

SAFE SCHOOL BEHAVIOUR GUIDELINES

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UPDATED 2023

At St Joseph's School Boulder our Safe School Behaviour Guidelines are guided by the CEWA Student Safety, Wellbeing and Behaviour Executive Directive. All staff commit to promoting and providing a supportive learning environment in which all students can expect to feel safe and be safe. More information on the Executive Directive can be located at <https://cewaedu.sharepoint.com/sites/Handbook/SitePages/Student-Safety,-Wellbeing-and-Behaviour-Executive-Directive.aspx>

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;

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.

Students are expected to be self-disciplined and willing to help other students and teachers to build a positive learning environment. They are encouraged to respect themselves, other people and property and to promote a community spirit of good will. At times young people will make errors of judgement and may not behave appropriately. In such cases students are expected to respond honestly, to accept the consequences of their behaviour, to learn from their mistakes and to move forward optimistically.

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. Using a 'Positive Learning Framework' the emphasis of this model is to ensure a positive, caring and relational classroom environment to foster pro-social behaviour and avoid or prevent anti-social behaviour.
- 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.

Our Behaviour Policy outlines our system enacting our core values through facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Our school community has identified the following core rules to teach and promote our high standards of responsible behaviour (these align with our school values and the methodology of Catholic Education WA)

- **Be Safe;** Safety is everyone’s responsibility. Students are expected to act in a way that promotes safety for themselves and for others. This includes physical, psychological and cyber safety.
- **Be Respectful;** Students act in a way that shows respect to others, themselves and the environment. Their words and actions follow in Jesus’ footsteps showing respect and kindness to all.
- **Be a Learner;** Students will have a go at new learning, try their best, develop the understanding that mistakes are ok and seek improvement for future learning.

The Principal, School staff and the community support wellbeing by building a positive learning culture - providing challenging, interactive and engaging learning experiences and by nurturing relationships amongst families and the wider community. Students support their own wellbeing by being actively involved in their school and community.



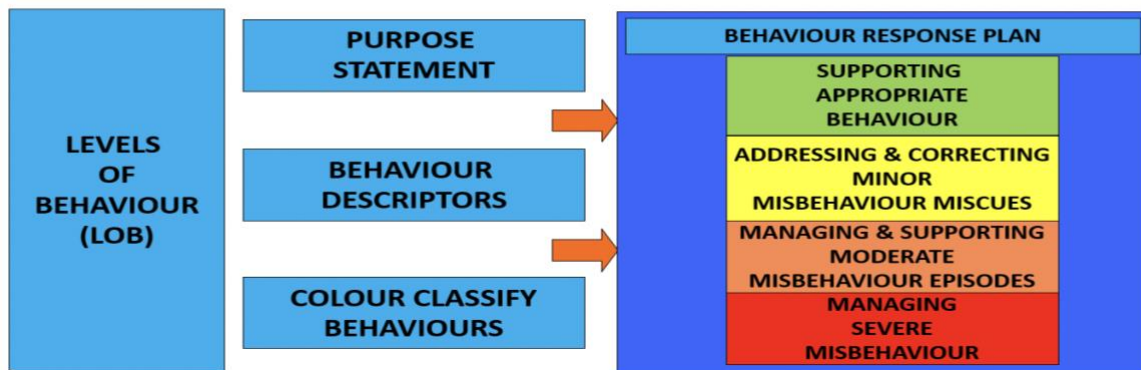
School Rules

| Be Safe | Be Respectful | Be a Learner |
|---|---|--|
| <ol style="list-style-type: none"> 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. 6. I will look out for my safety and the safety of others. | <ol style="list-style-type: none"> 1. I will act in a kind, caring, considerate 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. 7. I will respect others learning. | <ol style="list-style-type: none"> 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 and respond to questions. 4. I will persevere when tasks are difficult. 5. I will take appropriate risks and challenge myself in all areas of my learning. 6. I will have a go, try my best, know that mistakes are ok and seek improvement. |

There are three components to our approach:

- **Our Class Purpose** – what we want to achieve in the classroom together.
- **Levels of Behaviour** – The different behaviours present within the classroom ordered by their impact on our ability to achieve the Class Purpose. These are discussed, identified and ordered as a class. They may change as the class's needs change.
- **Teacher Response Plan** – The predictable actions the teacher/s will take to address the behaviours in each of the Levels of Behaviour with the goal of supporting the achievement of the Class Purpose.

