



# St Jude's Primary School

## Behaviour Management Policy

### CE Related Policies

Child Protection - Mandatory Reporting ACT Policy  
Exclusion, Expulsion and Transfer of Students Policy  
Legal Responsibilities and Authority Policy  
Restraint of Students Policy  
Student Management (Discipline) Policy  
Suspension of Students Policy

### School Policies

St Jude's Pastoral Care and Welfare Policy

### Purpose

This policy outlines the expectations the community of St Jude's has regarding the development of behaviour management programs focusing on the personal development of students and the needs of the whole learning community.

### Policy

At St Jude's we believe:

- As a Catholic school we have certain values and expectations which are based on the model given to us by Christ.
- Behaviour management is essentially a positive concept, helping the children to reflect on their behaviour and how their actions impact on others.
- Behaviour management helps children differentiate between right and wrong. Children need to know that society has rules, expectations and ideals that as individuals, they have to conform to.

### Definitions

This policy could also be referred to as a Classroom Management Policy.

### Procedures

#### 1. Aim to promote good behaviour

We aim to promote good behaviour through:

- Developing self-discipline in the children.
- Developing positive relationships between teachers and peers.
- Giving positive feedback to children.
- Developing specific programs for children with special needs.



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- Modelling good behaviour.
- Promoting skills in leadership, conflict management and decision making.
- Encouraging self-analysis and ownership of actions.
- Acknowledging when children are being honest.
- Communicating openly and regularly with parents.
- Providing the children with the necessary skills to deal with potential conflict.
- Having a safe and happy environment at school.

### 2. Staff Responsibilities

At the beginning of the school year and throughout the year:

- Staff and students should understand and comply with the requirements of this policy.
- Staff should encourage a teaching/learning environment where there is good order and purposeful learning.
- Should the behaviour of a student seriously interfere with the requirements of this policy, more serious responses may be required. Reference should be made to the CE policies on Suspension and Exclusion.
- Corporal punishment is NOT to be administered in any circumstance. Additionally, schools must not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

### 3. Implementation

At the beginning of the school year and throughout the year:

- Staff establish and reinforce school and classroom rules.
- Teachers develop with their class an outline of rights and responsibilities.
- Discuss consequences.
- Use time-out strategies.
- Engage children on the playground by providing opportunities for different play.
- Use positive reinforcement when appropriate.
- Reward good behaviour using different incentives.
- Use other children as role models.
- Regularly focus on social skills.
- Use buddy classes for time-out.
- Use the Thinking Centre.
- Send Thinking Centre forms home to parents for comments and signing.
- Develop individual or group action plans for students who continually misbehave in consultation with support staff.

### 4. Organisation

#### Classroom

*The following steps are to be used in cases of inappropriate classroom behavior.*

- 1 Speak quietly to the child reminding them of the classroom rules.
- 2 The child is asked to go to a place in the classroom which is designated as the time out area.



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- 3 a) The child is sent from the classroom to another classroom for time out. Teachers need to make prior arrangements with a colleague.  
b) For serious breaches of class/school rules teachers may need to use their judgement and send a child to an executive member of staff who is not in class.
- 4 Should a child receive more than three time outs in another classroom, the child will be sent to the Thinking Centre to complete a form to be sent home. The teacher who sends the child to the Thinking Centre will follow up the form (its return and filing) and notify the Assistant Principal.
- 5 Should a child receive **three (3)** Thinking Centre forms in a term, his/her parents/care givers will be called for an interview.
- 6 A child who repeatedly breaks classroom rules will be given in-school suspension if deemed necessary after consultation between the principal, classroom teacher and parents/care givers.
- 7 The child will be suspended/excluded in accordance with CE regulations.

NB Steps 3 and 4 can be amended by the classroom teacher using their professional judgement.

### Playground

*The following steps will be used for playground behaviour*

- 1 Remind the child of the school rules and redirect their play.
- 2 If the behaviour is repeated then the child accompanies the teacher on duty and receives counseling or is asked to sit out in full view of the duty teacher.
- 3 In the case of serious physical and verbal abuse or any situation where the teacher on duty feels it is necessary to prevent harm send the child to the Thinking Centre to complete a form to be sent home. When a child is sent to the Thinking Centre the child's teacher is notified by the teacher who sends the child to the Thinking Centre. The teacher who sends the child to the Thinking Centre will follow up the form (its return and filing) and notify the Assistant Principal.
- 4 Should a child receive three Thinking Centre forms his/her parents/care givers will be called for an interview.
- 5 Should further breaches of the Behaviour Management Policy occur the child will receive an in-school suspension.
- 6 The child will be suspended/excluded in accordance with CE regulations.

NB The Assistant Principal will keep a record of children sent to the Thinking Centre by filing forms in the Pastoral Care Folder. These forms are held by the AP for seven years and then disposed of appropriately.

### References

Nil

### Forms

Thinking Centre forms: Infants- Appendix A and Primary- Appendix B



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### Appendix A

*St. Jude's Thinking Centre*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

I feel:

 sad	 lonely	 sorry	 angry	 puzzled
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The person I hurt feels:

 sad	 lonely	 sorry	 angry	 puzzled
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Why am I at the Thinking Centre?          	What will I do next time?          
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Teacher Comment          	Parent Comment          
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Signed: _____ Date _____	Signed: _____
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### Appendix B

#### St. Jude's Thinking Centre

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Why have I been sent to the 'Thinking Centre'? \_\_\_\_\_  
\_\_\_\_\_

The school rule I broke was? \_\_\_\_\_  
\_\_\_\_\_

Why does the school have this rule? \_\_\_\_\_  
\_\_\_\_\_

Circle the area you must improve

- |                                  |                                |                             |
|----------------------------------|--------------------------------|-----------------------------|
| <i>Respect others working</i>    | <i>Keep my hands to myself</i> | <i>Follow instructions</i>  |
| <i>Obey classroom rules</i>      | <i>Respecting property</i>     | <i>Show respect</i>         |
| <i>Do my schoolwork in class</i> | <i>Following instructions</i>  | <i>Being safe at school</i> |
| <i>Using correct language</i>    | <i>Listening</i>               |                             |

Next time I will \_\_\_\_\_  
\_\_\_\_\_

I \_\_\_\_\_ (name) will do my best to improve my behaviour and follow school rules in class and on the playground. I promise to be a more caring and responsible student.

Stay sitting at the Thinking Centre until you are told you may leave by a teacher. You are not to talk with anyone while in this area.

Teacher Comment:

Parent Comments

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_



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## Behaviour Management Policy

Approved by: Peter Galvin

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