

2.4 John Pujajangka-Piyirn Catholic School Student Management Policy 2012

Rationale

John Pujajangka-Piyirn Catholic School endeavours to provide a positive, caring and safe environment where students can learn to reach their full potential. Teachers, for their part will endeavour to develop an understanding of the cultural factors affecting behaviour of students in a school context. We believe in providing a whole school approach to managing student behaviour in a positive and caring manner. Procedures, rules, rewards and consequences are stated to ensure that parents and students are aware of what is expected of students at the school. Teachers and Aboriginal Teaching Assistants are provided with strategies for dealing with minor and major disruptive behaviour. These strategies will contain the problem, ensuring the other children in the class/school will not have their rights to feel safe disturbed and have an uninterrupted education.

School Climate

All staff, students and visitors:

- 1) Have the right to be treated fairly and with respect and have the responsibility to treat others with respect.
- 2) Have the right and responsibility to ensure we learn and work together in a safe and happy environment.
- 3) Have the right to have their personal property treated with respect and the responsibility of treating other people's property with respect.
- 4) Should take care of school grounds.
- 5) Have a responsibility to ensure they positively contribute to the school.
- 6) Should be aware of playground rules.
- 7) Should be aware of classroom rules which should be developed, displayed and revisited throughout the year.

Rewards

These are many and varied. They include the following:

- Personal satisfaction in achievements
 - Praise from staff
 - Camps / Excursions
 - Care Givers notified
 - Free choice of activities
 - Prizes / Certificates
 - Cooking
 - Stickers
 - Display work in rooms and on store noticeboard
- PATHS Student of the Week Awards

Preventing Disruptive Behaviour

We have adopted the Barry Bennett/ Peter Smilanich 'A Thinking & Caring Approach' to classroom management.

Refer to Summary of Classroom Management Bumps. (Appendix 1).

Low Key Responses

- Ensure positive reinforcement takes place on a regular basis for all students for good behaviour.
- Have rewards that cater for the various individuals in the classroom.
- Provide students with work which is in their zone of proximal development.
- Deal with minor disruptive behaviour immediately.
- Have ongoing discussions with ATAs about your students and their relationships with each other.
- Whole school - STOP, THINK, DO program.
- Class rules developed with the children.

Minor Disruptive Behaviour

Staff may use any or all of the following responses to minor disruptive behaviour:

- Tactically ignore
- Distract and divert
- Redirect
- Use non-verbal messages
- Use the student's name
- Use Proximal praise
- Give a rule reminder to the class
- Give choice
- Reminding student to keep on task

Responding to Continued Disruptive Behaviour

The Classroom Teacher and the Teaching Assistant will devise a three – stop warning and consequence system that will be appropriate to the age and level of the children in their class.

Consequences may include:

- Sit in a 'time out' area (benches outside staffroom), at playtime for a maximum of ten minutes.
- The teacher requests that the child to remove themselves and fill in a humbug/think sheet.
- Provide opportunity for the child to de-brief with teacher.
- Not partaking in rewards for good behaviour.
- Bush-trip (parents will be notified of behaviour and must attend Bush-trip with their child if they wish them to attend).

Major Disruptive Behaviour

There are serious consequences for this sort of behaviour.

A Detention is given to any student who displays violent behaviour. This involves a minimum of 20 minutes of supervised 'time-out' during a lunch time play. This will be documented and kept in a permanent Detention File.

Students who harm themselves or any other students or staff, severely damage property or are continually involved in teasing during the day will be sent to the Principal or Person in Charge. If this is not practical the following procedure should be put in place:

1. Notify the Principal / Person in Charge of the situation as soon as possible either through an Aboriginal Teaching Assistant or by sending a student carrying a purple 'purple chalk' card to the Principal / Person in Charge.
2. Attempt to isolate the student from the other students either by removing the student who is displaying the disruptive behaviour or the rest of the class to a safe place.
3. Once the student is isolated from the rest of the class attempt to calm the student down. Only use physical contact if absolutely necessary and it should be in the form of restraint.
4. Once the student has calmed down there needs to be time set aside to resolve the issue before the child returns to the classroom. A humbug/think sheet should be worked through with the student to clarify and resolve the issue.

