St Augustine's Primary School

Behaviour Management Procedure

Rationale:

St. Augustine's Primary School has the responsibility of providing a safe, inclusive, supportive and positive environment where staff, students and parents are valued members of our community.

Through consistent application of this document, the St Augustine's community will promote positive and responsible behaviour choices, that ultimately aim to be self-managed.

Aim:

Within the St. Augustine's Primary School community, we aim to live up to our school motto; 'Reaching for Great Heights', by promoting the dignity and respect of each person.

This is done through:

- Creating a positive and caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Establishing a set of rules that protects the rights of all individuals.
- Establishing positive conflict resolution procedures.
- Establishing a clear set of consequences for individuals who do not accept their responsibilities and don't follow rules.

Key Principles:

At St. Augustine's Primary School, we believe:

1. All staff, students and parents have the right to be treated with respect.
2. All students and staff have a right to be free from harassment, intimidation and violence.
3. All students have the right to learn and teachers the right to teach without obstructions.
4. All students and staff have the right to work in an ordered, clean and safe environment.

Expectations:

Staff will:

- Follow the schools Code of Conduct
- Encourage the development of the whole person while recognising that every learner is an individual.
- Establish a positive learning community that is future focused, flexibly structured and outcomes orientated.
- Co-create classroom expectations and rules with students at the beginning of each year and revise these frequently.
- Follow procedures as outlined in this document.
- Be punctual for class, specialists and agreed meeting times.
- Provide a variety of communication strategies between the home, classroom and students.
- Model responsible behaviour and use appropriate verbal and body language at all times.
- Demonstrate and encourage effective problem-solving strategies.
- Be consistent with students in classroom dealings.

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Students will:

- Follow the Student Code of Conduct.
- Conduct themselves with a consistently high code of behaviour by using respectful verbal and body language, courteous manners and honesty in all dealings with members of the school community.
- Follow school rules, demonstrating respectful, responsible behaviour.
- Arrive at school between 8.15am and 8.40am and remain present until 3.00pm and be punctual after breaks.
- Students who arrive after 8.40am will be signed in and if leaving before 3.00pm signed out, by a parent/caregiver at the school office.
- Students will wear their correct uniform neatly, following the school uniform policy.
- Co-create classroom expectations and rules with their teacher/s at the beginning of each year and revise these frequently.
- Care for their environment, both built and natural.
- Be organised and prepared to learn with all materials necessary for learning, ready each day.
- Make every effort to learn, as well as respect that others have the right to learn and feel safe at all times.
- Participate positively in school activities/events.

Parents/Caregivers will:

- Follow the school Code of Conduct.
- Ensure students arrive between 8.15am and 8.40am and do not depart before 3.00pm, unless through prior arrangement.
- Sign students in or out of the office in person, if commencing after 8.40am or departing prior to 3.00pm.
- Ensure students have access to and wear the correct school uniform on the appropriate day.
- Inform the school of any circumstances that may affect their child's performance and/or behaviour (e.g. Medical diagnosis, loss/grief)
- Discuss school related issues with their child's teacher (first point of contact) and/or a member of the administration team.
- Model responsible, respectful behaviour on school grounds and in the online community.
- Encourage students to show respect for their school and members of the community.

Procedures:

Appropriate Behaviour Responses:

Students who follow the school rules and meet expectations will be recognised in an age-appropriate manner. This includes but is not limited to:

- ✓ Merit certificates
- ✓ Super Star Certificates
- ✓ Incentives
- ✓ Emails/notes/phone calls to caregivers
- ✓ Verbal/non-verbal acknowledgment

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Inappropriate Behaviour Responses:

Students who make choices that do not reflect the school rules and expectations will follow the procedures below.

- Redirect
- Remind
- Reflect

This will be applied in an age-appropriate way across the whole school including in classrooms, playground areas and specialist classes. If students display medium or extreme level behaviours, teachers and/or the leadership team will skip to the reflection stage (Steps 4 and 5 in the flowcharts below).

