



St Benedict's Catholic Primary School – Applecross

Policy Statement

Discipline Policy and Behaviour Management Guidelines

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Contents

Rationale	2
Procedures	3-4
Principles	
School Rules	5-6
Class Behaviour Management Plan	7-9
Severe Clause	9
Appendix 1: A Restorative School	10
Appendix 2: Staff Support Outline	11
Appendix 3: School Value Supplement	12

BELIEF:

“Children will be encouraged both by our example and instruction to share with others within the community the Christian values of respect, care, love and forgiveness. The Catholic School must develop persons who are inner directed, capable of choosing freely and in conformity with an informed conscience.”
(*The Catholic School Article 31*)

At St Benedict’s School, the Behaviour Management Policy is based on the belief that to participate effectively in the school, children require a level of behaviour that respects their rights and the rights of others to:

- Be safe and feel safe
- Learn to the best of their ability
- Express themselves
- Take responsibility for their choices

Based on Restorative Practice, the Behaviour Management Policy incorporates the Pastoral Care philosophies that:

- Place value on respect, honesty, humility, mutual care and respect
- Share feelings and opinions truthfully
- Build a sense of citizenship and community along with healthy equitable and just relationships
- Promote accountability, wellbeing, healing and connectedness
- Bring together those affected by a wrongdoing in a safe and controlled environment
- Restore dignity and wellbeing of those that may have been harmed
- Work together to determine how best to deal with the aftermath of the incident

Rationale

St Benedict’s School is committed to the development of the whole person, since in Christ, the perfect being, all human values find their fulfilment and unity. To achieve this goal a fair discipline policy needs to be in place, which allows all students, enrolled at the school to be in an environment that is conducive to learning and which allows the students to feel safe and valued.

Catholic schools should be considered extensions of the student’s own home, and therefore, school communities and parents must work together in a spirit of justice, fairness, honesty and trust when problems arise.

It is with this in mind that this policy has been developed with the following Principles:

The school’s Restorative approach to appropriate student behaviour is based on ‘*agreed-on*’ basic principles such as fairness, equity, justice, integrity, honesty and trust.

It is important that the behaviour management policy reflect the values of St Benedict.

Service - Community - Hospitality - Moderation – Integrity

SERVICE: No one is to pursue what is judged best for oneself, but instead, what is better for someone else. (Rule of St. Benedict 72:7)" **Respect, Honesty, Humility**

COMMUNITY: Respect the elders and love the young. (Rule of St. Benedict 4:70-71); Proper honour must be shown to all (Rule of St. Benedict 53:2)" "They should each try to be the first to show respect to the other... earnestly competing in obedience to one another.(Rule of St. Benedict 72:4,6)"
Participation, Interconnectedness

INTEGRITY: Your way of acting should be different from the world's way; the love of Christ must come before all else.(Rule of St. Benedict 4:20)" **Respect, Accountability, Empowerment**

HOSPITALITY: All guests who present themselves are to be welcomed as Christ, for he himself will say: "I was a stranger and you welcomed me" (Rule of St. Benedict 53:1)" **Accountability, Interconnectedness, Humility**

MODERATION: All things are to be done with moderation. (Rule of St. Benedict 48:9)" **Respect, Honesty**

This school uses Restorative Practice as well as the Western Australian Religious Education Guidelines; to meet the social/emotional and developmental needs of the students. Through this approach the children are taught appropriate behaviour and responses to everyday situations.

Procedures

Children must become familiar with the "Student Behaviour Expectations" and the "School Rules" which details the code of behaviour required for St Benedict's School pupils. It is essential that a consistent and united approach to the management of students' behaviour applies at all times. As such the staff are required to acquaint themselves with the Behaviour Management Policy, Student Behaviour Expectations and School rules.

We encourage and affirm positive behaviour in students.

Throughout the school day many opportunities arise for recognising a child's effort in the classroom or in the playground.

A teacher may use the following reinforcing techniques during their in class behaviour management approach:

- ❖ verbal praise
- ❖ general comment of encouragement or appreciation
- ❖ faction tokens
- ❖ encourage students to take items of work home to show parents
- ❖ showing of work to another teacher/class
- ❖ sending home 'good' messages
- ❖ free time on completion of set work in the classroom
- ❖ displaying student's work in library or public place

- ❖ be a class assistant for the day
- ❖ letters of commendation
- ❖ certificates of recognition
- ❖ visit to the Assistant Principal
- ❖ visit to the Principal

It is the responsibility of the class teacher, or teachers on playground duty to deal with problems that may arise through a **restorative approach**. Presented here are some suggested strategies that teachers are encouraged to use as a consequence of inappropriate behaviour:

- ❖ Spoken to by the teacher (Affective Statements)
- ❖ Restorative Conversations
- ❖ Restorative Thinking Programme
 - verbal/visual cues
 - Go to Restorative Thinking Place and fill out a Restorative Thinking Plan
- ❖ Mini Conference involving Teacher, Assistant Principal and student/s involved.
- ❖ Classroom Conference may be required
- ❖ Community Conference involving Parents, Student(s), Assistant Principal and Principal.

