Relationship Policy – Working towards self management

RATIONALE

St Mary’s school believes that by actively encouraging positive student behavior, each child will grow into a responsible, self disciplined and reflective person who is able to accept the rights and responsibilities that allow them to be a contributing, positive member of society.

Behaviour management at St Mary’s School will be a process involving every student, all staff and parents from Prep to Year 7; and will build on the foundation of our Christian community and a desire to belong.


The all programs promotes intergrity of each child and the learning process needed to occur in behaviour.

AIMS

• to implement the policy within a positive, caring environment
• to relate the policy to all activities in the school
• to provide for the well being of all students
• to ensure that each student can achieve maximum benefit from their school experience
• to focus on the development of self discipline, self esteem, students’ ability to take responsibility for their own actions and to accept consequences for their own behaviour
• to involve teachers, parents and students in a whole school approach to behavior management
• to promote the principles, values and attitudes as expressed in the mission statement
• to promote respect for the rights of others, including respect for individual differences which may be cultural, religious, academic, physical, social and emotional.
• to promote respect for property

CENTRAL VALUES

Develop commitment to, and ownership of, Behaviour Management by involving all stakeholders in the development of expectations of how we live and learn together as a Christian Community.

Strategies are identified, agreed to and implemented by all staff. These strategies are reviewed regularly to ensure that they promote students’ self discipline and self esteem.

Classroom teachers, together with the students, will discuss and set clear, fair and owned expectations at the beginning of each year that reflect the school principles. These expectations are clearly displayed in the classroom at all times.

Expectations that relate to behaviour beyond the classroom are discussed and developed in consultation with the staff and students.
Relationship Policy – Working towards self management

Teachers’ response to unsafe/violent behavior will be appropriate to ensure the safety and well being of all students concerned.

**Consequences must be:**
- Fair and reasonable
- Related to inappropriate behaviour
- Applied appropriately and with respect.

Staff work together with the students and parents to develop an understanding of the guidelines used and applies in all situations.

Corporal Punishment is not an acceptable method of discipline at St Mary’s Primary School. In no way will any form of physical punishment be used at this school.

**EVALUATION**

The evaluation of the policy and its implementation will take place annually to ensure that procedures are meeting the needs of the community and aims as stated.

**WHOLE SCHOOL BEHAVIOUR MANAGEMENT PLAN**

**Focus of the strategies:**
Encourage the students to reflect on their choices, the impact of their behaviour on themselves and others and acceptance of the consequences of their choices.
## Underlying Principles

### Purpose, Method, Consequences

There is a purpose to all our behaviours. The *purpose* is generally to satisfy some basic need i.e. love/belonging, power, fun, to learn. The behaviour we choose to achieve the need is our method. The method is not always desirable in our community, and often in seeking to satisfy our needs, our methods can prevent others achieving theirs. However, if the method achieves the desired result and satisfies our need, we will continue to use it. Each method we choose has consequences, potentially positive or negative. Through the Behaviour Management Program, students are taught how to choose appropriate behaviours that have positive consequences.

### Shared Values and Principles:

Rather than authoritarian classrooms where the teacher makes all the decisions or laissez faire classrooms where children decide their own boundaries, this program promotes the use of a shared vision approach. In each class, teachers and students work collaboratively to identify values and principles of cooperation and set parameters for behaviour.

### We Can Work It Out:

We believe that as a group we are able to find solutions to creating the school and classroom environment we want. This principle is applied throughout the program, especially when individual behaviour contracts are negotiated.

### If it’s not OK, It’s Not OK

As the title suggests, this principle is based on the idea that there are certain behaviours that are not acceptable under any circumstances, and this is *non-negotiable*. These non-negotiable behaviours will always result in certain consequences.

### Behaviour Expectations

There are four basic behaviour expectations that are non-negotiable. They form the basis of this. All behaviours, what they mean and how they apply will be explored and modelled at the beginning of each year and throughout the year:

- Attack the problem, not the person.
- Respect yourself and others
- Right place, right time, right task
- Speak to please.

### Five Step Out System

This is a consequence system which is also taught at the beginning of each year. The first three steps are *in class*, are developed by individual teachers and their class.

