

Growing in Discipline



L I S M O R E

**to make St Carthage's
a safe and happy learning environment**

St Carthage's Behaviour Management Policy

A Parent, Staff and Student Handbook



St Carthage's School Vision

St Carthage's Learning Community....

- *Is a sacred place giving witness to the values of Jesus Christ*
- *Is like a rainforest – it flourishes due to harmonious community interactions*
 - *Is a protective, safe, secure haven allowing individuals to blossom*
- *Is a place teeming with life – it enables all to live, learn and achieve in harmony*
 - *Is an inclusive community – It is a place of welcome and involvement*
 - *Has a feeling of belonging*

We achieve this through these guidelines:

1. We are a proactive community where the home, school and Parish work co-operatively to find solutions
'Together we can work it out!'
2. We respect the dignity of the human person.
3. We teach and model responsible behaviour based on the gospel values.
4. Our approach is to meet the needs of individual students.
5. Through Restorative Practice, we encourage students to grow in ownership and responsibility for their learning and behaviour.
6. At the beginning of the year classes create their class vision and expectations.
7. We promote safety and say 'NO' to bullying and harassment.
8. All members of the parish school community need to be supportive of this Policy.
9. The use of corporal punishment to enforce discipline at St Carthage's is not permitted by any member of the school community.



OUR SCHOOL COMMUNITY'S BEHAVIOUR EXPECTATIONS.

We expect all members of St Carthage's School community to:

- Act Safely
- Respect self & others
- Be self-responsible
- Be self-motivated

Non Negotiable School Rules:

- What the teacher says we do!
- Hands off other people and their belongings!
- Out of sight – out of bounds!
- No hat – play in the shade!
- Speak to please – not to tease!

HOW TO:

○ Act Safely

This looks like for:

Students	Staff	Parents
<ul style="list-style-type: none">• Following teacher instructions• Abiding by school rules & procedures• Keeping hands and feet to yourself• Using classroom, play & sport equipment properly• Playing in designated areas• Remaining in sight of teachers• Reporting unsafe items and/or behaviour• Controlling temper• Awareness of Stranger Danger• Being sunsafe	<ul style="list-style-type: none">• Providing a safe learning environment• Being on time for class & duty• Being diligent on duty• Stopping unsafe behaviour• Modelling appropriate behaviour• Knowing and following school policies & procedures• Wearing a name badge• Performing risk management notification tasks• Teaching stranger danger• Locking classrooms when not in the room• Parking in designated staff parking areas	<ul style="list-style-type: none">• Driving and parking in designated school parking areas• Informing the school of any changes to their child's routine• Ensuring their child has a hat• Reporting to the School Office when collecting a child or bringing a child to school late• Teaching stranger danger• Collecting children on time• Keeping your child home when sick



HOW TO:

○ Respect self & others

This looks like for:

Students	Staff	Parents
<ul style="list-style-type: none">• Speaking kindly & politely to other students & staff• Being an active listener• Respecting your own, others and school property• Allowing others the right to work or play without interruption• Using an appropriate noise level during activities• Following teacher instructions promptly• Wearing the uniform correctly• Playing fairly• Respecting the personal space of others• Looking after younger students• Knocking on doors before entering• Eating healthy food• Participating in school sport & exercise• Washing hands after using the toilet and after breaks	<ul style="list-style-type: none">• Greeting peers and students warmly• Speaking kindly & politely to all• Dressing professionally• Working as a team• Maintaining confidentiality• Publicly supporting school policies and procedures• Modelling professional behaviour• Teaching & modelling respect	<ul style="list-style-type: none">• Speaking politely• Supporting school policy and procedures• Making appointments to discuss issues with teachers• Respecting the professional judgement of teachers and discussing issues through appropriate channels• Supporting gospel values at home• Teaching respect to children• Providing healthy lunches



HOW TO:

○ *Be self-responsible*

This looks like for:

