroom.

Step 4 – The student is required to fill out an “In Class Time Out Form” in their own time to an appropriate degree of responsibility for their behaviour. They need to remain on time out within the classroom until the teacher is satisfied that responsibility for the behaviour has been taken and the student has a plan in place to help prevent a repeat of the behaviour. If a student has gone into Step 4 three times they will move onto the next step. It is important however to allow the students to make a fresh start on a regular basis (daily, weekly etc.) to help them steer clear of Step 4 and beyond as much as possible.



Step 5 – The teacher will contact the parents to arrange a meeting with the parents and the child. This meeting will look at setting goals to ensure the appropriate behaviour is rectified.

Step 6 – If another Time Out form is used, the teacher arranges a meeting with the parents and the Coordinator. At this meeting goals will be set and a letter will be drafted and sent home with the student along with their plans for the parents to look at, discuss with the student, sign and return to the school for filing. All follow-up will then take place between the parents, teacher and Co-ordinator which should provide no surprises to any of the parties involved.

Step 7- If the student receives another classroom time-out sheet after step 6 then a meeting is arranged with the parents, teacher, child and the Assistant Principal or Principal.

Step 8 – If the student receives another classroom time out sheet in class after step 6 then he or she, in consultation with the parents, receives an afternoon detention which is generally held on a Tuesday 3.00 – 4.30.

Step 9 – Suspension from classes will take place according to the CEO Suspension policy and the St Francis of Assisi suspension policy.

Whole School Level

On the Playground:

If a student is breaking playground rules, or generally impeding the rights of those around them etc.

Step 1 - Make contact with the student to notify them that you are aware of what they are doing in an effort to modify the behaviour immediately.



Step 2 – Ask the student questions such as “What are you doing?” “What are you meant to be doing?” “What could you be doing?” They would need to respond to this in relation to the context of the situation and to satisfy you that they are fully aware of the expectations for playground behaviour.

Step 3 – Time out for a specified period of time (eg walking with the teacher, sitting under a tree alone etc.) If the inappropriate behaviour continues after these steps (or if the behavior is significant or extreme) it is now time for the student to be removed from the playground to ‘Time Out’.

Step 4 – In Playground Time Out the student is required to attend ‘Time Out’ held at lunchtimes and led by a member of the School Leadership Team. They need to remain on time out for the entire playground period or longer if necessary so that the offending behaviour is owned by the student and a plan has been made to help the student if similar circumstances arise. The staff member records the behaviour using the ‘STARS’ programme. If appropriate, a letter is sent home explaining the context for the student to discuss the behaviour with the parents. The parents are asked to sign the cover letter and return the letter to the school.

Where possible, this process should only take one playground period on the day of the inappropriate behaviour with the letter and plan being returned the next school day so the student is back out on the playground the following day. If a student has gone into Step 4 three times the parents will be notified that the next playground offence and a meeting arranged with the Coordinator.

Step 5 – In consultation with the parents, the student will be removed from the playground for an extended period (generally a week) where they will have time to contemplate their behaviours and to discuss with the Leadership Team possible ways to spend their time more appropriately when they are on the playground.



Step 6 – If a student gets to Step 5 twice then he or she, in consultation with the parents, receives an afternoon detention which is generally held on a Tuesday 3.00 – 4.30.

Step 7 – Suspension from classes will take place according to the CE Suspension policy and the St Francis of Assisi suspension policy.

Please note: Students may go directly to after school detention or school suspension provided the Principal is satisfied that such action is warranted, if a student:

- demonstrates consistent and willful non-compliance;
- acts violently or threatens violence;
- threatens good order;
- disrupts own learning or that of other children.

N.B. In the case of physical violence or total non-compliance, instant removal from the playground to Time Out will apply.

However, behaviour related to personal development and educational needs (i.e. homework, uniform, punctuality) should be dealt with, in most circumstances, by class teachers according to Agreed Practice (refer to Admin Folder). Teacher's discretion may be used to bypass any step if it is felt that the infringement warrants such action. (If necessary, a teacher may decide to use a higher-level consequence or Leadership Team Member for serious incidents.)

