



Policy:	Safe School Policy	
	Part 1 - Behaviour Management	
Released:	Year	2002
Reviewed:		2015
Next Review:		2018

Vision

St Jerome's strives to be a safe, supportive and respectful teaching and learning community, that promotes student well-being in a climate permeated by the Gospel spirit of love.

Overview

At St Jerome's our Safe School policy supports the *National Safe Schools Framework* which is a collaborative effort by the Australian Government, State and Territory government, non-government school authorities and other key stakeholders. It presents a way of achieving a shared vision of student wellbeing for all students in all Australian schools.

Promoting and providing a supportive learning environment in which all students can expect to feel safe and be safe is an essential function of St Jerome's School. The Safe School policy includes strategies that enhance school safety and students' wellbeing while recognizing the individual needs of students. The *Framework* recognises the need for sustained positive approaches that include an appreciation of the ways in which social attitudes and values impact on the behaviour of students in our school community. Such approaches encourage all members of the school community to:

- value diversity
- contribute positively to the safety and wellbeing of themselves and others
- act independently, justly, cooperatively and responsibly in school, work, civic and family relationships
- contribute to the implementation of appropriate strategies that create and maintain a safe and supportive learning environment.

Student safety and wellbeing is enhanced when students feel connected to their school. Positive and respectful relationships with their peers and teachers are crucial so that students feel confident about their social and emotional skills and satisfied with their learning experiences at school .

The St Jerome's Safe School Policy includes the Nine Elements of the National Safe Schools' Framework.

Rules

The St Jerome's vision is underpinned by the following Rules that represent fundamental beliefs about a safe, supportive and respectful school community. These Rules emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning at St Jerome's school.

St Jerome's:

- affirms the rights of all members of the school community to feel *safe* and *be* safe at school
- acknowledges that being safe and supported at school is essential for student wellbeing and effective learning
- accepts responsibility for developing and sustaining a safe and supportive learning and teaching community that also fulfils the school's child protection responsibilities
- encourages the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively supports young people to develop understanding and skills to keep themselves and others safe
- commits to developing a safe school community through a whole-school and evidence-based approach

The Nine Elements of the Safe Schools' Framework.

1. Leadership commitment to a safe school
2. A supportive and connected school culture
3. Policies and procedures
4. Professional learning
5. Positive behaviour management
6. Engagement, skill development and safe school curriculum
7. A focus on student wellbeing and student ownership
8. Early intervention and targeted support
9. Partnerships with families and community

<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Documents/NSSFramework.pdf>

The link takes you to the National Safe schools Framework where the key characteristics of the Nine Elements are outlined.

Rationale

1. Respecting the rights of all members of the St Jerome's community underpins the philosophy of the Behaviour Management Policy and the development of a school culture that addresses the needs and rights of every member of the school community. The development of appropriate and acceptable behaviour is a staff, parent and student responsibility. Its success is based upon the recognition of the dignity, and worth of all individuals.
2. Everyone in the school community needs to develop skills of living and learning together in productivity and harmony. To support this, emphasis is placed on an awareness and recognition of positive behaviours, along with effective management of unacceptable behaviours. When problems are experienced in achieving these goals, the focus will be that of finding solutions whilst managing individuals with respect and dignity.
3. This policy aims to develop a comprehensive whole school response to behaviour management to ensure all children, parents and staff, feel respected, safe and valued. This policy is promoted through formal and informal curriculum, teaching and learning, organisation, ethos and school-home-community links.

Principles

- i) In order to promote awareness and consistency, it is important that all teachers make the time to teach the School's Rules and likely consequences, to their students in the first two weeks of each term and incidentally thereafter. It is also necessary for relief staff to be made aware of them. A copy of these Guidelines is to be found in the front of the class Relief Folder.
- ii) A copy of the Rules will be posted in all areas of the school, for example, classrooms, canteen, library etc.
- iii) Whilst it is important that the rules are consistent throughout the school, each teacher may also have his/her own individual classroom Rules or rewards in addition to the standard ones. Also, on occasion an individual student may need to be managed in accordance with their individual needs which may differ from the whole school Rules, in which case an Individual Behaviour Plan may be implemented by a teacher and this information relayed to all relevant staff.
- iv) It is important to note that these Rules apply to every member of the school community. It is through the correct modelling of our school Rules by staff and parents alike, that the children will learn best.