Students	Staff	Parents
<ul style="list-style-type: none">• Looking after your belongings• Being accountable for your behaviour• Admitting mistakes and celebrating successes• Accepting corrective advice• Being honest and truthful• Being punctual• Saying sorry• Keeping a tidy work area• Behaving co-operatively on school excursions• Attacking the problem not the person• Working independently when required• Working & playing cooperatively in groups or teams• Keeping school grounds, classrooms & buildings neat & tidy• Using toilets appropriately	<ul style="list-style-type: none">• Being organised and prepared• Being punctual• Being aware of individual children's needs• Communicating with parents• Co-operating with colleagues• Providing a tidy and clean learning environment• Sharing resources• Using the Library system appropriately• Modelling appropriate language and behaviour• Attacking the problem not the person	<ul style="list-style-type: none">• Labelling child's clothing & equipment• Responding promptly to notes• Reading school newsletters• Supporting school functions• Informing the school when children are sick and keeping them at home• Modelling appropriate language and behaviour• Informing the school of changes to child's circumstances• Maintaining confidentiality when involved in school activities• Ensuring children come to school prepared with appropriate equipment, correct uniform and healthy food• Maintaining open communication with school• Attacking the problem not the person

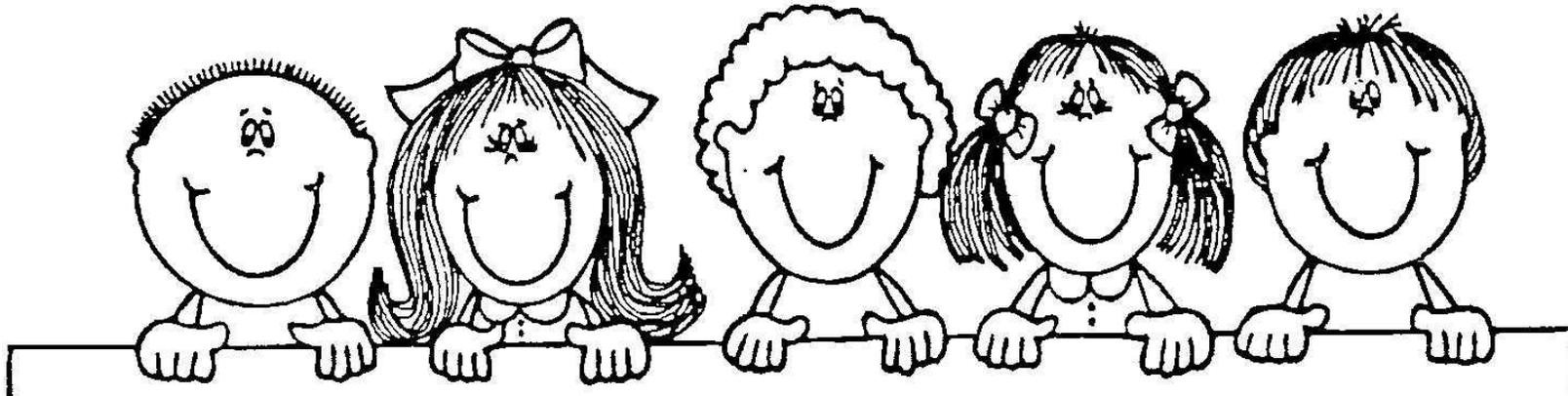


HOW TO:

○ *Be self-motivated*

This looks like for:

Students	Staff	Parents
<ul style="list-style-type: none">• Completing tasks to the best of your ability• Listening actively• Participating in all school activities• Asking for help• Being prepared & organised• Being positive• Accepting and giving praise	<ul style="list-style-type: none">• Being a life long learner – spiritually, emotionally, intellectually & physically• Being positive• Being involved in school activities• Encouraging student learning• Providing a positive learning environment	<ul style="list-style-type: none">• Being involved in the school where possible• Showing an interest in your child's schooling• Reading the school newsletter and accessing the school web site• Acknowledging your child's successes



