



St. John the Baptist
CATHOLIC PRIMARY SCHOOL
True before God. True before all.



2024

Behaviour Management

CONTENTS

Behaviour Management	3
Whole School Expectations.....	4
Better Behaviour Better Learning (BBBL).....	4
Student Charter.....	4
Restorative Practices.....	5
Bystander Education	5
Detention	5
Buddies.....	5
Pastoral Care	5
Behaviours and Consequences in the Classroom	6
Behaviours and Consequences in the Playground.....	7
Behaviour and Consequence Descriptors	8
Student Charter.....	9

Behaviour Management

Our purpose is to provide the very best educational outcomes for our children in a safe and supportive school environment. All children in our school have:

- The right to **learn**.
- The right to feel **safe**.
- The right to be **respected**.

Our school community includes the active participation of students, families, caregivers and staff. Each member assumes responsibilities so that the rights of all are safeguarded.

RIGHTS	EXPLANATION
Learning	Each student has the right to feel confident in their learning environment. Each member of staff has the right to facilitate learning programs without interference due to misbehaviour. Parents have the right to be informed fully about their child's progress, socially and academically.
Safety	Each member of our school community has the right to feel safe. Each student has the right to learn and play in an emotionally and physically safe environment. This confidence should extend to our parent body and wider community.
Respect	Every member of our school community has the right to be treated with respect and in turn treat others with respect.

If we are to become an effective and efficient community, individually and collectively, we must assume responsibilities so that our behaviour does not interfere with the learning environment of any other member. Any person who lets their behaviour interfere with the rights of any other school member will be held responsible for their actions.

Our school's mission is to ***Prepare the way*** for our students, so they know the truth of Christ, are ***true before God, true before all***, and lead meaningful lives, now and into their futures.

Our Behaviour Management Program is not a stand-alone program but indeed works on the premise of relationship building and includes aspects of:

- Whole school rules and expectations
- In-class behaviour plans (in accordance with the whole school expectations)
- Individual behaviour plans (in accordance with the whole school expectations)
- Year 6 School Leaders
- Restorative Practices
- Essential Skills Classroom Management (BBBL)
- Buddies
- Student Charter
- Peer Support
- Explicit Bullying and Bystander lessons
- Detention

Whole School Expectations

Establishing routines is critical to the good order and management of the school.

Each teacher should establish routines in line with school policy, including (but not limited to) routines for:

- Students to wear their school uniform correctly (shirts tucked in, correct uniforms on correct days etc.). See Student Dress for further information and expectations.
- Student to wait quietly to enter or exit the classroom in a controlled manner.
- Students to put away their own bags and classroom requirements.
- Students to wear hats when outdoors and when leaving school each afternoon.
- Classes to participate in daily, reverent prayer.
- Students to greeting visitors to the classroom respectfully.
- Classes to move around the school in two compact quiet lines.
- Classes to leave daily parade in a quiet and orderly manner.
- Classes to establish of routine of packing and cleaning up at the end of the day (2.45 pm).

All class rules are created around the three school rules of safety, respect and the right to learn.

Better Behaviour Better Learning (BBBL)

Teachers use the BBBL Model and Whole School Behaviour Management System.

BBBL in-services are compulsory for all new teachers and teacher aides, with existing teachers invited to attend these sessions as a bi-annual refresher.

The 10 skills needed to ensure a balanced classroom include:

1. Establishing expectations
2. Instruction giving
3. Waiting and scanning
4. Cueing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Student Charter

A Student Charter was developed by the students in 2011 and reviewed annually with children from all year levels. The Student Charter was introduced as a voice for our students to describe, in their words, how they wanted to be treated, how they should treat others, what our school looks, feels and sounds like.

The Student Charter is an effective document to display in classrooms and discuss when forming class rules.

Restorative Practices

Restorative Practice is a proactive approach to managing student behaviour.

The goal of Restorative Practices is to help students take responsibility for their actions and repair the damage they have caused to other/s.

Restorative Justice can take the form of restorative 'chats', class conferences and restorative conferences.

