



St. Joseph's Crib Point Behaviour Management Plan



St. Joseph's

Behaviour Management Plan

Rationale

St. Joseph's is a school founded on Christian values and principles. We are committed to ensuring a safe and caring environment that promotes personal growth and positive self-esteem for all. We understand that teaching and learning becomes enjoyable and enriching when everyone knows what is expected. We understand that it is important to develop self-discipline amongst students and that this promotes well-being and good order in our school community. We recognise that children are in their formative years and need help and guidance to make appropriate decisions. We promote children restoring justice and have a proactive approach to solving disciplinary problems when they arise. This behaviour management plan determines acceptable student behaviour. It is related to the principles and values of the Gospel and to the school's commitment to promote a respectful, secure and healthy environment in which all our student's can prosper.

Aims

- We aim to promote a positive environment in which all members of our school community assume responsibility for their behaviour.
- We aim to provide a proactive approach to behaviour management whereby each person takes responsibility for his or her actions.
- We aim to foster positive relationships that promote Christian values, justice and pastoral care.
- We aim to develop a cooperative environment where all individuals are respected, feel safe and have a sense of belonging to a group.
- We aim to develop considerate and polite individuals who show respect for themselves and others.
- We aim to create a classroom where learning takes place unhindered.

Implementation

All members of the school community will be educated as to what is acceptable behaviour. Specific observable rules are established for students for both the classroom and the playground. Positive consequences are established for the students following school rules and a logical series of consequences are put in place for inappropriate behaviour. All members of the school community will be aware of the following rights and responsibilities.

Social Expectations

1. We follow in the teachings of Jesus.
2. We believe everyone can achieve success.
3. Everyone has the right to learn.
4. We are responsible for our choices.
5. We respect the dignity and individuality of each person

Responsibilities

Teachers have a responsibility to:

- ❖ Provide a safe, supportive Christian environment for our students
- ❖ Treat students with respect and consideration
- ❖ Provide quality curriculum that reaches all of our students
- ❖ Nurture a positive relationship with our students and parents
- ❖ Value and support fellow staff
- ❖ Support and endorse school policies
- ❖ Support the school's Vision Statement
- ❖ Support parents in implementation of strategies for children with special needs

Students have a responsibility to:

- ❖ Show respect to themselves, one another, staff and any other member of the community
- ❖ Take responsibility for their own actions and be prepared to solve a problem and restore justice
- ❖ Actively engage in the learning process
- ❖ Support the school's Vision Statement,
- ❖ Support the school's social expectations, showing care and consideration for other people, belongings and school property

Parents have a responsibility to:

- ❖ Provide a safe, Christian and supportive environment for their children
- ❖ Treat all children with respect and consideration
- ❖ Nurture a positive relationship with all children and teachers within the community
- ❖ Support and endorse school policies
- ❖ Support the school's Vision Statement

- ❖ Support the staff in implementing behaviour management procedures
- ❖ Provide school with information about any special needs their child may have

Prevention

- ❖ Programs such as You Can Do It will teach appropriate skills enabling children to focus on how to interact with each other and be organised in their work. It will also teach them resilience to be able to bounce back and move on in difficult situations.
- ❖ Staff, children and parents aspire to live out our Vision and follow our Social Expectations.
- ❖ Class teachers will ensure rules are fully understood at the commencement of the school year. These will be continually revised on a needs basis
- ❖ Social Expectations, Rules and Consequences will be displayed in each classroom in the school. These will be a visual reminder for all members of the community to ensure a consistent approach to assertive discipline across the school.
- ❖ Teachers will implement individual behaviour plans for specific children when the need arises. (See guidelines for Behaviour plans)
- ❖ Sporting and other lunchtime activities will be provided to ensure children are engaged in appropriate play.
- ❖ Children's behaviour during break times will be monitored by recording incidents in the yard duty books which are located in yard duty bags. This information will be recorded on the computer and appropriate follow-up will occur if required. Children displaying behavioural difficulties will be placed on a structured play program for a period of time.
- ❖ Rewards will be given to children displaying appropriate behaviours. This will include house points given out in playground, awards at assemblies, stickers etc.
- ❖ Children will be given specific feedback relating to the positive or negative behaviour. This will focus on the process not the product, will be sincere (no sarcasm) and will include no put downs eg: "You really cooperated well."
- ❖ Teachers will be aware of children's special needs and will work with parents to ensure students are able to meet their potential
- ❖ The REACT model of restoring justice is taught to all children and staff.
- ❖ The Problem Solved Strategy is taught to all children and staff, encouraging children to be assertive when dealing with minor issues in the yard.