Strategies that may be used to Encourage & Model Appropriate Behaviour at St Carthage's:

- Positive reinforcement of appropriate behaviour – praise & encouragement
- Letters sent home, notes written in student diary or phone calls made to parents acknowledging appropriate behaviour
- Class/School Responsibilities given as rewards e.g. leader, helper, messenger
- Class & School awards and rewards e.g. stickers, stamps, certificates, lucky dip prizes
- Student of the Week Awards
- Group points systems for rewards such as free time, handball, board game time, pizza lunch, video time
- Creation of class visions & expectations at the beginning of each year
- Class meetings held to discuss behaviour concerns
- 6 C's Taught– courtesy, consideration, cooperation, care, compassion & common sense
- Appropriate playground games taught and encouraged
- All children involved in a Peer Support Program
- Appropriate behaviour modelled by Year 6 School Leaders at Whole School Assemblies
- Weekly focuses on appropriate behaviour reinforced during Assemblies

Strategies Used to Teach and Correct Behaviour at St Carthage's:

- Establishing clear expectations
- Giving clear instructions & directions
- Non Verbal Cues e.g. 'stop' hand signal
- Verbal & Non Verbal Redirection
- Waiting & scanning
- Encouraging appropriate behaviour through:
 - acknowledging students demonstrating required behaviours
 - intentional use of body language e.g. frown, nod
 - giving specific feedback to students about their behaviour
- Opportunities for students to state choices and consequences
- Following through with the school action plan when disruptive behaviour continues

Support Structures for Staff at St Carthage's:

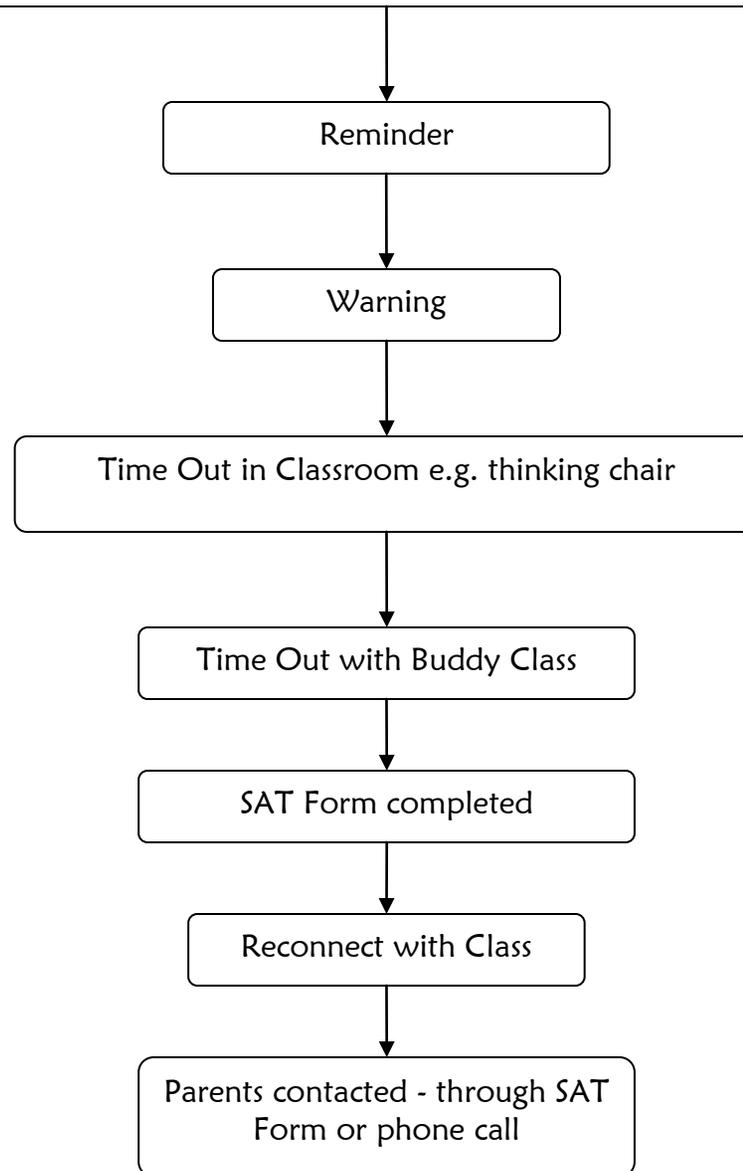
- Buddy Classes
- Buddy teachers
- Teacher Assistants
- Learning Support Teacher
- Student Welfare Officer
- Principal & Assistant Principal
- Student Welfare Committee

