

St Brigid's Catholic Primary School Emerald



Behaviour Management Policy

Parent Document

Policy Statement

The St Brigid's staff and school board, in consultation with the school community, have adopted this behaviour policy that promotes Christian behaviour and positive choices within the school. This policy is written to align with the school mission and vision statements and the St Brigid's virtues of faith, compassion, charity and peace.



St Brigid's Behaviour Policy has the child as its focus and operates within the framework of a supportive and encouraging Christian community which is mindful of Gospel values. This policy will support our positive learning environment, by developing effective personal relationships, encouraging self-discipline and using teachable moments. Through this behaviour policy, students are encouraged to become responsible for their own actions and accept the consequences of those actions. All of this aligns with the Making Jesus Real programme embedded in our school.

The wellbeing of students at St Brigid's School is a collaborative responsibility. When using the *St Brigid's Behaviour Plan*, teachers and staff of the school will always exercise professional judgement based on each individual circumstance or situation. Teachers will know what is 'out of character' or other factors that may be happening in a child's life that could affect their attitude, choices or behaviour. Teacher judgement should be made on a case-by-case basis, based on what they know about the students in their class.

St Brigid's School Rules

The St Brigid's School Rules are discussed and shared regularly.

- Rules are displayed in each classroom
- Students are regularly reminded of rules
- Rules are communicated in parent and staff handbooks

The St Brigid's school rules align with our mission statement, vision statement, virtues and the Making Jesus Real programme that is embedded in our school. The school rules clearly outline student rights and 'WHAT WE DO' (responsibilities) at St Brigid's as a way to set clear expectations for learning and behaviour. It is also expected that students will support and follow these expectations when it comes to homework, being outside of school but still in school uniform and when representing the school at sporting/community events or camps.



St Brigid's Emerald School Rules

1. Be your best self
Act in the Spirit of Jesus

2. Be a passionate learner
Embrace a passion for learning

3. Be respectful
Respect and celebrate uniqueness

4. Be the difference
Work in partnership with the community

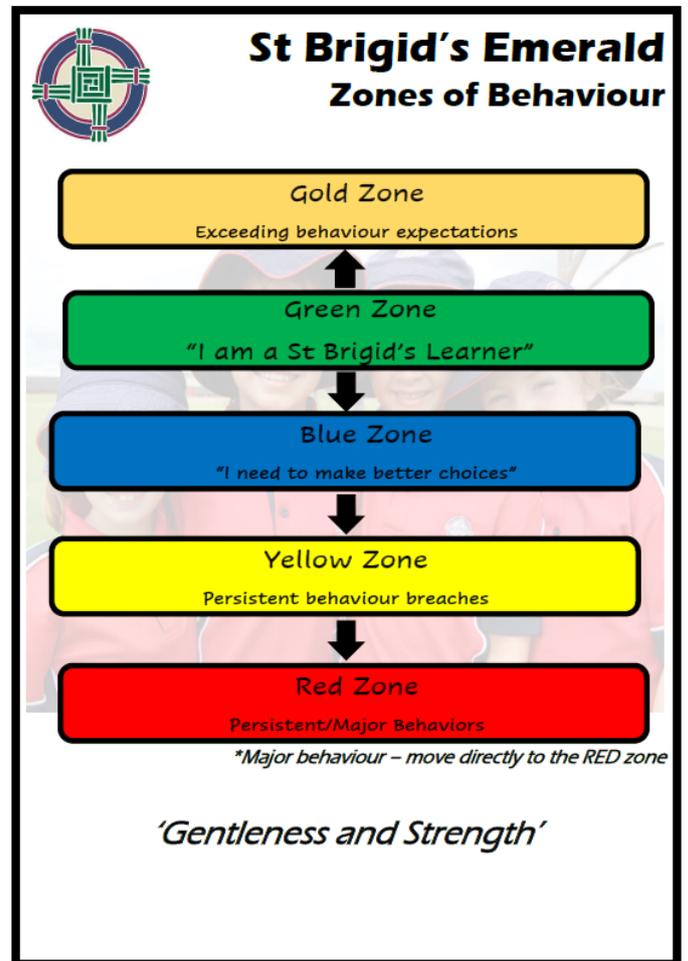
'Gentleness and Strength'

The poster features a central title and four numbered rules, each with a corresponding colored box and a 'Making Jesus Real' (MJR) logo. The logos are circular with a heart and the text 'MAKING JESUS REAL' and 'Everyone Achieving More'. The background of the poster shows a faint image of a school building.