Additional Considerations.

- All teachers are required to document inappropriate behaviour on SEQTA pastoral notes.
- Trends of inappropriate behaviour in particular classes or across classes will be noted and if required after a one-on-one conference between student and classroom / specialist teacher.
- Social Worker could be engaged if required.
- The classroom/specialist teacher will arrange and facilitate a meeting with parents if required.
- Information from meetings is to be minuted and to be passed on to all who attended as well as being placed on SEQTA.
- Escalation of meetings will follow the issues and concerns policy.
- If the occasion arises where a student is sent to the Assistant Principal/Principal for a serious offence, then parents will be contacted as soon as possible and they will be asked to come to the school to discuss their child's behaviour. This could result in the student being placed on suspension or consecutive Restorative Tasks.

School Rules

- **School and class rules shall reflect the values of St Benedict as outlined in the rationale section of the policy, they shall be made in consultation with staff and senior students.**
- **In class, rules shall be made in the context of the classroom and will reflect the above values of St Benedict.**
- **Appendix 1 can be used to supplement the values of St Benedict.**

UNIFORM AND PERSONAL PRESENTATION

- Must be worn at all times with a sense of pride and modesty and must be the correct uniform pieces as outlined in the Uniform Policy.
- School hats must be worn during all outdoor activities.

- Socks must be correct colour, no logo or stripes.
- Long hair must be tied back at all times. Hair bands and clips need to compliment the uniform and be discreet.
- Hair is not to be coloured or have extreme hair cuts.
- Fringes are not to obstruct vision.
- Shoes should be black leather (sandals preferred in summer) for school uniform days and predominantly white for sport uniform days.
- Jewellery - one set of stud earrings only for girls.
-watches only no bangles.

School Bell

1st Bell - go to toilet and get a drink.

2nd Bell - lining up waiting quietly for teacher.

WE RESPECT OTHERS

- Students will greet staff by their title and name.
- Students will use basic courtesy conventions when addressing staff and peers- "please, thank you, excuse me"
- Treat people the way we want to be treated.
- Follow instructions from staff members without argument, backchat or poor attitude.

BICYCLES/SCOOTERS

- Students must dismount and walk their bicycle/scooter into and out of the school grounds.
- All bicycles/scooter are to be stored at the bike rack.
- Helmets must be worn to and from school on all occasions when cycling or scooting.

EQUIPMENT

- Must be replaced, (ie paid for by students) if it is lost or damaged through wilful negligence. (restorative task)
- Ask a teacher permission to collect balls, which are outside the school boundary.
- A child is never to collect a ball from the roof.
- Students must play in their allocated area.
- Students will leave personal: sports equipment, mobile phones, I-pads, I-pods, toys and games at home.
- If a mobile phone must be a school for safety purposes it shall be locked away in the teacher's drawer for the day.
- There must be a teacher in the room before a student may enter.
- Sports and playground equipment is not to be used before or after school unless sanctioned by a teacher.

BEFORE AND AFTER SCHOOL

- School gates open at 8.25am. Students go quietly to their classes for gathering time.
- Playground equipment is out of bounds.
- Oval is out of bounds.
- Students must walk to pick up zones after dismissal, (Alness St, Ardross St or undercover area). Teachers will help year 2 students downwards
- Bikes are walked out to Alness St, not ridden.

RECESS AND LUNCH

- Play is only on the oval, basketball court or designated playground areas.
- At lunch time and recess students will gather and eat in the undercover area. Students will remain seated in their designated area whilst eating until the second bell goes.

- Following the second lunch bell, Duty teachers will give permission for individual students to play only if their area is tidy from rubbish and their meal is complete.
- All brick and hard paved areas are walking zones, with the exception of the basketball courts.

PHYSICAL AND VERBAL ACTIONS

- Students are expected to treat themselves and each other with respect.
- They will not engage in play fights.
- Football and rugby will be “touch only.”

Awards

At St Benedict’s School, students are encouraged to actively live out their Christian faith. This is promoted through **Certificate of Recognition, Making Jesus Real Heroes nominations (student run) and Faction Tokens.**

Class Behaviour Management Information

We encourage and affirm positive behaviour in students: To enable this each classroom will action a Discipline and Behaviour Management Plan that is consistent and just. (Refer to page 2 for positive reinforcement suggestions)

The classroom needs to be able to cater for students who have special behavioural needs and allow for a fresh start every day. This plan needs to encompass the normal range of student infringements. Discipline and Behaviour Management Plans at St. Benedict’s school will use a restorative approach.