Strategies used at St Carthage's in response to Classroom/Playground Incidents:

- Incidents are observed or reported to teachers
- **Teachers listen** to all students involved in classroom/playground incidents
- **Teachers act** on the information as soon as possible. Teachers use their professional judgement to determine which incidents are regarded as serious and which incidents they can manage.
- All incidents of concern are to be **recorded** in the classroom/playground book and labelled as either 'minor', 'warning given' or 'follow up needed'. Information is then recorded on the school database.
- **Time out** of the classroom or off the playground is a direct consequence for 'hands on' behaviour along with the completion of a Sit and Think Form.
- **Parents** of any students seriously hurt or seriously distressed in classroom/playground incidents are **contacted**.
- Parents of any students involved in serious bullying or serious hands on behaviour are contacted.
- Teachers **follow up** with the student/s involved in classroom/playground incidents as soon as possible.
- **Sit And Think Forms** are completed by students . These are to be signed by the Principal/AP, class teacher and sent home to be signed by parents and then returned to the Assistant Principal.

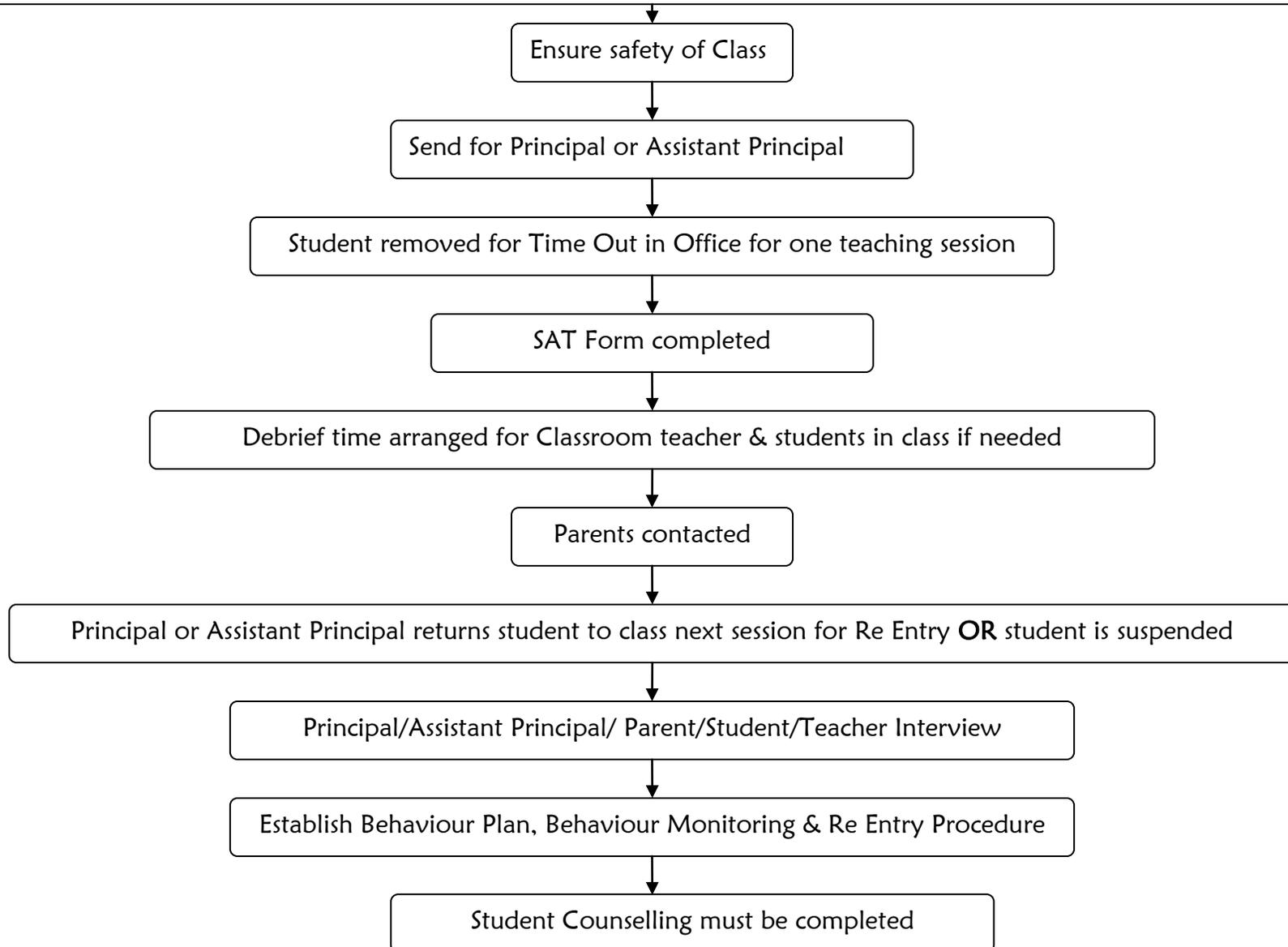
Classroom Management Process Non-serious Inappropriate Behaviour

