



# ST JOHN XXIII BEHAVIOUR MANAGEMENT POLICY

*“We believe respect, cooperation and open communication between staff, children, families and the wider community is central to providing a safe, stimulating and fun environment...”*

*We encourage the students to respect themselves, respect others, respect property and their environment.”*

(School Vision Statement)

## ***Rationale***

At St. John XXIII we believe that the students have a right to learn, to feel loved and accepted, to be physically safe and emotionally secure. Through the implementation of our Behaviour Management Policy, we seek to empower students to be responsible for their own actions and to learn to accept the consequences of their actions. At all times we seek the co-operation and support of parents. The policy is in place to support students in their development of appropriate behaviour (not to punish them, corporal punishment is not permitted at St. John XXIII).

## ***Goals***

We aim to assist individual students to develop self-discipline and resilience, to allow for participation in a safe, caring environment and to maximise their full academic, social, emotional, physical & spiritual potential.

## ***Implementation***

The Behaviour Management Program at St. John’s is supported by experts in the field including. The School also undertakes the ‘Visible Learning’ program and behaviour management workshops with students in order to set up a positive class and school climate at the start of the year. At St John’s, our behaviour management program is made up of three parts.

These are:

- Behaviour Expectations
- Positive Recognition
- Consequences for Inappropriate Behaviour

## ***Behaviour Expectations***

These are defined as expected behaviours that students are required to demonstrate at school without requiring reminders or instructions. At St John XXIII there are six key behaviour expectations that are enforced from prep to year six.

These are:

- Follow directions
- Move safely and considerately at school
- Keep hands, feet and objects to yourself

- Listen to the speaker without interrupting
- Speak appropriately
  - swearing or yelling are unacceptable
  - use your manners
  - putdowns are unacceptable
- Take good care of all property

The appendices include a copy of the behaviour expectations poster found in every classroom and other key areas in the school.

### ***Positive Recognition***

Positive Recognition and feedback is the way that students are formally recognised for following school expectations. Each class displays and uses a set of positive consequences that recognise and reward students who choose to follow classroom guidelines, which help to create a positive classroom environment. The positive consequences may differ, from room to room, as they are decided on by the class as a whole.

### ***Consequences for Poor Choices***

A consequence is an adult's way of reminding students to get back on track when an inappropriate choice is made. Sometimes this involves a specific consequence when a repeated or serious poor choice is made. Below is the procedure followed when children make inappropriate choices. This procedure is followed throughout the whole school.

- **First consequence:** Warning
- **Second Consequence:** Isolation- movement away from group
- **Third Consequence:** Time Away Table
- **Fourth Consequence:** Exit to another room (same level) with classroom work to complete.

Students are then to fill in a rethink sheet with the adult responsible for administering the consequence. This is to be done during the next available recess or lunch time break.

- **Fifth Consequence:** Exit to administration. Student brings re-think sheet from their fourth consequence. Appropriate consequences are administered by administration in consultation with the teacher involved in administering the consequence.

### **Severe Clause**

There may be instances where it is deemed that all warnings are bypassed and a teacher immediately goes to the fifth consequence.

The appendices include a copy of the consequences for poor choices poster found in every classroom and other key areas in the school.

### ***Process of Rethink***

A student who has received a fourth consequence fills in a rethink sheet in consultation with the teacher involved in administering the consequence.

In Prep – 2 the sheet is a series of questions, students can either write sentences or draw pictures. This sheet may need to be sent home to parents, however the principal must first be spoken to and give consent.

In Years 3 – 6, students have a series of questions to answer and think about. The sheet is signed by the Principal and after consultation with Leadership may need to be sent home

to the parents. It should then be returned to school the next day. The sheet is filed by the teacher. Specialist teachers follow the same procedures.

The appendices include a copy of the re-think sheets used by staff at St John XXIII.

### ***School Level Consequences***

Some circumstances may require immediate action. If there is a serious incident in the classroom or in the playground, the student is instantly removed from that situation. The parents will be informed of the incident and the consequence. Incidents which require instant removal cover serious injury to a fellow student, teacher, parent or serious damage to equipment.

The appendices include a copy of the severe consequence clause poster that outlines the above information. This poster is found in every classroom and other key areas in the school.

### ***School Level Support Strategies***

1. **The Student Wellbeing Leader and The School Counsellor**, are key people who help to support children's development of skills to deal with adverse situations calmly, wisely and in an atmosphere of reconciliation.
2. **Student Wellbeing Workshops and Circle Time** are held regularly in each class to support student skill development for social and emotionally literacy. These sessions are conducted by the class teacher, Student Wellbeing Leader or outside organisations.
3. **Buddy System**: older classes are matched with younger classes and each student is given a 'buddy'. Students are encouraged to look after their buddy, help them if they are having any difficulties.
4. **The Student Wellbeing Support Group**: This team is made up of key representatives from the school including the student wellbeing leader and the special needs leader who come together to discuss and implement strategies to support specific students or groups of students to adhere to school expectations

### ***Evaluation and Review***

The School Advisory Committee and staff regularly monitor and review the effectiveness of the Learning & Teaching Policy and revise the policy when required.

### ***References***

#### ***Related Policies***

*Behaviour Management Policy etc – what other ones??*

#### ***Ratified & Dated***

June 2016