

**ST MATTHEW'S SCHOOL**

**NARROGIN**



**BEHAVIOUR MANAGEMENT  
POLICY**

**VISION STATEMENT**

**St Matthew's School enables children to strive to reach their full potential, as God intends, by fostering concern for self, others, the environment and their relationship with God.**

**Developed 2011  
Reviewed Yearly  
Review 2018**



## St Matthew's School

# Dealing with Bullying, Harassment, Aggression and Violence Policy

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### **RATIONALE**

The behaviour management policy at St Matthew's is based on the premise that all members of our community have the right to be treated with respect and courtesy. This emerges from our school motto 'Concern': concern for self, others, environment and our relationship with God. Gospel values such as honesty, justice, integrity, compassion and love must be apparent in all situations where behaviour issues are concerned. Any behaviour that takes away from the Gospel values of the school, including bullying, racism, injustice and harassment, must be addressed. Central to our mission is the commitment to the development of full potential, which can only be achieved in an environment where acceptable standards of behaviour are apparent.

### **PRINCIPLES**

To develop responsible, self-disciplined students by:

- Providing opportunities for children to display initiative and responsibility
- Providing opportunities for children to develop positive and appropriate interpersonal and social skills
- Rewarding and encouraging children for the effort they are making in the following areas: academic, sporting, social or behaviour
- Providing opportunities for children to learn decision-making skills
- Raising the awareness that every individual is responsible for his/her own actions and choices
- Recognising that inappropriate behaviour results in certain consequences

### **THE GOLDEN RULES OF BEHAVIOUR MANAGEMENT**

At St Matthew's we believe the aim of behaviour management practices is to develop and maintain positive working relationships between staff and students.

### **Staff are responsible for ensuring that:**

- School rules and consequences are clearly displayed around the classroom
- Rules are revisited and that children have the opportunity to develop an understanding of what the rule means
- A positive working environment is promoted. This includes the student seating and classroom arrangement
- Consistent and achievable standards are set
- Each lesson is prepared thoroughly. This includes: knowing the content, knowing what is to be achieved, preparing the necessary resources and being punctual
- During each lesson: clear instructions are given; students' are taught at the appropriate level, motivation techniques are used, a variety of interests are catered for where possible, be flexible, early finisher activities are available, and each lesson is carefully timed
- Positive reinforcement is used for appropriate behaviour. Remember that positive incentives should be earned rather than just given and verbal encouragement should be the most used incentive
- A variety of positive incentives are used
- The school behaviour management plan is employed to manage inappropriate behaviour.

## SCHOOL RULES

These classroom and playground rules were developed in consultation with students and staff. These rules are displayed in every classroom and other areas within the school.

### **Classroom Rules**

RULE	EXAMPLES OF HOW TO FOLLOW EACH RULE:
1. Let others learn	<ul style="list-style-type: none"><li>○ Remaining quiet during work time</li><li>○ Putting up your hand</li><li>○ Respecting other opinions and ideas</li><li>○ Speak nicely to others</li><li>○ Do not distract others when they are concentrating</li></ul>
2. The teacher has the right to teach	<ul style="list-style-type: none"><li>○ Listen to the teacher and follow directions</li><li>○ Ask questions politely when you are not sure</li><li>○ Always use your manners</li><li>○ Treat all staff members with respect</li></ul>
3. Respect your own and others' property	<ul style="list-style-type: none"><li>○ Keep your belongings, including your desk and chair, clean</li><li>○ Look after all school equipment. Always ask if you need to borrow something</li><li>○ Return borrowed items in the same condition</li><li>○ Only enter or remain in a classroom when a teacher is present</li></ul>
4. Think safety	<ul style="list-style-type: none"><li>○ Move carefully around the classroom</li><li>○ Keep a slow pace to ensure safety</li><li>○ Do not use sporting equipment inside</li></ul>
5. Keep hands, feet and objects to yourself	<ul style="list-style-type: none"><li>○ Always pass things; do not throw objects in class</li><li>○ No physical bullying- do not hit, touch, or kick others.</li><li>○ Use items in the way they are intended to be used.</li></ul>

## Playground Rules

RULE	EXAMPLES OF HOW TO FOLLOW EACH RULE:
1. Respect for self and others	<ul style="list-style-type: none"><li>○ Always wear your school hat when outside</li><li>○ Speak nicely to others/use your manners</li><li>○ Listen to the teacher on duty and follow his/her instructions</li><li>○ Wear your correct uniform with pride</li><li>○ Speak truthfully about others</li></ul>
2. Include all students	<ul style="list-style-type: none"><li>○ Let all children join in the games</li><li>○ Use welcoming language</li></ul>
3. Respect the school environment	<ul style="list-style-type: none"><li>○ Always eat and play in the area allocated to your class</li><li>○ Put all rubbish in the bin</li><li>○ Keep all play areas clean and tidy including the undercover area and the Sr Isabel Hall</li><li>○ Do not bring items to school that can cause damage to the school environment - particularly bubble gum</li><li>○</li></ul>
4. Share and use equipment appropriately	<ul style="list-style-type: none"><li>○ Take turns on the equipment</li><li>○ Use the equipment safely</li><li>○ Walk bicycles on paths and the basketball court</li></ul>
5. Keep hands, feet and objects to yourself	<ul style="list-style-type: none"><li>○ Consider the safety of others when playing games</li><li>○ Fighting and rough games are not allowed</li><li>○ Don't throw items and objects</li></ul>

## POSITIVE REINFORCEMENT USED AT ST MATTHEW'S

St Matthew's has a number of positive incentives in place to thank and reward students who behave appropriately in the classroom and on the playground. The incentives listed below represent only a sample of those used within the school.