### Belonging:

This is the most basic principle and fundamental need of most individuals. The aim of the program is to promote the belief that if you want to attend St Mary’s School, then you want to belong. Belonging requires us to behave in certain ways. Unacceptable behaviours demonstrate means of not *belonging*. The 5 Step Out/consequences system is also based on this principle of belonging- your choice of behaviour means you no longer belong.
## What You Teach is What You Get, and Where You Get It:

If we want children to exhibit a certain type of behaviour, then we must explicitly teach that expected behaviour. We must also teach the behaviour in the place where we want it to be demonstrated eg. Classroom, playground, church, swimming, library.
Relationship Policy – Working towards self management

THE PROGRAM

The Behaviour Management Program has the following Key Elements:

1. Teaching the Four Behaviour Expectations
2. Teaching the Five Step Out/Consequences System
3. Shared Vision and Class Meetings (Conference Agreement)
4. We Can Work It Out Meetings (through Conference)
5. Review

1. Teaching the Four Behaviour Expectations

At the beginning of each year, in every class and at whole school assemblies - students and staff, teach exactly what is meant by each of the four behaviour expectations. The teaching of the behaviours is a vital part of the program and must be done each year as a reminder to all students (Refer to the matrix).

a) suggested sequence could be: Explain the need for these non-negotiable behaviours such as
   i. Personal Safety
   ii. The rights and needs of others
   iii. Need for cooperative behaviours to support learning.

b) Teach the behaviour first

   c) Revise the behaviour and then teach remaining rules.

2. Teaching the Five Step Out/Consequences System

Teaching the expected behaviour is an important part of this program and teaching the consequences for inappropriate behaviour. (An apology is a minimum expected consequence) Steps 1-3:

In the classroom it would look like this:

i. Verbal reminders

   ii. Step 1: Minor exclusion, E.g. standing up behind the desk for 1-2 minutes thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

   iii. Step 2: More serious exclusion, E.g. moving to different space in the classroom for a 3-5 minutes thinking time period thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

   iv. Step 3: Serious exclusion, E.g. Exit to another class to complete a ‘Working It Out’. Upon completion and dismissal from the teacher, the child is required to go to the door of his/her own classroom and then seek the teacher’s permission to re-enter the class.

NB. All completed ‘Working It Out’ plans are to be sent home for parents to view sign and return to school.

In the playground it would look like this:

i. Verbal reminders

   ii. Step 1: Minor exclusion, E.g. standing up behind the desk for 1-2 minutes thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

   iii. Step 2: More serious exclusion, E.g. moving to different space in the classroom for a 3-5 minutes thinking time period thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

   iv. Step 3: Serious exclusion, E.g. Exit to another class to complete a ‘Working It Out’. Upon completion and dismissal from the teacher, the child is required to go to the door of his/her own classroom and then seek the teacher’s permission to re-enter the class.

NB. All completed ‘Working It Out’ plans are to be sent home for parents to view sign and return to school.
ii. **Step 1:** Minor exclusion, E.g. sitting under a tree, or standing with the teacher for 1-2 minutes thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

iii. **Step 2:** More serious exclusion, E.g. sitting under a tree, or standing with the teacher for 3-5 minutes thinking time period thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

iv. **Step 3:** Serious exclusion, Eg. Exit to RTR (Responsible Thinking Room) to complete a ‘Restorative Practices Reflection. Upon completion and dismissal from the teacher, the child is required to speak with the adult who sent the child to the RTR.

*Please note: if a child is sent to step 3, three (3) times in one week, they should be sent straight to step 4 for their next indiscretion.*

**Step 4:** At this stage the child is sent to the Principal’s Office. The child will remain with the Principal, for a period of time dependent on the offence and state of mind of the child. At Step 4, the child will be asked to complete normal school work and after the “cooling off” period, the Principal will discuss the child’s behaviour, the teachers’ actions, the choices they have made the consequences which accompany those choices. When the Principal feels that the child is ready to return to class, s/he will accompany the child back to re-enter the class.

Upton reaching the class, the child is required to knock at the door and then seek the teacher’s permission to return to class. At this stage, the teacher asks the child questions similar to these:

- What happened?
- What was the purpose of doing that?
- What were you thinking at the time?
- Who has been affected by your actions?
- In what way?
- What can you do to make this right?