Zones of Behaviour

At St Brigid's we use 'Zones of Behaviour' to track and reward positive behaviour and identify and monitor concerning behaviour. All students start each term in the 'I am a St Brigid's learner' (Green Zone) and with positive behaviour, have the opportunity to move to the *Gold Zone*. This positive behaviour should exceed the expectations of a *St Brigid's learner*. Teachers will write PC entries and the classroom teacher and Leadership Team will track these. Students in the *Gold Zone* will be acknowledged at the end of each term.

Students may also move down the 'zones' if their behaviour fails to meet the expectations of the school and classroom rules. Teachers are required to write PC entries for behaviours that fail to meet expectations. These will be monitored by classroom teachers and the Leadership Team and students will be informed when they have moved down a zone and will be provided with appropriate support structures if required. Teachers will inform parents via email/phone if students are moved down a zone. *See the matrix attached.*



Classroom Behaviour Management

To create effective classrooms “a mix of preventive and responsive approaches is needed. Preventive approaches include setting high expectations for learning and behaviour, building strong relationships with students, and providing clear instructions. Responsive approaches include encouragement and praise, as well as consistent consequences and corrections” (Gratten Institute, 2017).

For the St Brigid’s school rules and classroom rules to work effectively it relies on the following expectations:

Students:

- All students have the right to learn and play in a safe and supportive environment.
- Students are given the opportunity to be co-creators of classroom behaviour expectations so that they have ownership over them
- Students are responsible for their own actions and the consequences that come from them. Consequences could include moving from one behaviour zone to another and/or other consequences decided by the teacher.

Teachers (including teacher aides):

- All teachers have the right to teach without disruption.
- Should know and build relationships with their students and use their professional judgement when dealing with individual students and their behaviour
- Develop a clear set of classroom rules and expectations that align with the St Brigid’s school rules and implemented from the beginning of the year. Students are to be co-creators of these rules and expectations so that there is some ownership of their rights and responsibilities.
- Develop an appropriate whole class positive behaviour management tool that aligns with the St Brigid’s behaviour matrix
- Implement appropriate behaviour management strategies that align with the St Brigid’s behaviour matrix and include a teachable moment (MJR) to encourage students to learn from their mistake.
- Inform parents of their child’s learning through feedback and communication. This will be provided through phone calls, emails, parent-teacher conferences, newsletters and report cards.
- Record incidents of behaviour in a timely manner through Teacher Kiosk PC entries and contacting parents, when necessary.

Parents:

- All parents have the right to be informed of their child's learning through feedback and communication. This will be provided through phone calls, emails, parent-teacher conferences, newsletters and report cards.
- Have the responsibility to allow their children to learn and teachers to teach
- Have the responsibility to keep the Leadership Team and classroom teacher informed of relevant information (eg. changes to family situations, health concerns, behaviour concerns)
- Have the responsibility to treat and speak to teachers appropriately
- Have the responsibility to follow the grievance policy, if required

School Support Structures

At St Brigid's, the student and their wellbeing are our main priority and a number of support structures are in place:

- Leadership Team supporting students and staff
- Learning Support Teacher
- School Counsellor
- Access to counselling services outside of school
- Contacts to services such as Speech Therapists, Occupational Therapists, Paediatricians, Psychologists, Autism Queensland

Used in conjunction with the Rockhampton Diocese Student Wellbeing Framework, the St Brigid's School Wellbeing Framework outlines the support available to students within their own classrooms, the school and the wider community. With the child as the centre of the framework St Brigid's offers pastoral, spiritual, physical, behavioural and cognitive support in an inclusive, unique Catholic environment.

