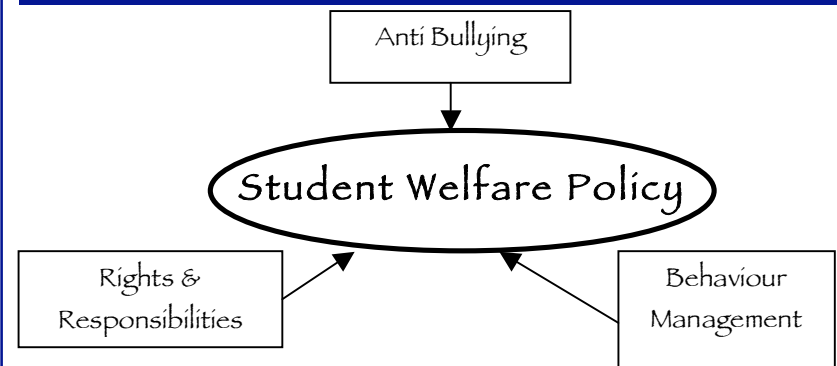




# St Augustine's Catholic Primary School Mossman



## Vision Statement

Inspired by St Augustine we are called to reach out to others by creating a learning environment open to all.

Our school aims to foster an enjoyment and passion for learning and we are dedicated to educating the children in our care, for the future, through a holistic approach based on love and respect.

We are committed to celebrating our Catholic faith and Christian values through involvement in school, parish and the wider community.

## Mission Statement

St Augustine's is a community of faith, based on belief in God and the Gospel values. The Christian spirit and values take precedence over all other values and permeates all areas of learning and school life.

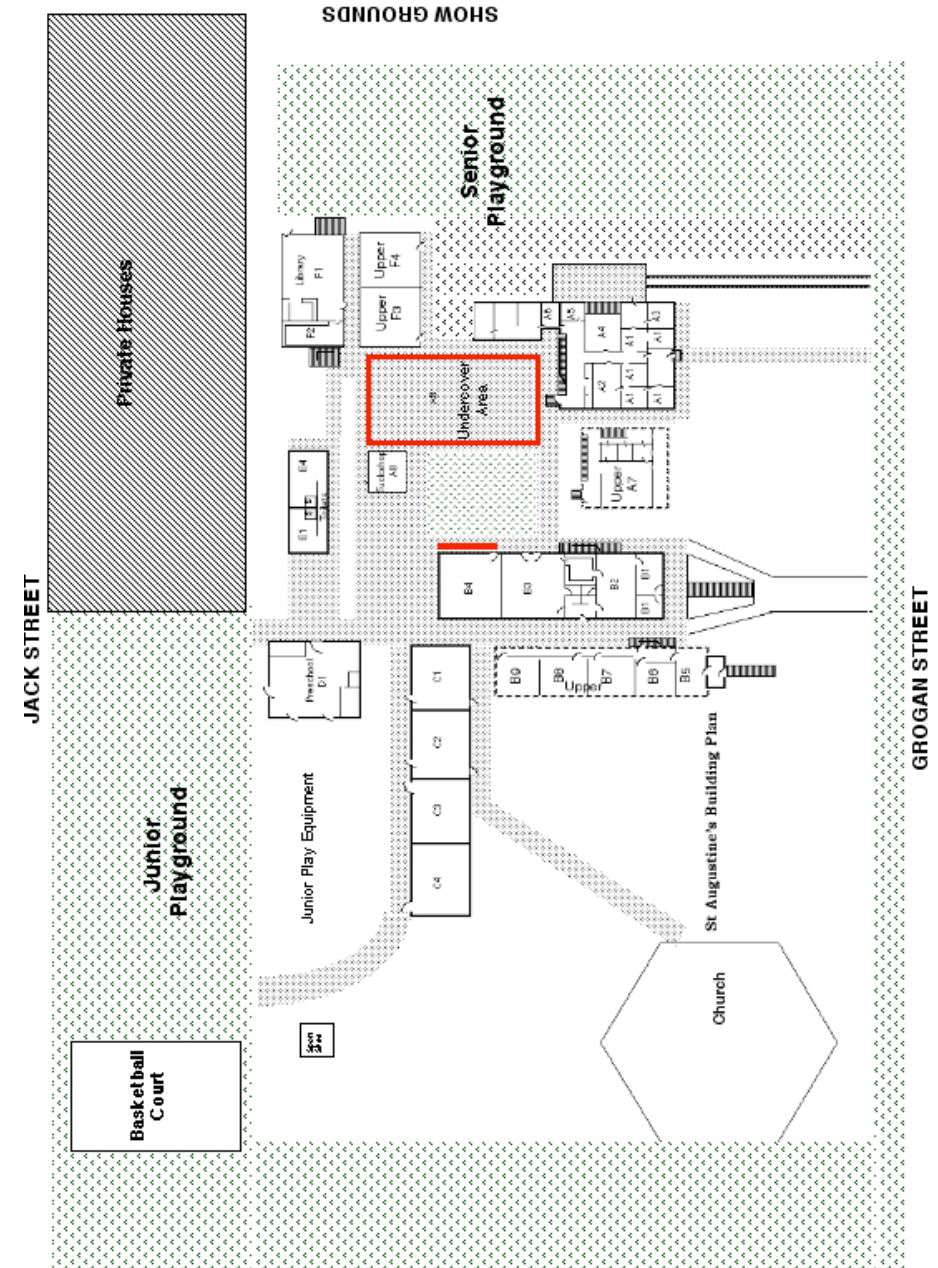
We offer high quality educational programs to students across a wide spectrum of academic abilities. Our school aims to have its students achieve their potential in the Key Learning Areas of the curriculum, while guiding individuals towards responsibility and respect for self, others and their unique environment.

