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.
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
Appendix A

St Jude’s Thinking Centre

Name: ___________________________  Class: ___________________________

I feel: ___________________________  The person I hurt feels: ___________________________

sad  lonely  sorry  angry  puzzled

Why am I at the Thinking Centre?  What will I do next time?

Teacher Comment: ___________________________  Parent Comment: ___________________________

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

Respect others working  Keep my hands to myself  Follow instructions

Obey classroom rules  Respecting property  Show respect

Do my schoolwork in class  Following instructions  Being safe at school

Using correct language  Listening

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 whole in this area.

Teacher Comment: ______________________  Parent Comments: ______________________

Signed: ______________________  Signed: ______________________
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Behaviour Management Policy

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