Levels of Behaviour (LOB) Framework



Step 1 – Creating a Class Purpose:

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At St Joseph's School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

The staff at St Joseph's will model standards of positive behaviour through shared expectations, we emphasise the importance of being safe, respectful and learners among ourselves and others. These behaviours are underpinned by a shared set of behaviours which staff believe is a form of universal behaviour support or primary prevention - a strategy directed towards students, parents, staff and the Principal which provides a framework for School-wide Positive Behaviour Support. Shared expectations for student behaviour are plain to everyone, assisting St Joseph's School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. At St Joseph's School, we have shared beliefs about learning and behaviour.

The behaviour norms are those behaviours that we expect all students at St Joseph's to demonstrate in and out of the classroom so that staff are able to maximise the learning opportunities for all students in their classroom. Using the "Levels of Behaviour Framework" students create their own class PURPOSE (Why do we come to school?) is a powerful connective process that connects the young people in the class to their context and builds an explicit why-this is so important as the young person negotiates the frustrations embedded with learning to home.

At the commencement of the school year classroom teachers will create a shared understanding of class purpose with the students. This may be slightly different in each classroom, depending on what the students feel is important to them collectively at this time.



We come to school to learn, play and put a smile in our day.

Step 2 – Levels of Behaviour

Once we have clarity of purpose we then have a standard to define and be clear on behaviours. The behaviours which help achieve our purpose (helpful behaviours) and the behaviours that slow or get in the way of the purpose being achieved (unhelpful behaviours).

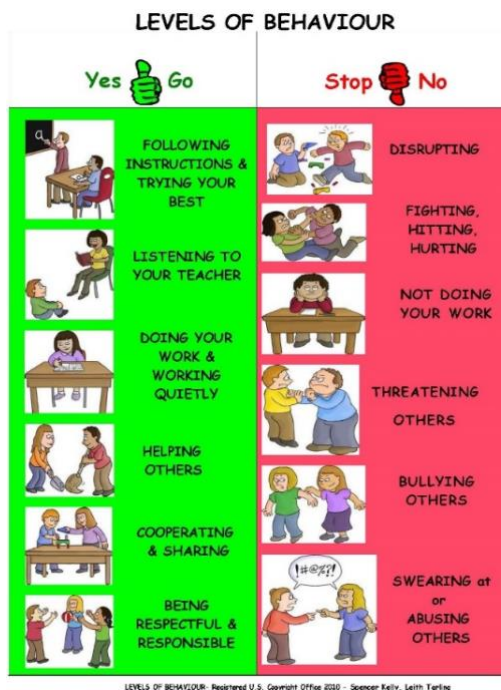
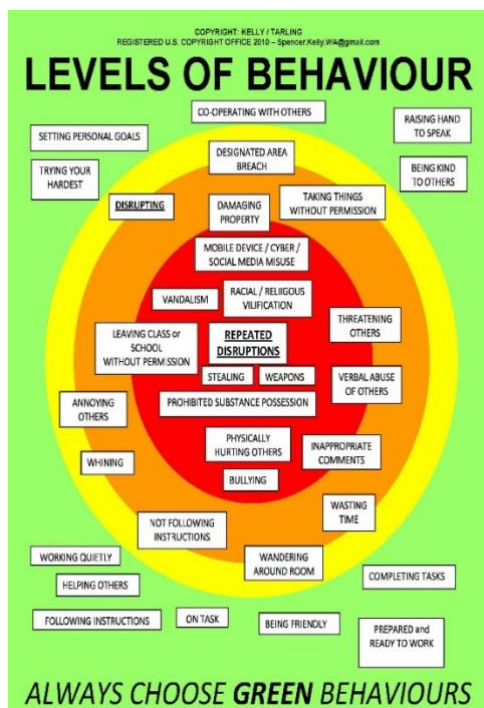
The discussions we have with our students to define what is helpful or unhelpful in achieving purpose is intended to be a reflective exercise with student agency and voice to bring a strong sense of class culture and understandings. The construction of behaviour descriptors is strongly recommended to be drawn from the students' own wording.