We recognise the individuality of students. Our mission is to develop each individual as a whole person and equip them with the key skills of persistence, social interaction, organisation, confidence and emotional resilience in order to be competent in a changing world.

We provide a learning environment which is happy, inclusive, nurturing, encouraging, caring and safe for all students, staff and parents.

## APPENDIX III

**\*RED DENOTES TIME-OUT AREAS\***



There are degrees of assertion. For example, where one student abuses another. The teacher would move close to the students, break in, establish eye contact and act with assertive anger, “Excuse me, you know our rule for respect, Jason! Keep that language out of our classroom!” Then move off, expecting no more outbursts. Later the teacher would keep both students back to discuss the fair treatment rule.

Assertive messages, like other ‘steps’, distinguish between the student and the behaviour.

For example,

“Michelle, I’m really uptight about that *mess* you’ve left”

is different from

“I’m sick and tired of your *pig-sty* of a desk!”

In the first case the message focuses on the mess rather than Michelle, while in the second the description of the desk as a pigsty carried an implication about Michelle herself.

When using assertive messages, put anger in the voice in a controlled, decisive way and choose to respond freely from your feelings. For example,

“I am angry.

“I am upset”.

“I am really annoyed”.

Act on issues that count such as racism, sexism, unsafe behaviour and abuse, rather than normally low-level disruptions like pen-tapping, inappropriate uniform, no equipment or lateness.

## Anti Bullying Policy

### **Definition:**

***Bullying is an act that causes hurt or fear in another person. It may be deliberate or a result of thoughtlessness. It may be a physical attack on the person or their property. It may be verbal teasing or insulting. It may be indirect such as spreading rumours, excluding people from groups or manipulation of others to mistreat another student, and happens overtime.***

In St Augustine's school every person has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe, and it will take whatever steps necessary to stop such behaviour.

### **Rationale:**

- St Augustine's provides a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

### **Aims:**

- To reinforce within St Augustine's community what bullying is, and the fact that it is unacceptable.
- Everyone within St Augustine's community is to be alert to signs and evidence of bullying and have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation at all times.

### **Implementation:**

- Parents, teachers, students and the community will be aware of St Augustine's position on bullying.
- St Augustine's has a four-phase approach to bullying.

#### **A. Primary Prevention:**

- Professional development for staff relating to bullying, harassment and proven counter measures.

Teacher: "You know the school rule, in our bag or on the desk".  
Simone "I can still work with 'em on".  
Teacher: "You know the school rule, in your bag or on the desk".  
Simone: "All the other classes can use them".  
Teacher: "You know the school rule, in your bag or on the desk".  
Simone (complying): "Fine!!"

Three 'blocks' are normally sufficient. Students who continue to procrastinate should be given a *simple choice*. Students need to learn that a simple direction is not an invitation to a debate and the blocking statement is a useful way of teaching this.

### **14. Assertive Messages**

It may be appropriate with some behaviour for teachers to use an *assertive message* to explain to the student how they are feeling about their behaviour. This may, for example, be used for low-level disruptions like tapping loudly where *tactical ignoring* is not working. The teacher might say,

"Shaun, you can see I'm trying to teach, would you put the pencil down thanks", then look back to the whole class and continue.

Similarly if the whole class is being disruptive by being noisy, teachers might call the class to attention and explain their feeling about the level of noise. An assertive message allows the teacher to demonstrate appropriate anger or frustration without purposefully belittling students. It is a method of reminding students that *the teacher too has rights*. It is accompanied by appropriate body language and voice tone. Such a message would see the teacher firmly and decisively outline their feelings with a raised voice level, and while eye sweeping the whole class.

For example,

"Excuse me! I'm really uptight with this noise level.  
You know our rules about working noise. I can't teach with this noise level.  
Let's stick to the rule thanks!"

## 11. Tune In

Many students will make excuses for their behaviour, blaming others for starting something and justifying their actions. If we accept such excuses, we encourage students to disregard the impact that their behaviour has on others, and focus solely on the satisfaction of their own needs.

