SCHOOL COMMUNITY BEHAVIOUR PLAN

A WHOLE SCHOOL ACCOUNTABILITY FRAMEWORK FOR BEHAVIOUR MANAGEMENT PRACTICE

Our Vision
St Joseph’s nurtures, inspires and educates children in order to contribute to society…

CHILDREN CARING
for self ~ for each other ~ for the world

Our Mission
As a result of attending St Joseph’s children will have gained:

Friendship
“I can get along with others”

A Sense of Self
“I believe in myself…I believe I can do it”

Learning
“I have knowledge and skills and I know how to use them”

Faith
“God shows me how to live”
SCHOOL COMMUNITY BEHAVIOUR CODE

At St Joseph’s Primary School, we value the following baseline behaviours for all members of the school community.

A) SAFETY

School community members will act in a responsible manner that presents no danger to the physical or emotional security of themselves or others.

Safety is exhibited in such conduct as:
   a) Following supervisor instructions
   b) Using equipment correctly
   c) Observing rules and procedures
   d) Controlling temper

B) EFFORT

School community members will be mindful of the fact that the primary aim of schooling is student learning. Each member will actively fulfill their role in promoting this process to the best of their ability.

Effort is exhibited in such conduct as:
   a) Attempting to complete set tasks
   b) Punctuality
   c) Preparedness
   d) Involvement

C) RESPECT

School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Respect is exhibited in such conduct as:
   a) Speaking politely to others
   b) Using equipment carefully
   c) Following supervisor instructions
   d) Active listening

D) SELF-RESPONSIBILITY

School community members will endeavour at all times to make appropriate behaviour choices relative to the social context, and accept accountability for the outcomes of their actions.

Self-Responsibility is exhibited in such conduct as:
   a) Working independently
   b) Accepting corrective advice
   c) Completing job roles
   d) Admitting mistakes and successes

*St Joseph’s Primary School prohibits the use of Corporal Punishment. No teacher, parent or other member of the community will administer behavior management techniques which involve any form of corporal punishment.*
# BEHAVIOUR BENCHMARKS

**OBJECTIVES:**

*Students will be able to identify their behaviour level*

*Students will accept responsibility for their current behaviour and undertake, via collaborative goal-setting and review, to bring about positive behaviour change*

*All students will strive to reach a COMPETENT level*

<table>
<thead>
<tr>
<th>Behaviour Code</th>
<th>Beginner</th>
<th>Developing</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety</strong></td>
<td>RARELY: Uses equipment safely/appropriately                                      Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</td>
<td>SOMETIMES: Uses equipment safely/appropriately                                      Moves safely through classroom/school Keeps hands/feet/teeth etc to self. Follows directions of teachers/staff Resolves conflict without violence. Wears school uniform Remains in class/school setting</td>
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<td>RARELY: Treats own property with care. Accepts others' feelings/opinions/rights. Speaks politely and appropriately. Listens to and follows the directions of all school staff/support personnel Shows respect for school property. Follows class and school expectations. Cares for self and school work</td>
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<td>RARELY: Seeks or accepts help when needed. Requires no prompting to behave Accepts responsibility for own behaviour. Accepts consequences of own actions Works and plays independently. Is prepared/punctual for each lesson. Catches up on missed work Conforms to routines and procedures.</td>
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**Safety Code**

- **Beginner**
  - Rarely
  - Sometimes
  - Usually
  - Always (and encourages others to)

- **Developing**
  - Rarely
  - Sometimes
  - Usually
  - Always (and encourages others to)

- **Competent**
  - Rarely
  - Sometimes
  - Usually
  - Always (and encourages others to)

- **Excelling**
  - Rarely
  - Sometimes
  - Usually
  - Always (and encourages others to)

**Safety**

- **Safety**
  - Rarely
  - Sometimes
  - Usually
  - Always (and encourages others to)

- **Effort**
  - Rarely
  - Sometimes
  - Usually
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- **Respect**
  - Rarely
  - Sometimes
  - Usually
  - Always (and encourages others to)

- **Self Responsibility**
  - Rarely
  - Sometimes
  - Usually
  - Always (and encourages others to)
LEVELS OF STUDENT MANAGEMENT

