



St Joseph's
PARISH SCHOOL, WEIPA

**Responsible Behaviour
System
2016 - 2018**

Bringing Faith and Learning to Life

ST JOSEPH'S RESPONSIBLE BEHAVIOUR POLICY

*Based upon and read in conjunction with the "CES Cairns Operational Policy and the Bishop's Commission for Catholic Schools "
(To be reviewed annually)*

At St Joseph's Parish School, we value the "Play is the Way" pathway to empathy with emphasis on the Catholic values of Good Manners, Friendliness, Courage, Persistence/Resilience, Tolerance/Acceptance and Compassion.

Each year and upon enrolment, parents are required to acknowledge through their signature, that they support the values of the Responsible Behaviour Model of the school. This allows all to be familiar with the school Responsible Behaviour Model and to have the opportunity to discuss it with the school principal.

PLAYGROUND BEHAVIOUR

- Rules are revised at the beginning of each term on assembly by the Principal or APRE and by the classroom teacher when a new student joins the class.
- Rules are clearly displayed around the school.
- Teachers keep records of student behaviour via iPad (Google Doc) or in the hardcopy clipboard kept in the staffroom (collated electronically weekly by Diverse Learning Team Delegate)
- All Level 3+ behaviours must be recorded by witnessing teacher.

CLASSROOM BEHAVIOUR

- Rules are revised at the beginning of each term by the teacher and when a new student joins the class.
- Rules are consistent and clearly displayed in the classroom
- Teachers keep records of student behaviour via iPad, electronic spreadsheets on their school laptops or in hardcopy.

WHOLE SCHOOL DIVERSE LEARNERS TEAM

- Discuss the collated data recorded by teachers across the school for Level 3 behaviours with all staff at Staff meeting including action plans to reduce negative data.
- Manage all student referrals from teachers or parents for Level 3+ behaviour through Individual Case Management plans which are periodically reviewed.
- On referral, the Diverse Learning Team will meet to discuss the case. A meeting is scheduled with student, parent/s, classroom teacher and a member of the Diverse Learning Team to discuss the specific goals for each student which reflects the targeted behaviours and records these on their Daily Monitoring Cards which are signed and kept on the student's file upon completion.
- Student will be re-entered back into the school at completion of the Case Management Plan by the Principal or delegate.

ST JOSEPH'S PARISH SCHOOL'S

CLASSROOM AND PLAYGROUND RULES

Virtues: Good Manners, Friendliness, Courage, Persistence/Resilience, Tolerance/Acceptance and Compassion

Good Manners

The habit of speaking and acting in a way which gives people a feeling of being appreciated, valued and respected
The habit of using the words and actions of good manners and with sincerity

WE WILL:

- Listen with quiet hands, feet and mouths
- Look at the person speaking
- Listen from start to finish
- Listen to what is said and how it is said

Friendliness

The habit of being interested in others. The habit of sharing your time, ideas, feelings, belongings and yourself with others.

WE WILL:

- Keep our hands, feet and bodies to ourselves
- Take care of property and the environment
- Be friendly even to those who aren't our friends
- Act safely
- Listen to what is said to how it is said

Courage

The habit of accepting your fear and nevertheless making yourself say or do the things you know are right and more important than your fear

WE WILL:

- Try our personal best at everything we do
- Show courage at problems and rise to the challenge
- Take responsibility for our own actions
- Seek the truth
- Listen to our conscience

ST JOSEPH'S PARISH SCHOOL'S

CLASSROOM AND PLAYGROUND RULES

Virtues: Good Manners, Friendliness, Courage, Persistence/Resilience, Tolerance/Acceptance and Compassion

Persistence/Resilience

The habit of trying again and again without complaint or the need for a reward. The habit of accepting failure as the stepping stone to success and bouncing back. The habit of seeing problems and difficulties as things you can do something about to make better.

WE WILL:

- Keep trying even when we make mistakes or fail
- Trust our teacher and give things a go
- Have really good reasons for what we do
- Look inside ourselves for the bravery we need

Tolerance/Acceptance

The habit of accepting and respecting difference. The habit of accepting things you cannot change. The habit of avoiding judgment. The habit of forgiving faults and the patience to work with them.

