



## **St Mary's Primary School Behaviour Management Plan**

### ***Rationale***

As a Catholic School, we strive to include the Gospel values and follow the example of Jesus. Jesus gave us 2 basic commandments:

- Love God and the creations God has made with love, including ourselves.
- Love and respect your neighbour and respect their property.

Jesus showed us how to love God and how to treat other people. He asked for nothing more than to be treated by others as he himself treated others.

At St Mary's Primary School, we offer a safe and secure environment where these values can be developed in an atmosphere of faith and trust.

Our school recognises parents as the first and most important educators of their children and we work in partnership with them in providing a safe, welcoming environment for their children to learn and play.

As a School Community we have a belief that a calm and orderly learning environment is conducive to optimum learning and benefits all.

The School Core Values and our Code of Conduct are our guiding statements we endeavour to adhere to.

### **School Core Values (under the acronym STARS)**

**S:** Support

**T:** Trust

**A:** Accept

**R:** Responsible

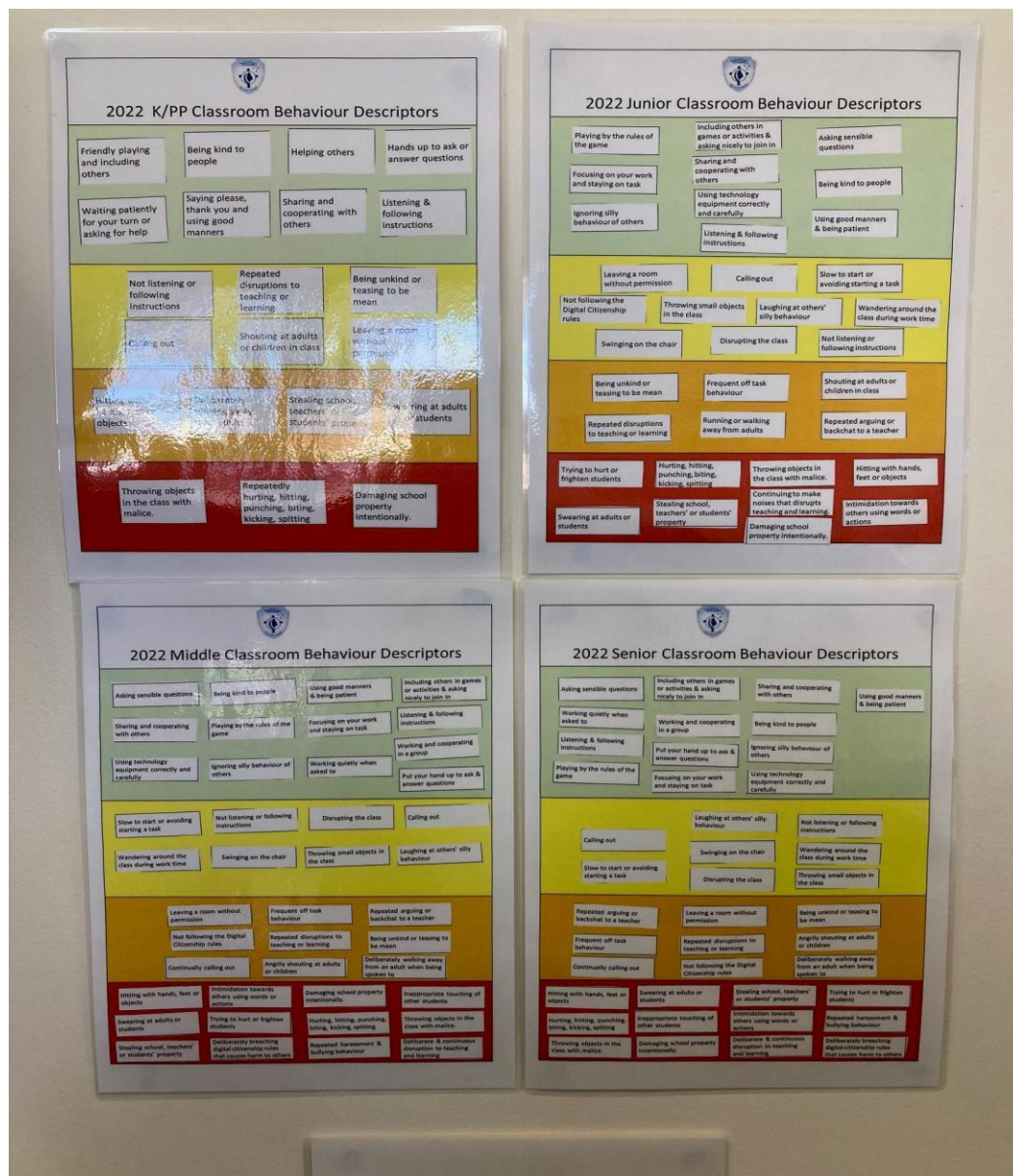
**S:** Show Respect

These Values are embedded into all aspects of our school, and one is focused on each week.