The incident will be written down by the teacher and then given to the principal/ person in charge, dated, signed and filed in the student's file.

The Care Givers will be notified and if warranted children will be removed from the classroom for a period of time.

The student will not be allowed back into the class until the Care Giver(s) meet with the principal and class teacher. When the student returns to the classroom he/she must be supervised by an adult Care Giver to ensure the student settles in. This would usually be for at least a session but could be modified at the discretion of the Principal. The Principal may choose to take any other action that they deem appropriate at the time.

It is the responsibility of the Principal to consult with the Director if they feel that a student needs to be expelled.

Response to children who run away

- Make reasonable attempts to encourage them to stay.
- Let them go if they refuse to do as they are asked.
- Notify the Principal / Person in Charge who will generally try to follow up immediately.
- Discuss the incident with the child when they return to class or make a home visit.

Attendance

- It is the responsibility of the class teacher to notify caregivers if children have not been coming to school regularly
- Children are encouraged to attend school regularly.
- Rewards for regular attendance will be handed out during Assembly every week.

Playground Rules

Move to the appropriate area when the bell goes.

Play safely, responsibly and fairly.

Stay in the designated area when outside.

Sit down when eating.

Use toilets appropriately.

Violence in the playground will not be tolerated. Consequence is a Detention.

Do not enter the staffroom unless invited by a teacher.

Do not tease, bully or threaten another person.

Older students to model behaviour for younger ones.

Polite manners are encouraged.

Zero tolerance for throwing objects (rocks, sticks, sand etc.) The consequence is picking up a bucket of rocks from the playground and a Detention.

There is a Detention book for recording disruptive behaviour in the playground – kept in the staff-room. This Detention book will be reviewed regularly.

Policy created: 2003

Reviewed: 2006

Reviewed: 2010

Reviewed; 2012

Next review: 2014

Appendix 1- 'BUMPS'

SUMMARY OF CLASSROOM MANAGEMENT BUMPS

Variables Which affect the Teacher's Decision to Respond	Bump 1 ----- Low Key Responses	Bump 2 ----- Squaring Off	Bump 3 ----- Either/Or Choices	Bump 4 ----- Impiled Choice	Bump 5 ----- Power	Bump 6 ----- Informal Logical Contracts
1. Past behaviour of the student	1. Walk the students over • meet them at the door • show interest	1. Pause or stop	1. Stop	Follow through on Bump 3.	1. Recognize the power in power	1. Greet student and set atmosphere
2. Severity of the misbehaviour	2. Use a signal to beg for attention	2. Turn body (square off)	2. Square off	"You've made your choice. Please -----"	2. Respond by: • ignoring it • asserting the situation • language of attribution • provide a choice • asking them to leave (due to severity)	2. Define problem
3. Frequency of the misbehaviour	3. Proximity	3. Intensity eye contact	3. Intensity eye contact	"Thank you."		3. Generate alternatives
4. Time between misbehaviours	4. Deal with the problem not the student	4. Use minimal verbal response	4. Give an either/or statement • use firm, neutral, calm voice • restore social order • give choice which child sees as related to the misbehaviour • as unforfeitable as possible • keep statement free of moral judgement • deal with only the present			4. Agree on alternatives to try and when to begin
5. Importance of the lesson	5. Be polite	5. Complete interaction with a "Thank you"	5. Ask for a student response			5. Review what has been agreed upon
6. School discipline policy	6. Deal with the supporting cast first		6. Listen to student's answer			6. End conference with a comment or gesture that communicates a positive feeling tone
7. Student's life at home	7. Use minimal or non-verbal signals • student's name • gesture • the "Look" • pause		✓ Complete interaction with a "Thank you"			
8. Student's respect for the teacher	8. Break the alert					
9. Reaction by allies	9. Transitions • who does what • by when					
	10. Ignore					