WE WILL:

- Know our feelings and take charge of them
- Respect the rights and traditions of others
- Always speak kindly and friendly
- Listen to what is said and how it is said

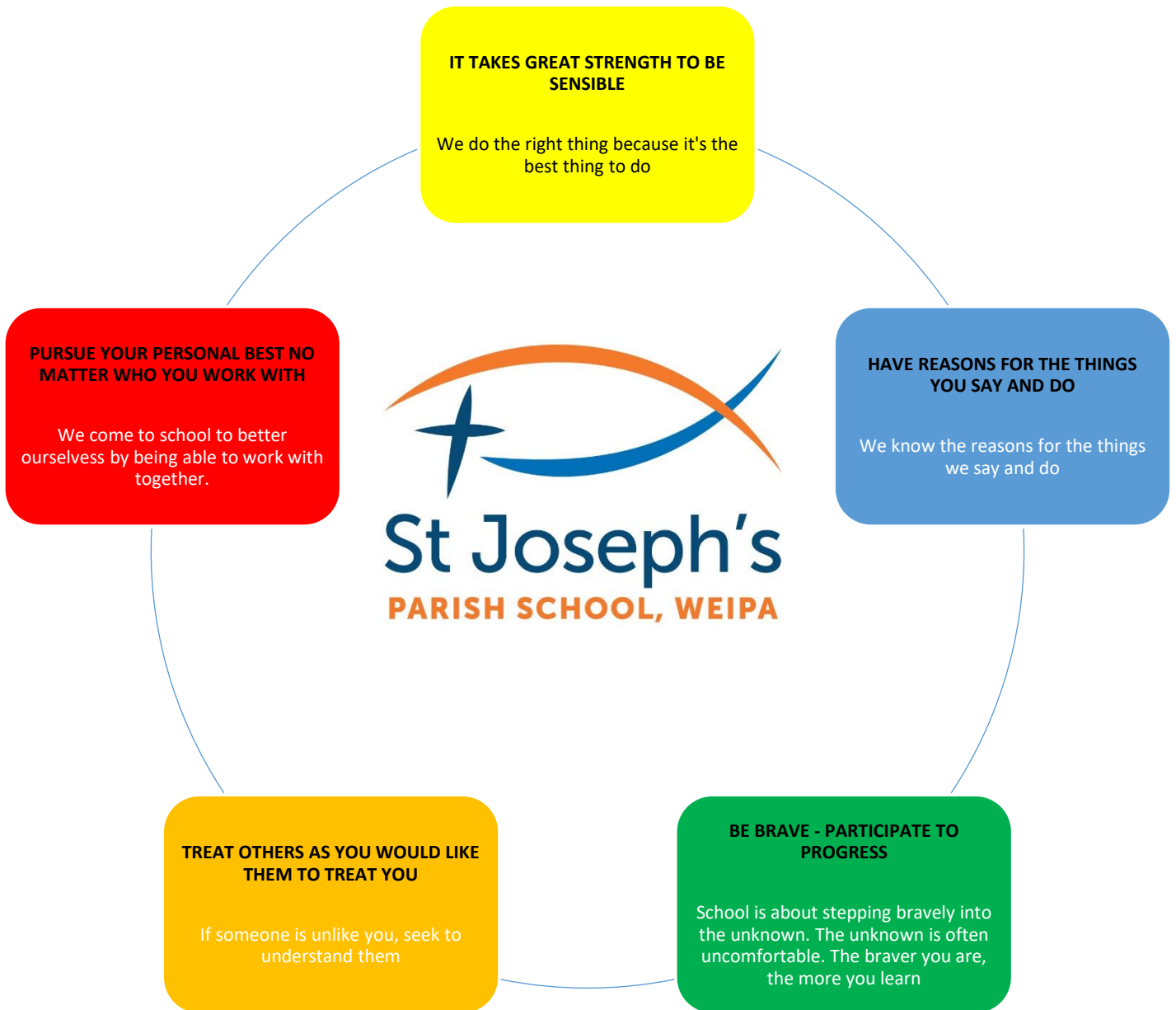
Compassion

The habit of caring deeply for the plight of others and the desire to help. The habit of saying and doing things to raise the spirit of another (kindness)

WE WILL:

- Use our words and actions to help people and not hurt them
- Help people in difficulty
- Tell a teacher if we see or hear something that might be dangerous to others or us
- Listen to what is said and how it is said

Our School Covenant



From "Play is the Way" SEL program

Level 1

Behaviour

Consistent behaviours reflective of the school's Christian values

Consequences

- PITW Playground slips
- Awards & Rewards
- Positive praise
- Participation in FunTastic Friday and End of term activities, extra-curricular activities and special events.