### Classroom:

- Encouragement and Praise - this is the major form of positive reinforcement used.
- Positive reinforcement - this may include setting class or personal goals or students earning individual or group points with class negotiation of positive rewards.
- Honour Certificates - given out at Friday assemblies. (Every student to receive an honour certificate at least once during the year.)

### Playground:

- To positively reinforce students who are following the playground rules, teachers will give these students a 'Golden Slip'. At every Friday assembly, one junior student and one senior student will be chosen.

### Whole School Gatherings:

- To positively reinforce the students when gathered as a whole school, teachers will use the 'marble jar' reward system. When classes gather quietly, listen attentively and follow all instructions, teachers or the Principal will nominate a certain number of marbles that a representative student may put into their class jar. When a class fills its jar, they will receive 10 minutes extra play.

## **CLASSROOM BEHAVIOUR MANAGEMENT**

At St Matthew's we believe teachers can only provide a good education in an environment where the staff implement the behaviour management policy consistently.

At the start of each year and term, the class teacher will review his/her classroom behaviour management plan with the class, so that it remains consistent with the guidelines provided below. The class behaviour management plan should reflect a direct link between the child's actions, how this breaches the classroom behaviour management plan and the consequences. The consequences will also be reflective of the child's developmental stage.

Managing student behaviour is the responsibility of ALL staff; therefore all staff should be active partners. A staff member who needs support in the area of managing student behaviour is encouraged to consult a peer or the Principal in the spirit of mutual support and with open communication in order to ensure the best outcome.

## **INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS**

In some cases, the school may deem it necessary to implement an Individual Behaviour Management plan. Whilst every intention is made to negotiate these plans with the student's parents, it is ultimately at the discretion of the Leadership Team, to implement this modification. Parents will receive a copy of the Behaviour Management Plan and will also receive notification each time that this plan is put into action (see appendix 4 and 5).

## **PLAYGROUND BEHAVIOUR MANAGEMENT**

All teachers strive to create a safe, positive and rewarding play environment, however should any child on any day decide not to comply with the school expectations then the following will occur.

Students will be regularly reminded (eg. the commencement of the term and/or as the need arises) about the rules they must follow on the playground and the consequences for not following these rules. Teachers will also discuss this regularly with their classes as a preventative measure. However, **ALL** staff are responsible for ensuring a safe and happy playground environment and therefore all must contribute to the implementation of the behaviour management policy. Playground rules will be displayed in the undercover area, as well as on windows facing the playground.

## **Minor Misbehaviour in Playground**

- Encouragement and reminder of appropriate behaviour expected on the playground e.g. playing roughly, running on the pavement
  1. First Occasion: Warning: - Ask the child what right/rule they have broken? What is the correct behaviour?
  2. Second occasion: Time-out (amount of time at discretion of teacher). As a guide: Junior Primary 5 mins, middle Primary 10 mins, upper primary 15 mins). A Time-out notification may be issued at the discretion of the teacher. If issued, it shall be sent home for parents to view and returned next day. Teacher issuing the Time-out must ensure that notification is returned and sent to Assistant Principal.
  3. After receiving 3 or more Time-outs in a semester, the Assistant Principal will decide whether a stern warning is given or a lunchtime detention. Parents may also be informed at this point of the school's concerns regarding their child's behaviour.

Duty teacher to talk to class teacher if a child is consistently experiencing problems.

**In the event that a child is found to be breaking a school rule which warrants time out just at the end of recess or lunch time, the teacher instructs the child that at the next play time they must report to the duty teacher and complete their time out. The duty teacher issuing the time out must inform the teacher for the following duty time to expect the student.**

### **Time Out**

Time Out is situated on the bench outside the canteen. Suggested timings are:

Yrs 1-3: **5 mins**

Yrs 4-5: **10 mins**

Yrs 6-7: **15 mins**

All class teachers need to educate all students on acceptable behaviour while on the time out seat. Each day is treated as a new chance. Warnings are not carried over from the previous day.

### **Serious Misbehaviour**

e.g. Violence towards another person, injury to another person, bullying, wilful property damage, verbal abuse towards others.

1. Automatic removal from the playground or classroom and sent to the office while a member of the Leadership Team is contacted. They will decide the appropriate consequence based on the severity of incident and previous history.
2. Consequences will include one of the following:
  - Stern Warning – parents notified
  - Detention - Recess or Lunch time and parents notified
  - In-school Suspension – parents notified
  - Out of School Suspension – parents notified
3. This is recorded in the Behaviour Management File.