The basic steps are as follows:

- Behaviour 1 Spoken to by the teacher (Affective Statements)
- Behaviour 2 Restorative Conversations
- **Restorative Thinking Program**
 - Behaviour 3: Verbal/Visual Cues
 - Behaviour 4: Go to Restorative Thinking Place and create a Restorative Thinking Plan

- Behaviour 5: Mini Conference involving Assistant Principal, Teacher and Student.
- Behaviour 6: Classroom Conference may be required
- Behaviour 7 Community Conference involving Parents, Student, Assistant Principal and Principal

Each classroom teacher will be responsible for maintaining consistency and ensuring Restorative tasks are carried out.

Behaviour Categories and Action

Below a **sample** of behaviours have been listed and categorised. How these behaviours are dealt with is also stated.

Minor Behaviours	Moderately Serious Behaviours	Very Serious Behaviours
<ul style="list-style-type: none"> • Pushing in • Telling tales • Being cheeky • Wasting time • Being noisy • Horseplay • Swearing (Context) • Play fighting • Name calling • Attention seeking • Interrupting the teacher • Avoiding work • Being rude • Running in walking only areas • Constant talking in class 	<ul style="list-style-type: none"> • Uncooperativeness • Lying • Stealing • Indecent exposure • Refusing to work • Inappropriate touch/language • Swearing (context) • Bullying 	<ul style="list-style-type: none"> • Dangerous refusal to follow instructions • Physical/verbal abuse of staff/students • Bringing weapons to school • Running out of school • Bringing drugs to school • Racial abuse • Striking violently • Vandalism • Inappropriate use of the internet at school. • Throwing furniture
Action	Action	Action
Classroom teachers manage the above behaviours using the steps mentioned above.	<p>These behaviours may need assistance from the Assistant Principals.</p> <p>Context dependant, small group or class conferences maybe required.</p> <p>Parents of parties concerned will be notified of what has occurred, how the school is dealing with it and what (if any) assistance is required from the parents.</p>	<p>Due to safety issues surrounding very serious behaviours Leadership Team will be required to help staff manage a situation and possibly intervene.</p> <p>There will be high-level conferencing between wrong doers and people who have been wronged.</p> <p>Parents/Guardians will be notified and involved.</p>

Definitions

Restorative Conversations – Teachers are encouraged to engage in restorative conversations for low-level class disruption both as a preventative and early intervention action. Restorative Conversations model respectful dialogue and include the language of restorative enquiry at time of disruption.

Restorative Conversation Questions:

1. What is happening?
2. What were you thinking?
3. Who do you think is being affected?
4. How do you think they are being affected?
5. What do you need to do to put it right?

The Restorative Thinking Programme

The Restorative Thinking Programme (RTP) assists teachers with the management of disruptive behaviour in the classroom by supporting students rethink, plan and restore their working relationship with the teacher. Through the transparent RTP process, both student and teacher can resolve difficulties and gain an insight into each other's perspective. RTP supports all participants and enhances collaboration and the development of the school community as a whole.

As a first response to inappropriate behaviour teachers are encouraged to use strategies as one-to-one conferencing.

If disruption continues the teacher applies four RTP questions either verbally or visually. The teacher allows student time for thinking and self-correction in the classroom.

Visual Cue Card

Restorative Thinking

- *What are you doing?*
- *What is the rule about that?*
- *How is it affecting others?*
- *What is the best choice you can make now?*

If disruption continues student is sent to RTP place. (Buddy Class)

Students complete an RTP plan (see copy attached) and return to class to discuss with teacher restoratively. In this way class disruption is transformed into a learning opportunity.

A goal and self-monitoring sheet acts as a daily reminder of the plan and opportunity for the student to acknowledge her or his own improvement. After one week, the teacher involved checks written plans to see issues are resolved and to offer pastoral support. Cumulative records are on SEQTA.

The Mini Conference

Continued misbehaviour, harmful event or conflicts that involve one or more students and or a teacher but are not serious enough to involve parents are resolved by holding a mini conference. The class teacher becomes the neutral facilitator, leads the process and the agreement reached is formalised, recorded and kept as part of school's tracking system.

Class Conference

A class conference is held when a whole class is being affected by hostility or conflict such that learning is impeded and relationships are damaged.

A neutral facilitator, teacher(s), support personal and the students sit in a circle and discuss the issues, explore the harm and come up with solutions.

Restorative circles should be used regularly to reinforce positives and sort any issues that may be underlying. It helps to keep a class focused on being positive

Community Conference

A community conference involves the whole community affected by an incident or continued inappropriate behaviour (Student, Parents, Teacher, Assistant Principal and Principal). It may accompany a stay back or suspension. It is important that everyone is supported, including those responsible for incident. The affected parties come together to talk from their perspective. Together the group decides on what needs to happen to repair the harm and resolve the underlying issues.

