



Behaviour Management Guidelines and Procedures

Sources of Authority

CECWA Policy:	Community
Executive Directive:	Student Safety, Wellbeing and Behaviour

1. Aim

The St Lawrence's Behaviour Management Guidelines & Procedures, guide the creation of cultures of safety and wellbeing where students feel safe and can flourish in their learning and development.

2. Scope

All students.

3. Procedure

- St Lawrence's follows a Restorative Practice approach in dealing with all behaviour management issues.
- Parents will be informed of the Behaviour Management Policy during the enrolment interview.
- Each classroom teacher will develop a Class Policy which is underpinned by the School Behaviour Management Policy Principles and the School Code of Conduct.
- Parents will be informed of the Class Behaviour Management Policy through the class newsletter sent out in first term.
- Staff will commend good behaviour and respond to minor incidents of inappropriate behaviour when necessary.
- Referral to appropriate agencies to investigate and respond to specific needs will occur when deemed necessary, with the approval of the Principal.
- If issues cannot be satisfactorily resolved, then, in consultation with the Assistant Principal or Principal, written contact with the parent(s) will be made to convene a meeting between the teacher, parent(s) and child to set goals and an action plan.
- Formal record of this meeting will be recorded in SEQTA.
- A review meeting will be conducted to reset goals, acknowledge progress and determine further action.

UNACCEPTABLE PLAYGROUND BEHAVIOURS AND RESPONSES

Low Level	
<i>Behaviour</i>	<i>Response</i>
Verbal disagreement	Common sense approach
Running on concrete	Redirect approach
Sharing food	"Please don't share food."
Playing in the wrong area	"You need to find your hat."
Wearing uniform incorrectly	"Should you be here?"
No hat	"Is that safe?"
Littering	"Thanks for letting me know."
Snatching	"Go back and walk."
Eating on oval /playground	Repeated incidents escalates behaviour to a medium level response.
Equipment disputes	
Dobbing	<u>Strategies</u>
Turn taking/not sharing/pushing in	Give students more choice for lunchtime.
Screaming/yelling	Playground buddies.
Bad manners/disrespectful	Survey students to find their interests.

Medium Level	
<i>Behaviour</i>	<i>Response</i>
Arguing with teachers	"I" statements, RP questions
Repeatedly ignoring instructions	"I" statements, RP questions
Rough play	Time out
Verbal misconduct	RP questions
Mishandling Equipment	RP questions
Stealing	RP questions
Bullying	RP questions
Bad language	RP questions
	Recorded in playground book

High Level	
Behaviour	Response
Physical aggression	RP questions@ classroom level
Defiance	Recorded in playground book
Spitting on another	Recorded on SEQTA
Damage to property	Followed up by Leadership Team if Extreme
Leaving the school grounds	
Bullying	
Stealing	
Swearing	
Racism	
Sexist Language	

RESPONDING TO UNACCEPTABLE BEHAVIOUR

Restorative Practice

Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It is focused on helping young people become aware of the impact of their behaviour on others through personal accountability and learning from a conflict situation. An important component of restorative practices is the focus on restoring relationships after harm has been done.

A Restorative Approach:

- Encourages students to appreciate the consequences of their actions for others,
- Enables students to make amends where their actions have harmed others,
- Requires students to be accountable for their actions,
- Encourages respect for all concerned,
- Values the person while challenging negative behaviours, echoing St Lawrence's School Values.

How Does it Work?

- The students involved agree that a conflict or issue has taken place and agree to try to fix things.
- All those involved have a chance to tell their side of the story in a restorative chat.
- All those involved have a chance to say what they think should happen to fix the relationship.
- An agreement is reached between the students and relationships are healed where possible.
- The staff member involved facilitates the discussion but it is driven by the students. Agreements are decided upon wholly by the students.
- Disciplinary procedures may still be involved depending on the incident.

A Restorative Chat

Below is the 'script' that all staff use when they are leading a Restorative Chat where two or more students are involved and a student has been harmed by another's behaviour.

To the person/s who caused harm:

We're here to talk about.....

Can you tell us what happened?

What were you thinking?

Was it the right/wrong thing to do?

Who has been affected/upset/ harmed by your actions? In what ways?

How has this affected you?

To the person harmed:

What did you think when it happened? What have you thought about since?

How has it affected/hurt/harmed you? What has been the worst thing?

What is needed to make it right/ to make you feel better?

To the person who caused harm:

Is that fair? Can you do that?

What else do you need to do to make things better? How can you fix this?

To the person harmed:

Is that okay / do you agree? Is that fair?

To both:

How can we make sure this doesn't happen again?