The class-based discussion decides where we place the behaviour descriptors on the Levels of Behaviour chart and provides opportunity to develop a visual scaffolding of behaviour and the nuances that can occur in the class setting.

Behaviour Descriptors- Helpful Behaviours are placed in the green

Behaviour Descriptors-Unhelpful Behaviours are then placed on the chart at either yellow (minor), orange (moderate) or red (severe) based on the discussion and the teacher's guided judgement.

In the Early Childhood Classrooms (Pre Kindy – Pre-Primary) the language & structure will be simplified to Green or Red choices to establish helpful & unhelpful behaviours.



Step 3 – Teacher Response Plan:

Next, teachers create the 'Response Plan' using a colour coded key that corresponds to the "Levels of Behaviour" Framework.

- The visual below shows a range of options to guide decision making
- The response plan is presented to the class and referred to in think aloud process to assist with clarity of understanding for students.

Green - supports & gives recognition of helpful behaviours

Yellow – miscue messaging, corrections & supporting options to bring behaviours back to helpful

Orange – Managing the environment of teaching & learning, keeping order & keeping everyone safe

Red – School Response/Leadership Team to assist with major responses

LEVELS OF BEHAVIOUR Sample Teacher Response Plan

Green Zone

When we practice helpful behaviours that support our class purpose.

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| <u>We might see/hear:</u> <ul style="list-style-type: none">- Thumbs up- Smile and nod- Encouraging words- Praise for hard work- A 'Thank You' from adults- | <u>We might Earn:</u> <ul style="list-style-type: none">- Faction Token- Class Rewards- Free Time- Stickers and Stamps- |
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Yellow Zone

When we lose focus and start using some unhelpful behaviours

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| <u>The teacher will:</u> <ul style="list-style-type: none">- Check in- Offer help and support- Give a reminder of helpful and unhelpful behaviours- Help you get back to the 'Green Zone'- | <u>This might look/sound like:</u> <ul style="list-style-type: none">- Using 'the look'- Using other non-verbal cues- Having a quiet conversation with you- A verbal reminder of the helpful behaviour- A warning- |
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Orange Zone

Repeated unhelpful behaviours or serious unhelpful behaviours

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| <u>The teacher wants to:</u> <ul style="list-style-type: none">- Maintain a positive learning environment- Help you calm down- Help the class remain calm- Help you stay safe and keep the class safe--- | <u>This might look/sound like:</u> <ul style="list-style-type: none">- Being asked to sit out- Time out- Buddy class- School consequence (teacher determined related to the behaviour e.g.: loss of iPad)- Using the Zones of Regulation space- Remove what is making the class unsafe- Ask another teacher to help |
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Red Zone

Continuing repeated or severe unhelpful behaviours

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|---|---|
| The teacher needs to ask for administration to step in for the unhelpful behaviours. | An Assistant Principal or the Principal will take you out of the class to talk about the unhelpful behaviour. <ul style="list-style-type: none">- Talk it through- Space to settle and calm- Parents contacted |
|---|---|

OUTSIDE OF THE CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

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

- i) **First occasion:**
Speak with the child about the behaviour. This conversation will vary depending on the severity of the behaviour. For major misbehaviours causing harm to others or themselves follow consequences for major misbehaviours below.

What was going on for you before it happened?
What were you thinking when it happened?
How do you think it impacted other people?
What school rules do you think could have been followed?
Next time, how might it look different?
- ii) **Second occasion during the same duty:** Time out by walking with the duty teacher for a designated time. The Class teacher is notified by the Duty teacher via email/ verbal communication. Students who repeat the behaviour a second time in the same lunch break will be handed over to the second lunch duty teacher where necessary.
- iii) Unacceptable behaviour is written in SEQTA in the pastoral notes by the class teacher. This will be monitored by the Assistant Principal's to determine further response.

Consequences for Major Misbehaviours

- i) 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 (or other delegate).

School Suspension

St Joseph's policy on *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 re-meeting with the parents, student and the Principal will be held prior to the student returning to class. A meeting with the parents, student and the Principal will be held prior to the student returning to class to reinforce the school's expectation for appropriate behaviour and how key adults can support this to occur. The main goal of these re-entry meetings is to ensure the expected behaviour is communicated and planning takes place to help reduce the likelihood of inappropriate behaviour in the future (e.g., modified timetable, modified work, increased check-ins with staff).

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.