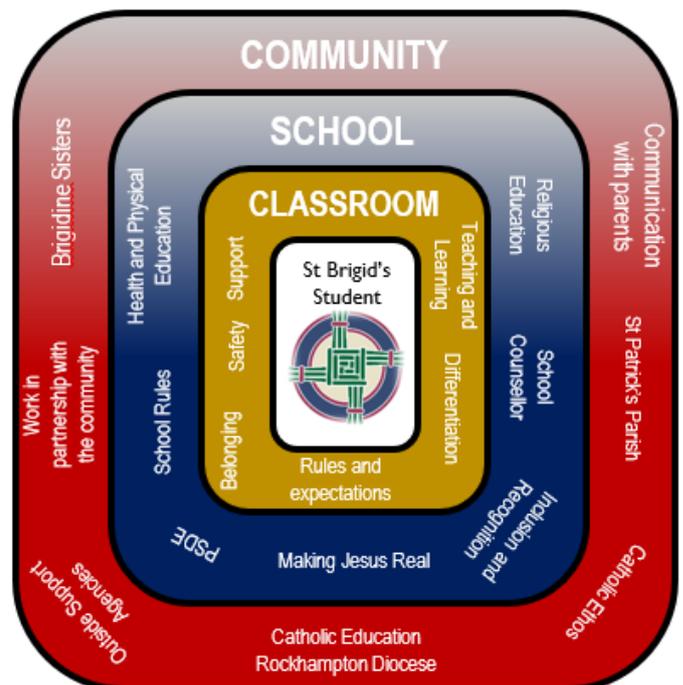
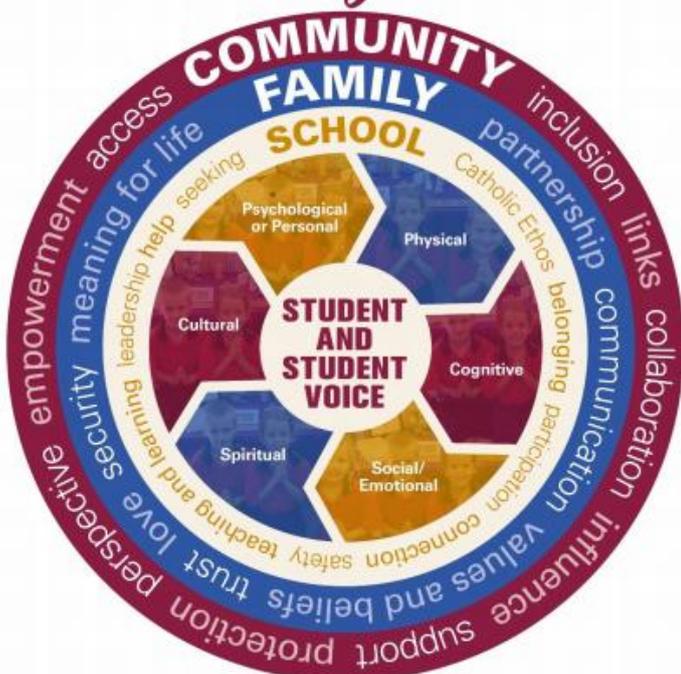
(Student Mental Health and Wellbeing Framework, 2019)

Student Mental Health & Wellbeing Framework



St Brigid's Catholic Primary School Emerald

Student Wellbeing Framework



St Brigid's Bullying Policy

St Brigid's Catholic Primary School's bullying policy is in line with the Rockhampton Catholic Education policy which can be found here:

<https://www.rok.catholic.edu.au/about-us/policies-publications/>

The national definition of bullying for Australian schools states: *Bullying is an **ongoing** misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved, including bystanders. **Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.***