Support

- PITW program
- Positive, supportive learning environment
- Positive relationships with staff

Level 2

Behaviour

Classroom or Playground defiance, non-compliance, disrupting the learning of others, inappropriate language, rough play

Consequences

- Time Out in classroom/playground
- Teacher redirection
- Buddy Class
- Restorative Justice
- Parents notified

Support

- PITW support strategies
- Opportunity to talk with a support person
- Re-entry discussion by classroom teacher

Level 3

Behaviour

Repeated Level 2, posing a risk of safety to themselves or others, physical or verbal assault, swearing at a person, bullying

Consequences

- Exclusion from 2 lunchtime play & FunTastic Friday
- Parents notified
- Behaviour recorded
- Restorative Justice
- 5 Day Behaviour Monitoring Card

Support

- PITW support strategies
- Daily check-in with LST as part of the Diverse Learning Team
- Re-entry discussion by classroom teacher

Level 4

Behaviour

Repeated Level 3, serious physical assault or risk to themselves or others

Consequences

- 10 Day Daily Monitoring Card with specific goals to signed by teachers & parents
- Withdrawal from FunTastic Friday and any extra-curricular, special events for the duration of the 10 plan
- External suspension

Support

- Behaviour Management Plan (if required) in consultation with parents, classroom teacher and student
- External support provisions

Level 5

Behaviour

Repeated Level 4

Consequences

- External Suspension
- Review of enrollment at St Joseph's Parish School

Support

- Individual Case Management with internal and external agencies, teacher, parents and student

BULLYING

As a member of the Queensland Schools Declaration Against Bullying and Violence, Catholic Schools are publicly committed to working together with staff, parents and students in addressing bullying in our schools. The Queensland Schools Declaration Against Bullying and Violence recognises the issues facing students, school staff and parents are complex, and the possible responses are varied given the unique characteristics of our school and general population.

There is clearly a common concern about bullying, cyber bullying and violence in schools, and a need for effective responses to support students, parents and schools at the individual school, broader community and systemic policy levels. At St. Joseph's Parish School, Bullying is a Level 3 behaviour and will be treated as such under the school's Responsible Behaviour Policy. (See definition of Bullying below)

The vision of Catholic Education is to offer lifelong and quality education so that each person may know and come to identify more fully with the living spirit of Christ. Through their involvement in the Catholic faith community, students are able to reach their full potential through the enhancement of their educational, personal and spiritual dimensions. They and the communities in which they live and study are sustained and enriched by the life-giving relationships that they develop.

Catholic Education Services aspire to a Learning Framework which has a vision to excite and empower learners to enjoy, shape and enrich our changing world inspired by the Gospel of Jesus Christ.

What is Bullying?

The Queensland Schools Alliance Against Violence Working Together Toolkit (2010. P. 6-7) identifies five types of bullying:

1. **Physical Bullying**
 - a. When a person (or group of people) uses actions to bully, such as hitting, poking, tripping or pushing
Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal Bullying**
 - a. Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. **Covert Bullying**
 - a. Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel
Policy: Student Anti-Bullying - 3 humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological Bullying**
 - a. Examples include threatening, manipulating or stalking someone.
5. **Cyber Bullying**
 - a. Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The following behaviours DO NOT constitute bullying:

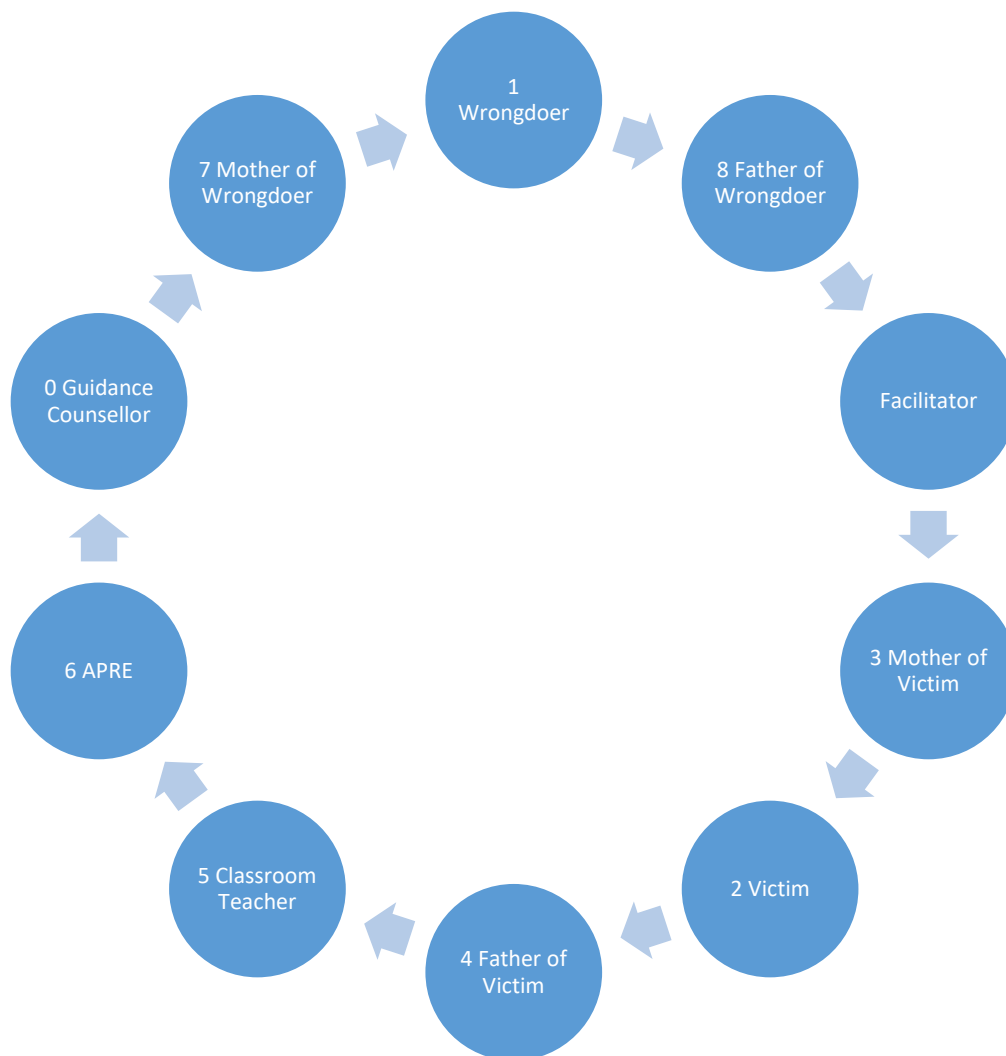
- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness, intimidation or violence While these behaviours would not be constituted as bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

BULLYING CONFERENCE

Once an incident of Bullying has been established and verified, St Joseph's School will facilitate a Conference between all parties which will be structured, facilitated and end with a mutual agreement being drawn between all parties. The process will involve the following steps:

1. Introduction of all parties by the facilitator and overview of why the conference must take place
 2. Telling the Story (wrongdoer)
 3. Exploring the harm (victim)
 4. Acknowledgement and apology (wrongdoer)
 5. Agreement (by victim, wrongdoer & supporters of both wrongdoer and victim)
 6. Closing of the conference
 - a. A written Conference Agreement will be drawn up with names and signatures of all participants.
- Follow-up and review of the

Seating Plan at Conference



REWARD PROGRAM (based on PITW philosophy)

The implementation of the reward program and the philosophy used to establish the program is evident throughout the whole school, class and individuals rules for the school. These practices are rewarded when they are displayed regularly and without prompting with the appropriate behaviour being acknowledged. Reward programs include in class celebrations, class fun days (usually at the end of term) and individual awards as Student of the Week/ PITW award. The classroom teacher may also determine, through their classroom behaviour management plan, other rewards.