Procedures

1. Out of Class Rules and Behaviour Management

ST JEROME'S RULES FOR AROUND THE SCHOOL

School Rules	Examples
1. Obey Classroom Rules.	
2. Respect others	<ol style="list-style-type: none"> 1. I will treat all people with respect. 2. I will speak and listen to others respectfully. 3. I will keep my hands and feet to myself. 4. I will always speak truthfully. 5. I will respond respectfully to adults.
3. Respect property	<ol style="list-style-type: none"> 1. I will only take what is mine. 2. I will take care of other people's property. 3. I will put things back in the correct place. 4. I will look after and return sports equipment after the bell. 5. I will pack away the Play Pods after I use them. 6. I will place my rubbish in the bin.
4. Always use your manners	<ol style="list-style-type: none"> 1. I will always speak to others in a polite and friendly tone. 2. I will use 'please' and 'thank you' at ALL times.
5. Move safely around the school	<ol style="list-style-type: none"> 1. I will walk on paved areas and around corners. 2. I will walk with consideration around the school at all times. 3. I will respect the environment and use the footpaths. 4. I will let adults through doorways before me. 5. I will stay within the school boundaries.
6. Always wear the correct school uniform	<ol style="list-style-type: none"> 1. I am allowed to wear one pair of plain earrings, one small neck chain with a religious medal and a watch. 2. I will not wear make-up or coloured nail-polish. 3. I will wear the correct uniform on the correct days. 4. I will wear the correct shoes on the correct days. 5. I will wear my hat at all times when outdoors; four terms of the year.
7. Eat and play in the correct areas	<p>Play: I will play in the correct area.</p> <ul style="list-style-type: none"> ▪ Pre-Primary in the PP play area. ▪ Year 1 & 2 on the grassed area behind the canteen and in the quadrangle ▪ Years 2 - 6 on the main oval , undercover area and the quadrangle <p>Eat: All students will eat in their designated areas until 12.45pm when they will be dismissed by a duty teacher.</p> <ul style="list-style-type: none"> ▪ PP- in their undercover area. ▪ Years 1, 2-3 in quadrangle ▪ Years 5, 5 and 6 in the undercover area. ▪ During recess or lunch breaks, I will always be seated when eating.

2. Consequences for not following the Rules of the School

- Students **from years 1-3** not following **a playground** Rule, will immediately walk with the duty teacher for **3mins after the incident**.
- Students from **years 4-6** not following **a playground Guiding Principle**, will immediately walk with the duty teacher for **5 mins after the incident**.
- This time should be used by the teacher on duty to talk to the child about their behaviour and why it is important for the child to abide by the principle they have not followed. If this incident happens on the bell, the consequence should take place at the next break time, which could be the following day.
- Where this happens the classroom teacher needs to be informed immediately so they are able to hand the children involved to a duty teacher at the next break.
- **The duty teacher should record these incidents on SEQTA** as soon as possible after the incident ensuring they 'alert' the classroom teacher. EAs on duty can let the classroom teacher know about the incident and the classroom teacher will record on SEQTA.
- **Teachers have the discretion to vary the consequences based on the individual needs of the students involved.**

If a child has not followed a Rule during a recess or lunch time break, the following conversation should take place between the child and the duty Teacher.

- Ask the child what was the Guiding Principle he/ she broke?
- What is the purpose of our Rules?- (keeping everyone safe)
- What might have happened to you or someone else if I had not stopped you?
- Was your choice a good one?
- What would have been a better choice?
- What is the correct behaviour?

