Related Policies

- Anti-bullying, St Benedict’s Primary School
- Pastoral care, St Benedict’s Primary School
- Suspension of students, St Benedict’s Primary School
- Student management (discipline), Catholic Education Office
- Restraint of students, Catholic Education Office
- Legal responsibilities and authority, Catholic Education Office
- Exclusion, expulsion and transfer of students, Catholic Education Office

Purpose

To provide guidelines for all staff and the community ensuring that:

- all behaviour management procedures are based on Gospel values and the St Benedict’s mission statement
- there are consistent expectations of student behaviour
- there are consistent responses by all staff members in encouraging positive behaviour and managing negative behaviour
- the development of any individual aspects of behaviour management in individual classrooms by individual teachers are aligned to the whole school approach

Definitions

Corporal Punishment:

Corporal punishment of a student means physical force applied to punish or correct, and includes any action designed or likely to cause physical pain or discomfort taken to punish or correct (Education Act, 2004)

Policy

St Benedict’s School nurtures and develops the whole person through ‘love, work and prayer’. This policy and the procedures are therefore based on Gospel values and respect the dignity of students. They are developed in the context of growing and learning in character. Teachers and students understand and comply with the requirements of this policy. It is reviewed regularly in order to assist this.

Teachers will foster a teaching/learning environment where there is good order and purposeful learning and is proactive in creating opportunities for students to meet the school’s positive behaviour expectations.

The school will maintain a distinct set of positive expectations of student behaviour that have been developed collaboratively with students. They will be well documented and well publicised throughout the life of the school. The expectations will continuously be expounded upon through incidental and planned means and students will have continuous recognition of their achievement of these.
The school will also maintain an agreed set of non-incidental procedures for responding to students when they behave contrary to the positive behaviour expectations. These will be displayed throughout the school.

Corporal punishment will NOT be administered in any circumstance. Additionally, the school must not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Should the behaviour of a student seriously interfere with the requirements of this policy, more serious responses may be required. Reference should be made to the policies on Suspension and Exclusion, Expulsion and Transfer of Students.

Behaviours warranting such consideration:

- behaviour disruptive to the student's own learning and/or to other student's learning
- aggressive or dangerous behaviour
- drug-related behaviour
- sexual harassment of other students or staff
- other behaviours believed to warrant action.

All procedures followed in applying this policy must be based on principles of procedural fairness. These principles include:

- provision of relevant policies and procedures to involved parties
- provision to these parties of the details of any allegations
- provision to these parties of the right to respond to allegations and, if appropriate, to appeal any decision
- the right to an impartial decision.

Procedures

Proactive procedures

In order to create an environment conducive to successful implementation of procedures and clarity of expectations this policy and the related agreed practice will be:

- reviewed at the beginning of each year prior to the return of students to school
- posted on the school website
- referred to at the beginning of year information evening and related printed material.

Staff will:

- understand the developmental stages and learning needs of the students they teach
- develop expectations, a physical learning environment and use teaching strategies that match these stages of development and are conducive to students feeling safe
- actively develop positive relationships with and between students and parents/carers
- model the agreed expectations of behaviour at school
- display the agreed expectations of behaviour and refer to these incidentally and positively on a regular basis
- use incidental strategies to highlight the meaning and achievement of the positive behaviour expectations with students
- provide challenge and opportunity for all students to grow and learn through curriculum differentiation, self-reflection and goal-setting
actively take the time to observe, learn about, understand and proactively plan for the needs of specific students, e.g. students with special needs, students who experience difficulty in following the school expectations.

work collaboratively with all staff to implement all of these procedures

Students will:

- learn about and deepen their understanding of the positive behaviour expectations
- reflect on and recognise their own examples of following the positive behaviour expectations
- reflect on opportunities for their own growth in developing these positive behaviour expectations

Parents will:

- learn and understand the positive behaviour expectations for students at school
- support their child in understanding and following these expectations
- work collaboratively with the teacher to build a positive and productive relationship with their child

Responsive procedures

Whilst there will be incidental acknowledgement and response to both positive and negative experiences of the agreed behaviour expectations there will be consistency in responses. These responses will be developed in consultation with students.

Staff will:

- acknowledge achievement of the positive behaviour expectations by students through:
  - incidental, specific feedback (e.g. verbal comment)
  - provision of a visual reminder (e.g. sticker, stamp, class dojo, etc) accompanied with specific verbal or written feedback
  - occasional public recognition with a visual reminder (e.g. merit certificate) and specific verbal or written feedback
- respond to negative experiences of not meeting the positive behaviour expectations by students through a progressive step of procedures that always:
  - maintain the dignity of the child
  - provide specific direction as to the expectations from the teacher
  - provide an opportunity for the child to conduct age appropriate self-reflection
  - provide an opportunity for the student to re-commit at each step
  - incorporate coaching and guidance where required
  - involve communication with parents when deemed necessary
- develop an individual response plan for specific students whose behaviour is not developing sufficiently when following the school agreed practice. The development of this plan will involve the teacher, student, parents/carers, Assistant Principal/Principal and where relevant the school counsellor and/or the learning support teacher.