One effective strategy to use with excuses is to acknowledge that the situation might have occurred but focus on the quality of the choice that the student has made:-

- e.g. Teacher: "James, what are you doing?"  
Student: "He took it off me first"  
Teacher: "Maybe he did but what are you supposed to be doing?"  
Student: "He took it off me first"  
Teacher: "Maybe he did but what are you....?"  
Student: "Sitting down."  
Teacher: "Alright sit down, thanks."

## 12. Deflection and Defusion

Deflection and defusion are strategies that are used primarily for taking the heat out of a potential conflict. Where it is obvious that students are upset or angry the teacher may acknowledge this anger but *deflect* it. For example, if a student is obviously upset about something that has happened outside the classroom. A teacher might say: "David, I can see you're upset. Cool off now and we'll talk about it later, but I want you to start work".

When the student has calmed down we are in a much better situation to help them solve their problem. When they are upset all the talk in the world can sometimes cause them further frustration.

## 13. Blocking or Broken Record Technique

This step is used where a student becomes argumentative or procrastinates. Blocking is a verbal strategy that reasserts the teacher's direction by using the same words repeatedly. E.g

- Teacher: (to a student listening to a tape): "Simone, off thanks".  
Simone: "I'm not doing anything wrong".

- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- We provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- 'You Can Do It Education' program implemented across the school.
- A bullying survey will be administered and acted upon annually.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- The curriculum to include anti-bullying messages and strategies.
- School Leaders, staff and students to promote the philosophy of 'No Put Downs'.

### B. Early Intervention:

- Promote children and staff reporting bullying incidents involving themselves or others.
- Classroom teachers and principal on a regular basis reminding students and staff to report incidents of bullying.
- Parents encouraged to contact school if they become aware of a problem.
- The Library is our designated safe and quiet place for children to access at lunch times.
- Public recognition and reward for positive behaviour and resolution of problems at Prayer Assemblies.

### C. Intervention:

- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students, staff, and parents identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences implemented consistent with the Implications Policy.
- If staff or parent bullying persists the principal will commence formal disciplinary action.

#### D. Post Violation:

- Consequences for students will be individually based and may involve:-
  - exclusion from class.
  - exclusion from playground.
  - school suspension.
  - withdrawal of privileges.
- ongoing counselling from appropriate agency for both victim and bully e.g. St Augustine's School Counsellor
- Reinforcement of positive behaviours.
- Classroom Meetings.
- Ongoing monitoring of identified bullies.
- Rewards for positive behaviour.
- SEL Coordinator

#### Evaluation:

This policy will be reviewed with whole staff, student, parent and community input as part of the school's five-year review cycle.

#### ACKNOWLEDGEMENT

St Augustine's has utilised the National Safe Schools Framework to scaffold the development of our Student Welfare Policy.



#### 10. Question and Feedback

This is a more decisive strategy than the previous one, in that it encourages student to acknowledge their behaviour and reminds them of their responsibility for that behaviour.

The question technique comes from Glasser who warns not to ask "Why" questions, as these incite excuses for behaviour.

"What" questions should be used, as these focus on the behaviour itself. For example, Jenny has left her seat to show a comic to her friend Sue.

Teacher: "Jenny, what are you doing?"  
Jenny: "I'm just getting a pencil."  
Teacher: "Your out of your seat reading a comic".  
Jenny: "I need a pencil"  
Teacher: "What should you be doing?"  
Jenny: "I should be in my seat"  
Teacher: "Right, would you get back to our seat now thanks

Sometimes during question and feedback the student may respond by teacher baiting.

Melissa (across the room) "Sir! Sir! Mr Rogers! Sir! Sir!  
Teacher: "Excuse me, Melissa. What are you doing?"  
Melissa: "Asking a question"  
Teacher: "You're calling out across the room. What should you be doing?"  
Melissa "Putting my hand up like the other try hards I suppose".  
Teacher: "Do you have a question?"

Teacher baiting is a sure sign that students are after power. It is vitally important that teachers avoid the bait and calmly direct students back to the task.

The question and feedback strategy, by inviting students to acknowledge their behaviour, reminds them that they are responsible for their behaviour.

Try to use a respectful rather than a flamboyant encouragement, and not to replace with warm fuzzies (e.g good, great or terrific... these are add-ons and have limited effect.)

Also try to avoid giving conditional praise such as “Good, why don’t you do it like that all the time?”

It is most effective when used frequently and purposefully.

### **7. Casual Statement or Question**

This strategy is used when a student is off task but not disruptive. It is an unintrusive way of directing students back on task. Use a question or casual statement such as:

How are you going?  
Let me see where you’re up to.  
Do you need a hand?

### **8. Simple Direction**

Give a simple, clear, concise direction in a firm but calm voice. It is best to follow the statement with “thanks” rather than “please”.

This strategy is used with direct eye contact and open hand gestures but avoids express or implicit threats.