Rules

- 1. Follow directions.**
- 2. Keep hands, feet and objects to yourself.**
- 3. Listen to the speaker and don't interrupt.**
- 4. Speak appropriately.**
- 5. Move safely around the school.**
- 6. Treat all property and the environment with respect.**

Consequences

- 1. 1st Warning**
- 2. Separation from the group.**
- 3. Time out at time out table.**
- 4. Go to buddy classroom and fill out behaviour sheet- make up time at lunchtime**
- 5. Severe Clause- Principal or leadership team involved**

Intervention

- ❖ Yard duty books will be closely monitored and children appearing frequently in these books will be given guidance and support on how to play appropriately. This make take place in the form of small group intervention to teach social/friendship skills. In the case of behavioural problems children will be placed on a structured play contract for an appropriate period of time
- ❖ Initial investigations into playground incidents between children should encourage both parties to follow the Problem Solved Strategy, Social Expectations and the REACT model:

Restoring



Wellbeing (Postvention)

- ❖ REACT model used to help child work through issue.
- ❖ If problems with a particular child are ongoing there will be continual monitoring of individual behaviour plans- regular meetings with class teacher, parents and Principal.
- ❖ If problem is of a serious nature consequences may have to be implemented. Consequences may involve: -
 - exclusion from class.
 - exclusion from yard.
 - school suspension.
 - withdrawal of privileges.

- ❖ Rewards will be given for positive behaviour.

Re-Think

Rethink is an important component of the You Can Do It Program. The emphasis in our school is on re-education knowing our children are in the formative years of their education. They are aware of our position on appropriate behaviour and that failing to abide by the schools behaviour code has its consequences. Most importantly the children know “why” they do what they do, that they do not blame others and they know “how” to make a change.



Happening→Thinking→Feeling→Behaving

By reconstructing an incident using the above framework children can go through the process of ‘New Thinking’ to identify how new behaviour outcomes can be achieved.

The following are **suggested activities** allowing children to re-think a situation.

- ❖ Sit with another child and rethink a situation.
- ❖ Sit with a small group of children and brainstorm different ways of thinking and feeling about a situation.
- ❖ Role-playing a situation using different modes of thinking and then evaluating the situation and discussing the options and preferred thinking.
- ❖ Revisit the Habits of the Mind for the key of Getting Along. These include being tolerant of others, thinking first and accepting oneself.

“Things are
neither good nor bad
but thinking
makes it so.”

William Shakespeare

Helpful and Unhelpful Thinking

Self Talk tells us about what we are thinking.

The following suggestions are to help children recognise, challenge and replace faulty thinking according to Dr. Ellis’s Rational Emotive Therapy model. Children will

become more aware of how self talk can determine how we feel and affect the choices of action we take.

- ❖ Who or what caused our feelings?
- ❖ Why have we behaved in the way we have?
- ❖ Can we blame others for the way we feel?
- ❖ Have we let other people take responsibility for our own actions by blaming someone else?
- ❖ How can we take responsibility for the way we feel and act and take control of our thinking and actions?

St. Joseph's Bullying Policy

Rationale:

- Students, staff and parents of St. Joseph's are all integral members of our school community. We are committed to ensuring a safe, caring and Christian environment that promotes personal growth and positive self-esteem for all. Bullies threaten this right and can have serious short term and sometimes long term effects on individuals and the school community.