Kindy/Pre-Primary/Year 1 (including during specialist classes)

1. Remind
   Remind student via a picture cue or modelling of the expected behaviour.l
2. Redirect
   Positively redirect student attention and engage with them (give a job, praise positive behaviour)
3. Warning
   Using a calm voice and clear wording, tell student exactly which expectation they were not following and what they should be displaying instead.
4. Quiet Time
   Remove the student from the situation for as many minutes as their age (to a maximum of 5 minutes) Calmly state again the unmet expectation and the desired behaviour.
5. Reflection/Discussion
   With assistance student is guided in completing a reflection sheet (can be scribed with teacher, EA or Leadership). This is scanned into SEQTA and then leadership and parents are informed.

Years Two – Six (including during specialist classes)

1. Remind
   Clearly remind the students of the expected behaviour and/or model the desired behaviour.
2. First Warning
   Using a calm voice and clear wording, tell student exactly which expectation they were not following and what they should be displaying instead.
3. Second Warning
   Calmly and clearly restate the expectations. Give the student options for moving forward positively.
4. Reflection Sheet
   Student to complete a behaviour reflection sheet in class. Assistance with this will be provided where needed. This is scanned into SEQTA and leadership and parents are informed.
5. Discussion
   Students will be guided in a reflective conversation about the situation and alternative choices that could have been made. Consequences, if required will be discussed at this time.

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Playground

1. Remind
   Clearly remind the students of the expected behaviour and/or model the desired behaviour.
2. First Warning
   Using a calm voice and clear wording, tell student exactly which expectation they were not following and what they should be displaying instead.
3. Walk and Talk
   Student shadows the teacher on duty for 5 minutes. Calmly and clearly restate the expectations. Give the student options for moving forward positively.
4. Reflection Sheet
   Student to complete a behaviour reflection sheet on the bench from the Duty Folder. Assistance with this will be provided where needed. Duty teacher to inform the Assistant Principal and Leadership will follow the procedure. This is scanned into SEQTA, classroom teacher and parents are informed.
5. Discussion
   Students will be guided in a reflective conversation about the situation and alternative choices that could have been made. Consequences, if required will be discussed at this time.

Specialist Classes

1. Follow steps 1-3 as per ECE and Two to Six Processes.
2. At Step 4, Specialist Teachers are to contact Leadership and Assistant Principal/Principal will complete the reflection and discussion elements as well as inform classroom teacher and parents.

Exceptions:

If a teacher or leadership team member believes student actions are negatively impacting on their education or the education of others; or endangering the safety of the student or the people around them, then leadership and parent involvement becomes immediate. This is at the discretion of the Assistant Principal or Principal.

Important Please Note:

The use of any form of *child abuse*, *corporal punishment* or other *degrading punishment* to manage student behaviour is explicitly forbidden.

These terms are defined in accordance with the *Guide to Registration Standards and Other Requirements for Non-Government Schools*:

Child abuse: Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
   a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
   b) the child has less power than another person involved in the behaviour; or
   c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

3. Emotional abuse includes:
   a) psychological abuse; and
   b) being exposed to an act of family and domestic violence.

4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
   a) adequate care for the child; or
   b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Behaviour Levels:

Following is a list of possible behaviours that are unproductive and the procedure for dealing with them. They are labelled as Minor, Medium and Extreme Behaviours. This is not an exhaustive list. Behaviours not listed that breech the classroom expectation, will be dealt with by staff as decided at the time of the incident.

