



St Joseph's School, Waroona Behaviour Management Policy

Last updated:
2019

Next review:
2022

The staff at St Joseph's School believe that all children are made in the image and likeness of God and are therefore inherently good. In partnership with the family and wider community, we aim to assist students to develop self-discipline and accept responsibility for their own behavior. Discipline in the school context refers to guiding students towards self-control and our task is to promote constructive and positive behavior. Therefore, assisting children to develop a healthy self-concept is essential in this process and is nurtured from developing positive relationships and providing pastoral care as needed. In meeting students' needs, creating and maintaining a supportive and safe learning environment (eg a well-planned curriculum) also contributes to effective classroom discipline. AITSL Standard 4.1 provides guidance to support student participation via establishing and implementing inclusive and positive interactions to engage and support all students in classroom activities.

All members of our community have a right to be treated with respect and dignity. 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 [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].

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 [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007]."

Whilst we aim to create an affirmative environment which will limit discipline problems, we maintain a system for dealing with and resolving conflicts when they arise. Students' growth towards self-discipline is developmental and reward/consequences need to be appropriate to each student's stage of development. The aims of this policy are to:

- Raise awareness that every individual is responsible for his/her own actions and that everyone has rights which must be respected.
- Provide opportunities for students to display initiative and responsibility.
- Reward and encourage students for the effort they make.
- Provide strategies for students who are negatively affecting the rights of others so that they may be assisted to modify their behavior.
- Provide opportunities for children to develop appropriate interpersonal relationship skills.

At St Joseph's School, we believe in both short term and long term rewards for behaviour, as well as rewards for individuals and teams. Conversely, we believe in immediate and logical consequences for inappropriate behaviour. Children may be rewarded by teachers and ancillary staff for behaviour that is worthy of recognition with a Merit Certificate (or Specialist Award) at assemblies. Teachers need to ensure that all children receive at least one Merit Certificate per semester. 'Gotcha' awards as part of the Making Jesus Real (MJR) Program are also given out by the Year 6 leaders for students who are showing MJR virtues. MJR Awards are awarded to a student or community member twice per term at special MJR Assemblies.

In conjunction with this, the main reward system to be used in the school is a House Point system, whereby children are given a House Token (graphic paper token) for positive behaviour. When a child is awarded a House Token, they are to put it into the container in their classroom for their House. The Year 6 class will collect and tally these tokens regularly and provide updates at Monday morning briefings on a fortnightly basis. At the end of each term, the House Shield and a reward is given to the house that has earned the most tokens.

Occasionally students behave inappropriately by not following the Code of Conduct for Students (see attached) or the school rules. Staff will endeavor to determine the underlying causes of such behaviour and address it in a timely fashion. Students start each day anew, with no vestige from the previous day. St Joseph's aspires to be a "Bully Free" school. Please refer to our school's 'Dealing with Bullying and Harassment Policy' for further information.

SCHOOL RULES:

- Show respect for yourself, others and property
- Maintain a 'keep your hands and feet to yourself' approach to play
- Wear school uniform appropriately and correctly, including, 'no hat, no play' out in the sun today.
- Walk, not run, on pathways and covered areas
- Children are permitted inside a classroom only when a teacher gives permission
- The 'bell' signals the beginning and end of using equipment
- All school sports equipment may only be used at recess and lunch
- Swearing will not be tolerated and any student who swears must repeat the words to their parents, usually on the phone soon after the incident occurs.

CLASSROOM BEHAVIOUR MANAGEMENT:

- Positive and negative consequences should be clearly stated and displayed including a class 'Statement of Intent' via the whole-school Behaviour Consequences System (see attached).
- Positive rewards include praise, stickers, stamps and/or merit card system
- Classroom rules should be displayed and stated in a positive manner via the Levels of Behaviour Chart located in every classroom, including specialists.
- After following the whole-school Behaviour Consequences System or in cases of extreme disruptions (red behaviour) the Admin Staff will be called to the class to intervene.
- Parents should be notified and both behaviour and communications will be documented via SEQTA.



St Joseph's School, Waroona

Code of Conduct for Students

Conduct Statements (What is expected of me as a student at St Joseph's)

1. I will behave safely so I don't hurt myself or others, including my actions and words.
2. I will care for others just like Jesus did. I will be kind to others and myself.
3. I will follow the school rules.
4. I will show respect for others at all times.
5. I will respect my own, others' and the school's property.
6. I will be honest and admit my mistakes.
7. I will listen to others, so everyone feels heard.
8. I will speak to a trusted adult if I am worried about something because my voice is important for my safety and well-being.
9. I will enable the teachers to teach, so all students have a chance to learn.
10. I will take pride in my school, including my uniform.
11. I will always try my best, give things a go and will seek help from my teachers when needed.
12. I will build positive relationships and aim to be a role model for younger students.
13. When using technology, I will abide by teacher directions and follow the ICT contract I signed at the start of the year.
14. I will seek permission before I photograph or record others.

Students' Name: _____

As a student of St Joseph's School Waroona, I understand that all members of our school community need to follow a Code of Conduct for the safety and well-being of everybody.

Signed _____



Classroom Behaviour Consequences System

Fun with classmates and friends

A smile, encouragement, 'thank you' & praise

House tokens

Class reward system

Certificate at assembly

See Mr Bienkowski with special work

Adult check in - the 'Look'

Green behaviour request

Reminder signal from an adult

Verbal Behaviour warning (3rd reminder)

After 3rd Reminder:

Adult check in – move to 'Thinking Space'

Move to 'Partner Class' to complete Reflection Sheet
(parents to sign)

Teacher to contact Admin

Admin Referral – Principal/AP check-in with teacher:

1. See Admin to talk about disruption.
2. Withdrawal from class to work in Admin for a period of time.
3. Parent Contact.