Significant Behaviour Problems

Some children, for a variety of reasons which may include physiological or psychological factors, often demonstrate behavioural patterns which significantly affect their learning and the classroom environment. Individual behaviour modification programs are often necessary for such children and the classroom teacher needs to liaise closely with parents, Co-ordinator and Principal in the design and implementation of suitable programs. Specialist support will often be required.



Crisis Plan

The crisis plan is a system in which a trusted student is sent to the office seeking immediate attention. A member of the Leadership Team will attend the situation immediately.

The crisis plan should only be implemented in the following situations:

- Serious misbehaviour
- Real or perceived physical danger
- Medical emergencies
- Real or perceived emotional/psychological danger

Please see below for flow charts regarding consequences and for forms

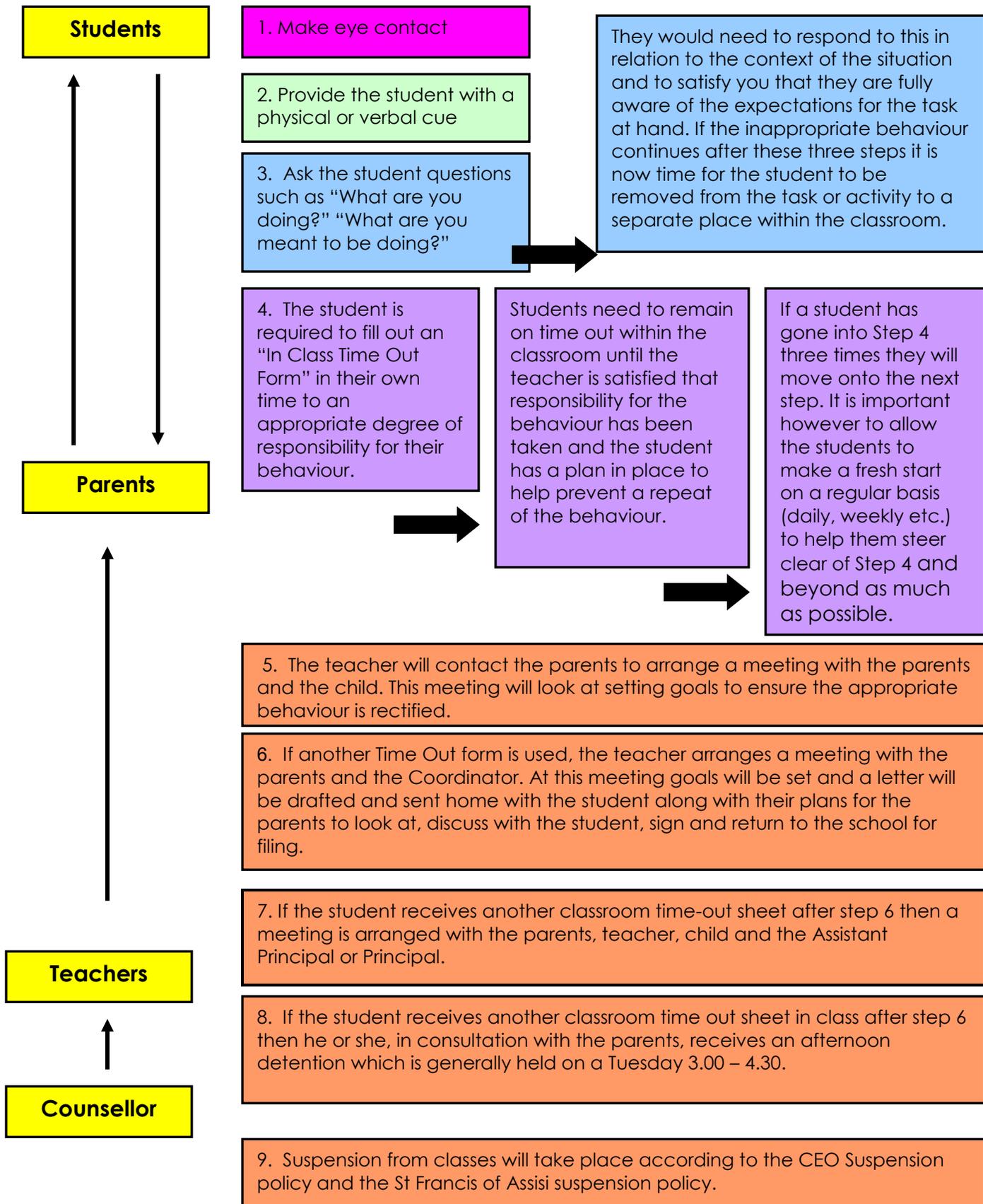
Approved by: St Francis of Assisi Primary School Community Council