Is there anything I can do to help?

Is there anything else you would like to say?

Formally record agreement & congratulate them for working it out.

Arrange time to follow-up.

Meet again to see how things are going.

A Restorative Chat

Below are questions all staff ask when they are leading a Restorative Chat where two or more students have displayed unacceptable or challenging behaviour.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

CONSEQUENCES

1. Redirect Behaviour - inform student of inappropriate behaviour using Affective Statements, remind student of the rules and / or appropriate behaviour to redirect them to behave appropriately.

2. First Warning - use Restorative Chat to redirect behaviour.

3. Time Out - remove student from the group for 5 mins. Speak with the child privately about their behaviour and reminder of previous Restorative Chat, before returning to the group.

4. Time Out & Reflection Form - student removed from group. Student to complete a "Classroom Reflection Form" which needs to be signed by the teacher before going home to the parent for a signature. This then needs to be returned to the teacher. Speak with the child privately about their behaviour, focussing on reflection answers, before returning to the group. Record behaviour on SEQTA.

After 2 reflection sheets per term, parent meeting called with class teacher. A third form and another meeting with the class teacher and a member of the Leadership Team and BMP established.

5. Time Out in Buddy Class - if disruption continues student is sent to Buddy Class to complete work. Teacher to contact parents to discuss behaviour and request a parent interview.

Severe Clause

- If a student's behaviour is of imminent danger to self or others or a major infraction of the Student Code of Conduct.

- In the case of repeated negative behaviour after time out in a Buddy Class.

1. Red emergency card is sent to the office for Leadership Team intervention.

2. Leadership Team member will lead a Restorative Chat with the student, who will then complete a "Leadership Reflection Form".

3. Student will remain in the office for the remainder of the day or receive a playtime detention.

4. Leadership team member will contact parents to inform them of the child's behaviour and arrange a meeting.

Recording of Student Behaviour

Classroom: Teachers in the classroom will develop rules, in consultation with the students, based on the Code of Conduct. They will have a visual recording system of student behaviour up in the classroom that contains 5 consequence steps as well as reward steps. All productive and unproductive behaviour will be formally noted in the student records by the teacher and communicated to parents.

Playground: Any unacceptable behaviour on the playground will be dealt with by the supervising staff member using the same consequence steps. Behaviour will be recorded in the playground files and if necessary reported to the classroom teacher. A leadership team member will check playground files weekly for students who appear on a regular basis and follow up with the classroom teacher.

School Signage

A variety of school signage will be placed around the school promoting:

Be safe.

Be responsible.

Be respectful.

Be a good learner.

These signs will be fixed to walls, painted on paths and printed on door mats.

Positive Rewards

The Yr 6 student Social Ministry will be in charge of distributing raffle tickets to students who are demonstrating positive behaviours on the playground. They will write their name, class and behaviour demonstrated. A box will be left in the library where the tickets will be put in. Every Friday at assembly one ticket will be drawn and a prize given. That student will be congratulated and added to the weekly newsletter with their name and photo and known as ***School Champ of the Week.***



Classroom Behaviour Management Plan Year

My classroom rules are:

- Be safe
- Be responsible
- Be respectful
- Be a good learner

My expectations are:

- Arriving
- During introduction
- Individual work time
- Resolving disputes
- Social Interaction

I communicate my expectations by:

-
-
-

Consequences – positive and negative:

-
-
-

Low level disruptions

-
-
-

Medium level disruptions

-
-
-

High level disruptions

-
-
-

I acknowledge positive behaviour by:

-
-
-

I cater for students by:

-
-
-



REFLECTION FORM (3-6)

Dear Parent/Guardian

Your child displayed severe or consistent unproductive behaviour at school today which required them to have time out to complete this form as well as participating in a restorative chat, as outlined in the Behaviour Management Plan

Please take time to discuss the behaviour with your child, sign at the bottom and return to class teacher tomorrow.

Kind Regards

Class Teacher

Name: _____ Class: _____ Date: _____

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done?

In what way?

What do you think you need to do to make things right?

Parent Comment

Signed: _____ **Date:** _____



REFLECTION FORM (PP-2)

Dear Parent/Guardian

Your child displayed severe or consistent unproductive behaviour at school today which required them to have time out to complete this form as well as participating in a restorative chat, as outlined in the Behaviour Management Plan. Please take time to discuss the behaviour with your child, sign at the bottom and return to class teacher tomorrow.

Kind Regards

Class Teacher

Name: _____ Class: _____ Date: _____

What happened?

What do you think you need to do to make things right?