If the teacher/principal is satisfied with the child’s responses, the child may return to class.

Every child who is sent to Step 4 will have their parents telephoned by the principal to explain the incident and the consequences.

**Step 5:** The step has two elements:-

a) If a child is exhibiting uncontrolled behaviour at school and will not respond to the staff or the normal steps, then that child goes to step 5. This involves the Principal calling the child’s parents and child being sent home for the rest of the day. On return to school the next day, the child reports to the Principal’s office and satisfy the Principal that their behaviour will be acceptable and satisfy the non-negotiable expectations of the school.

b) When there are repeated instances of a child being sent to step 4 and there is no discernable change in their behaviour, the Principal will arrange a We Can Work It Out meeting with the child’s class teacher and parents. At this meeting, an Individual Behaviour Contract will be established for the child. This is done collaboratively to achieve the best possible outcome for the child, the class, the teacher and the parents.

**IMPORTANT POINTS TO REMEMBER**

- It is the responsibility of the teacher in the class situation to take control of the first 3 steps of the program. These steps must carry consequences that are appropriate to the teacher and the class and that have been established by the teacher and the class as part of Class Meetings

- It is important to use “cueing in” techniques when repeating instructions so that the students are aware of what is being asked of them.

- This program will work best if there is minimal disruption to the class. In the event of inappropriate behaviour, the teacher simply needs to say to the child, “Step 1 please”, and then continue with the lesson. If the program has been taught to the class, the child will know what is expected and the consequences of their actions.

- Teachers need to avoid emotional involvement and conflict during episodes of inappropriate behaviour. Emotional discourse, arguing and yelling will only exacerbate the situation and disturb the whole class.

- It is expected that all students who are sent to any of the steps must catch up on any class work they have missed while being at the step. This should occur in the child’s own time or at a time suitable to the teacher.

- At each step, it must be stressed that it is the child who is responsible for their consequences. At each step, it is the child who decides what will follow. If they choose to exhibit belonging behaviour, then there will be positive consequences. If they choose to exhibit inappropriate behaviour, then they are choosing the negative consequences.

- It is the responsibility of all staff to take control of steps 1-3 for all incidents of inappropriate behaviour. Each member of staff
who is in any way in control of students must use the step system and they must control the actions and consequences of the first three steps.

- At no step should a child be out of sight of the teacher. This is particularly relevant to children sent to step 3. If teachers are using the verandah for this step, the child must be in a position where the teacher can see them.
- The speed at which a child progresses through the steps is totally at the discretion of the teacher and dependent upon the actions/choices of the child. There is no set rule of thumb for this. For example, it is quite possible for a child who is exhibiting extremely uncontrolled, violent and/or abusive behaviour to move from step 1 through 5 in a matter of seconds.
- If this program is to be useful, it is essential that every member of the school staff is using the program. The particular strategies and consequences used by individual members of staff may be quite different but the essential elements are 3 steps controlled by the teacher in the class setting and steps 4 and 5 controlled by Administration must be used.

### SERIOUS INCIDENTS

In the event of an incident occurring which a teacher or member of the Administration Team deems to be “serious”, the child involved will be sent straight to step 4. Where the Principal deems this incident to be serious enough, s/he may decide to enforce an immediate in-school or at-home period of suspension.

Automatic step 4 behaviours (serious incidents) would include:

- Verbal abuse of staff
- Wilful destruction
- Assault
- Incidents involving possession or use of licit or illicit drugs
- Offences of a sexual nature
- Serious threatening behaviour
- Use of a weapon to threaten or hurt another person.

### 3. Shared Vision and Class Meetings

An important principle of this policy is that of shared vision. This principle suggests that in our school, teachers, students, administration and parents are all involved in behaviour management as important stakeholders.

In classrooms, it means that teachers need to work with their classes to establish a “vision” for the class and to come up with a set of class expectations.

### 4. We Can Work It Out Meetings /No-Blame Conference

The principle of shared vision also relates to the use of *We Can Work It Out* Meetings (No-Blame Conference). These meetings occur at step 5 before a student is placed on an Individual Behaviour Contract.

