



# St Brigid's School, Bridgetown Behaviour Management Policy

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## **School Vision**

St Brigid's School Community seeks to encourage, in all its members, a true sense of Christian values within a respectful, nurturing and happy environment that encourages each child to reach their individual potential while aiming for a high academic standard.

## **Introduction**

St Brigid's School recognises the uniqueness of each individual, created in the image and likeness of God. Our vision statement challenges us to create a learning community based on values. This is our core belief and permeates all aspects of our curriculum. We recognise the importance of developing and nourishing the whole child, and indeed, each member of our school community. St Brigid's strives to promote respect for the rights of every person - in a safe, nurturing and respectful environment. We believe each student should be encouraged to develop habits of self-discipline and respect - for self and others. Students are expected to show respect to all staff members and visitors to the school.

When parents accept a position for their child they agree to the discipline policy of the school.

## **Discipline**

The approach to school discipline is inclusive. St Brigid's members are called to honour the giftedness and spirit of each member, recognising the good in each person regardless of the behaviour of the moment.

Students are given the opportunity to develop their self-discipline in the context of everyday interactions.

Through initiatives such as the use of the 'Method Of Shared Concern', Making Jesus Real and 'Be You' (formerly known as KidsMatter), students are encouraged to develop a strong sense of respect for others and honorable actions. We believe self-discipline is achieved through tapping into the partnership of parents, peers and teachers.

This information will be passed on to parents at enrolment, at the Parent Teacher start of the school year meetings and P&F information evenings.

## **POSITIVE RESPONSES - REWARDS FOR GOOD PLAYGROUND BEHAVIOUR**

- **Champ Cards** - given to students behaving well at recess and lunch times.
- **Faction Points** - Champ Cards are tallied and added to the faction points at each assembly. At assemblies, a child's name is drawn from the winning House and they receive a Canteen Voucher.
- **Points** are awarded to the appropriate faction for the cleanest area or most Nude food
- **House Shield** - At the end of term, the house with the most Champ Cards is presented with a whole faction reward, ie. an ice-cream and extra lunch play.

### **Other rewards include:**

- Merit certificates, stamps, stickers, etc
- Positive verbal interactions to encourage children to develop a strong sense of pride in being a member of St Brigid's School Community and in their own behaviour.

## **CONSEQUENCES OF BREAKING SCHOOL RULES 1,2,3 MAGIC**

Staff are encouraged to use *1,2,3 Magic* as part of behaviour management. Students are warned for behaviour that is not appropriate: (talking when they shouldn't be, calling out, not starting work, off task, rough behaviour)

eg. Students are counted a 1(warning), then 2 (warning), then a 3 (action of consequence, eg: time out in class, removed from the situation)

### **CONSEQUENCES FOR BREAKING SCHOOL RULES**

Staff are to use *1,2,3 Magic* in the playground, classroom and specialist classes. Children who continue to break the school rules will receive the following throughout the day;

- 1st Behaviour = warning
- 2nd Behaviour = time out at lunchtime – withdrawn from the activity
- 3rd Behaviour = note home to parents in the diary to be sent home that day.
- Severe Clause = some behaviour may warrant instant detention. To be issued by Admin.

### **Specialist Classes**

Children who receive a “Time-Out” consequence after 3 counts during a Specialist teacher’s class will receive a follow up note to parents.

### **Students On Behavior Management Plans or an IEP**

Some students with severe behavior management issues who are identified to be on a BMP may be on a discipline plan separate to the whole school plan. Teachers of these students need to inform the whole staff, providing a brief outline of their individual plan. These will then be given to specialist/relief teachers so that they are aware of the discipline steps to take and the consequences. All plans must be checked and agreed upon by a member of the Leadership Team first.

### **SEVERE CLAUSE:**

An action is considered severe if a child deliberately, physically harms another or continues to show disrespect for a staff member or supervising adult after receiving a warning. The application of the severe clause will result in an immediate in-school suspension or, for the child to be sent home. This consequence will apply for both in class and outdoor activities. Repeated incidences of bullying acts are to be treated as severe.

Classroom teachers, with Admin, should be able to use their own judgment as to whether a student displaying ongoing, inappropriate behaviour can be removed from an Interschool activity, etc. The child should be on a behavioral contract before this decision can be made so that parents are aware.

### **SUSPENSION**

- An in-school suspension requires a student to work alone in a room in the Administration Block and have different lunch and play breaks to the other students.
- Three in-school suspensions within the year will result in an out-of school suspension.
- Any student who engages in repeated bullying behaviour, whose behaviour results in an in-school or out of school suspension or who is removed from an off-site activity, will not be eligible for selection to represent the school in any interschool activity for the remainder of the year. This includes activities such as sporting fixtures, carnivals, discos, camps and excursions where it is considered an honour and a privilege to represent the school.
- They will also be ineligible to accept a leadership role in the school within the current school year.

## Definitions

### Bullying:

- A repeated, unjustified behaviour.
- May be physical, verbal and/or psychological.
- Is intended to cause fear, distress or harm to another.
- Is conducted by a more powerful individual or group.
- Against a less powerful individual who is unable to effectively resist.

Bullying may take place in a variety of locations, including cyber situations. Please refer to St Brigid' Bullying Policy for further information.

### Child Abuse, Corporal Punishment, Degrading Punishment

**The use of any form of *child abuse, corporal punishment* or other *degrading punishment* to manage student behaviour is explicitly forbidden.**

These terms are defined in accordance with the *Guide to Registration Standards and Other Requirements for Non-Government Schools*:

- *child abuse*  
Four forms of child abuse are covered by Western Australian law:
  1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
  2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
    - a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
    - b) the child has less power than another person involved in the behaviour; or
    - c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
  3. Emotional abuse includes:
    - a) psychological abuse; and
    - b) being exposed to an act of family and domestic violence.
  4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
    - a) adequate care for the child; or
    - b) effective medical, therapeutic or remedial treatment for the child.
- *corporal punishment*  
Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [from UN Committee on the Rights of the Child, *General Comment No. 8* (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007].
- *degrading punishment*  
Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [from UN Committee on the Rights of the Child, *General Comment No. 8* (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007]."