

Student Welfare and Management Policy

Related Policies

Bullying Policy
Exclusion Policy
Code of Conduct Policy
Child Protection Policy
Mobile Phone Policy
ICT User Policy
Pastoral Care Policy

Aims of the Student Welfare and Behaviour Management Policy

- to create an environment in which teachers can exercise their rights to teach and children can exercise their right to learn without interruption and where parents rights to expect a quality education for their children may be fulfilled,
- to assist children to make responsible choices about their behaviour and to accept the consequences of those choices,
- to implement an approach to behavioural problems which is consistent throughout the school, understood by the total school community and in keeping with the school's Mission and Vision statements,
- to create a positive, respectful climate where children, teachers and parents can work together to help children solve their problems in a manner which will enhance self esteem and promote responsible behaviour choices.

Expected Outcomes of the Student Welfare and Behaviour Management Policy

- a happy, safe and just school environment,
- a process or set of procedures known and understood by children, teachers and parents and used consistently,
- teachers who consciously build the self esteem of their students and ensure that their own self-esteem is intact,
- appropriate and responsible student behaviour,
- improved community and parental perception of student behaviour,
- enhanced relationships between teachers, students and parents.

This policy aims at safeguarding the following rights

The right:

- To learn.
- To feel safe at all times.
- To be respected and valued as a person.
- To enjoy a pleasant, clean and healthy environment.

Rights and Responsibilities – School Rules

The Right to Learn

The Responsibility to let everyone have a chance to learn

We always praise and affirm. We do not criticise or use put downs.

We always begin lessons on time.

We answer the bell promptly.

We respond quickly to the quiet signal.

We show whole body listening.

The Right to Feel Safe at all Times at School

The Responsibility to ensure that everyone in our school is safe

We do not bully or tease others under any circumstances.

We show respect for others at all times and we accept responsibility for our actions.

We tell the teacher if we are upset or offended by another person; and we never retaliate.

We stay in the playground.

We do not go anywhere without a teacher knowing where we are.

We do not bring anything dangerous to school, such as arrows, sharp-pointed objects, chemicals etc.

We leave glass bottles and aerosol sprays at home as these can be dangerous.

We walk safely around the school.

We follow the 'NO HAT – PLAY IN THE SHADE' policy.

Only tennis balls may be used before school.

Other balls may be used at lunch time on the oval. Quiet area is for more peaceful activities.

We walk our bikes in the school grounds.

We line up quickly and quietly in our lines by 3.05pm on the stage.

We use the crossings in the car park before and after school.

We wear the full and complete uniform to encourage pride in our school.

We are not in the school building unless we are supervised by a teacher.

We do not bring balls or toys to play with at lunchtime.

We do not run on the concrete areas or in the quiet area.

We only play in areas of the playground that are safe and supervised by a teacher.

We always remain in sight of the teacher on duty.

We play 'hands off' ball games.

We do not play with sticks.

We do not play in the bike area. We walk our bikes down the footpath when leaving for home.

Before school, we stay on the stage until a teacher directs us to other areas at 8:40am.

The right to be respected as a person

The responsibility to show respect for other people

We always speak politely to everyone and do not use inappropriate language under any circumstances.

We show our respect for teachers and others working in the school.

We show good manners on buses and obey and respect the bus driver.

The right to enjoy a pleasant, clean and healthy environment

The responsibility to keep our environment as pleasant and safe as possible

We bring a note from our parents when we are not in uniform.

We don't bring chewing gum or bubble gum to school.

We keep our personal belongings tidy, including our desks, work books and all school property.

We eat sensibly in the classrooms.

We do not have food on the oval or Area 4.

Consequences

A consequence is a result of an action. We can have positive or negative consequences as a result of how we treat and respond to those around us.

Consequences at St Thomas' School must always be

- fair and just
- in keeping with our actions
- consistent
- an opportunity to reflect on the need for reconciliation

If we forget our responsibilities and break school rules, we must accept the consequences.

St Thomas the Apostle School does not use corporal punishment. Corporal punishment is not permitted in ACT schools. St Thomas the Apostle does not permit corporal punishment of students attending the school, and the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons (including parents) to enforce discipline at the school.