E.g. calling out, swinging on chairs, interrupting, off task behaviour, roaming around classroom, being ill-mannered



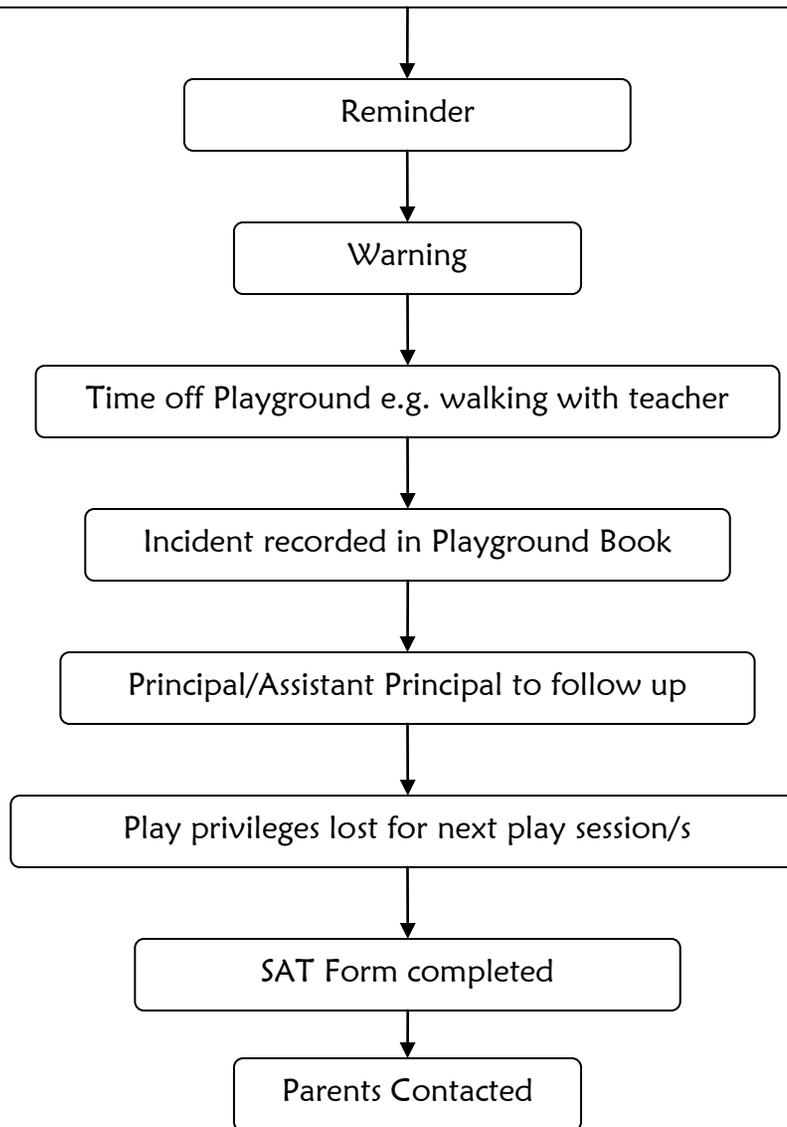
Classroom Management Process Serious Inappropriate Behaviour