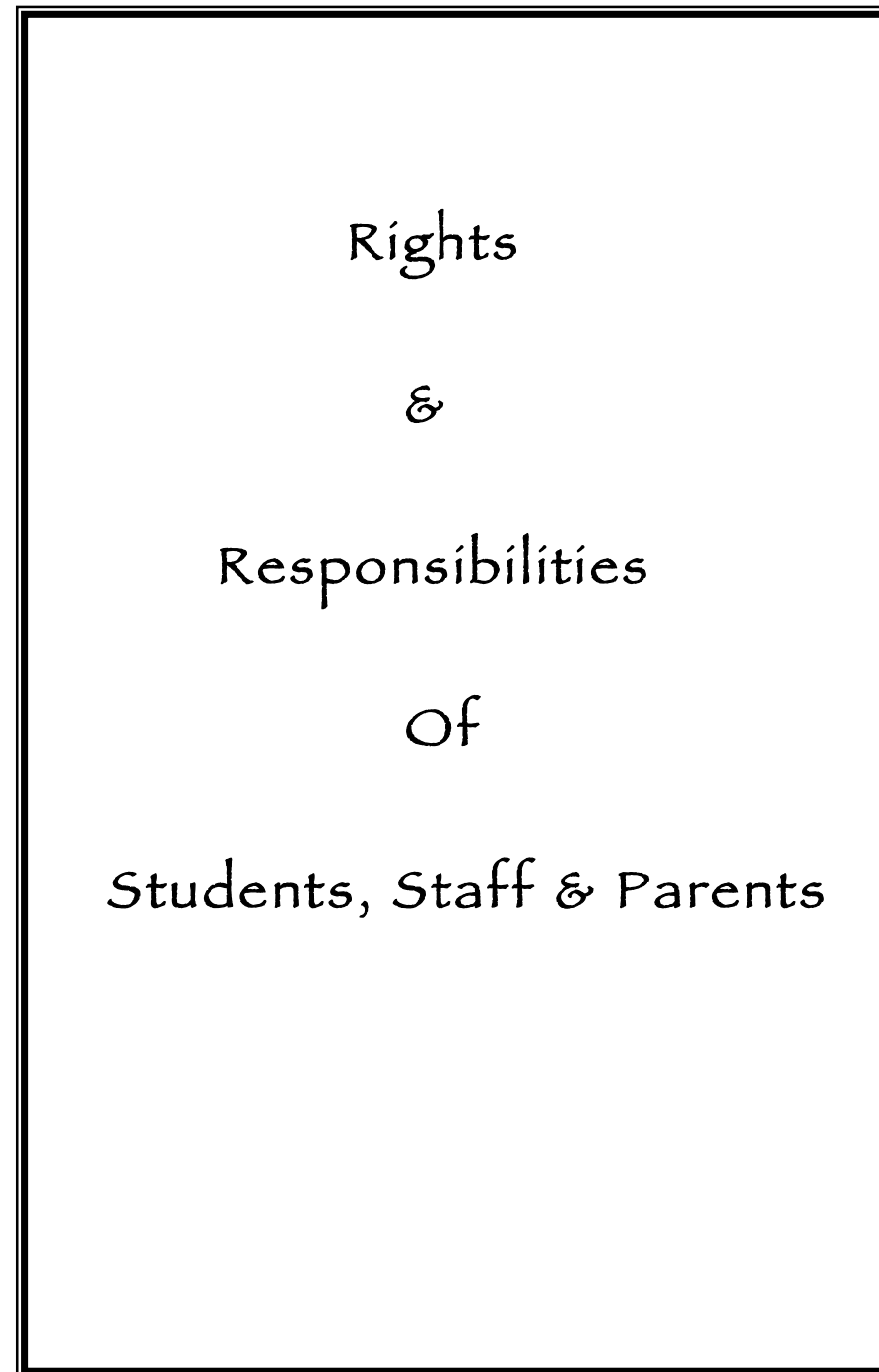
Younger students may need simple directions repeated.

With older students the directions can usually be accompanied by body language that anticipates compliance i.e. moving away.

### **9. Rule Restatements and Reminders**

Rule reminders don’t labour the point, but keep the interaction brief and non-personal. They focus attention on behaviour.

Where a student starts to procrastinate the teacher may restate the rule once or twice, without getting into a debate.



## **Rationale**

We believe it is important to have a school Code of Conduct Behaviour Management Policy to ensure children have a safe and happy learning environment.

## **Beliefs**

St Augustine's believe that:

All people in our school community (staff, students, parents and visitors) should be treated with respect.

Children should use appropriate language when speaking with other children and adults in the school environment.

Children should share and cooperate fairly in the playground and classroom.

Everyone should demonstrate good manners in their dealings with others.

All children should show respect and care for school property and equipment.

Each child is an individual and that school should be a safe and happy environment.

## **Aims**

To develop a whole school Behaviour Management plan that reflects our Catholic identity and incorporates the "You Can Do It" strategies.