At this meeting, the Principal, Class Teacher, Parents and the child are all present. The inappropriate behaviours are discussed and this group will work together to come up with a Behaviour Contract for the child that is acceptable to all people. At this meeting, steps such as the use of Guidance Counsellors or other professionals, suspensions, time-out periods are arranged. A record of the meeting’s outcomes will be kept in the child’s school file.

### 6. Review

This policy has been written November 2013 and will reviewed by teaching staff in January 2014, and July 2014. It is expected that this document would be reviewed annually to ensure its validity and effectiveness.

### PREVENTATIVE STRATEGIES

Classroom Vision developed collaboratively and used as a constant reference point.

Classroom rules developed collaboratively, clearly defined and understood by all.
Consistency, clear communication & fair treatment are the cornerstones of the classroom.

Expectations of individual students in relation to work and tasks are clearly established and understood.

Appropriate level of work expected i.e. sufficient challenge provided.

Visually attractive and stimulating classroom.

Explicit teaching of social skills and behaviour.

Appropriate level of language.

Anticipating difficulties i.e. awareness by teacher.

Classroom well organised, seating arrangements, clearly defined storage areas....

Designated withdrawal areas in the classroom.

Sufficient resources for the classroom.
## SCHOOL SUPPORT PROVISIONS

### 1. THE SUPPORT TEAM – SUPPORT MEETINGS

- The Team is made up of the Principal, Assistant Principal RE and Learning Support Teacher.
- The Support Team is available for any teacher to use as a forum to discuss the needs of their class.
- This group meets regularly to address the new and ongoing needs of our students.
- The referring staff member will be required to complete a written referral form before attending the meeting.
- This form will outline particular concerns for the student and is to be given to the members of the Support Team prior to the meeting.

### 2. SCHOOL COUNSELLOR

- The school shares the services of a qualified counsellor.
- The counsellor is timetabled to have one day per week in the school to assist with social, emotional and behavioural needs of children.
- Access to the counsellor can be made through the Support Team.
- Counselling support can be provided with parent consultations, staff/parent training programmes, intervention with individual students, specific testing of children or referring to specialists for further diagnosis/treatment.
- All referrals to the School Counsellor require written parental approval.

### 3. OUTSIDE AGENCIES

- Toowoomba Catholic Education Office
- Outside Counselling services.
RE-ENTRY PROCEDURES  
(Restitution Plan)

Re-entry occurs when a student has been withdrawn from regular classroom activities due to inappropriate behaviour. Withdrawal may take the form of time out in class, time out in another room, internal suspension or school suspension.

A RE-ENTRY STRATEGY

- focuses students on taking responsibility for their own actions / behaviours
- focuses on giving those affected a voice
- engages students in problem solving and goal setting by conferencing using restorative methods
- reinforces rules and consequences and require student reflection

A RE-ENTRY STRATEGY INVOLVES

A RESTORATIVE PRACTICES PROCESS

- time and consistency
- no blame/community conference facilitated by a trained Restorative Practices facilitator
- a form of consultation with the student before they re-enter regular classroom activities
- may involve verbal, written or drawn responses
- requires an undertaking by the students to abide by the rules on re-entering
- a re-entry plan when returning from suspension
## Relationship Policy – Working towards self management

<table>
<thead>
<tr>
<th>Form of Withdrawal</th>
<th>Personnel</th>
<th>Re-entry Strategies</th>
</tr>
</thead>
</table>
| Time out in class  | Involves the student and one or more of the following as appropriate:  
  - Teacher  
  - School Officer  
  - Colleague  
  - Peer | May include the following:  
  INFORMAL RESTORATIVE PRACTICE  
  - Reflection Sheet  
  - Verbal conference  
  - Written / drawn response + conference  
  - Apology  
  - Restitution |
| Time out in buddy class |  |  |
| Internal suspension |  
  - Student  
  - Teacher  
  - School Officer  
  - Administration  
  - Parent / carer |  
  - Admin Referral Form  
  - Behaviour Log  
  - Individual Behaviour Plan / Contract |
| School suspension | Must involve:  
  - Student  
  - Teacher  
  - Administration  
  - Parent / carer | Must involve:  
  - Admin Referral Form  
  - Parent Conference  
  - Behaviour Plan and Log |
## Relationship Policy – Working towards self management