Class rules are the basis of consequences in the classroom. Our class rules are designed to allow us to work together in safety, harmony and respect.

Negative Consequences are not designed to punish for the sake of it. Negative consequences teach us what happens if we do the wrong thing.

Positive Consequences are acknowledgments and reward, not simply for achieving our best, but for striving to achieve our best.

Negative Consequences

Most breaches of class rules will be dealt with by the class teacher.

It is the classroom teacher's responsibility to decide upon the appropriate negative consequence. Children will not receive a negative consequence for not completing successfully or failing to complete any task which is beyond their capability.

Serious breaches of class rules such as dangerous behaviour or continued breaches of class rules will be referred to the Principal. The parents of the children will be informed and the Principal will decide upon any negative consequence.

Positive Consequences

We recognise, as a school, that we are all striving to behave and achieve to our potential. Some of us find this easier than others. We are learning how to behave throughout our lives. Children who find it more difficult to accept responsibility for their actions need to be rewarded as well as those children who find it easier. We reward all efforts and achievements, however imperfect.

We reward children publicly via the MATES Program, merit certificates and house points. In the classroom, it is the teacher who decides which positive actions are to be rewarded. Children will be made aware of exactly what action is being rewarded so that they learn from the positive experience.

Classroom Management Practice

Integral to the success of any program is the behaviour of the teacher implementing it.

The teacher must:

- praise as many appropriate behaviours as practicable in a manner most appropriate to the situation and student,

- ensure that the student's academic needs are addressed (i.e. ILP, Team Teach, etc).
- involve students in the selection of rules, rewards and consequences, i.e. implicit rewards rather than explicit rewards to be encouraged,
- always act as impartially as possible,
- be consistent with regards to the consequences for inappropriate behavior,
- be consistent with application of the Classroom Management Program,
- not use confrontational techniques or be drawn into secondary behaviours,
- provide "privately understood signals" and positive verbal and non-verbal prompts,
- expect that if the teacher is inattentive, then there are no grounds for penalising a student who responds in a similar way,
- expect that if the teacher is not committed to the program, then a teacher has no right to expect the students to be.

NB The classroom management program is not a punishment system, but rather is designed to reinforce appropriate behaviours.

Recommendations for Practice in the Classroom

At the beginning of each school year the teachers(s)/students will establish rules for the classroom. The following criteria are suggested for rule setting:

- in collaboration with the children, using the School Wide MATES behaviour system, discuss and settle on rules which are essential to the classroom operating in the 'best' possible way, e.g. "Keep your hands and feet to yourself,"
- frame rules in a positive way, e.g. "Mates walk at all times in the classroom". NOT "Don't run in the classroom,"
- rules must be clear, observable and fair and appropriate to the age of the children,
- teach the rules to the students,
- display the rules and don't have too many of them,
- ensure that the Principal and parents are aware of the classroom rules,
- consequences for rule breaking related to the rules established are also determined and made known to the children and should generally follow the St Thomas' Behaviour Management Steps.

Sample Set of Class Rules

1. Use inside voices
2. Hands off - feet off
3. Sharing is important
4. Walking in class is safest
5. Listen to each other
6. Desks need to be tidy.

Significant Behaviour Problems - Some children, for a variety of reasons which may include physiological or psychological factors, often demonstrate behavioural patterns which significantly affect their learning and the classroom environment. Individual behaviour modification programs are often necessary for such children and the classroom teacher needs to liaise closely with parents, Module Co-ordinator and Principal in the design and implementation of suitable programs. Specialist support may also be required.

Behaviour Management Steps

In Class

If a student is breaking class rules, is off task, is disturbing others, is generally impeding the rights of those around them etc. ...

Step 1 - Make eye contact with the student to notify him/her that you are aware of what they are doing in an effort to modify the behaviour immediately.

Step 2 – Provide the student with a physical or verbal cue ie a finger to the lips or reminder of the rule that is not being adhered to.

Step 3 – Ask the student questions such as “What are you doing?” “What are you meant to be doing?” The student would need to respond to this in relation to the context of the situation and to satisfy you that he/she are fully aware of the task expectations.

