



St Joseph's School, Boulder

SAFE SCHOOL GUIDELINES AND PROCEDURES

At St Joseph's School Boulder our Safe School guidelines and procedures support the *National Safe Schools Framework*. Promoting and providing a supportive learning environment in which all students can expect to feel safe and be safe.

St Joseph's School Boulder believes that optimal learning occurs when behaviours allow for a safe learning environment for all:

- Students, families and school acknowledge that education is a collaborative partnership with high attendance and appropriate behaviour;
- The student feels safe, valued and supported in an orderly environment, through a whole school approach with established parameters;
- Students are held accountable for their behaviours, actions and inactions through metacognitive processes;
- All parties involved in the education process are committed to continuous improvement and set high expectations for each other and themselves in and out of the classroom;
- Students perceive themselves as motivated learners that are able to take risks, solve problems, accept challenges and accept reward in an intrinsic form;
- Students are engaged in purposeful, meaningful, learning experiences with behaviours that reflect the spirit of Jesus;

The St Joseph's Safe School guidelines and procedures includes the Nine Elements of the National Safe Schools Framework. The following link takes you to the National Safe schools Framework where the key characteristics of the Nine Elements are outlined:

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

Rationale

At St Joseph's Boulder, we aim to create an atmosphere which protects the rights of each individual and group within our community. Fairness and responsibility for one's actions is encouraged through the development of self-discipline and self-management.

Behaviour management in a Catholic school is a natural extension of the evangelical ministry of the church. It is the responsibility of all, requires cooperation and permeates every aspect of school life; it is based on Catholic values and affirms the dignity and worth of each person.

These guidelines and procedures aims to develop a comprehensive, whole-school response to behaviour management to ensure all children, parents and staff feel respected, safe and valued. These guidelines and procedures are 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 time to teach school rules and likely consequences, to their students in the first two weeks of Term One and revise in the first week of Terms Two, Three and Four. Throughout each term a teacher may need to revise the rules to target specific behaviours. Relief staff also need to be made aware of the rules when working in the school. A copy of the rules and consequences will be left with the daily work pad.
- ii) The rules will be posted in all areas of the school, for example, classrooms, canteen, library.
- iii) Whilst it is important that the rules are consistent throughout the school, on occasion an individual student may need to be managed in accordance with their individual needs, which may differ from the whole school approach, in which case an individual behaviour plan will be implemented by a teacher in collaboration with the school leadership and parents.
- 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.

School Rules

We are Learners	We are Respectful	We are Safe
For example 1. I will try my best in all areas of my school work. 2. I will value and acknowledge everyone's contribution and opinion. 3. I will ask questions to help me understand. 4. I will persevere when tasks are difficult. 5. I will take appropriate risks and challenge myself in all areas of my learning.	For example 1. I will act in a kind, caring way. 2. I will care for my own and others' property. 3. I will take care of my school environment. 4. I will speak truthfully about others. 5. I will wear my correct uniform at all times. 6. I will speak nicely to others.	For example 1. I will listen actively to staff in and out of the classroom. 2. I will keep my hands and feet to myself in and out of the classroom. 3. I will not use physical, verbal, cyber or emotional bullying towards others or myself. 4. I will ask for permission from staff to leave the classroom or designated areas. 5. I will follow the school rules at all times.

OUTSIDE OF THE CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Procedures for staff to follow when students break a school rule outside the classroom:

First occasion:

Ask child what was the rule he/ she broke?

Ask the child to identify the correct behaviour.

Second occasion during the same duty: Time out by walking with the duty teacher for a designated time. The Class teacher is notified via a behaviour slip that this was the second occasion this behaviour was displayed in one duty session. Students who have broken the rule for a second time in the same lunch break will be handed over to the second lunch duty teacher where necessary.

Unacceptable behaviour is written in SEQTA in the pastoral notes by the class teacher. **Three behaviour slips in one week** will result in a discussion with an Assistant Principal to determine further response. The class teacher will be responsible for monitoring the behaviour slips and the number each child receives.

Consequences for Major Misbehaviours

Child will be taken immediately to the Front Office with the duty teacher where the situation will be managed by an Assistant Principal or Principal.

INSIDE THE CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Positive Reinforcement

All teachers strive to create a positive, rewarding and enriching learning environment. Each teacher will use strategies identified from the low variance behaviours list below to create a consistent approach across the school towards the behaviour management of students;

- Pop sticks in a cup
- Visual timetable for the day
- Behaviour warning recording charts displayed in the classroom
- Strategic seating plan
- House point rewards
- Consistent transitions
- Brain breaks
- Calm down area
- Consistent boundaries
- Provide two choices only – this OR this

Consequences

Action Steps- Years PP-6 (For misbehaviours occurring in 1 day)

1st occasion - verbal warning

2nd occasion - second verbal warning and teacher records the student's behaviour **privately**. Teacher to speak quietly to student about their behaviour and remind them of the rules.

3rd occasion - child moves to 'Thinking Area' for up to five minutes. Parents will be informed by a Behaviour Slip at end of day - to be signed by parent and returned to the class teacher the following day. It is the teacher's responsibility to follow this up if it is not returned and to enter into SEQTA.

4th occasion – child sent to Assistant Principal for up to 15 mins **or** until they have de-escalated then returned to class.

5th occasion – child returns to an Assistant Principal's office and the AP will ring the parent to arrange a meeting between the parent, teacher and the child.

When a child's behaviour is considered dangerous, or particularly serious, the above warning system may not be appropriate and the Principal or Assistant Principal may get involved at an earlier stage.

The Principal and the Assistant Principal at their discretion may not permit the child to return to the class that day and will contact the parent to inform them of the behaviour and the reasons for the withdrawal.

School Suspension

St Joseph's procedures for *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 a 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.

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 **Process for Exclusion of Students for Disciplinary Reasons** as published on the QCE Policy Hub.



BEHAVIOUR SLIP

Student Name: _____ Class: _____ Date: _____

Classroom Playground

Today your child did not adhere to the following school rule/s:

- We are LEARNERS
- We are RESPECTFUL
- We are SAFE

Comments: _____

Staff Member Responsible: _____

Parent Signature: _____