## **Detention**

It is at the discretion of the Leadership Team, depending on the severity of the incident and the student's history in relation to behavioural issues as to whether a recess or lunchtime detention will be issued.

Lunchtime detentions will be supervised by the Assistant Principal or Principal in a classroom or in the Office. Students on detention complete a Behavioural Journal, discuss this with the Assistant Principal and then sit quietly until the end of detention. Behavioural Journals are sent home with the students for their parents to sign and on return are filed in the Behaviour Management File located in the Assistant Principal's Office.

A note will be sent home to parents informing them of the detention.

## **In School Suspension**

Continued Time-outs in a semester will be reviewed by a member of the Leadership Team, and it will be decided if an in-school suspension is warranted. This will be held at the school in either a classroom or the administration area (the room will be decided on the day). The students will sit and complete work set by the classroom teachers. There is to be no contact with other students. One staff member will be allocated to supervise. Recess and lunch breaks will be taken at different times to the rest of the school.

In School Suspensions may also be issued following a serious incident. Duration of in-school suspension may range from half a day to three days.

## **Out of School Suspension**

St Matthew's School's policy on *Out of School Suspension* is guided by the policy of the Catholic Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will take into account all previous circumstances and will consult with another Behaviour Management team member and the child's teacher prior to invoking an out of school suspension.

## **Classroom Positive Reinforcement**

**It must be emphasised that all teachers strive to create a positive rewarding and enriching learning environment.** This needs to be considered at an individual and a whole class level. At times specialised attention is required to address difficult situations. In such cases teachers can introduce a program to encourage cooperation and if necessary the school social worker or psychologist may be consulted for assistance. However, should any child on any single day decide not to comply with school/classroom expectations (which are clearly defined at the commencement of each term) the following will occur.

### **2. Action Steps K –P/P**

1<sup>st</sup> occasion – reminder of appropriate behaviour, verbal warning

2<sup>nd</sup> occasion – exclusion – thinking time (their age + 1min time out)

3<sup>rd</sup> occasion – exclusion on the mat for an increased time period. Discussion in regard to behaviour and the desired behaviour required.

Depending on the severity of the incident, the teacher may omit some of the steps. This is at the discretion of the teacher but only when deemed necessary, e.g. where the safety of others is at risk. Teacher decides if parents are to be informed of the incident through the day.

## Action Steps Years 1 –7

1. Normal look/glare/body language/remove to let child know you are aware he/she is not co-operating
  - At this point, teachers have been successfully using the 1, 2, 3 Magic Strategy eg: “John, that’s one”, “That’s two” followed by name on board if behaviour continues.
  - 1,2,3 would revert back to 1 after significant time has elapsed

2      1, 2, 3 Magic Strategy  
**NAME**      Name on Board – warning

3      1,2,3 Magic Strategy  
**X**      Cross beside name on board  
Separate child from others in classroom – amount of time at teacher’s discretion

4      1,2,3 Magic Strategy  
**XX**      Second cross added to board  
Child sent to buddy class with work (Teacher sends another child also to accompany on the trip, plus a note for the receiving teacher stating the endurance of the eviction.)

“Time Out” also received at this point. This time is served at the beginning of the next break play session (recess or lunch), by sitting on the Time Out Bench outside the tuckshop. Children may be required to complete class work or a Behaviour Journal reflection.

Yrs 1-3: **5 mins**

Yrs 4-5: **10 mins**

Yrs 6-7: **15 mins**

(2<sup>nd</sup> Duty Teachers to clear this bench as their duty begins)

5      1,2,3 Magic Strategy  
**XXX**      3<sup>rd</sup> cross on the board  
Sent to OFFICE

Crosses to be reset at recess and lunch at beginning of year in Year 1. As year progresses, this time shall be increased.

**Please note that the behaviours of hitting, swearing, leaving the school grounds without permission, or disobeying a direct instruction result in immediately being sent to the office. Teachers will decide if parents receive written notification or an interview should be arranged.**





# THINK SHEET (Junior)

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

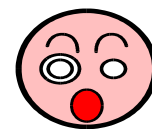
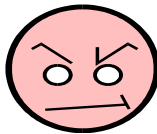
*Teacher is to write down what happened from the child's verbal explanation.*

What happened? Draw a picture of what happened.

Which rule did I break? \_\_\_\_\_

\_\_\_\_\_

How did this make the other student/ teacher feel?



Draw or write what you could have done instead.

What do you have to do now to make things better?

\_\_\_\_\_

\_\_\_\_\_

Student: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to your class teacher after signing it.



# THINK SHEET (Senior)

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

What did you do?: \_\_\_\_\_

\_\_\_\_\_

What rule did you break? \_\_\_\_\_

\_\_\_\_\_

What effect did your behaviour have? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who is responsible for what you did? \_\_\_\_\_

What could you do instead next time? \_\_\_\_\_

\_\_\_\_\_

What do you have to do now to make it right? Why?

\_\_\_\_\_

\_\_\_\_\_

Student: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this form to the class teacher after signing it.