### Schoolwide Expectations Teaching Matrix

<table>
<thead>
<tr>
<th>All Areas</th>
<th>Classroom</th>
<th>Playground</th>
<th>Stairwell</th>
<th>Toilets</th>
<th>Pick Up Zones/Bike Racks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use equipment appropriately</td>
<td>• Walk</td>
<td>• Participate in school approved games</td>
<td>• Rails are for hands</td>
<td>• Respect privacy of others</td>
<td>• Use own bike/scooter only</td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself</td>
<td>• Sit Still</td>
<td>• Walk whilst moving through the school grounds</td>
<td>• Walk one step at a time</td>
<td>• Respect School property</td>
<td>• Walk bike/scooter to the gate</td>
</tr>
<tr>
<td>• Practice effective listening skills</td>
<td>• Enter &amp; Exit room in an orderly manner</td>
<td>• Wear appropriate footwear at all times</td>
<td>• Carry items</td>
<td>• Walk bike/scooter through the school grounds</td>
<td>• Walk bike/scooter through the school grounds</td>
</tr>
<tr>
<td>• Respect the opinion of others</td>
<td>• Respect</td>
<td>• Keep passageways clear at all times</td>
<td>• Keep passageways clear at all times</td>
<td>• Follow the directions of the pick up zone supervisor</td>
<td>• Follow the directions of the pick up zone supervisor</td>
</tr>
<tr>
<td>• Be safe at all times: wear a broad-brimmed hat</td>
<td>• Respect others’ personal space and property</td>
<td>• Be prepared</td>
<td>• Respect privacy of others</td>
<td>• Ask permission to leave the classroom</td>
<td>• Use own bike/scooter only</td>
</tr>
<tr>
<td>• Be honest</td>
<td>• Complete set tasks</td>
<td>• Be a problem solver</td>
<td>• Respect School property</td>
<td>• Ask permission to leave the classroom</td>
<td>• Walk bike/scooter to the gate</td>
</tr>
<tr>
<td>• Take an active role in classroom activities</td>
<td>• Keep work space tidy</td>
<td>• Return equipment to the appropriate place at sports bell</td>
<td>• Walk bike/scooter through the school grounds</td>
<td>• Ask permission to leave the classroom</td>
<td>• Walk bike/scooter through the school grounds</td>
</tr>
<tr>
<td>• Be honest</td>
<td>• Be a good listener</td>
<td>• Report incidents to the supervising teacher</td>
<td>• Move peacefully in single file</td>
<td>• Ask permission to leave the classroom</td>
<td>• Follow the directions of the pick up zone supervisor</td>
</tr>
<tr>
<td>• Follow instructions straight away</td>
<td>• Raise your hand to speak</td>
<td>• Be prepared</td>
<td></td>
<td>• Use toilets during break</td>
<td>• Follow the directions of the pick up zone supervisor</td>
</tr>
<tr>
<td>• Be on time</td>
<td>• Respect others’ right to learn</td>
<td></td>
<td></td>
<td>• Use toilets during break</td>
<td>• Move promptly from your classroom to the pick-up zone</td>
</tr>
<tr>
<td>• Be in the right place at the right time</td>
<td>• Talk in turns</td>
<td></td>
<td></td>
<td>• Use toilets during break</td>
<td>• Remain in the pick-up zone until its time to leave</td>
</tr>
<tr>
<td>• Follow instructions straight away</td>
<td>• Be a good listener</td>
<td></td>
<td></td>
<td>• Use toilets during break</td>
<td>• Walk</td>
</tr>
<tr>
<td>• Be prepared</td>
<td>• Play fairly – take turns, invite other to join in and follow rules</td>
<td>• Walk quietly and orderly so that others are not disturbed</td>
<td>• Wash hands</td>
<td>• Wait your turn</td>
<td>• Keep your belongings near by</td>
</tr>
<tr>
<td>• Complete set tasks</td>
<td>• Care for the environment</td>
<td></td>
<td>• Wash hands</td>
<td>• Wait your turn</td>
<td>• Wait in the line until you have been directed by a line supervisor to move to the car</td>
</tr>
</tbody>
</table>