To develop practical strategies that can be applied in both classroom and playground.

To develop a consistent practice in dealing with difficult behaviour.

To assist children to develop strategies in dealing with difficult situations.

To develop a framework for teachers to work from.

To ensure parents are part of planning and management of a behaviour plan.

The other choice we could have made was to:

- stop the lesson
- draw the attention to the inappropriate behaviour of one student thus giving them the reward for that inappropriate behaviour.
- send a clear message to other students that this is the easy way to get attention.

## ***2. Waiting and Scanning***

This strategy involves actively pausing, scanning and waiting for attention before continuing. It is used when a teacher is speaking during a learning activity and one or more students is/are inattentive.

## ***3. Proximity***

Involves moving closer to students who are off task. This is undertaken in a non-threatening manner.

## ***4. Parallel Acknowledgment***

A simple but effective strategy where a teacher acknowledges the positive behaviour of students who are in proximity of a classmate who is off task.

## ***5. After Class Chat***

When a situation has needed to be defused or managed during a learning episode or if a teacher has ignored secondary behaviour, which needs to be challenged, it may be helpful to speak to a student privately and individually at a break time. These occasions allow the teacher to address the behaviour in questions without disrupting learning or giving the student inappropriate attention.

## ***6. Descriptive Encouraging***

Describe exactly what you see or hear that you want to see or hear more frequently.

- e.g
- \* Steven has started work
  - \* This group is on task
  - \* Miranda, you sat on your seat as soon as I asked.



## APPENDIX II

### STRATEGIES TO RESTORE APPROPRIATE BEHAVIOUR

#### Our Best Practice Management Techniques (from least intrusive to most intrusive)

1. Tactically Ignoring Behaviour
2. Waiting and Scanning
3. Proximity
4. Parallel Acknowledgement
5. After Class Chat
6. Descriptive Encouraging
7. Casual Statement or Question
8. Simple Directions
9. Rule Restatements and Reminders
10. Question and Feedback
11. Tuning-In
12. Deflection and Defusion
13. Blocking or Broken Record Technique
14. Assertive Messages

#### **1. Tactically Ignoring Behaviour**

This strategy is used for low-level behaviours which do not interfere with the learning of the whole class.

It is an active strategy whereby we consciously and vigorously ignore off task behaviour, while reinforcing all other on task behaviour. Rogers describes it thus:

- “Yes, I’ll notice you, talk to you, help you, when you’re on task with your social behaviour and your learning. I will not simply accede to your pouting, sulking, clowning, tantrums, or baiting”.
- “When you are off-task, I will firmly ignore you (my decisive choice) or I’ll give you a brief, clear, simple direction (I won’t argue, or procrastinate) or I may refer you to the class rules. You can’t make me argue with you”.

RULE	STUDENT RIGHTS	STUDENT RESPONSIBILITIES
SOCIAL	<ul style="list-style-type: none"> <li>* To be treated with courtesy and respect</li> <li>* To be free from violence, intimidation, bullying and harassment from other members of the school community</li> <li>* To have problems listened to and acted upon justly</li> </ul>	<ul style="list-style-type: none"> <li>* To treat others with courtesy and respect</li> <li>* To take care of themselves and others</li> <li>* To refrain from violence of any sort – physical, verbal, psychological</li> <li>* To refrain from bullying, intimidating or harassing others</li> </ul>
SAFETY	<ul style="list-style-type: none"> <li>* To be provided with facilities and equipment that is safe and free from hazards</li> <li>* To have safety rules clearly explained and carried out</li> <li>* To know that evacuation and emergency procedures are in place</li> <li>* To be provided with shade areas and a variety of play options in the playground</li> </ul>	<ul style="list-style-type: none"> <li>* To listen to safety directions and follow them</li> <li>* To move around the school in an orderly manner</li> <li>* To always bring to school and wear a school hat</li> <li>* To follow directions promptly and cooperate fully during evacuation and emergency procedures</li> <li>* To stay out of the sun if not wearing a school hat</li> </ul>
LEARNING	<ul style="list-style-type: none"> <li>* To know that there is a school behaviour management plan</li> <li>* To be given a variety of learning experiences and opportunities</li> <li>* To learn with minimal disruption in an environment conducive to learning</li> <li>* To have the opportunity to participate</li> <li>* To be offered necessary assistance with learning</li> <li>* To learn at an appropriate level which meets their needs</li> </ul>	<ul style="list-style-type: none"> <li>* To participate in learning activities and experience</li> <li>* To allow others to participate</li> <li>* To refrain from being disruptive</li> <li>* To listen attentively</li> <li>* To assist in creating an environment conducive to learning</li> <li>* To make an effort to learn</li> </ul>
COMMUNICATION	<ul style="list-style-type: none"> <li>* To be listened to</li> <li>* To have a turn to speak</li> <li>* To be spoken to respectfully</li> </ul>	<ul style="list-style-type: none"> <li>* To listen to others</li> <li>* To refrain from interrupting while others are speaking</li> <li>* To speak to others respectfully</li> </ul>
PROPERTY	<ul style="list-style-type: none"> <li>* To be provided with a safe and accessible place to store personal property and equipment</li> <li>* To expect that their property and equipment won’t be maliciously damaged by others</li> <li>* To work, learn and play in a clean and tidy environment</li> </ul>	<ul style="list-style-type: none"> <li>* To take care of property and equipment</li> <li>* To assist in maintaining a clean and tidy working, learning and playing environment</li> <li>* To refrain from bringing inappropriate property to school</li> <li>* To have mobile phones switched off during school hours, unless authorised by the Principal</li> </ul>