If the inappropriate behaviour continues after these three steps it is now time for the student to be removed from the task or activity to a separate place within the classroom.

Step 4 – The student is required to fill out a “MATES, In Class Time Out Form” (See appendix) to an appropriate degree of responsibility for his/her behaviour. He/she needs to remain on time out within the classroom until the teacher is satisfied that responsibility for the behaviour has been taken and the student has a MATES plan in place to help prevent a repeat of the behavior.

If a student has gone into Step 4 two or three times over a short period of time (i.e. a week) he/she will move onto the next step. It is important however to allow the student to make a fresh start on a regular basis (daily, weekly etc.) to help steer clear of Step 4 and beyond as much as possible.

Step 5 – The student will be sent to the module Co-Ordinator for out of class time-out. Here he/she will be required to complete a planning form that will aim to assist him/her to focus on and take responsibility for, inappropriate behaviour. The student will remain out of his/her own classroom until this has been achieved to a satisfactory level.

If a student has been to Step 5 two or three times over a short period of time (ie. 3-4 Weeks) he/she will be directed to the Assistant Principal.

Step 6 – When the student is directed to the Assistant Principal a letter will be drafted and sent home with the student along with the **MATES** plans for the parents to look at, discuss with the student, sign and return to the school for filing.

All follow-up will then take place between the parents, teacher, Co-ordinator and Assistant Principal which should provide no surprises to any of the parties involved.

Step 7 – Suspension from classes will take place according to the CEO Policy and Procedures Manual.

On the Playground

If a student is breaking playground rules, or generally impeding the rights of those around them etc.

Step 1 - Make contact with the student to notify him/her that you are aware of what he/she is doing in an effort to modify the behaviour immediately.

Step 2 – Ask the student questions such as “What are you doing?” “What are you meant to be doing?” “What could you be doing?” He/she would need to respond to this in relation to the context of the situation and playground expectations.

Step 3 – Time out for a specified period of time (eg walking with the teacher, sitting under a tree alone etc.)

If the inappropriate behaviour continues after these steps it is now time for the student to be removed from the playground to the Time Out Room.

Step 4 –In Playground Time Out the student is required to fill out a “**MATES** Playground Time Out Form” (See appendix) to an appropriate degree of responsibility for his/her behaviour. The following steps are followed;

- a) the student needs to remain on time out for the entire playground period or longer if necessary so that the offending behaviour is owned by the student and a plan has been made to help the student if similar circumstances arise,
- b) younger students may be asked to draw a picture of his/her plan for more appropriate behaviour or make a verbal plan with the a leadership team member,
- c) the completed plan is then sent home (with a cover letter explaining the context) for the student to discuss the behaviour with the parents,
- d) the parents are asked to sign the cover letter and return the plan and letter to the school. Where possible, this process should only take one playground period on the day of the inappropriate behaviour with the letter and plan being returned the next school day so the student is back out on the playground the following day.

If a student has gone into Step 4 three or four times over a short period of time (i.e. 3-4 weeks) the parents will be notified that the next playground offence will incur an extended time off the playground.

Step 5 –In consultation with the parents, the student will be removed from the playground for an extended period (generally a week) where he/she will have time to contemplate his/her behaviours and to discuss with the Leadership Team possible ways to spend his/her time more appropriately when on the playground.

If a student gets to Step 5 twice over a short period of time (i.e. 1 term) there will be consultation between the school, parents and Catholic Education Office for the student to spend an extended time at home (generally 1 week) and for the school and home to seek some outside assistance for the student.

N.B. In the case of physical violence or total non-compliance, instant removal from the playground to the Time Out Room will apply.

Time Out

Time Out is the preferred negative consequence for repeated inappropriate behaviour in the classroom and on the playground at St Thomas' School.

Time Out is;

- a means of defusing a situation of conflict between student and teacher or between student and classmates which may build up in the classroom as the result of repeated inappropriate behaviour,
- a means of ensuring minimal disruption to other children in the class,
- a means of providing a child who has been repeatedly behaving inappropriately to have time to think about actions and consequences.

Time Out is not;

- a punishment in itself and isolation without being productively occupied.

When students are given Time Out as a negative consequence for their behaviour they will use the time to reflect on and record their actions, as well as to plan for more appropriate behaviour should similar circumstances arise.