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Behaviour Level Chart	Examples of possible behaviours *This is not an exhaustive list*	Actions to follow
Minor Behaviours	• Noise making • Calling out • Talking at inappropriate time (repeatedly) • Distracting behaviour in class (desk banging, chair swinging) • Running in classroom/along corridors/on the red • Late to lineup/class (repeatedly) • Off task behaviour • Inappropriate touching in ECE	Follow the procedure for managing minor level behaviours according to your class or location. 1. Gain attention, pause and give direction stating what you want the student/s to do. State what you want them to do, not what you want them to do stop doing. Speak in a friendly but firm voice. 2. DON'T Ask Why questions. DO Ask questions to redirect – such as: What are you doing? What should you be doing? Do that please. DO Block with partial agreement. E.g. Maybe you aren't … but I need you to … 3. Forced choices – "you can choose to... (state what the direction is), or I will need to remove you for reflection time." 4. Should the behaviour continue follow the procedure for dealing with unproductive behaviour. For five instances of a student reaching the reflection/discussion stage within a term, class teacher is to arrange a meeting with Leadership, parent and the child to discuss the possible need for an individualised behaviour management plan (BMP) ***Recording behaviour/warnings:*** Minor level behaviours may not be individually recorded on SEQTA. Please use a classroom system that is appropriate for recording warnings given to students. This is to be retained over a term to distinguish any patterns that emerge. It should also be for teachers records only (i.e. a class checklist on a clipboard)
Medium Behaviours	• Lying • Cheating • Inappropriate indirect language or gestures • Ignoring or not following teacher direction • Name calling • Inappropriate behaviour in the bathrooms • Misuse of ICT during lessons (using at incorrect time or having apps open without permission)	Go immediately for Step 4 on the procedure. For two issues within a term, (which are recorded on SEQTA) arrange a meeting with leadership, parents and the child to discuss the possible need for an individualised behaviour management plan (BMP)
Extreme Behaviours	• Inappropriate direct language or gestures • Physical aggression/fighting • Bullying/harassment • Threatening behaviour • Overt defiance (repeated) • Destruction of property/equipment • Theft • Gross misuse of technology/internet (accessing inappropriate content, removing self from school network, using unapproved devices at school including phones and smart watches) • Capturing images/videos without consent • Teasing • Gossip • Spitting • Leaving school grounds without permission	These behaviours do not meet the steps of the procedure and will be dealt with by Leadership immediately. Potential consequences in addition to reflection, discussion and parent meetings may include: • In school lunch/recess time out on the bench • In school suspension • Out of school suspension Any behaviour that requires CEWA or Police intervention will be dealt with at the discretion of the Principal.

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Record management sheet template:

Found in *Curriculum<Behaviour Management<Recording.*

Teachers are to create their own class list in the template and complete for each week of the term.

Specialists can use this template to create a term record for each year group.

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Behaviour Record Sheet

Term ____

Week _____

When the student displays behaviour that is not in line with the expectations of the children in the class the following procedure occurs:

1st occurrence: the child first receives a verbal reminder from the supervising teacher about their behaviour. Mark **R** next to the child's name.

2nd occurrence: the student continues to behave outside the expectations. The student is given a verbal warning and a √ is recorded next to their name.

3rd occurrence: the student continues to behave outside the expectations. They are given a second verbal warning. Mark a √ next to their name

4th occurrence: the student is given a reflection sheet to be completed in class/ the playground immediately. Staff then discuss and reflect on choices. Sheet uploaded to SEQTA and parents notified.

Student Name	Monday	Tuesday	Wednesday	Thursday	Friday

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Specialist Behaviour Record Sheet

Term: ____ Year: ____

When the student displays behaviour that is not in line with the expectations of the children in the class the following procedure occurs.
1st occurrence: the child first receives a verbal reminder from the supervising teacher about their behaviour. Mark **R** next to the child's name.
2nd occurrence: the student continues to behave outside the expectations. The student is given a verbal warning and a √ is recorded next to their name.
3rd occurrence: the student continues to behave outside the expectations. They are given a second verbal warning. Mark a √ next to their name
4th occurrence: the student is given a reflection sheet to be completed in class/ the playground immediately. Staff then discuss and reflect on choices. Sheet uploaded to SEQTA and parents notified.

Student Name	1	2	3	4	5	6	7	8	9	10

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Classroom/school signage:

Found in *Curriculum<Behaviour Management< Signage.*

The attached Student Behaviour Steps signage will be displayed in all classrooms in an appropriate zone, meet the behaviour expectations co-constructed by classes at the commencement of each year.

Teachers will refer to both the expectations and unproductive behaviour procedures when expectations are not met.

Playground signage will be visible in appropriate areas and placed on the outside of the Duty Folder for teacher reference when required.