# Class Behaviour

We believe that children wish to be engaged in class and to follow the expectations of the Teacher. Positive behaviour is often rewarded with praise, stickers and individual and class reward systems. Occasionally however a child may become distracted, lose focus and need redirection.

Our classroom behaviour plans work on a Traffic Light system where we endeavour to stay in green behaviours or catch children when they are moving into yellow and redirect quickly. If children exhibit orange or red behaviour, there is a predictable and consistent consequence. The behaviour plans are discussed at the beginning of the Year. Children take part in a close activity where children discuss the behaviours that belong under each colour. This is modified to the age of the children.



2022 Classroom Behaviour Consequences System
Catch good choices & acknowledge with praise, encouragement, a smile 😊 'thank you' Fun with classmates and friends Feeling safe and happy Class reward system Certificate at assembly See Admin Team with special work
Adult check in - the 'Look' or close proximity Green behaviour request Reminder signal from an adult Verbal Behaviour warning (3 <sup>rd</sup> reminder)
After 3 <sup>rd</sup> Reminder: Adult check in – move to 'Thinking Space' Move to 'Cluster Class' (15 mins time limit) Teacher to contact Admin
Admin Referral – Principal/AP check-in with teacher: 1. See Admin to talk about disruption. 2. Withdrawal from class to work in Admin for a period of time. 3. Parent Contact.

### ***Playground Behaviour***

In many cases of minor infringements, a verbal reminder and a teacher moving in closer proximity to where those children are playing is all that is necessary.

When dealing with playground misbehaviour Teachers make a decision (based on the age of the child and severity of the incident) whether to:

1. Give the child a verbal warning.
2. Remove the child from the situation – either sitting out or walking with you for 5 minutes.
3. Issue an ORANGE PLAYGROUND INCIDENT SLIP with the child's name, the unacceptable behaviour and then pass this onto the child's classroom teacher.

### ***Outrageous Playground behaviour***

Please note that any outrageous behaviour such as fighting, bullying, swearing at someone, disobeying school staff, stealing, destruction of property ... etc automatically elevates the misbehaviour and the child is sent to the office to see the Assistant Principal.

**On the third ORANGE PLAYGROUND INCIDENT SLIP - a detention will be issued by the classroom teacher. The 3 slips will be attached to the detention form – normal detention procedures apply.**

**A “clean-slate” will apply at the end of each term.**

### ***Lunch-time Detention***

Each teacher will have formed a class charter with the children and discussed the whole school behaviour plan.

At all times we work on ‘restorative behaviours’ rather than a ‘punitive approach’

Red behaviours may lead to a lunch time detention. Referrals to the Assistant Principals or Principal are to occur when a serious or consistently poor behaviour is displayed in class. Parents will be notified by the class teacher if the child has been sent to either the Assistant Principal or Principal. Please discuss with Leadership before issuing a lunch time detention. Where possible, a member of the Leadership Team will supervise lunch-time detention and together with the child complete a Reflection Sheet.

### ***Punishments which are not acceptable at St Mary’s Primary School***

All members of our community have a right to be treated with respect and dignity. The use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is explicitly forbidden. These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

#### **Child Abuse**

Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child’s caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
  - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
  - b) the child has less power than another person involved in the behaviour; or
  - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
  - a) psychological abuse; and
  - b) being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child’s parents to provide, arrange or allow the provision of:
  - a) adequate care for the child; or
  - b) effective medical, therapeutic or remedial treatment for the child.

#### **Corporal Punishment**

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable

position. It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].

### **Degrading Punishment**

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007].”

When serious poor behaviour persists an Individual Behaviour Plan is constructed in collaboration with Parents, CEWA Behaviour Specialist and Education Psychologist.

Reviewed 2023