(<https://bullyingnoway.gov.au/WhatIsBullying/Documents/definition-ofbullying.pdf>)

At St Brigid's we endeavour to:

- Establish a safe, caring, respectful, inclusive and supportive environment.
- The school Leadership Team, in consultation with the school community, will collaboratively develop processes to respond appropriately to bullying incidents which document and define the roles and responsibilities of staff, students and parents / carers / guardians
- The school Leadership Team will implement teaching and learning programs that promote wellbeing and personal development through the teaching of language skills, emotional literacy, assertiveness skills, social skills, coping strategies, group mechanisms and motives for bullying
- The school Leadership Team will ensure there is appropriate access to counselling services

If you have any concerns regarding your child and bullying, please follow the grievance procedure found in this document.

St Brigid's Catholic Primary School Emerald
School Rules

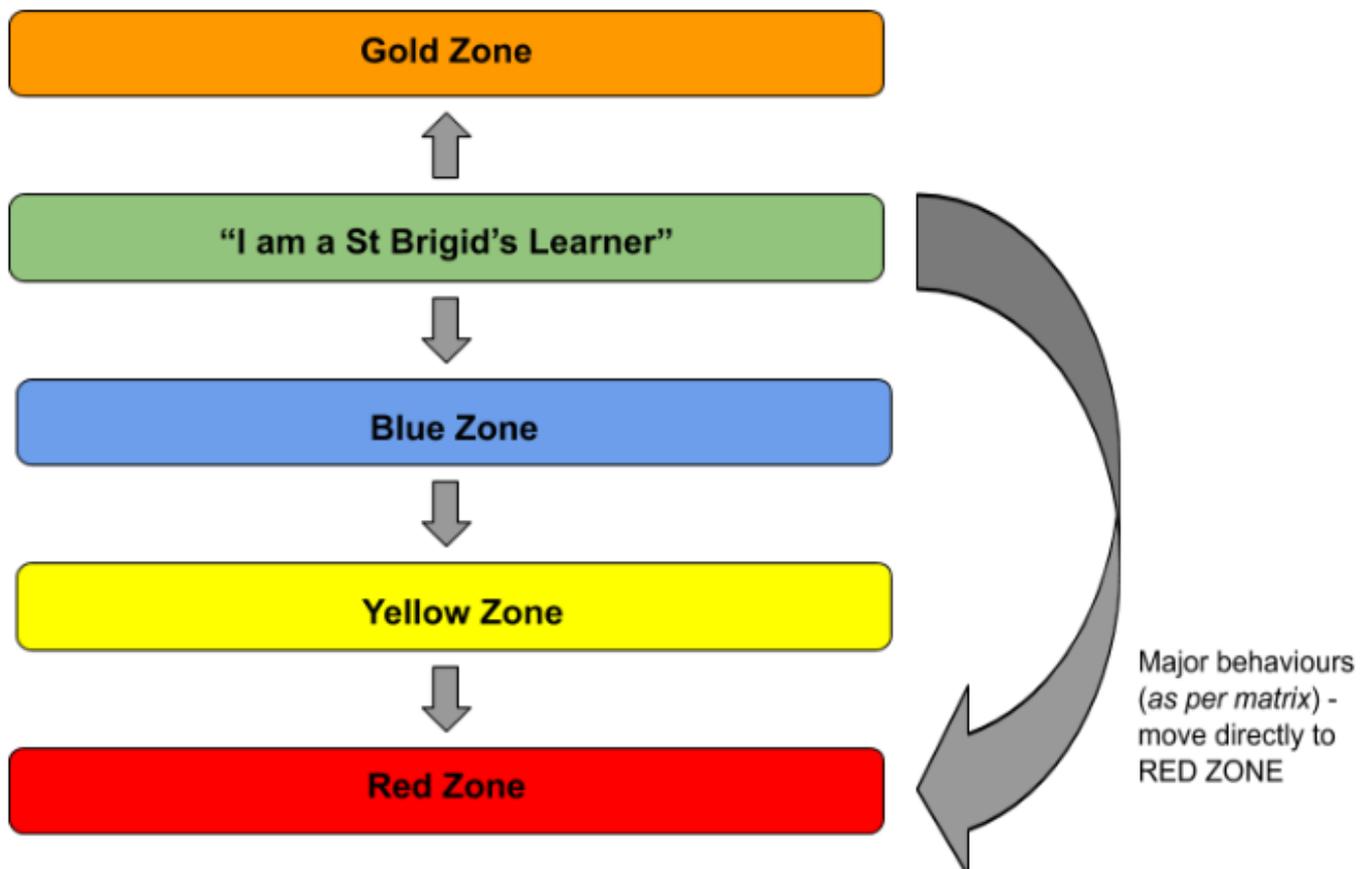
SCHOOL MISSION	SCHOOL RULE	OUR RIGHTS	OUR RESPONSIBILITIES (WHAT WE DO)	MJR Link
Act in the Spirit of Jesus	Be your best self	Everybody has the right to be the best version of themselves	<p>We can be our best by:</p> <ul style="list-style-type: none"> • Welcoming, encouraging and helping others • Remembering good manners and speaking kindly • Caring for our environment and belongings • Making safe choices around our school • Using safe hands and feet • Take responsibility for our words and actions • Wearing our uniform with pride • Cooperating with others 	<p>S.O.J</p> <p><i>Spirit of Jesus</i></p>
Embrace a passion for learning	Be a passionate learner	Everybody has the right to learn in a safe and supportive environment	<p>We can be learners by:</p> <ul style="list-style-type: none"> • Respecting other students right to learn and adults to teach • Being prepared to learn and being on time • Participating actively • Using equipment safely and wisely (including technology) • Listening to others and waiting to speak • Challenging yourself and try your hardest with all learning tasks 	<p>B.I.Y</p> <p><i>Believe in Yourself</i></p>
Respect and celebrate uniqueness	Be respectful	Everybody has the right to feel included.	<p>We can be respectful by:</p> <ul style="list-style-type: none"> • Welcoming and including everyone • Respecting everyone's right to have an opinion • Celebrating and embracing everyone's differences and achievements • Showing compassion to those in need 	<p>G.T.S</p> <p><i>Greet, Treat and Speak</i></p>
Work in partnership with the community	Be the difference	Everybody has the right to make a difference	<p>We can make a difference by:</p> <ul style="list-style-type: none"> • Sharing your gifts and talents • Representing the school with pride • Being involved in the Catholic Church or another faith • Making positive contributions to the community 	<p>T.E.A.M</p> <p><i>Together Everyone Achieves More</i></p>