3. Consequences for Serious Behaviours

While providing general guidelines to deal with serious misbehaviour, St Jerome's takes into consideration the individual needs of each student and as such, each child's circumstances will be considered and each incident will be dealt with case by case.

- **For serious behaviours** resulting in Reflection Time, **the duty teacher who dealt with the incident** will be responsible for writing it up on SEQTA. The appropriate Assistant Principal/Principal and class teacher will decide when the Reflection will take place. The Reflection will be held as soon as possible after the incident, **preferably the next day**. An Assistant Principal will be responsible for telephoning the parents to inform them about what has happened and that a Reflection will be held the next day. Where possible, the 'Letter of Reflection' is to be sent home for parents to sign, on the same day as the incident, and then returned signed, the following day. **It is the Assistant Principal's responsibility to follow this up.**
The Assistant Principal will hold the Reflection in the office the **next day from 12:45-1:15** or as soon as possible after the incident. During the Reflection, **the student will complete a Reflection Sheet** and then take it home for parents to read and sign. The Reflection Sheet should be returned the following day to the classroom teacher and scanned to SEQTA.
- **As a result of serious misbehaviour, attendance at excursions, sporting events or school performances may be restricted at the Principal's discretion.**

4. **Serious Misbehaviour/Incidents result in an automatic Reflection (for years 2-6) and loss of any remaining break period. The child will walk with the teacher or is seated in a supervised area.**

- Very offensive language
- Deliberate rough play
- Deliberate fighting
- Deliberately hurting/ injuring another child
- Wilful damage of school property/another person's personal property
- Showing disrespect for staff e.g. deliberately disobeying a staff member; rudely answering back;
- Constant harassment of another child
- Stealing
- Coercion of money or food from another child
- Leaving school grounds without permission
- Serious misbehaviour off school grounds while in school uniform.

The duty teacher will assess the situation. If the situation is in hand, the student/students responsible will remain with the duty teacher until the end of the duty period, when they will be taken back to their class teacher or handed over to the next duty teacher, or taken to the office as appropriate. The **duty teacher dealing with the incident** will be responsible for **writing up the incident on SEQTA and informing the appropriate members of the Leadership team**. A decision around an appropriate consequence will be then be made. An Assistant Principal will inform the parents.

Depending on the severity of the incident, e.g. for injuring another person by hitting or punching etc. the teacher may decide to skip the first step and send the child straight to the office to the Assistant Principal for the remainder of the break.

5. **In School Suspension**

After three Reflections in one term, the teacher will consult with the Principal /Assistant Principal regarding an 'In School' Suspension. If deemed appropriate, this will be held at the school in a secluded room for half a day (the room will be decided on the day).

An Assistant Principal, or nominated teacher will be responsible for supervising the student. Recess and lunch breaks will be taken at different times to the rest of the school.

6. **Out of School Suspension**

St Jerome's policy on *Out of School Suspension* is guided by the policy of the Catholic Education Commission of WA, which states:

"Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school."

(Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action. The Principal will take into account all previous circumstances and will consult with key staff prior to invoking an out of school suspension.

A meeting with the parents, student and the Principal will be held prior to the student returning to class to reinforce the school's position on inappropriate behaviour.

7. **Exclusion**

Exclusion means total withdrawal of a student's right to attend a particular school.

Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school Rules or behaviour that is persistently disruptive or contrary to the mission statement of the school. Exclusion is a sanction to be applied only as a last resort normally after all other measures have failed. The Principal will refer to the CECWA Policy Statement *Exclusion for Students for Disciplinary Reasons 2-C7* in the Handbook for Catholic Schools, if exclusion is being considered.