**LEVEL 1**  SELF-MANAGED  (STUDENT ALONE)

*TEACHER RESPONSE - SEE ACKNOWLEDGEMENT PLAN*

**LEVEL 2**  SELF-MANAGED + TEACHER SUPPORT

*TEACHER RESPONSE - SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN*

**LEVEL 3**  SELF-MANAGED + TEACHER SUPPORT + PARENT

*TEACHER RESPONSE - SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN*

**LEVEL 4**  SELF-MANAGED + TEACHER SUPPORT + PARENT + PRINCIPAL.

*TEACHER RESPONSE - SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN*
  - SEE CRISIS PLAN

**LEVEL 5**  SELF-MANAGED + TEACHER SUPPORT + PARENT + PRINCIPAL + CEO SUPPORT

*TEACHER RESPONSE - SEE CORRECTION PLAN/ACKNOWLEDGEMENT PLAN*
  - SEE CRISIS PLAN
  - POSSIBLE INDIVIDUAL BM PLAN

**NOTE**  At Level 5, formal referral to other agencies and support personnel may also take place. Informal approaches to such personnel, including the Guidance Officer/School counsellor, may be instigated by the class teacher as early as Level 2.
**The individual circumstances of each case will be taken into account when deciding upon and applying consequences.**

**ACKNOWLEDGEMENT PLAN**
- Praise/Encouragement (Verbal/Non-verbal/Written)
- Class Responsibilities (Messenger, Teacher's Helper, Library Monitor, Tuckshop)
- Inter-Class Responsibilities (Peer Tutoring, Peer Mediation)
- Token/Point/Star Systems (Individual/Group Goal-Setting)
- Public Display of Work (Classroom, Foyer, Newsletter, Newspapers)
- Individual Class-Level Rewards (Stickers, Books, Stamps, Freetime, Certificates, Student-Choice Activities, Computer Time)
- Whole Class Rewards (Parties, Fun Days, Game time, Sport, Videos)
- Special Morning Teas
- Phone calls to Parents
- Sharing Work With Others (Principal, Other Classes, Parents)
- Whole School Reward System
- Teacher Evaluations (Marks/comments on work)
- Celebrations (Birthdays, "Outside" achievements)
- Principal's Awards

**STUDENT BEHAVIOUR MANAGEMENT PLAN**

**APPROPRIATE BEHAVIOUR?**
- YES
- NO

**SAFE? MANAGEABLE?**
- YES
- NO

**CORRECTION PLAN**
- 3 Warnings
- Rule Reminders
- Prompting (Verbal/Non-verbal)
- Logical consequences
- Teacher/Student, Teacher Parent Conferences
- Peer Mediation
- Loss of Privileges
- Playground withdrawal (for playground offences)
- In-class withdrawal
- Reflection Teacher/Class
- Cueing/Descriptive Encouragement of good behaviour
- Restitution (apology/repair damage/complete work)
- Reflection Time
- Offer Choice and Take-up Time
- Personal Signals/Consequences (Individual Plans)
- Non-Emotive Behaviour Questions (What are you doing? What should you be doing? Are you going to do it?)
- Modifying Environment/Work Demands/Social Interactions

**CRISIS PLAN**
- Contact/Phone Office (eg Send Messenger)
- Ensure student/class safety (Remove class if necessary)
- Admin. Withdrawal of student (class/playground)
- Voluntary Parent Contact by Admin. (Talk to student on phone) (Supervise student) (Withdraw student for day) (Leave up to school)
- Suspension
- Individual B.M. Plans (Modified Timetable) (Restricted Entry) (In-school Withdrawal)
- Exclusion

**ADDITIONAL SUPPORT PERSONNEL**
- Teachers Aide/Buddy Teacher/Principal/CEO Personnel/Outside Agencies

**RECONCILIATION PLAN**
- Complete Reflection Form
- Apology to Specific Student/Adult
- Replace Broken/Stolen Item
- Complete Missed Work

**COOPERATIVE?**
- YES
- NO
ST JOSEPH’S PRIMARY SCHOOL BULLYING POLICY

POLICY STATEMENT

St Joseph’s Primary Coraki, practices a “zero tolerance” approach to bullying in all its forms, in line with the provisions of the (Child Protection) Act. Our school and school community endorses the right to safety of all school community members. Bullying undermines this right, and prevents students from achieving their full potential in the educational and social setting. Bullying affects all members of the school community, not simply the bully or the victim, and can damage the supportive environment of the class and of the school in general. For these reasons, it cannot be tolerated and must be addressed with immediacy and consistency.