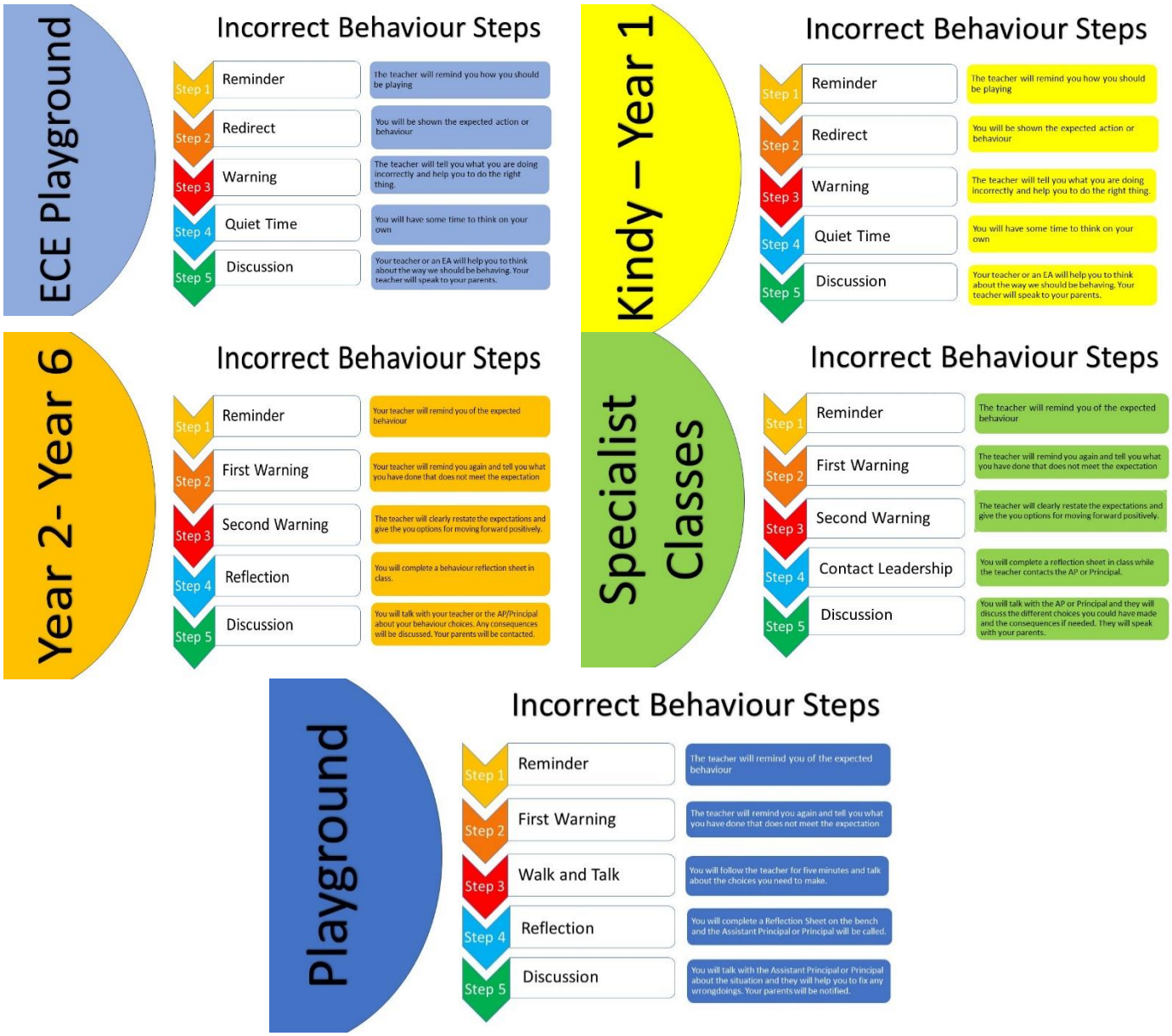
Teacher Prompts: to be used by teachers to follow the procedure steps correctly.



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Student Posters: to be used by students as a visual to track where their behaviour choices are leading them.