St Brigid's Catholic Primary School Emerald Zones of Behaviour

All students start the term in the '*I am a St Brigid's learner*' Zone (green).

Teachers will write PC entries when students *fail to meet school and classroom expectations*. If students receive 3 PC entries, they will be informed and moved down a zone. With consistent positive behaviour they may move back up the zones. See Appendix for examples of behaviours that fail to meet school and classroom expectations.

Students who receive 3 PC entries for *exceeding behaviour expectations* are entitled to move up the Gold Zone. Students in the Gold Zone at the end of term will be publicly acknowledged.



St Brigid's Catholic Primary School Emerald

'I am a St Brigid's learner' (Green Zone)

All students start the term here

Students

All students have the right to learn and play in a safe and supportive environment.

All students are to follow the school rules inside and outside the classroom.

All students are to follow classroom specific expectations.

Students are given the opportunity to be co-creators of classroom behaviour expectations

Students are responsible for their own actions and the consequences that come from them.

Teachers

All teachers have the right to teach in a safe environment.

Teachers should know and build relationships with their students and should use their professional judgment when dealing with individual students and their behaviour

Develop a clear set of classroom rules and expectations that align with the St Brigid's school rules and implemented from the beginning of the year. Students are to be co-creators of these rules and expectations so that there is some ownership of their rights and responsibilities.