On a whole school basis, each week the classroom teachers will determine and monitor students on certain behaviours encompassing the school virtues of: **Good Manners, Friendliness, Courage, Persistence/Resilience, Tolerance/Acceptance, Compassion.** Students who achieve the classroom benchmark for that week, will participate in the school wide **FunTastic FRIDAY 12:30pm – 1pm.** FunTastic Friday involves student choice of extra-curricular activities organized around the school and may include external agency involvement.

Those who do not meet the required benchmark for the week will be revising skills from Play is the Way Program (re-think strategy) and completing all unfinished class work. St Joseph's Parish School will also include an awards for 'Acts of Random Kindness (ARK award)" and Principal's Awards to be awarded when any such behaviour has been identified.

SPECIAL EVENTS

From the start of each school year, participation in special events either in school or out of school will be determined by a student's behaviour and following of school, classroom and playground rules.

Students who have received a Reflection form either in a Buddy classroom and/or playground may be ineligible from participating in special events. If a student is deemed ineligible, they will be catered for at school while their class is at the special event.

Special events may include: class camps, excursions, sports carnivals, Arts Council, performances by visiting artists etc.

ONGOING BEHAVIOURAL SUPPORT

As with students who experience academic difficulties, students who continue to experience difficulty with behaviour will be supported with appropriate learning opportunities.

Individual case management plans and Daily Monitoring Cards will be provided for students who require this support. The following strategies and processes are used to assist students to learn appropriate behaviour:

PROACTIVE CLASSROOM PROCESSES:

- Use positive models
- Encourage students
- Listening to students
- Be clear and consistent and definite
- Manage problems by identifying the behaviour, and not the individual, ie not making it personal.
- Daily Monitoring cards
- Use problems as teaching experiences
- Encourage independence
- Logical and restorative justice consequences.

ADDITIONAL SUPPORT

The underlying philosophy of these strategies is that disciplinary action should be a learning experience for the student. This is achieved by:

- Individual discussion with the student.
- Individual case management plans that identifies what behaviour support will be offered, how and by whom.
- Reward programs for appropriate behaviour.
- Appropriate consequences for inappropriate behaviour.
- Parent/teacher/student conference to discuss difficulties.
- Awareness of outside influences which impact on behaviour.
- Minor incident reports and reflection forms, Daily monitoring cards to be completed and kept on file.
- Parents will be contacted immediately when a Level 3 or higher incident occurs.
- **Communication and support between home and school is essential.**
- Students requiring further intervention will be referred to outside agencies (eg. CES Guidance Officer, CYMH, or other local agencies) to provide additional support. Parents are informed of staff concerns for the student, and parent consent forms must be signed.

SUSPENSION

The procedure for suspension is related to the Bishop's Commission for Catholic Schools, Cairns Education Services and the schools Responsible Behaviour Policy. Suspension is a supported withdrawal process implemented when the safety of an individual or other is at risk. It is used to deter behaviour until it is deemed to be at a healthy or safe level. This is a time in which both the school and the student have a chance to reassess the situation. A negotiated re-entry program will immediately follow a period of suspension including Individual Case Management with Daily Monitoring cards for a period of at least 10 days following suspension.

If a student continually demonstrates a lack of respect and commitment to the values of St Joseph's Parish School, a process is undertaken in consultation with the school principal, school consultant from the Catholic Education Schools Office Cairns, parents and student to review conditions of enrolment and for future direction.

POLICE INVOLVEMENT

Police will be contacted and involved in incidents involving unlawful behaviour such as drugs and excessive violence. Threatening physical abuse and malicious behaviour will not be tolerated.

UNAUTHORISED STUDENT LEAVE

The school has a duty of care towards students during school hours. Should a student leave the school grounds without permission, the school will implement the following procedure:

Grounds will be searched to ensure that the student has left the premises.

Parents will be contacted.

Once parents are contacted and informed, the parent is then responsible for locating and collecting the student.

Police are informed.

On returning to school, the student and their parent/s are to meet with the Principal to discuss options.

SCHOOL ATTENDANCE

School begins at the first bell.

If a student is late to school, they must sign in at the school office.

If a student is leaving the school before the end of the school day, he/she must be signed out at the office by an identified adult.



















IF A STUDENT IS AWAY, A PHONE CALL OR NOTE TO THE SCHOOL IS LEGALLY REQUIRED.