Date: May, 2016

Revision Date: 2020

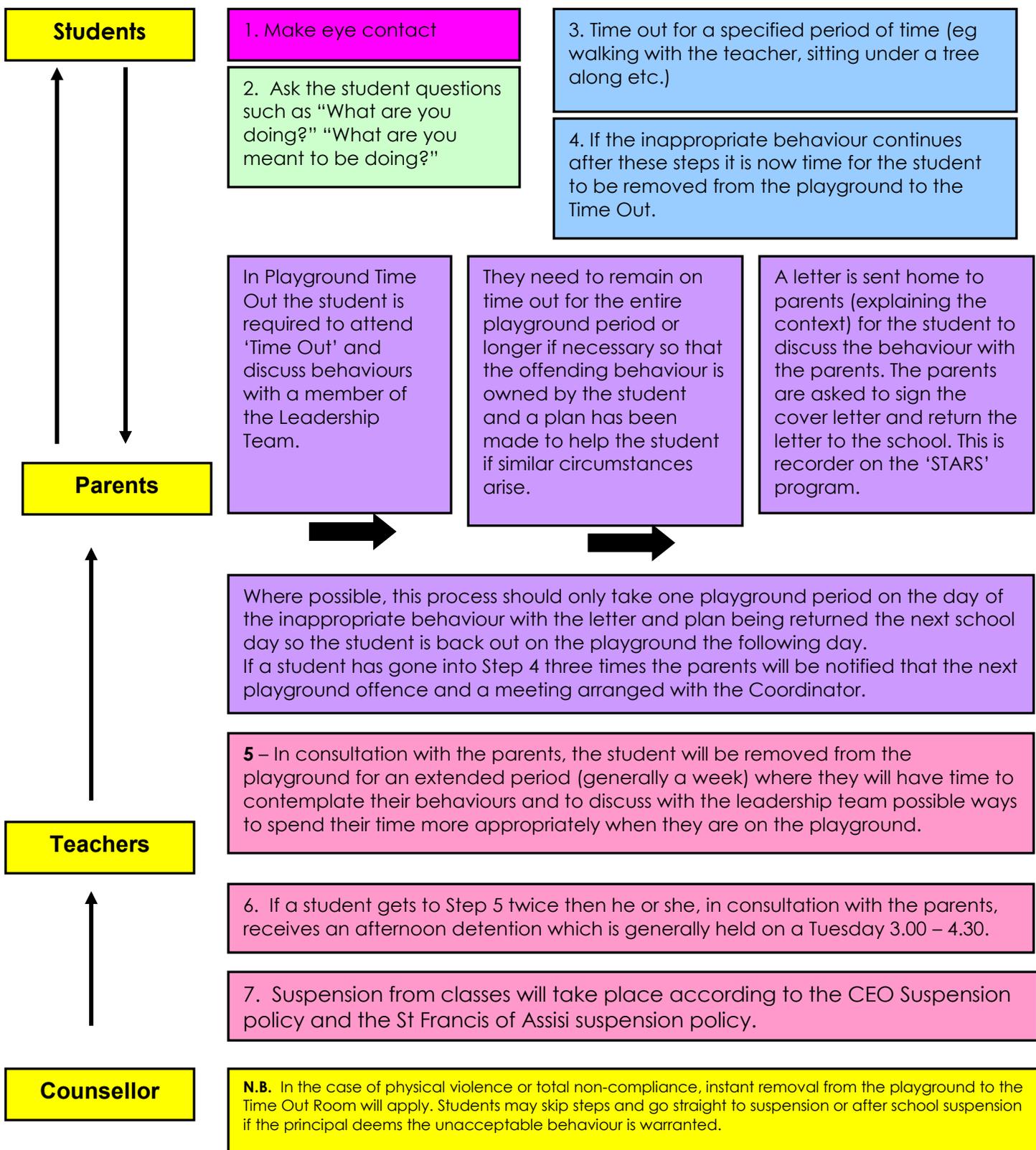
AGREED CONSEQUENCE FOR IN CLASS BEHAVIOUR

If a student is breaking class rules, is off task, is disturbing others, is generally impeding the rights of those around them etc. ...



AGREED CONSEQUENCE FOR IN PLAYGROUND BEHAVIOUR

If a student is breaking playground rules, or generally impeding the rights of those around them etc. ...





In Class Time-Out Planning Form

Name: _____ Class: _____ Date: _____

What did you do?

Why are you in time out?

What should you have been doing?

What behaviours do you feel you need to work on?

What should you have been doing differently?

You are responsible for what you do.

What is something responsible that you can do now?

_____ Signed (Student)

_____ Signed (Teacher)



Playground Time-Out Planning Form

Name: _____ Class: _____ Date: _____

What did you do?

Why did you do it?

What should you have been doing?

You are responsible for what you do. What can I do next time when this happens?

_____ Signed (Student)

_____ Signed (Teacher)

The student is required to complete this form to a satisfactory level of responsibility for their behaviour before they are allowed back onto the playground.



**Together we are Peacemakers who
grow and learn in the footsteps of Jesus**

**St Francis of Assisi Primary School, Calwell
Our School-Wide Expectation Matrix**

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE A LEARNER
ALL SCHOOL SETTINGS 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We listen and follow teacher directions We maintain a clean and safe environment We walk bikes and scooters on school grounds We wear a school hat (Except for June/July) No playing or climbing in the toilets 	<ul style="list-style-type: none"> Listen carefully to instructions Wear your school uniform with pride Show care for all school property We don't tease, bully or put-down others We listen to the speaker and clap appropriately at