E.g. throwing dangerous objects, swearing at a teacher, verbal or physical abuse of peers or staff, theft, fighting, vandalism, non-compliance of teacher directions, threatening others, wilful disturbance of class, wilful & persistent disobedience or insolence



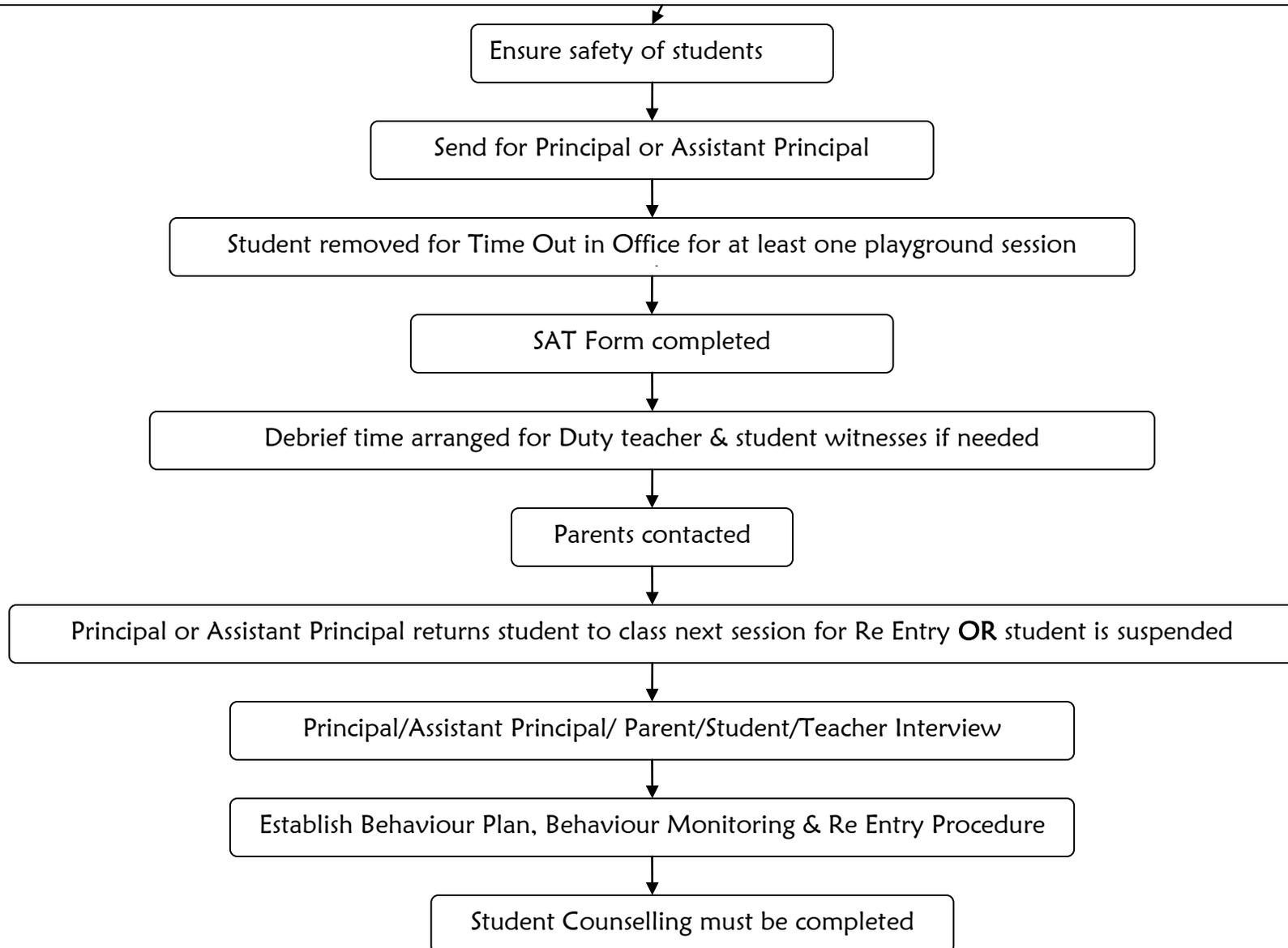
Playground Management Process Non-serious Inappropriate Behaviour

