



# St Munchin's School

## Behaviour Management Procedures

### 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 Munchin's Catholic School, the Behaviour Management Procedures are based on the belief that to participate effectively in the activities of a collaborative classroom, 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

Student Behaviour Expectations have been developed by staff with reference to the Executive Directive – Student Safety, Wellbeing and Behaviour. They provide a whole-school approach that encourages acceptable behaviour in a variety of contexts. These expectations are posted around the school and in all classrooms. They are published in the School Handbooks, discussed at parent teacher evenings, included in the newsletter, and are referred to at the beginning of each term. (See attachment)

Based on positive guidance, the Behaviour Management procedures incorporates the pastoral care philosophy that we treat everyone with care and respect. We incorporate the Restorative Practice Model to strengthen and build relationships in our school and help students take responsibility for their actions.

## RESTORATIVE PRACTICE

At St Munchin's we use the Restorative Practice model to strengthen and build relationships in our school and to help students take responsibility for their actions.

Restorative questions are a tool used to process an incident of wrongdoing or conflict. When a situation has occurred, the person(s) who has created the conflict takes some time and answers questions such as the following: What happened? What were you thinking about at the time of the incident? What are your thoughts now? Who was impacted by your actions, and how? How will you repair the harm? The questions focus on the incident, and allow the person to think about how his/her actions affected others. It encourages empathy, accountability, expression of feelings and thoughts, and problem solving. Restorative questions are also answered by those who were impacted by the incident, to help them process their feelings and determine what they need to make things right.

### **Restorative Questions I When things go wrong**

- **What happened?**
- **What were you thinking of at the time?**
- **What have you thought about it now?**
- **Who has been affected by what you have done?**
- **How would the hurt person feel?**
- **What do you think you need to do to make things right?**

### **Restorative Questions II When someone has been hurt**

- **What happened?**
- **How did you feel when it happened?**
- **What has been the hardest thing for you?**
- **What do you think needs to happen to make things right?**

## **POSITIVE SCHOOL ENVIRONMENT**

At St Munchin's we aim to create a caring, safe and positive school environment by helping students, staff and parents to become known and valued members of our school community. Some of the ways we work to achieve this aim:

### **School Environment**

- Clear signage throughout the school
- School grounds neat and well maintained
- Classrooms neat, orderly and in good repair
- Equipment, furniture and facilities in good repair

### **Classroom Environment**

- Classroom aesthetically pleasing and child-centred
- Positive message posters up in room
- Acknowledgement of student birthdays (stickers, awards etc)
- Explicit teaching of appropriate social skills
- Appropriate instructional strategies and pedagogies
- Stickers, stamps, prizes, group points, individual and group points etc – (Sweets are not considered appropriate for rewards)

### **Learning**

- Providing an appropriate and flexible curriculum
- Providing engaging, instructional strategies
- Providing pedagogy which caters for different learning styles and individual needs
- Providing learning programs which enable students to experience success
- Provide individual education plans and individual behaviour plans where necessary

### **Positive Reinforcement**

- Highway Heroes Award
- Verbal acknowledgement of positive behaviour
- Merit Awards
- Hymn Singing Participation Awards

### **External Competitions or Awards**

- Awards from academic or other competitions eg Bebras

### **Public Acknowledgement / celebration of student achievement**

- Acknowledgement of student achievement outside of school hours
- Acknowledgement of student achievement in newsletter
- Articles in local newspapers
- Displays of student work around the school eg front office display
- Entering work in competitions
- Students referred to Principal with samples of good work
- Whole school assemblies
- Year group assemblies
- School Website

### **Performance**

- Choir
- Concerts
- Drama opportunities
- Inter-school competitions, sport and other curriculum areas

### **Giving Students Responsibility**

- Leadership Responsibility
- Assembly organization
- Fundraising projects
- Roles in special events eg Anzac Day
- Using expertise in different ways eg school musical, data displays at masses and assemblies

## **Student/Family Services**

To further enhance the full potential of each student at St Munchin's Catholic School, the school supports its learners through the following internal and external professionals

- 1 School Psychologist
- 2 School Counsellor
- 3 Parish Priest
- 4 School Nurse
- 5 Outside agencies for students with special needs

## **BUILDING POSITIVE RELATIONSHIPS**

We believe that while rules are necessary, they do not change behaviour like positive action and interaction does. By valuing and developing positive relationships, and by implementing consistent procedures effectively, we can improve that interaction.