The Principal is the neutral facilitator and prepares participants. Agreements are recorded and kept as part of the school's tracking system (SEQTA). The Assistant Principal and class teacher are assigned to monitor the agreement. The incident and agreement will be documented in SEQTA.

Severe Clause

A severe behaviour is when a student behaves in a manner –physically or verbally, that is a threat to either themselves or others.

Each class has a red laminated card in the teacher's top desk drawer and in the duty pouches. A by standing student will be sent to the office with this card and a member of the leadership team will respond to the location of the incident. The student will be removed immediately and escorted to the office.

1. By standing student sent to office with Red Card.
2. Leadership team member removes student from the situation.
3. Leadership team member arranges to speak with the teacher to collate details.

4. Parents of the student will be contacted immediately and informed of the severe breach.
5. Restorative Actions are put in place.
6. Written report by witness teacher and leadership team member will be collected and placed in student's SEQTA pastoral notes.
7. Assistant Principals (Year level depending) and class teacher monitor frequency.

In the wake of failure to comply after restorative programme applied
Consequences can include.

- Alternative times for Recess and Lunch
- In school suspension
- Reporting to a teacher to assist
- Behavioural contract.
- After school Restorative Sessions
- Out of school suspension

Expulsion of a student can only occur with the approval of the Director of Catholic Education and must be supported by documented evidence. This consideration is at the discretion of the Principal in consultation with the Leadership Team.

Appendix 1

A Restorative School

Takes a new look at traditional processes of educating:

- Appreciation, alternative possibilities and hope take central ground, displacing judgement, deficit and failure.
- The school addresses issues rather than punishing students.
- Teachers see themselves as relating with students, not as authorities over them.
- When discipline offences occur, the focus is on restoring order through restoring relationships rather than through authority.
- The manner of individual statements is maintained and nurtured.
- People speak respectfully of one another in all situations.
- Teachers and students look forward to the challenges they meet at school.
- The voice of every student is heard rather than being drowned out by the noise of the loudest.

A restorative school seeks excellence in respectful relationships by valuing everyone in the school community.

A restorative school has hospitable practices because:

- The communities of care around the school and its students become very visible.
- Students learn that living in a complex community is more than possible – It can be enjoyable.
- There are fewer referrals for bad behaviour.

Appendix 2

Staff Support Outline

Constructive social behaviour occurs when students know that staff are proactive in observing and are taking steps to avert a possible problem. A teacher on duty will carry a Duty Pouch with basic first aid

items plus a Record booklet. If a student's behaviour needs to be addressed the duty teacher must write out a note in the record book. Records are written in SEQTA and parents will be notified if required.

Staff on duty will;

- Arrive at the duty location on time.
- Wear the fluoro duty jacket to be easily identified as a duty teacher.
- Wear a hat on duty.
- Be active and walk around the duty area.
- Actively look at play and behaviour and be a physical presence to support children in making good decisions.
- Remove students from play who are not following rules for restorative chats.
- Inform the class teacher about any student that had issues.
- Remain in duty area until all students have moved to class. Duty teachers are to be the last off the playground.

Class teachers will

- At the end of recess and lunch- teachers must be with their class when the second bell sounds.
- Ensure that students are lining up quietly by the second bell.

Appendix 3

School Value Supplement

- **Respect** is the foundation for trust and goodwill it is about being non judgemental of age, gender, culture, race, actions or status, all humans have inherent and equal worth.
- **Participation** is about being inclusive of everyone and working collaboratively. All those involved in a restorative process have something valuable to contribute.
- **Honesty** is required when working together and meeting the needs of each other. Those involved must be committed to nurturing relationships, act with integrity and seek to clarify and understand issues.
- **Humility** is being aware of our limits and vulnerabilities. It is about respecting others, acknowledging self-doubt and recognizing that we may not know what others need. Empathy, impartiality and mutual care are manifestations of humility.

- **Interconnectedness** is understanding that all things are connected, especially within the web of relationships. The focus of the restorative process is on reconnection and nurturing relationships. It is about using those individuals who are connected to the wrongdoing and bringing them together with the victims to address the repair that is needed.
- **Accountability** is responding appropriately to the moral obligation to accept responsibility. Taking responsibility is about acknowledging the truth, and supporting and assisting with repairing and problem solving. Recognising responsibility also involves taking responsibility to care for others.
- **Empowerment** sets an expectation that all participants are active in their role, with an opportunity to express their thoughts and feelings about an incident and find an appropriate response to the situation. They can tell their stories and have their concerns heard. Empowerment involves a non-judgemental attitude, flexibility and active listening.