Parent Comment

Signed: _____ **Date:** _____

BULLYING AND HARASSMENT

We have a vision statement which challenges our whole school community to create a learning environment based on values. Each person is recognised as a unique individual bringing qualities and gifts to share. So we all have a right to be respected and a responsibility to respect others.

Therefore, as a community, we cannot tolerate bullying and harassment in any form. All members of our community are expected to ensure a safe and supportive environment which promotes and fosters positive self-esteem for all.

What is Bullying?

Bullying is a repeated and unjustifiable behaviour:

- Intended to cause fear, distress and / or harm to another.
- May be physical, verbal or indirect.
- Conducted by a more powerful individual or group.
- Against a less powerful individual who is unable to effectively resist.

Dobbing v Asking for Help

About one half of children who are bullied do not tell anyone. Children often think that talking about a bullying situation is like “dobbing”. There is a difference between “dobbing” and “asking for help”.

“Dobbing” (getting someone into trouble): is when a person tries to get attention or to get someone else in trouble.

“Asking for help” (getting someone out of trouble): is when someone feels the situation is out of his or her control and he or she is unable to deal with it alone. If anyone sees someone else in this situation he or she should also ask for help.

ASKING FOR HELP IS ALWAYS OKAY

What To Do If You Are Bullied?

- 1) Tell the person who is bullying to stop. State quite clearly that the behaviour is unwelcomed and offensive.
- 2) Do not react. Show the person that it does not upset you. The person bullying is then not encouraged and may stop.
- 3) Seek help. Talk about it with someone you trust. There is nothing so awful that we can't talk about it with someone.
- 4) Report it to a duty teacher, your class teacher or another staff member. If a teacher does not know about the bullying they cannot help you.
- 5) SPEAK UP!!!

What To Do If You Know Someone Is Being Bullied?

- 1) Care enough to do something about it, whether it affects you personally or not.
- 2) Support the person being bullied.
- 3) Don't stand by and watch – get help.
- 4) Show that you and your friends disapprove of bullying.
- 5) If you know of bullying report it to a staff member – SPEAK UP!!!

What Will Happen If You Are Bullying Others?

- 1) A restorative chat will be held between you, the victim and either your teacher or a member of the leadership team. Your parents will be contacted for a meeting and you will complete a Reflection Form
- 2) If you persist in bullying you will again participate in a restorative chat along with the principal and your parents. You will receive a lunch time detention for reflection time.
- 3) If you are found to be bullying again an 'In-school Suspension' will apply and a restorative meeting arranged between the principal and your parents.
- 4) Further bullying will result in an 'Out of School Suspension'

If physical bullying has occurred it will involve an immediate lunch time detention and restorative chat including parents.

The Important Role of Parents

As Parents You Can Help

- Be aware of signs of stress in your child, e.g. unwillingness to attend school, a pattern of illness, missing equipment, requests for extra money, damaged equipment or clothing.
- Take an active interest in your child's life and acquaintances. Build a positive and open relationship with your child.
- If your child is involved in bullying, he or she needs your confidence.

If Your Child Is Being Bullied

- Encourage talking; it may be difficult but be patient.
- Try not to overreact, listen calmly and try to work out the facts. Keep an open mind, don't jump to conclusion, you have only heard one side of the story.
- Give assurances that the situation will be changed.
- Assure your child that it happens to most people at some time. We learn to avoid it, cope with it or confront it.
- Reassure your child that it is not happening because there is something wrong with him or her.

- Identify reasons why bullying is hurtful and explain that not responding helps stop the unwanted behaviour.
- *Do not deal directly with the other children or their parents but work through and with the school.*
- Report the matter to a staff member, even if unsure of the extent of the bullying. The staff member / school is now alert to the possibility of a problem to monitor and investigate.
- Tell you child that physical or verbal retaliation on their part is not the answer. Practice with your child exactly what to say and do in situations that make them feel uncomfortable.
- Always try to work through the school in a calm and positive manner, but talk with your child about what you are doing and why. Children will often not want you to tell the school.

If Your Child Is Bullying Others

- Make it clear that bullying for any reason is unacceptable.
- Help your child to understand the difference between assertive and aggressive behaviour.
- Make it clear that hurting or distressing another person unable to defend him or herself is a form of weakness and proves nothing.
- Explore the possibility that the child is seeking attention and love. Are there home or school situations that are contributing to the bullying? Sensitive discussion may indicate that the person bullying may also be being bullied.
- Explore the need for development of self-confidence and success in another area to counter poor self-esteem.
- Talk with other parents, friends, teachers and share ideas and experiences.

Authorised by	David Tunchon		
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