These relationships include:

- Teacher – Student
- Student – Student
- Teacher – Teacher (staff-staff)
- Teacher – Parent (staff-parent)

While it is unrealistic to expect that all people will have perfect relationships all the time, by making an effort to develop respectful relationships most of the time, we believe we can make a significant contribution towards a caring and positive school environment, and positive student behaviour.

**When problems arise, Staff should attempt to resolve them in a calm, fair and consistent manner by following the St Munchin's Catholic School – Code of Behaviour.**

Procedures are in place, should children exhibit unacceptable behaviour. (See "St Munchin's Exclusion of Children from School Policy" and "St Munchin's Bullying Policy".)

## CLASSROOM MANAGEMENT

Each class has a set of rules ensuring the individual rights of children. These are linked to our PBIS rules of Be Safe, Be Respectful, Be Responsible and Be a Learner.

Classroom rules are established with the class at the beginning of the school year and revisited regularly throughout the year. Rules will be expressed in positive terms and clearly displayed in the classroom and students will be made aware of the consequences, which will be applied for breaches of the rules. We believe that in order to help protect students' rights and encourage responsibility, teachers must ensure that class rules cover: communication, learning, respect, safety.

St Munchin's Behaviour Management Plan promotes the development of: Gospel values, social responsibility, self-discipline, independence and initiative. We have adopted the Behaviour Tonics 123 Magic, PBIS (Positive Behavioural Intervention Supports) and Restorative Practice as a whole school behaviour management practice.

Each class has a 123 Magic poster with student names to assist with classroom management. 1, 2, 3 is designed to encourage students to take ownership for their learning and to redirect themselves back to the task they are working on.

Teachers need to keep detailed records of student behaviour on SEQTA.

**Step 1: Encourage positive behaviour**

**Step 2: Using the 1, 2, 3 Magic charts.**

(Line 1 of the 1, 2, 3 chart). The student is given a **verbal warning** (When a student is off task or interrupting other students, not following classroom rules. the teacher says the *student's name and "That's a 1"* student moves their name to the number 1) the teacher keeps teaching. If the negative behaviour continues the teacher repeats the "*Student's name that's a 2*". If a student moves to a 3 and has not changed their behaviour, they move to 'Time-out' in the classroom with a reflection question similar to "What do I need to do to get back to learning?"

**Step 3: 'Time-out' (or quiet space) in the classroom**

The student moves to a 'time-out' area (or quiet space) in the classroom to work individually or think about his/her behaviour.

After a short time, the teacher discusses the behaviour with the student. The child returns to the normal classroom situation.

#### **Step 4: 'Time-out' in co-operating class**

If a student has their name moved across the second line of 1, 2, 3 chart, another student accompanies the child to the "co-operating time-out class" with a note explaining the situation, and some work (if appropriate). The teacher contacts the parents at the earliest convenience to inform them of the occurrence.

*Meaningful consequences that repair and rebuild the damaged relationships need consideration. E.g. part of recess, or lunch, is replaced by spending time discussing the issue with the teacher, walking with the teacher (if on duty) or other community-based idea.*

#### **Step 5: 'Time-out' in the Administration Area**

If the student does not adjust their behaviour on returning to class and has their name moved across the third line of the 1, 2, 3 chart, another student accompanies the child to the "office" with a note explaining the situation, and some work (if appropriate).

A member of the Leadership Team meets with the child, and parents are informed of the child's behaviour. If necessary, an appointment is made for a meeting to discuss the issue.