## APPENDIX I

### BULLYING RESOURCES AVAILABLE WITHIN THE SCHOOL

RULE	STAFF RIGHTS	STAFF RESPONSIBILITIES
<b>SOCIAL</b>	<ul style="list-style-type: none"> <li>* To be treated with courtesy and respect</li> <li>* To be free from violence, intimidation, bullying and harassment from other members of the school community</li> <li>* To have problems listened to and acted upon justly</li> </ul>	<ul style="list-style-type: none"> <li>* To treat others with courtesy and respect</li> <li>* To take care of themselves and others</li> <li>* To refrain from violence of any sort – physical, verbal, psychological</li> <li>* To refrain from bullying, intimidating or harassing others</li> </ul>
<b>SAFETY</b>	<ul style="list-style-type: none"> <li>* To be listened to when explaining safety rules and procedures</li> <li>* To have safety directions followed by students</li> <li>* To be provided with facilities and materials that are safe and free from hazards</li> <li>* To be provided with necessary safety equipment</li> <li>* To be provided with opportunities to discuss and set in place WH&amp;S regulations and safety rules</li> <li>* To be provided with opportunities to discuss, set in place and practise evacuation and emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>* To have clear understanding of what to do in evacuation and emergency situations</li> <li>* To explain and consistently assist with the carrying out of safety rules and procedures</li> <li>* To give safety directions clearly and calmly</li> <li>* To model the wearing of hats</li> <li>* To ensure students wear a school hat</li> <li>* To follow agreed upon WH&amp;S Regulations and safety rules</li> <li>* To participate in discussions for deciding safety rules and procedures</li> <li>* To fulfil duty of care obligations</li> </ul>
<b>LEARNING</b>	<ul style="list-style-type: none"> <li>* To be offered valid opportunities for professional development</li> <li>* To promote learning with minimal disruption</li> <li>* To be provided with the basic teaching resources</li> <li>* To be provided with opportunities to take part in the development and regular review of the school behaviour plan</li> <li>* To be given appropriate assistance with the behaviour management of disruptive students</li> </ul>	<ul style="list-style-type: none"> <li>* To initiate a variety of learning experiences and opportunities</li> <li>* To assist in creating an environment conducive to learning</li> <li>* To keep up to date with current curriculum developments and behaviour management strategies</li> <li>* To actively seek assistance with the behaviour management of persistently disruptive students</li> <li>* To provide necessary assistance with learning</li> <li>* To consistently implement the school behaviour plan</li> </ul>
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>* To be listened to and have opinions respected</li> <li>* To have the opportunity to speak</li> <li>* To be spoken to respectfully</li> </ul>	<ul style="list-style-type: none"> <li>* To consistently model appropriate communication during interactions with children, other staff and parents/caregivers</li> </ul>
<b>PROPERTY</b>	<ul style="list-style-type: none"> <li>* To be provided with a safe and accessible place to store personal property and equipment</li> <li>* To expect that their property and equipment will be well cared for and won't be damaged</li> <li>* To work in a clean and tidy environment</li> </ul>	<ul style="list-style-type: none"> <li>* To take care of all property and equipment</li> <li>* To assist in maintaining a clean and tidy working, learning and playing environment</li> <li>* To refrain from bringing inappropriate property to school</li> <li>* To report possession of this type of property or equipment</li> <li>* To lock doors when leaving classrooms unattended</li> <li>* To have mobile phones switched off during class time unless authorised by the Principal</li> </ul>

Beast	Wild, M
Behaviour Management	Rogers, B
Behaviour Management: a whole school approach	Rogers, W
Behaviour Recovery: a whole school program for mainstream	Rogers, W
Behaviour Skills Program	Condon, D
Bounce Back Teacher's Handbook	McGrath, H
Boy with a Sling	Warren, M
Bullies are a Pain in the Brain	Romain, T
Bully	Sutherland, K
Bullying	Sanders, P
Bully Free Classroom	Beane, A
Capped!	Lindquist, R
Eighteenth Emergency	Byars, B
Scrambled Eggs and Spider Legs	Hogg, G
Trial of Anna Cotman	Alcock, V
You Can Stop Bullying	

rule they have broken. Usually for one day. It involves the child spending time in the boardroom where they are supervised by the Principal.