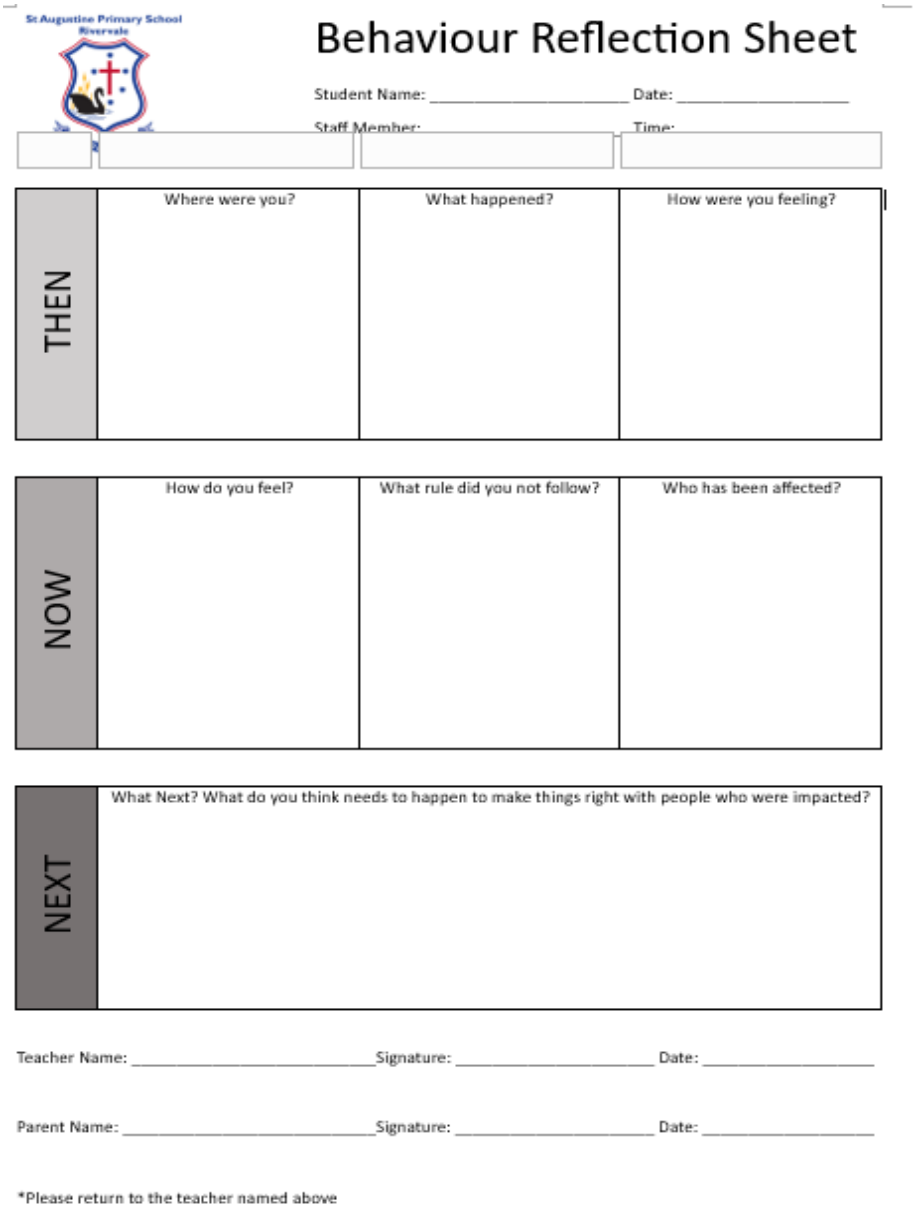
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Behaviour Reflection Sheet

Found in *Curriculum<Behaviour Management< Behaviour Reflection Sheet.*

When students are required to complete a reflection sheet, they will use the following template. Younger students and those who require assistance will have the opportunity to scribe their thoughts via the teacher dealing with the situation. It will be completed at the time of the incident and used in the reflective discussion after the incident.



Behaviour Reflection Sheet

Student Name: _____ Date: _____

Staff Member: Time:

THEN	Where were you?	What happened?	How were you feeling?
NOW	How do you feel?	What rule did you not follow?	Who has been affected?
NEXT	What Next? What do you think needs to happen to make things right with people who were impacted?		