DEFINITIONS OF BULLYING

The NSW Department of Education defines bullying as follows:

Bullying can be defined as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure.

- Bullying involves the abuse of power in relationships. Bullying can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination, intimidation and victimisation of others.
- **Bullying behaviour can be:**
  - **verbal** eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
  - **physical** eg hitting, punching, kicking, scratching, tripping, spitting
  - **social** eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
  - **psychological** eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

AIMS OF THE POLICY

1. To counter views that bullying is an unavoidable part of school life
2. To overcome communication barriers associated with bullying
3. To create a safe and supportive teaching/learning environment for students and staff
4. To provide support and counselling services for both bully and victim
5. To proactively promote a school climate where bullying behaviours are not tolerated and are infrequent in incidence.
RESPONSIBILITIES OF THE SCHOOL COMMUNITY

A)  PARENT/CAREGIVER RESPONSIBILITIES

1. Watch for early warning signs in your child, including a reluctance to attend school, unexplained illnesses or injury, missing possessions, moodiness.
2. Take an active interest in your child’s school and social life, encouraging them to talk about daily events and occurrences.
3. If you suspect bullying of your child at school, record any details and contact the class teacher or school administration immediately.
4. Encourage your child to report persistent school bullying to those in the best position to provide immediate help i.e. the teaching staff and administration.
5. Assure your child that seeking help is okay and an assertive (strong) measure.
6. Do not encourage your child to hit back or verbally abuse the bully.
7. Be prepared to assist the school in modifying your child’s behaviour if he/she is identified as a bully. Do not accept personal blame for their actions; instead, support the school in its endeavours to assist your child.

B)  STUDENT RESPONSIBILITIES

ACTION PLAN FOR PERCEIVED BULLYING

Students will adopt an assertive, sequential response to all incidents of bullying involving themselves or others. This response will take the following form:

STEP 1  Tell the bully to stop.

This identifies for the bully that their behaviours are unacceptable to the victim, and provides the bully with the opportunity to modify behaviour without further consequence. It also establishes the victim’s control over handling the situation.

STEP 2  If the bullying does not cease immediately, or has caused significant physical or emotional harm, tell someone in authority (Teacher, Teacher Aide, Principal)

1. The student, if unable to stop the bullying themselves, should report all incidents to the nearest available teacher or staff member. Immediacy of reporting is essential.
2. Students (victim, bully, and witnesses) may be required to discuss reported incidents with a teacher, Deputy Principal or Principal. Such discussion will occur as soon as possible after the incident.
3. Parent/caregivers of students involved may be informed of the outcomes of investigations, and a record of an incident attached to the student’s file, if deemed appropriate and necessary.
4. Bullies will be requested to apologise to their victims, in the form of a verbal or written apology, as an early step in dealing with the situation. Failure by the bully to exercise this option will result in further consequences being applied.
5. In the case of frequent or significant incidents of bullying by a student, the parents/caregivers may be required to attend an interview to discuss possible consequences and assist the school in planning a strategy to modify the child’s behaviour.
C) STAFF RESPONSIBILITIES

IDENTIFICATION OF BULLYING

1. Watch for early warning signs of bullying in students (eg apparent behaviour change, physical injuries, emotional distress etc)
2. Record all incidences of bullying, including action taken. A bullying register is centrally located within the school, and where deemed necessary, specific incidents will be recorded in relevant student files.
3. Offer the victim immediate support and help, but avoid ‘bullying’ the bully.
4. Discuss bullying in class sessions when the need arises. (eg after incidents)
5. Monitor all areas of the school during breaks and in between lessons.

EDUCATION OF SCHOOL COMMUNITY

1. All students and parents, upon enrolment at the school, should be made aware of the School’s Bullying Policy, including expectations and consequences.
2. Education of all year levels will occur through the school’s social skilling programs, within the context of the curriculum and during school assemblies.
3. Where possible, parents/caregivers will be included in the education process and informed of developments within the school in the area of Bullying.
4. All teaching staff will undertake regular professional development in regard to Bullying issues and their professional responsibilities in combating Bullying.

ACTION PLAN FOR BULLYING INCIDENTS

Teachers will adopt a logical and sequential approach when responding to reports of bullying, following the steps outlined in the School Community Behaviour Plan