At its core, Restorative Justice is getting together the students involved in negative behaviours, so that the 'wrong-doer/s' hears the harm they have caused to the 'victim' and be accountable for their actions. The victim can see that actions are being instigated and that something is happening to ensure their safety/dignity etc.

Bystander Education

Bystander Education involves explicit lessons focussing on decreasing bullying behaviour. Research indicates that students will listen to their peers and feel peer pressure to act in an appropriate manner if 'feedback' comes from a peer.

Bystander Education is taught in a proactive, positive way, every year during HPE lessons each year as a whole school approach.

Detention

Detention sessions are used to address inappropriate behaviour choices.

Buddies

'Buddies' occurs each week on a Friday from 2.00 pm – 2.30 pm in Term 1.

Each week a younger and older class 'buddy up' to build relationships, teach skills, participate in activities together etc.

It is very important to give opportunities to strengthen all student relationships and to ensure a safe and harmonious environment is provided for all.

'Buddies' also allows students at St John's to learn life-long values such as caring for others, friendliness, empathy, respect and valuing each other's differences.

Pastoral Care

Pastoral Care is led by our Year 6 student leaders using activities which develop friendships, relationships, co-operation, resilience and respect. MJR (Making Jesus Real) messages are also woven throughout the weekly lessons.

Pastoral Care is generally held in Term Three over a 5-week block.

All lessons are written in conjunction with the Year 6 Leaders and they are given time to prepare before leading their Pastoral Care group.

Pastoral Care classes are made up multi-age, family groups and have a class supervising teacher who rotates each week.

Behaviours and Consequences in the Classroom

Level	Behaviour	Consequences
1	<ul style="list-style-type: none"> Students commence each day as a Level 1 student Level 1 is the expected behaviour for all children at St. John's - safe, respectful and learning Children have access to all normal rights and privileges 	<ul style="list-style-type: none"> All school privileges Praise In-class rewards St John's Way Award
2	<p>Not following agreed class / school rules:</p> <ol style="list-style-type: none"> Everyone has the right to be SAFE Everyone has the right to be LEARN Everyone has the right to be RESPECTED 	<ul style="list-style-type: none"> Refer to specific in-class behaviour plan Detention referral where necessary Communication with parents
3	<ul style="list-style-type: none"> Persistent level 2 behaviour Teasing and harassing Ignoring instructions Theft Swearing Tampering with / damaging property Deliberate hands-on behaviour 	<ul style="list-style-type: none"> Time out at independent area Refer student to detention Consequences (3 days of school service) Parents contacted Level review by Principal or APA
4	<ul style="list-style-type: none"> Persistent level 3 behaviour Bullying Disrespecting staff Physical aggression 	<ul style="list-style-type: none"> Principal/APA called to remove student where required. Parents contacted <p>At discretion of Principal and APA:</p> <ul style="list-style-type: none"> 1-week detention 2-week detention In-school suspension
5	Serious and harmful behaviours	<ul style="list-style-type: none"> Immediate withdrawal by Principal Parents called immediately External Suspension Involvement of school support including school police officer, school counselor or school chaplain Enrolment review

Behaviours and Consequences in the Playground

Level	Behaviour	Consequences
1	<ul style="list-style-type: none"> Students commence each day as a Level 1 student Level 1 is the expected behaviour for all children at St. John's - safe, respectful and learning Children have access to all normal rights and privileges 	<ul style="list-style-type: none"> All school privileges Praise In-class rewards St John's Way Award
2	<p>Not following school rules:</p> <ol style="list-style-type: none"> Everyone has the right to be SAFE Everyone has the right be LEARN Everyone has the right be RESPECTED 	<ul style="list-style-type: none"> Time out of play given by teacher on duty. Detention referral where necessary Communication with parents
3	<ul style="list-style-type: none"> Persistent level 2 behaviour Teasing and harassing Ignoring instructions Theft Swearing Tampering with / damaging property Deliberate rough play/hands-on behaviour 	<ul style="list-style-type: none"> Time out at independent area Refer student to detention Consequences (3 days of school service) Parents contacted Level review by Principal or APA
4	<ul style="list-style-type: none"> Persistent level 3 behaviour Bullying Disrespecting staff Physical aggression 	<ul style="list-style-type: none"> Principal/APA called to remove student where required. Parents contacted <p>At discretion of Principal and APA:</p> <ul style="list-style-type: none"> 1-week detention 2-week detention In-school suspension
5	Serious and harmful behaviours	<ul style="list-style-type: none"> Immediate withdrawal by Principal Parents called immediately External Suspension Involvement of school support including school police officer, school counselor or school chaplain Enrolment review