E.g. taking hats, disrupting games, not playing in appropriate areas, running on concrete



Playground Management Process Serious Inappropriate Behaviour

E.g. continuous out of bounds, verbal or physical abuse or violence towards peers or staff, fighting, refusal to follow teacher directions, threatening others, vandalism, throwing dangerous objects, leaving the school grounds without permission



Appendix One: St Carthage's Anti Bullying Plan

St Carthage's is a School Community that Speaks up Against Bullying

Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying may be carried out overtly (e.g. face - to - face) or covertly (e.g. through repeated social exclusion or via technology). It is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

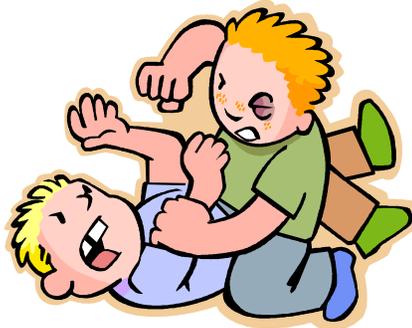
The different types of bullying identified by the NSSF include:

Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name -calling and insulting.

Covert bullying(sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn't easily seen by others and is conducted out of sight, and often unacknowledged by adults.

Cyberbullying occurs through the use of information or communication technologies such as Instant Messaging, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove.

Most students who cyberbully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.



Rights of students, staff and parents: Everyone has a right to be safe. No one deserves to be bullied.

Responsibilities of students, staff and parents to actively discourage bullying behaviours: We all have a responsibility to do something when we see people being bullied.

Procedures for reporting and dealing with bullying incidents:

Reporting: teachers, students and parents are encouraged to report bullying behaviours using recognised school procedures for other behaviour incidents

Dealing with Incidents: Bullying behaviours may be witnessed or reported. Procedures for dealing with bullying incidents follow the school management processes for classroom and playground contexts. Appropriate support is arranged for those who have been bullied as well as those exhibiting bullying behaviours. Restorative Practice sessions are conducted with offenders and victims. Often a Sit And Think form will result from these meetings.

Recording Information: Bullying incidents are recorded in Classroom, Playground or Bus Duty Behaviour Books. This information is then transcribed to a school data base.