Students will:

- understand and acknowledge the feedback about their achievements of the behaviour expectations
- follow the step of responses provided by the teacher and work collaboratively with the teacher in learning through them
- inform their parents of any responses to their behaviour by the teachers
- with guidance, support the teacher in encouraging others students to achieve the positive behaviour expectations

Parents will:
• listen to their child as they discuss events related to this policy
• seek clarification and understanding of the circumstances around what their child has done/experienced
• encourage and support their child in re-committing to the positive behaviour expectations of the school
• work collaboratively with teachers to develop specific plans for their child should they be required.

Agreed Practice (current)

Positive behaviour expectations
After a significant consultation process with students through multi-age reflection groups and then confirmed by staff, the following 5 Ways of Being have been defined as the positive behaviour expectations for students (and all community member) of St Benedict’s:

1. Be welcoming
2. Be respectful
3. Be safe
4. Be responsible
5. Be the best you can be

They have been defined as ‘ways of being’ so that they refer holistically to attitude, capacity and behaviour. They are deliberately broad to allow for continuous exploration and deepening of the values, skills and understandings embedded within them, leading to greater character development.

Response system

Positive
When students are exhibiting the 5 Ways of Being then the graduated responses will be:

• personal/public verbal acknowledgement and feedback at the time
• personal/public verbal acknowledgement and feedback at the time with a bee stamp (all teachers are provided with this)
• in addition to above, the provision of house points (aligned with the school house teams)
• provision of a Merit Award at Friday Assembly (two at most per class)
• provision of a 5 Ways of Being Award at the last assembly of the term
• provision of two Ways of Being Awards at the end of the year.

If the positive behaviour has been related to school work then the staff member might also consider:

• the student sharing the work with another class/teacher.
• the student sharing the work with the Assistant Principal/Principal.
• nominating the student for a Principal’s Award.

Negative
When students are behaving in a way that is contrary to the 5 Ways of Being and other proactive strategies (e.g. distraction) have been applied then, in the classroom context, the graduated responses will be:

1. A verbal reminder of what is expected of the student at that time (this may occur several times).
2. Time out in the classroom (the time is appropriate to their age, and they are expected to reflect briefly on their behaviour, the expectations and what they will do to re-commence the class task. They will make a verbal plan with the teacher before re-commencing the task).
3. Time out in a buddy class where a simple reflection sheet is completed. Students will discuss the reflection sheet with the teacher for re-entry to class.
4. Time with the Principal/Assistant Principal with the reflection sheet that was filled out and an explanation slip (the Principal will then have the information to support the expectations of the teacher, and the teacher and Principal will determine who/when parents will be informed).

When a student is sent to the Principal then the Principal will determine the appropriate timing of the student's return to the classroom during that day.

In the playground context the graduated responses will be:

1. A verbal reminder of what is expected of the student at that time.
2. Walk and talk with the teacher on duty to discuss what is happening and plan for a resolution.
3. Time out at a silver table as a form of focused reflection. The teacher will determine the length of this and will discuss the expectations before the student recommences play time.
4. Removal from the playground and/or have a lunch time reflection plan with the Principal in order to discuss the events, deepen understanding of the expectations and provide coaching for the skills required. Parents will be informed at this point. To assist with removal from the playground each duty bag contains a card calling for assistance which is to be sent to the front office or staff room.

Occasionally circumstances require that teachers by-pass the first steps and proceed to the last step. This will be in the cases of verbal or physical violence by a student.

Whenever a student spends time reflecting with the Principal a reflection and coaching form is completed to guide the conversation. This is sent home to parents to sign and then returned to school. A copy is maintained at school in the Principal’s files.

Please see appendices for all posters and forms relating to these agreed practices.

References:
Education Act, ACT (2004)

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<thead>
<tr>
<th>Approved by:</th>
<th>School Leadership Team, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be ratified by School Board:</td>
<td>Term 3, 2013</td>
</tr>
<tr>
<td>Implementation Date:</td>
<td>Term 2, 2013</td>
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<tr>
<td>Review Date:</td>
<td>Term 1, 2014</td>
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At St Benedict’s Primary School we have

5 Ways of Being

that help us live, learn and work together.

Be welcoming

Be respectful

Be safe

Be responsible

Be the best you can be
Sometimes we find it hard to follow these

5 Ways of Being

When we have difficulties in the classroom we will:

Be reminded of what I need to be doing.

Think in a quiet place in the classroom and talk to the teacher.

Plan in a another room how I will be when I return to class.

Talk to the Principal and my parents about what has been happening in the classroom and make a plan for how I will return.
Sometimes we find it hard to follow these

5 Ways of Being

When we have difficulties in the playground we will:

Be reminded of what I need to be doing.

Walk and talk with the teacher on duty.

Think at a quiet time table and talk to the teacher before playing again.

Plan with the Principal at the next play time how I need to be on the playground and let my parents know that I have made a plan.
Appendix 3: Reflection form examples

Reflection Form
Kindergarten - Completed at Reflection & Coaching Session

Name: ___________________________ Class: _______ Date: __________

What was the 'Way of Being' I chose not to follow? Supervisor fill in first with student.