For unexplained absences, parents will be contacted, by SMS or phone call, followed by written confirmation. If unexplained absences continue, it is deemed a Student Protection Issue and procedures will be followed as per the CES Operational Policy.

P – 2 DAILY MONITORING CARD

<i>Student Name:</i> _____	<i>Date</i> _____ <i>Card</i> ___ / ___
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Targeted Behaviours: 1. _____ 2. _____ 3. _____
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Time of Day	Student Reflection	Teacher Reflection
Before School	  	Targeted behaviours achieved: Yes No Comment: _____
Morning Session	  	Targeted behaviours achieved: Yes No Comment: _____
1 st Lunch break	  	Targeted behaviours achieved: Yes No Comment: _____
Middle Session	  	Targeted behaviours achieved: Yes No Comment: _____
2 nd Lunch break	  	Targeted behaviours achieved: Yes No Comment: _____
Afternoon Session	  	Targeted behaviours achieved: Yes No Comment: _____

Parent comments

Parent Signature: _____

Daily Monitoring Cards must be signed and returned to school the following day for the duration of the 5 – 10 day plan. If the student does not achieve their targeted behaviours, an additional day will be added to the plan until the student has achieved 5- 10 days consecutively meeting their targets.










Students will carry their cards and check-in with their classroom teacher or teacher on duty at the beginning of each session and then at the end of each session for their reflections.

3 - 6 DAILY MONITORING CARD

<i>Student Name:</i> _____	<i>Date</i> _____ <i>Card</i> ___ / ___
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Targeted Behaviours:

1. _____
2. _____
3. _____

Time of Day	Student Reflection	Teacher Reflection
Before School	  	Targeted behaviours achieved: Yes No Comment:
Morning Session	Did you achieve your targets? Yes No Would you do anything differently? Yes No How do you feel right now?	Targeted behaviours achieved: Yes No Comment:
1 st Lunch break	  	Targeted behaviours achieved: Yes No Comment:
Middle Session	Did you achieve your targets? Yes No Would you do anything differently? Yes No How do you feel right now?	Targeted behaviours achieved: Yes No Comment:
2 nd Lunch break	  	Targeted behaviours achieved: Yes No Comment:
Afternoon Session	Did you achieve your targets? Yes No Would you do anything differently? Yes No How do you feel right now?	Targeted behaviours achieved: Yes No Comment:

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Buddy Class Reflection Form

*P – 3 – Buddy Class Teacher to discuss with student and scribe answers verbatim
4 – 6 – Student to complete and discuss with Buddy Class Teacher*

Student Name: _____ **Class:** _____ **Date:** _____

1. Tell me why you are here?
2. *What did you want? OR What were you trying to achieve?*
3. *What virtue actions or covenants did my behaviour break?*
4. *What will happen if I continue this behaviour?*
5. *What behaviours are going to help me achieve my goal next time?*
6. *What I am going to do to fix things?*
7. *How can my teacher help?*

At the completion of this Buddy Reflection and discussion with Buddy Class teacher, I will re-enter back into my class and discuss the incident with my classroom teacher at the earliest convenience. I understand that my classroom teacher will notify my parents of this Level 2+ behaviour.



My Classroom Behaviour Agreement

Student Name:	Date:
Classroom Teacher:	Class:

This agreement has been written to assist me to make better behavioural choices in my class as a result of repeated minor behaviour of Level 1 or 2 in class. The agreement below has been formulated to improve my success as a student at St Joseph's Parish School and to ensure that my behaviour doesn't negatively impact on other student's rights to learn and the teacher's right to teach.

Start Date:	Finish Date:
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What I will STOP doing!	What I will START doing!

Negative Consequences if I don't keep this agreement:	Positive Consequences if I keep this agreement:

Student Signature: _____
Teacher Signature: _____

Date: _____
Date: _____

Parents have been notified of this agreement by the teacher:

Phone Email In person
Date: _____

Agreement to be stored in the Student's file by Classroom teacher.

Restorative Justice Interview Questions

To help those exhibiting challenging behaviour

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. In what way have they been affected?
6. What do you think you need to do to make things right?

To help those that have been affected

1. What did you think when you realized what happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

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