assemblies 	<ul style="list-style-type: none"> We stay in bounds We put the right rubbish in the right bins We wear our uniform with pride We sit down to eat our lunch We report any damage or problems 	<ul style="list-style-type: none"> We make the most of all opportunities We always give our best We ask for help if unsure
CLASSROOMS 	<ul style="list-style-type: none"> We move quietly We always walk 	<ul style="list-style-type: none"> Always be on task Ask for help if unsure Hand in all work on time Show care for all school and personal equipment Use inside voices Respect all learners and staff 	<ul style="list-style-type: none"> We must be at the right place at the right time 	<ul style="list-style-type: none"> We are always prepared for class and have the right equipment We are always on task
MOVING TO CLASS 	<ul style="list-style-type: none"> We walk and do this quietly 	<ul style="list-style-type: none"> Use appropriate language in an appropriate tone Move on first bell, arrive on second bell. Line up in straight lines and move quietly 	<ul style="list-style-type: none"> We walk and do this quietly We always keep our hands to ourselves 	<ul style="list-style-type: none"> We follow teacher directions when moving around the school
PLAYGROUND 	<ul style="list-style-type: none"> We keep our hands and feet to ourselves We always stay in bounds We use sports equipment correctly We only play on the equipment under the supervision of the teacher We don't climb trees or throw sticks or rocks 	<ul style="list-style-type: none"> We play our games with fair rules We always include others in our games We use manners when ordering from the Canteen We always return equipment We respect people and their property 	<ul style="list-style-type: none"> We make sure we put all rubbish in the correct bins We wear our hat We make right choices when playing 	<ul style="list-style-type: none"> We work and play cooperatively We listen to one another We encourage others