Teacher Name: _____ Signature: _____ Date: _____

Parent Name: _____ Signature: _____ Date: _____

*Please return to the teacher named above

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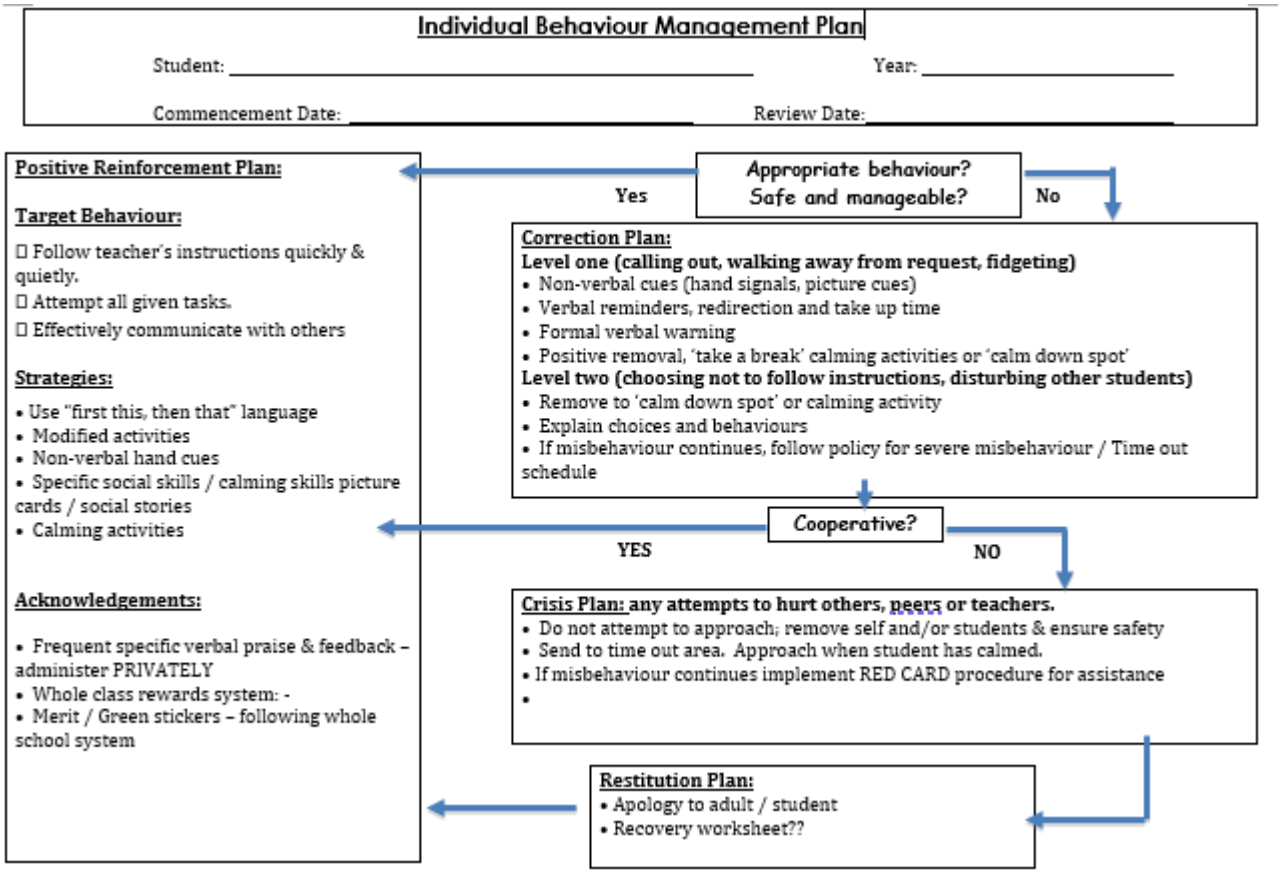
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Individual Behaviour Management Plan:

Found in *Curriculum<Behaviour Management<Individual Behaviour Management Template.*

If required, a student will be placed on an Individual Behaviour Management Plan. This is at the discretion of the class teacher and the Leadership Team.

An example of a completed plan is displayed below to indicate potential goals and strategies for students but should be individualised to the student with input from parents, staff and the student if appropriate.



Suspension notification:

An in-school or out-of-school suspension parents will be confirmed in writing by a member of the Leadership Team following discussion with the family.