Develop an appropriate whole class positive behaviour management strategy that aligns with the St Brigid's behaviour matrix.

Implement appropriate behaviour management strategies that align with the St Brigid's behaviour matrix and include a teachable moment to encourage students to learn from their mistake.

Record incidents of behaviour in a timely manner through Teacher Kiosk (PC entries) and contacting parents when necessary.

St Brigid's Catholic Primary School Emerald Grievance Policy

A *grievance* is a complaint/concern that a parent has in relation to a matter. A *grievance process* is a step-by-step process a parent must follow to have his/her complaint addressed appropriately (Right Relationships Parent and Student Grievance Procedures, 2019).

St Brigid's grievance policy is based on the values and attitudes that are reflected in the life and activity of the school: faith, compassion, charity and peace and the St Brigid's mission and vision statements.

As a school community we are working together to support and meet the needs of our students. To ensure this occurs, trust and open and effective communication is vital between the staff, students, parents and school community.

Most complaints are best resolved promptly at the local level.

In schools, the classroom or subject teacher is often the best person to handle routine concerns about matters within their classroom and/or area of responsibility.

For example - student learning matters, class discipline, friendship issues, homework, issues outside of school that may impact learning etc.

Some complaints will need the involvement of the Principal or Leadership Team.

As issues are clarified, a complaint may be handed to another suitable complaint manager (for example, a teacher).

For example - continuation of issues raised with classroom teacher, school wide matters (traffic, school policies and procedures), student protection concerns, breaches of Code of Conduct etc.

Few complaints should require management at the Director level.

Some complaints received at the Director or executive level may also be suitable to be referred to the school or workplace.

For example - continuation of unresolved issues.

It is crucial that all parties work together and treat each other with respect and integrity to resolve concerns and conflicts effectively and promptly.

At St Brigid's when a concern is raised we are committed to:

- Hearing the concern with an open mind
- Maintaining confidentiality
- Treating everyone with respect
- Investigating the concern carefully
- Meeting the needs of all parties involved
- Communicating clearly and sensitively
- Establishing and responding within an appropriate time frame
- Seeking a solution that is fair for all those involved.

- Classroom teachers/leadership team will take notes/minutes of meetings and can forward a copy to parents if requested.

Procedures and Timeframes

1. Initial Concern: Needs to be raised in a calm and appropriate manner as early as practical to the person/people involved or to the classroom teacher.
2. Continuing/Unresolved Concerns: Contact a member of leadership within a 3 week timeframe – ensuring you have allowed enough time for the initial concern to have been dealt with.
3. Where an issue is unable to be dealt with at a school level: Referral to the Catholic Education office through the Assistant Director – Western Region.

IMPORTANT REMINDERS

- If there are concerns with other children in the school, parents **are not** permitted to approach children and discuss these – please address all concerns through the classroom teacher.
- Social media is not an appropriate form of communication to voice concerns or issues related to school. This is in breach of the ICT Code of Conduct signed by all families.
- All meetings must be organised with all parties involved and if possible not interrupt the learning of the students.