8. In-Class Rules and Behaviour Management

ST JEROME'S RULES FOR THE CLASSROOM

Classroom Rules	Examples
1. Follow directions	<ol style="list-style-type: none">1. I will listen to the teacher.2. I will not 'answer back' to an adult3. I will ask questions if I am not sure about something.4. I will ask for permission to leave the room.
2. Respect others	<ol style="list-style-type: none">1. I will speak politely and use good manners.2. I will wait for my turn to speak.3. I will not use physical, verbal, cyber or emotional bullying.4. I will pay attention when speaking or listening to other people.5. I will not deliberately disrupt the learning of others.
3. Respect property	<ol style="list-style-type: none">1. I will take care of other peoples' property.2. I will return borrowed items in the same condition.3. I will keep my desk and chair clean.4. I will look after and return sports equipment.5. I will look after the school's equipment and property.
4. Think safety	<ol style="list-style-type: none">1. I will move around the classroom carefully.2. I will pass objects to others in a considerate way.3. I will only enter the room when a teacher is present.4. I will not touch power sockets or cabling.5. I will not climb on furniture.
5. Learn Enthusiastically	<ol style="list-style-type: none">1. I will display a positive attitude towards my work and learning.

9. Positive Reinforcement

All teachers strive to create a positive, rewarding and enriching learning environment. Each teacher may have their own incentive and consequence procedures that best suit their students and style. However these are all created around the Rules stated above and based on the principles of Positive Behaviour Management, where the dignity of the child is paramount.

10. Consequences for misbehaviour in the classroom

i) Action Steps- PP- Yr 1 (For behaviours occurring in 1 day)

1st Occasion - Verbal warning

2nd Occasion - Second verbal warning and teacher records **quietly not publically** in the class or student's Behaviour Book or similar. Teacher to speak quietly to student about their behaviour. (Social stories may be appropriate for some students including SLN students)

3rd Occasion – Child moved to a 'Think Time' area in the class room for 3 mins

4th Occasion - Child moved to Buddy/ nearby class for 5mins. (Parents informed by teacher at the end of the day.

5th Occasion - Child sent to Assistant Principal for **15 mins max** then returned to class.

6th Occasion - Child returns to an Assistant Principal's office and the AP will ring the parent to arrange a meeting between the Assistant Principal, parent, teacher and the child.

ii) Action Steps- Years 2-6 (For behaviours occurring in 1 day)

1st Occasion - Verbal warning

2nd Occasion –Second verbal warning and the teacher records **quietly, not publically** in the class or student's Behaviour Book, or similar.

3rd Occasion -The child is moved away from group for 10mins max. Class Teacher records quietly. Parents are notified by the teacher and a Reflection organized for the following day. A Reflection sheet is completed during Reflection Time.

4th Occasion - Child sent to the AP for 15 min max then returned to class

5th Occasion - A meeting between the parents, teacher, an Assistant Principal and the child is arranged as soon as possible .

Depending on the severity of the incident the teacher may omit some of the steps or send the child to the office. This is at the **discretion of the teacher and only used when deemed necessary**. When a student is sent to the office for inappropriate behaviour, they are accompanied by an EA or another student with a note from the teacher explaining what has taken place.

Reflection sheets are stored on G:\Tshare\Policies\2015 current\D- Community and attached to this policy on pages 11-13. Appendix: 2 -years 4-6 and Appendix 2A –Years 1-3.

Reflection time will take place between 12:45 and 1:15 in an Assistant Principal's Office.

All information related to Behaviour needs to be **recorded on SEQTA in the 'Pastoral Care' section under BEHAVIOUR.**

If a child does not sit a Reflection, then the child cannot return to class until the parent has met with an Assistant Principal or the Principal.



List of student behaviours occurring during recess, lunch time and after school, that will result in the student walking with the Duty Teacher.

- Not wearing a hat
- Use of bad language in the playground
- Play fighting
- Running on concrete or bricks
- Playing with balls in the undercover area
- No ball games before school
- Speaking disrespectfully to teachers and EA's
- Eating on the oval
- Walking around eating food
- Squirting water
- Not wearing shoes around the school
- In 'out of bounds' areas
- Littering
- Playing after school while waiting for the drive through
- Standing on benches
- Late back to class

If the same behaviour is recorded three times in one term a Reflection may be given.