### **Out of school suspension**

The child concerned is kept at home by their parents for a specified period of time, depending on the consequences of the rule they have broken.

### **Saturday detention**

This detention runs from 9:00 am till 12:00 pm and is supervised by the Principal. It is used for serious offences only.

### **Time Out**

The child concerned is removed from the situation for a period of time, depending on the actual situation and the age of the child.

### **W H & S**

Workplace, Health and Safety

### **You Can Do It**

You can do it is the peer support program used at St Augustine's as a bullying education program.

RULE	PARENT/CAREGIVER RIGHT	PARENT/CAREGIVER RESPONSIBILITIES
<b>SOCIAL</b>	<ul style="list-style-type: none"> <li>* To be treated with courtesy and respect</li> <li>* To be free from violence, intimidation, bullying and harassment from other members of the school community</li> <li>* To have problems listened to and acted upon justly</li> <li>* To be informed of any serious breach of the school rules</li> </ul>	<ul style="list-style-type: none"> <li>* To treat others with courtesy and respect</li> <li>* To take care of themselves and others</li> <li>* To refrain from violence of any sort – physical, verbal, psychological</li> <li>* To refrain from bullying, intimidating or harassing others</li> <li>* To acknowledge receipt of information; make contact with the school if necessary and support any actions taken</li> </ul>
<b>SAFETY</b>	<ul style="list-style-type: none"> <li>* To be provided with facilities and materials that are safe and free from hazards</li> <li>* To be provided with opportunities to discuss and set in place procedures for following WH&amp;S regulations and safety rules</li> </ul>	<ul style="list-style-type: none"> <li>* To support the school in expecting students to follow safety rules</li> <li>* To provide children with appropriate safety equipment, including aprons, hats and sunscreen</li> <li>* To participate in discussions for deciding safety rules and procedures as appropriate</li> </ul>
<b>LEARNING</b>	<ul style="list-style-type: none"> <li>* To know that my children are in an environment conducive to learning</li> <li>* To know that my children will be offered necessary assistance with learning</li> <li>* To know that my children will be offered learning opportunities appropriate to their level of ability</li> <li>* To know that children who are disruptive will be managed appropriately</li> <li>* To be offered opportunities to take part in the development and regular review of the school behaviour plan</li> <li>* To have curriculum and behaviour management initiatives clearly explained</li> </ul>	<ul style="list-style-type: none"> <li>* To initiate a variety of learning experiences and opportunities</li> <li>* To assist in creating an environment conducive to learning</li> <li>* To keep up to date with current curriculum developments and behaviour management strategies</li> <li>* To actively seek assistance with the behaviour management of persistently disruptive students</li> <li>* To provide necessary assistance with learning</li> <li>* To consistently implement the school behaviour plan</li> </ul>
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>* To be listened to and have opinions respected</li> <li>* To have the opportunity to speak</li> <li>* To be spoken to respectfully</li> </ul>	<ul style="list-style-type: none"> <li>* To consistently model appropriate communication during interactions with children, other staff and parents/caregivers</li> </ul>
<b>PROPERTY</b>	<ul style="list-style-type: none"> <li>* To be provided with a safe and accessible place to store personal property and equipment</li> <li>* To expect that their property and equipment will be well cared for and won't be damaged</li> <li>* To work in a clean and tidy environment</li> </ul>	<ul style="list-style-type: none"> <li>* To take care of all property and equipment</li> <li>* To assist in maintaining a clean and tidy working, learning and playing environment</li> <li>* To refrain from bringing inappropriate property to school</li> <li>* To report possession of this type of property or equipment</li> <li>* To lock doors when leaving classrooms unattended</li> <li>* To have mobile phones switched off during class time unless authorised by the Principal</li> </ul>

# Behaviour Management Policy

## GLOSSARY

### Administration Team

This team consists of the Principal, the APRE and the Parish Priest.

### Bullying

Bullying is an act that causes hurt or fear in another person. It may be deliberate or a result of thoughtlessness. It may be a physical attack on the person or their property. It may be verbal teasing or insulting. It may be indirect such as spreading rumours, excluding people from groups or manipulation of others to mistreat another student, and happens over time.

### Card System

Red card - emergency, Principal to come immediately, usually related to a child being uncontrollable.

Yellow card - teacher needs a break

Green card - something good is happening in the classroom, Principal come and see.

### Christian In Action Award

This is a monthly award presented to students displaying positive characters of a good student.

### Detention

If a student reverts to inappropriate behaviour after a reminder, then detention is a consequence. Detention is held every lunchtime by the Duty Teacher, in their classroom, for twenty minutes. The Duty Teacher will fill in the 'Individual Behaviour Management Record', give the student a re-entry form, discuss the completed form and attach the 'Parent Detention Note'.

The re-entry form is taken home to be signed by the parent and returned to the duty teacher the following day, for filing in the folder.