St Brigid's Catholic Primary School Emerald Grievance Procedure

Parents/Carers with a Grievance	Students with a Grievance	Staff and volunteers with a Grievance
<p>Make an appointment to talk with the classroom teacher</p> <p style="text-align: center;"></p> <p>Discuss the concern in a clear, calm and respectful manner.</p> <p style="text-align: center;"></p> <p>Seek to resolve the concern in a way that respects the needs of all involved</p> <p style="text-align: center;"></p> <p>Allow a reasonable timeframe for the concern to be addressed.</p> <p style="text-align: center;"></p> <p>If the concern is not addressed, make an appointment to discuss your concerns further with leadership.</p>	<p>Talk to the person in a calm and appropriate tone. Tell the person what it is wrong and how it is making you feel. Try to come to a solution together (use MJR strategies)</p> <p style="text-align: center;"></p> <p>If you can't resolve the issue together, talk to your classroom teacher and/or your parents.</p> <p style="text-align: center;"></p> <p>Allow time for the problem to be resolved.</p> <p style="text-align: center;"></p> <p>If the problem is still to resolved, parents can make a time to see the classroom teacher.</p>	<p>Arrange a time to speak with the person the concern is about in an appropriate meeting place.</p> <p style="text-align: center;"></p> <p>Discuss the concern in a clear, calm and respectful manner.</p> <p style="text-align: center;"></p> <p>Seek to resolve the concern in a way that respects the needs of all involved.</p> <p style="text-align: center;"></p> <p>Allow a reasonable timeframe for the concern to be addressed.</p> <p style="text-align: center;"></p> <p>If the concern is not addressed, make an appointment to discuss your concerns further with leadership or have them mediate another meeting with the above-mentioned person.</p>
<p>Parents MUST NOT approach a student about a grievance. Parents should first talk to their own child's teacher about any issues.</p>	<p>Parents MUST NOT approach a student about a grievance. Parents should first talk to their own child's teacher about any issues.</p>	<p>If the concern is still not resolved within a reasonable timeframe, arrange a time to speak to the Assistant Director – Western Region. NB: It may be appropriate to contact a Union representative for advice.</p>

Appendix 1

The following list are *examples of behaviours* that do not meet school or classroom expectations. This list is *not* exhaustive, and teachers will always take into consideration the individual and the context of the situation/behaviour.

Examples of minor/persistent behaviours	Examples of Level 1 Behaviours	Examples of Level 2 Behaviours	Examples of Major Behaviours
<ul style="list-style-type: none"> ➤ Calling out ➤ Distracting others ➤ Running on the concrete ➤ Making silly noises in class ➤ Littering ➤ Inappropriate use of technology (minor) 	<ul style="list-style-type: none"> ➤ Defiance (minor) ➤ Intentionally distracting other students from their work. ➤ Minor 'hands on' behaviour ➤ Swearing (not directed) ➤ Teasing/minor name calling 	<ul style="list-style-type: none"> ➤ Deliberate 'hands on' behaviour ➤ Fighting in the playground (minor) ➤ Persistent inappropriate use of technology (minor) 	<ul style="list-style-type: none"> ➤ Explicit and directed use of language ➤ Comments of a sexual nature ➤ Physical fighting/deliberate 'hands on' behaviour ➤ Threatening a staff member/student with violence ➤ Inappropriate use of technology (major)

The following list are examples of *possible consequences* that may be issued by the classroom teacher or the leadership team. This list is *not* exhaustive, and teachers will always take into consideration the individual and the context of the situation/behaviour.

Examples of possible consequences for behaviour that does not meet school or classroom expectations.			
➤ Exclusion from play	➤ Cleaning up an area	➤ Internal suspension	➤ Email home
➤ Moving the student	➤ Miss a fun game	➤ Thinking time	➤ RTP Questions

The following list are *examples of behaviour* that exceed school or classroom expectations and the possible outcomes for the student. This list is *not* exhaustive, and teachers will always take into consideration the individual and the context of the situation/behaviour.

Exceeding Behaviours			Possible Outcomes
<ul style="list-style-type: none"> ➤ Showing initiative to complete tasks ➤ Completing a task beyond what was expected ➤ Taking on responsibilities that exceed what is expected as a St Brigid's learner. 	<ul style="list-style-type: none"> ➤ Classwork that is completed beyond a student's usual standard (individual teacher judgement required) 	<ul style="list-style-type: none"> ➤ Showing initiative to clean the school ➤ Showing initiative to assist another student ➤ Making an effort to be a W.E.S.Tie, GTS etc 	<ul style="list-style-type: none"> ➤ Classroom acknowledgment as per management plan ➤ Phone call/email home ➤ Champion of the Week Award (assembly) ➤ MJR Award (assembly) ➤ Spirit of Jesus photo in the office