Aims:

- We aim to provide quality education within a Catholic framework in partnership with parents and the wider community.
- We aim to foster positive relationships that promote justice values and pastoral care.
- We aim to provide a proactive approach to Bullying with prevention being a high priority.
- We aim to reinforce within the school community that Bullying is unacceptable.
- We aim to ensure that everyone is alert to the signs and evidence of bullying and to report incidences to staff whether as a victim or an observer.
- We aim to ensure all reported incidents of Bullying are followed up and that support is given to both victims and perpetrators.

Description

A person is being bullied when he or she is exposed repeatedly or over time to negative actions on the part of one or more persons. It may include abuse, which is verbal, physical, social or psychological.

- **Verbal-** Name-calling, put downs, threatening language.

- **Physical-** Hitting, kicking, poking, tripping, stealing, throwing, using a weapon.
- **Social-** Ignoring, excluding, embarrassing, teasing, alienating.
- **Psychological-** Spreading rumours, dirty looks, hiding or damaging possessions, gestures.

Evaluation:

- This policy will be reviewed as part of the school's review cycle.

Teachers (Dealing with students)

NB: The order of the following may be altered at the Principal's discretion, depending on the severity of the incident.

Step 1: Teacher is made aware of the bullying situation or incident.. It may also come from child, witness, parent or other adult.

Step 2: Teacher interviews and checks facts with target, bully and witnesses.

Step 3: Teacher convenes a meeting with all concerned including perpetrators, target and witnesses. Emphasis at this stage is on negotiating a change in behaviour rather than punishment in recognition that we are dealing with children who require education and an understanding of others if change is to be effective.

Step 4: Teacher assists children to identify the problem and states clearly that the negative behaviour is not acceptable.

Step 5: Teacher records incident in yard duty book/diary and uses professional judgement as to whether the Parents/Principal needs to be involved or the matter taken further.

Step 6: If further action is required the Teacher/ Principal completes a Bullying incident report. Students also complete an 'Own your own Behaviour sheet'. A copy is sent to file, parent and class teacher.

Step 7: Principal communicates to parents and follows up any necessary intervention.

Teacher (Dealing with parents)

Step 1: Recognise that the parent will be feeling anxious and concerned for their child. Remain understanding of how parents will be feeling.

Step 2: Make it clear that you do care and will do what you can.

Step 3: Document all concerns of parent in the Teacher/Parent communication diary.

Step 4: Be clear that you will need time to investigate the matter yourself and will certainly make contact again as soon as possible.

Step 5: Show the parent a copy of the school Bullying Policy and suggest they revisit the action plans and schools approach to Bullying.

Step 6: Make an appointment to see the parent again after you have made further enquiries.



St Joseph's Primary School

ACTION PLAN- Parents



What to do if your child is involved in a school incident which concerns you.

Step 1: **LISTEN**

If your child is upset over an incident, listen carefully to your child and be supportive. Keep positive and encourage your child to solve this situation. Please remember you are only hearing one view of the situation.

Step 2: **DISCUSS**

Calmly ask your child how he or she has been handling the problem and together revisit the PROBLEM SOLVED sheet.

Step 3: **REMAIN CALM**

Avoid talking about the situation in front of your child. In particular avoid speaking negatively about other children.

Step 4: **DO NOT LAUNCH INTO YOUR OWN INVESTIGATION.**

Avoid discussing this situation with other families, asking other children for information or ringing other parents. This type of action only escalates the situation and can be extremely unfair to those involved.

Step 5: **RING SCHOOL**

If you are still concerned then please make an appointment with your child's teacher or the Principal promptly. We are only too happy to help you with the issue involved.

Step 6: **ACTION PLAN**

Take note of the action plan the school intends to take and be prepared to work in a team assisting in ensuring the process is a smooth and effective one.

Step 7: **FOLLOW UP**

Arrange a meeting to follow up on what has occurred.

Step 8: **BE PROACTIVE**

Be proactive with your child in restoring positive relationships. Revisit tool kit for strategies to help resilience and REACT model for restoring relationships.

If you are still unhappy please come back to Principal and discuss further. You may like to ring Father Michael and discuss the matter with him.