The Principal will check the Detention Folder regularly and interview parents if a student has been given three detentions in a term, to discuss ways of improving ongoing behaviour concerns.

Detention may not be given for homework. Detention is behaviour related to classroom and playground.

### In school suspension

During either playtime or class time, depending on the consequences of

should be dealt with as soon possible by the staff member on duty. Often a rule reminder will be all that is necessary.

Any acts of violence, insolence, acts of non-compliance or serious infringements of the school rules will result in a detention the following lunchtime.

**Children engaging in severe acts of violence, including bullying or threatening behaviour means an immediate removal from the play area and will automatically be sent to the Principal’s office for the rest of the break time. No reminder or warnings are necessary.**

If a child refuses to leave the playground, a red card is sent to the office with a runner.

At this stage other students are removed from the area, to another play area for their safety.

## **LEARNING AREA/CLASSROOM - Rules & Implications**

Each member of staff should work with students to establish rules that apply to their particular learning area. The implementation of the Behaviour Management Plan for each learning area must be based on the school rules and be inclusive of the rights and responsibilities of all members of the school community.

Different disciplinary strategies will be required according to a child’s age, social development and emotional maturity.

The following is the standard procedure for the management of inappropriate behaviour by students in a learning area.

<b>STEPS TAKEN FOR INAPPROPRIATE BEHAVIOUR</b>	<b>ACTION</b>
FIRST	See Appendix 2 for the appropriate behaviour management strategy
SECOND	A rule restatement followed by a simple direction is given
THIRD	Student is given a choice of compliance or time out
FOURTH	In class isolation for 10 minutes
FIFTH	Supervised time out in the buddy class
SIXTH	Time out or detention for 20 minutes at lunchtime – 3 detentions for the same action may result in an in school suspension
SEVENTH	Message sent to the administration team via the card system (red card means to come urgently). The child is collected from the room and taken to the office. Parents will be informed by a member of the administration team
EIGHTH	In school or out of school suspension
NINTH	Enrolment Cancellation – this is the decision of the Director of Diocesan Education Services after recommendation from the Principal

Under usual practice a student starts each new day at the beginning of the steps. Where misbehaviour is occurring regularly, an arrangement may be made to start on a later step, or omit steps. Additionally, students using any form of **violence, making discriminatory comments or acting in a dangerous or criminal manner** should immediately move to steps 5,6 or 7, depending on the severity of their actions. In crisis situations another staff member will be called to help deal with the situation.

If a child persistently displays undesirable behaviour, they will be referred to the Administration team (Principal, APRE, Parish Priest). Along with the child's carers, learning support staff and specialised consultants, the team will negotiate a plan of action that is in the best interests of the child and all members of the school community.

Suspension or a Saturday detention may be considered as an option for failure to meet negotiated requirements of an individualised behaviour management plan, or in the absence of parental support.

### **PLAYGROUND – Rules & Implications**

Two factors are critical for the successful implementation of the Behaviour Management Plan in the playground:

1. That ALL staff takes responsibility for ALL students (during school hours).
2. That ALL staff, including relief staff are consistent in applying the school rules and the agreed upon practices and procedures that support them.

### **Playground Rules**

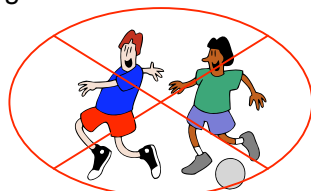
1. Speak and act towards others with respect and good manners.

2. Move and play safely in the supervised areas.

3. Care for school equipment and property.

4. Follow teachers' instructions when asked to do something.

5. All children must wear a school hat when outside the classroom



**No Hat. No Play.**

### **Consequences for not following rules.**

At Saint Augustine's we use -Remind  
Warn  
Act

When playground rules are not followed the following is the standard procedure for the management of inappropriate behaviour by students in a learning area.

<b>STEPS TAKEN FOR INAPPROPRIATE BEHAVIOUR</b>	<b>ACTION</b>
FIRST	<b>Reminder</b> of the rule. If the student stops the behaviour then they continue playing 'safely'. Praise is given for making the right choice.
SECOND	Student is given a choice of compliance or time out in the undercover area. If the behaviour continues, then the student is told to leave the playground and go to the designated area for time out, where they sit for a maximum of five minutes. Praise is given for making the right choice.
THIRD	Time out or detention the following lunchtime for 20 minutes – 3 detentions for the same action may result in an in school suspension
FOURTH	If the student refuses to leave the playground area and go to the designated area, then the Principal is called. The student may either be sent home or placed in school isolation for the rest of the day.

Different disciplinary strategies will be required according to a child's age, social development and emotional maturity. For example, a Year One child in an out of bounds area will be reminded more than once before we employ other strategies. A Year Seven child on the hand will have fewer warnings before we employ other strategies.

Children who aren't wearing a SCHOOL issued hat must sit in the undercover area for the duration of play. Infringements of other school rules.