Information is recorded to help in:

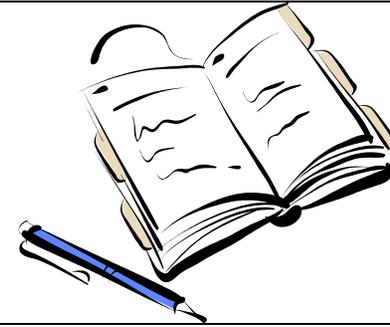
- Determining which bullying behaviours are being repeated
- Assessing when and where bullying behaviours are occurring
- Preventing a pattern of bullying behaviours being seen as a one off incident by different people
- Determining if interventions in bullying incidents have been successful

Recorded information includes:

- Who is involved
 - What happened
 - Where did the incident occur
-

-
- What action was taken
 - Details of follow up required

SAT Forms and Restorative Practice sessions include opportunities for students to indicate or could have done to solve the problem



what they did

Positive strategies in place to counter bullying behaviours.

At St Carthage's we use and promote the following strategies to encourage positive behaviours. These strategies are designed to further develop and enhance a positive school culture that supports responsible personal behaviour and effective teaching and learning.

Student Welfare/Pastoral Care:

The following strategies are used to ensure that students learn in a safe and healthy environment.

- Peer Support Program
- Buddy Classes
- Classroom and Playground Behaviour Management Procedures
- Student Welfare Officer
- Student Welfare Committee
- "Making Jesus Real"
- Restorative Sessions and language

Staff Welfare:

Practices to ensure staff are happy at St Carthage's and therefore teach more effectively and deal with student issues more competently include:

- Regular Professional Development opportunities both within and outside school are offered
- Staff involvement in development and review of behaviour management policies and procedures
- Collegial support in Stage teams
- Opportunities for debriefing after serious behaviour incidents
- Up to date staff resources

Positive Regard:

Methods used to promote, encourage and affirm student participation creates an ownership for the values and ideals of St Carthage's

and, most importantly, the relationships between people.

- Peer Support Program
- Student Representative Council
- Whole School and Stage Assemblies
- Recognition and celebration of student achievements and participation through Assemblies and the School Newsletter

Awareness Raising:

- **Education** through Parent Meetings and School Newsletter is used to develop common understandings about what strategies the school has in place and the actions they can take to support their child/ren.
- **Advertising:** Posters, Newsletter articles and book displays in the library are used to keep a positive behaviour message within St Carthage's school community
- **Surveys** of students at St Carthage's about bullying behaviours provides essential information about strategies needed at our school

Playground:

St Carthage's school community recognises that the playground **environment** can have an impact on the number of available opportunities for students to behave appropriately or inappropriately with others. Regular reviews of playground **supervision**, playground **activities** and students' perception of safe and unsafe areas of the school are used to recognise areas of concern.

Classroom:

Strategies used to enhance a positive **climate** in classrooms at St Carthage's include:

- Class visions, rules and expectations
- Class roles and responsibilities
- Class meetings
- Teaching social skills
- Role playing
- Modelling appropriate behaviour
- Home/school liaison – notes from teacher, phone calls, communication diaries

Teaching Practice: Classroom teachers play a significant role in developing relationships and encouraging positive student behaviour through:

- Role modelling
- Building relationships with, and among students
- Using a calm tone of voice
- Encouraging cooperative learning
- Giving positive feedback
- Catering to different learning styles

Curriculum: Addressing the issues of bullying behaviours through the PDHPE, HSIE and English K – 6 Curriculum raises awareness on an ongoing basis.

The “**Turn Talk Tell Triangle**” is taught to all students at St Carthage’s to help them become more assertive in dealing with bullying behaviours:

When bullying happens;

Turn

- Ignore what’s being done
- Walk away when you’re bullied

Talk

- Ask them to stop
- Ask someone being bullied if they need help

Tell

- Go with the person to a safe place
- Report what’s happening to an adult

Evaluation strategy to determine effectiveness of policy:

St Carthage’s Positive Behaviour Policy will be reviewed annually on a formal basis but procedures will be discussed and reviewed as areas of concern arise.