#### **Step 6: In-school suspension**

In cases of continued inappropriate behaviour or where students are continually unco-operative, an in-school suspension will take place. The student remains in the administration area to complete work under supervision with alternative break times from the rest of the school.

#### **Red Emergency Card**

Two students take the red emergency card to the office when a child behaves in a seriously threatening or dangerous manner. (The use of the red emergency card eliminates the need for a teacher to write a note to the same effect).

A member from the Leadership Team will attend the classroom and accompany the child to the Administration area. Parents will be contacted to discuss the issue.

**Ongoing communication between home and school is arranged for students who continue to experience behavioural difficulties. The teacher, parents, and Principal then work collaboratively to develop an Individual Behaviour Management Plan to assist the child and monitor behaviour both at home and at school.**

#### **Out-of-school suspension**

In cases of serious inappropriate behaviour or where students are a risk to themselves, other students or staff, an out-school suspension will take place. The student remains at home to complete work supplied by the school under supervision of the parent/s. Parents will be contacted and a letter sent home to advise parents of the number of days the student is

required to be away from school. On return to the school, the child and their parent/carer will attend a re-entry meeting with a member of the Leadership Team.

## PLAYGROUND MANAGEMENT

**Minor situations-** e.g. littering; running on concrete; minor conflicts; not wearing hats.

The duty teacher deals with these situations by asking the children to walk with him/her or sit down and discuss the issue with the other children involved until they reach a solution. This is followed up later if necessary.

**Serious situations-** e.g. deliberate physical and/or verbal aggression; bullying; open defiance; blatant disrespect; placing others in physical danger or intent to hurt; throwing of objects e.g. honky nuts; racial comments; spreading malicious gossip; going out of school boundaries; behaving inappropriately when representing the school e.g. on excursions, at sports carnivals. **These actions warrant a 'time-out' slip.**

### 'Time-out'

The teacher on duty determines the nature of the situation and those involved.

A 'time-out slip' is recorded. The child takes the white, original copy home to be signed by a parent and returns it to school the following day. The pink duplicate copy is handed to the AP Admin. The duty teacher needs to inform the class teacher of the incident.

The student attends 'time-out' the following day and his/her name is recorded on SEQTA. The situation is discussed between the child and a member of the Leadership Team who supervises 'time-out'.

If a child attends three 'time-out' sessions in a term, the parent is contacted and in consultation with the School Leadership Team a **Modified Behaviour Plan** may be created for the child.

### Red Emergency Card

If the duty teacher needs assistance, he/she sends a Red Card from the Duty Pouch to the office. An administration team member or another staff member goes to the area and accompanies the child to the office. The behaviour management process will be continued in the administration area. The parents will be contacted to discuss the issue.

### After School Detention

If a child attends three 'time-out' sessions in a term, the student may need to attend after school detention. Parents are notified by the Principal and asked to make suitable arrangements to ensure that their child is able to attend. Two members from the Leadership Team will supervise the student.

### Out of school suspension

Out of school suspension of students may apply in extreme cases, where a student's behaviour poses a risk to other students or staff



In extreme breaches of behaviour, the school will follow the CEWA policy Exclusion of Students for Disciplinary Reasons 2-D7.

St Munchin's implements evidence-based and data-informed programs and practices such as Highway Heroes and the Child Safe Framework, that proactively focus on prevention and promotion to cultivate the safety, wellbeing, and desired behaviour of the whole school community. We recognise each child and young person's agency, and the right to be heard and to have a voice in all decisions affecting them. We act to protect children from all forms of abuse and neglect.

The St Munchin's Behaviour Management Procedures stem from the CEWA Executive Director's Student Safety and wellbeing Document which contains the following principles.

The safety and wellbeing of students must be the paramount consideration in all decision making; this must take precedence over all other factors. We follow CEWA's Student Behaviour Guidelines conforming to the rules of procedural fairness and non-discrimination. We strictly forbid the use of any form of child abuse, corporal punishment, or other degrading punishment to manage student behaviour.