Behaviour and Consequence Descriptors

Level	Consequence Descriptors
2	<ul style="list-style-type: none"> • Parents will be notified • May remain on this level for 1-2 days • Complete first break detention/daily school service • While on this level the student will miss out on extra-curricular activities (such as band, school sport fixture or training etc.)
3	<ul style="list-style-type: none"> • Parents will be notified • Remain on this level for 3 days • Complete daily detention and daily school service • While on this day the student will miss out on extra-curricular activities (such as band, school sports fixture or training etc.)
4	<ul style="list-style-type: none"> • Parents will be notified • The student will remain on <i>(at the discretion of the Principal or delegate)</i>: <ul style="list-style-type: none"> - 1-week detention – first offence - 2-week detention – second offence - Internal suspension • Immediate removal from the playground or classroom and sent to Principal or APA • During the week, fortnight or suspension, all privileges are lost (such as school band, school sports fixture, excursion or training etc.) • Complete daily detention and daily school service • Placed on a 'Red Card' which records daily behaviour
5	<ul style="list-style-type: none"> • Immediate withdrawal for Principal interview • Immediate Parent Principal meeting • Withdrawal of all extra-curricular activities • Involvement of school support including school police officer, school counselor or school chaplain <i>(where necessary)</i> • External suspension • Enrolment review

NB: All "level reviews" are to be conducted by the Principal or the APA only.

Student Charter

In 2011, all students at St John's contributed to the development of our 'Student Charter'. This document is displayed in each classroom and is revised by students each year.



St John the Baptist
CATHOLIC PRIMARY SCHOOL
True before God. True before all.

St John the Baptist Catholic Primary School

STUDENT CHARTER



How we treat each other at St John's

Welcoming • Respectfully • With love • Stand up for each other • Treat each other equally • Friendly • Kindly • Help others • Include each other in our games • How we want to be treated ourselves • No bullying • No rough play • Kind voices • Good attitudes • With care • Inclusively • Politely • Fairly

How we would like to be treated at St John's

Fairly • Listened to • Respectfully • Stand up for you • Cared for • Kindly • Saying sorry • Helpful • Sharing • Not being rude or greedy • Friendly • Safely • Equally • Understanding of each other • With love • Included in games • Positive words • Trusting • Welcomed

How we stay safe at St John's

Follow the school rules • Stay in the school grounds • Walk away from bullies • Don't run on cement • Hats on to play • Play in-bounds • Be road safe • Hands on own body • Be sensible • Be role models • Play by the rules • Tell a teacher if you don't feel safe • Don't touch wildlife • Be a good bystander • Don't be in the classroom without a teacher • Understand the bells (fire, lockdown) • Use common sense

Our Core Purpose

To be true before God, true before all, and lead meaningful lives, now and into our futures.

How we learn at St John's

Pay attention • Display self-control • Best behaviour • Ask questions • Hands up • Follow class rules • Participate • Respect the speaker • Do what is asked of you • Try your best • Communicate properly • Follow directions • Concentrate • Respect teacher • Ask for help • Stay on task • Co-operate • Allow others to learn • Have a positive attitude • Share talents

How we behave during prayerful times at St John's

Be still • Be sensible • Be quiet • Be peaceful • Show respect • Contribute respectfully • Love God • Be reverent • Participate fully

How to behave at Assembly and Parade at St John's

Be quiet • Listen • Give eye contact • Be sensible • Respect the speaker • Line up • Be ready • Tuck in our shirts • Return to class quietly

How we wear our uniforms at St John's

With pride • Wearing it appropriately and correctly • Taking care of our uniform (see Uniform Guidelines for specific information)

True before God. True before all.