__________________________________________________________________________

How did I do that? Draw

__________________________________________________________________________

What did I want? Supervisor fill this in with student.

__________________________________________________________________________

What could I have done instead? Draw

__________________________________________________________________________

Supervisor help with remaining questions.

Discuss and practice what will happen next time.

What do I need to do to make this right?

__________________________________________________________________________

My signature: ___________________________ Supervisor's signature: ___________________________

Parent's signature: ___________________________ Date: __________
Reflection Form
Years 1 & 2 - Completed at Reflection & Coaching Session

Name: ________________________________ Class: _______ Date: __________

What was the 'Way of Being' that I chose not to follow?

_____________________________________________________________________

How did I do that?

_____________________________________________________________________

Who has been affected by this? How?

_____________________________________________________________________

What did I want? (What was I trying to achieve?)

_____________________________________________________________________

_____________________________________________________________________

What could I have done instead?
1. __________________________________________
2. __________________________________________
3. __________________________________________

Which will I choose next time? ______

Do I need some help me with this? ______

Discuss who could help with this coaching and how this person can be asked.

What do I need to do to make this right?

_____________________________________________________________________

_____________________________________________________________________

My signature: ______________________ Supervisor's signature: ______________________

Parent's signature: __________________ Date: ______________
Reflection Form
Years 3 & 4 - Completed at Reflection & Coaching Session

Name: ___________________________ Class: _______ Date: __________

What was the ‘Way of Being’ that I chose not to follow?
________________________________________________________________________

How did I do that?
________________________________________________________________________
________________________________________________________________________

What happened as a result? Who was affected?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Is that what I wanted to happen?   Yes   No

What was I trying to do (achieve)?
________________________________________________________________________
________________________________________________________________________

What could I have chosen to do instead?
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________

Which choice will I make next time? ______ Am I committed to this choice?   Yes   No

What needs to happen now to make this right?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My signature: ______________________ Supervisor’s signature: ______________________

Parent’s signature: __________________ Date: ____________
Reflection Form

Years 5 & 6 - Completed at Reflection & Coaching Session

Name: ___________________________ Class: _______ Date: ____________

What was the ‘Way of Being’ that I chose not to follow?

________________________________________________________________________

How did I do that?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What happened as a result? Who has been affected?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Is that what I wanted to happen?  Yes  No

What was I trying to achieve?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What could I have chosen to do instead to achieve this?

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

Which choice will I make next time? ______ Am I committed to this choice?  Yes  No

What needs to happen now to make this right?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My signature: ___________________________ Supervisor’s signature: ___________________________

Parent’s signature: ___________________________ Date: ___________________________
Appendix 4: Correspondence to parents upon to reflection with the Principal

St Benedict’s Primary School
P.O.Box 59, Tallara Parkway
NARRABUNDAH, ACT, 2904
Ph: 02 6295 8027, Fax: 02 6295 8147
Email: Office.StBenedicts@cq.catholic.edu.au

Date: ________________

Dear ____________________,

Today your son/daughter spent time with me having some reflection & coaching time in response to behaviour that occurred recently. You can read the details of this on the Reflection Form attached.

The Reflection Form is a tool to guide a discussion between myself and your son/daughter to help them reflect on the incident that happened and how a different choice made would have had a more positive outcome for them and anyone else involved or affected by their behaviour.

We have worked through this form together and sent it home to you to allow you the opportunity to talk about what happened with them. Please use the form to help guide your conversation and then sign it and ask your child to return it to me tomorrow. I will be asking your child for it.

Please feel free to contact me if you would like to talk further regarding this matter.

Thank you for working in partnership with St Benedict’s.

Regards,

________________________________________

At St Benedict’s School we have

5 Ways of Being

that help us live, learn and work together.

Be welcoming

Be respectful

Be safe

Be responsible

Be the best you can be

Nurturing personal and academic growth. A journey from Kindergarten to Year 6.
### St Benedict’s Primary

**Record of Behaviour: Playground**

<table>
<thead>
<tr>
<th>Ways of Being</th>
<th>Name(s) &amp; Class(es)</th>
<th>Teacher on Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be welcoming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be respectful</td>
<td></td>
<td></td>
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<tr>
<td>Be safe</td>
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<tr>
<td>Be responsible</td>
<td></td>
<td></td>
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<tr>
<td>Be the best you can be</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Date</th>
<th>Area</th>
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What happened?

### St Benedict’s Primary

**Record of Behaviour: Classroom**

<table>
<thead>
<tr>
<th>Ways of Being</th>
<th>Name(s) &amp; Class(es)</th>
<th>Teacher</th>
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</thead>
<tbody>
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<td>Be welcoming</td>
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<table>
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<tr>
<th>Date</th>
<th>Time</th>
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**As per our Policy, the student has had the following:**

1. Explicit, succinct reminder of what is required of them
2. Thinking time in the classroom
3. Planning time in another classroom

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explicit, succinct reminder of what is required of them</td>
<td></td>
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<tr>
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<td></td>
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<td>3. Planning time in another classroom</td>
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</table>

**What has happened?** This will give me a general idea of what to discuss with the student.