Teachers will assist students in this by helping them complete the appropriate **MATES** Time Out Planning Form.

Making a Plan

When discussing the need to make a plan with a student the following points need to be taken into consideration:

An effective plan needs to be;

Simple;

make the plan small, achievable, uncomplicated and related to being a **MATE**,

Specific;

what, when, where, how,

Action based;

list only positive behaviours, i.e. what is actually going to be done,

Repetitive;

where possible the actual behaviour specified in the plan should be capable of being carried out over and over again,

Self-contained;

the success of the plan should not depend on the actions of others,

Immediate;

can be commenced right away,

Option-based;

so that the child can try other means.

The plan must have a reasonable chance of success. If suitable, the teacher will build in a time when they will check with the student to see how they are managing. This gives the teacher the opportunity to encourage the student and commend effort. Depending on the student's previous experience the check may be after a very short space of time ie a half an hour or a school session. The teacher may have to build in a series of encouragement checks if the student has not had much success previously.

References

Children and Young People Act 1999 (ACT)

Catholic Education Office Policy: Child Protection – Mandatory Reporting ACT

Commission for Children and Young People Act 1988

http://www.austlii.edu.au/au/legis/nsw/consol_act/cfcaypa1998397/

Section 41, Working with Vulnerable People Guidelines (Background Checking) Act 2011

Forms (see attached)

MATES explanation

St Thomas the Apostle Out of Class Planning Form

St Thomas the Apostle Time-Out Form

Approved by: Principal

Issuing Group: St. Thomas the Apostle Primary School

Implementation Date: March 2007

Supersedes Policy Dated: June 2005

Policy last updated: 2013

Review Date: 2018



At St Thomas the Apostle Primary School we have developed a school wide positive behaviour system based on the concept of **MATES**.

Mates Are Thoughtful, Engaged and Safe. Children can earn **MATES** cards distributed by staff, for demonstrating thoughtful, engaged and safe behaviours around the school and in the classrooms.

Examples of Thoughtful, Engaged and Safe behaviours for all areas of the school are displayed in the classrooms and around the school.

Children can trade their **MATES** cards for a series of coloured bands working towards a blue band.

The system is as follows:

5 **MATES** cards= 1 green band

5 green bands= 1 red band

3 red bands= 1 blue band

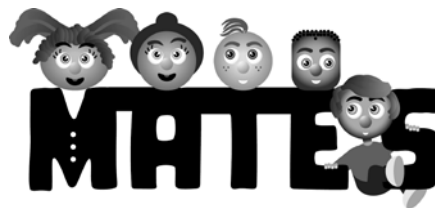
When a student achieves a **Blue Band** they also receive a certificate of recognition of this which is presented to them at a whole school assembly. As an added bonus to this achievement, the student has a special lunch with the school principal Mr Thiele.

St Thomas the Apostle Primary Out of Class Planning Form

Name: _____ Class: _____ Date: _____

Why have you been sent to the Co-ordinator?

I have not been: **Thoughtful** **Engaged** **Safe**
(circle which applies)



You are not following the plans you made with your class teacher.
How can you make your plans better?

Who will help you keep your new plan?

- my class teachers _____ classmate _____
- another teacher _____ parent _____
- someone else _____



What must happen before I go back to class?

This new plan will be:

- Discussed with your class teachers
- Sent home for your parents to sign
- Kept in your student file as a reference for future planning meetings

_____ (Student) _____ (Teacher)

_____ (Co-ordinator) _____ (Parent)

St Thomas the Apostle Primary

Time Out Form

Name: _____

Class: _____

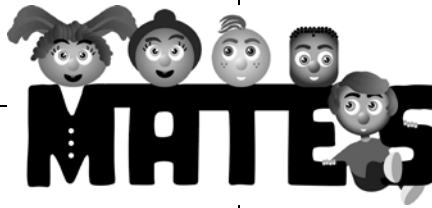
Date: _____

Teacher: _____

What did I do?



This is what good MATES do.



I was not (circle which applies)

Thoughtful

Engaged

Safe

My plan for next time

Signed _____ Student

_____ Teacher