Reflection Journal for Students in Years 4-6

Student name: _____

Date: _____

What happened?

What does the School Guideline tell us to do?

Next time something like this happens, I need to:

Student Signature: _____ Date: _____

Parent Signature: _____

Parent Comment:



Behaviour Reflection (Years 1-3)

Student's Full Name: _____ Year Level _____ Date: _____

(Depending on the age of the child and/or circumstances, the teacher may write down what happened from the child's verbal explanation.)

What rule has been ignored?

What happened? Draw a picture of what happened.

Circle the face, which shows how this made you feel?



Sad	Happy	Angry	Annoyed	Worried
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This is what I could have done instead:

How can I make things right?

Student Signature _____ Date _____

Parent Comment:

Parent Signature: _____ Date _____



NOTICE OF REFLECTION

Date:

Dear Mr and Mrs _____,

Today your child has been given a Reflection by _____.

The school Rules are:

1. Respect others
2. Respect property
3. Always use your manners
4. Move safely around the school
5. Always wear the correct uniform
6. Eat and play in the correct areas

The School Rule broken on this occasion has/have been highlighted. The actions that lead to the Reflection were:

The Reflection will be held on _____ from 12:45-1:15 and will take place in the office. Please support us by signing below and reinforcing the school's position in this matter with your child. Please return this note, signed by yourself, to your child's class teacher tomorrow or alternatively, hand it in at the school office.

Thank you for your support and assistance.

Teacher's Signature: _____ Date:

Parent's Signature: _____ Date:



NOTICE OF SECOND REFLECTION

Date: _____

Dear _____

Today _____ has received his/her second Reflection this term because he/she has continued to make choices that are in breach of the school or class Rules.

Additional consequences of receiving a second Reflection may include:

- loss of any Sport Captain or Student Council position
- loss of the privilege of representing the school in any out of school activities such as interschool sports.

I remind you that if _____ receives one more Reflection this term he/she will receive an in-school suspension.

The school's Rules are:

1. Respect others
2. Respect property
3. Always use your manners
4. Move safely around the school
5. Always wear the correct uniform
6. Eat and play in the correct areas

The School rule/s broken on this occasion has/have been highlighted.

Comments:

.....
.....
.....

I would like to meet with you and the class teacher to review _____'s Behaviour Management Plan. Please call the school office to arrange a mutually convenient time.

Yours sincerely

Helen O'Toole
(Principal)



NOTICE OF "IN-SCHOOL" SUSPENSION

Date: _____

Dear _____

Today, _____ received his/her third Reflection this term and in accordance with our school policy he/she is to receive an in-school suspension.

The school's Rules are:

1. Respect others
2. Respect property
3. Always use your manners
4. Move safely around the school
5. Always wear the correct uniform
6. Eat and play in the correct areas

The Rules breached on this occasion have been highlighted.

Comments:

.....
.....

_____ will receive an "In-school" suspension which means he/she is to report to the school administration centre at 8.40am on _____. He/She will be supervised in a room in the Administration Centre area and will have breaks at times different to the rest of the students in the school. He/She will be supervised during his/her breaks.

Additional consequences of receiving an in-school suspension may include:

- exclusion from attending camps and excursions this term
- an individual behaviour management plan to be planned for next term to shorten the steps involved in receiving a suspension and the associated consequences.

If there is another occasion this term where he/she receives a Reflection he/she will receive an "Out-of-School" suspension. I would like to meet with you and the class teacher to review _____'s Behaviour Management Plan. Please call the school office to arrange a mutually convenient time.

Yours sincerely

Helen O'Toole
(Principal)

Related Documents

- Safe School Policy Part 2. Anti-Bullying Policy
- Safe School Policy Anti –Bullying Support Materials

Review History

Year 2003

2006

2011

2012

2015

2016

Next Review

Year	Person / Group Responsible
2018	Assistant Principal