

St Matthew's Primary School, Page Student Behaviour Protocol 2012

Our Mission:

As we build the Kingdom in truth and love at St Matthew's, our mission is to be a Christ-centered community in which our uniqueness is cherished and nurtured.

Values Basis:

All that we do and say are grounded in the values we teach explicitly to our students. We state that this policy is based on a clear premise that we act in a positive manner with the aim of restoration of relationships that may be damaged through conflict or poor behaviour choices. This is done through our Assemblies, in class activities including MJR and reinforced by our Year 6 leaders in their Values in Practice (MJR) groups.

Our core values have been agreed upon as:

- Well being
- Respect
- Learning
- Responsibility
- Belonging
- Doing your best

Agreed School Rules:

Our staff has agreed that a school wide statement, which sets out our expectations in a simple form, should be the basis of our words and actions. These three rules will also form the basis of class rules that are negotiated in each class at the beginning of the year and reinforced with reminders throughout the school terms.

These rules will help us achieve our aims and support our agreed values:

- *We show courtesy and respect for others.*
- *We allow students to learn and teachers to teach.*
- *We care for the environment in which we work and live.*

"This school does not use corporal punishment. Corporal punishment is not allowed in ACT schools." (Education ACT, 2004).

Strategies for Positive Behaviour Reinforcement:

The goal of this (and any) behaviour plan is to help students feel safe and happy at school. It is vital that teachers recognise the positive actions that students make and reinforce that behaviour through appropriate recognition. Some of these may be weekly class awards, MJR wristbands or awards at whole school assemblies where teachers recognise the good work being done in class. We also encourage playground duty teachers to present wristbands to students who they see doing good things in playground areas and on excursions etc.

It is also vital that we teach students to be in control, take responsibility for their own behaviour and encourage a sense of resilience. We do this by following and explicitly teaching the 5 step anti bullying steps:

1. Ignore
2. Talk friendly
3. Walk away
4. Talk firmly
5. Tell a teacher

This model aims to build student self-esteem and empowers individuals to engage in peer relations more effectively.

Restorative Justice

At St Matthew's we have adopted the Restorative Justice process. This process allows teachers and students to focus on the harm caused by actions rather than on individuals. The process offers the opportunity for the person harmed to tell their story and have questions answered and for offenders to take responsibility for their actions and offer to make amends.

Staff have undertaken training in Restorative Practices and these procedures are interwoven into the school policy. Teachers are aware of the questions that they ask children in difficult situations through the use of the "St Matthews Restorative Practice" cards in all classrooms and with teachers whilst on playground duty. At certain times there may be a structured session where all involved in the situation may be guided through a Restorative Practice Circle session with the aim being a positive outcome for all involved.

All children who receive a Communication Note will be required to attend the Restorative Practice Room at the next session. During their time at the Restorative Practice Room the children will be required to fill in a Restorative Practice Contract, answering the Restorative Questions. The teacher in the Restorative Practice Room will assist the student in completing their contract, which will allow for the student and staff member to come to an agreed consequence for the student to complete in order to fix their actions.

Classroom Rules and Expectations:

Each teacher is expected to negotiate classroom rules at the beginning of the school year. These rules should recognise and support the school mission, values and core rules. It is also expected that these rules are available to parents, displayed in classrooms and re-visited often. All staff will support the Student Behaviour Protocol in terms of actions and consequences. Coordinators liaise with staff and parents on behaviour issues, with the Assistant Principal and Principal becoming involved in more serious matters. At all times **the classroom teacher should be the first point of contact.**

Corrective and Supportive Action

Within both the classroom and playground situations the following corrective and supportive Action Plans are to be used for minor incidents.

Classroom Management Plan		Playground Management Plan	
Step 1 	<u>Warning</u>	Step 1 	<u>Warning</u>
Step 2 	<u>Time out in class</u> Isolation within the class (Minutes according to age of student)	Step 2 	<u>Walk with the teacher on duty</u> - Student is asked Restorative justice questions and if necessary:
Step 3 	<u>Time out of class</u> Student is sent to a designated time out class. A time out sheet will be completed at this time. Return to class should be by polite request. Once complete Time out sheet is signed by the class teacher and placed in the students class file.	Step 3  	<u>Time out</u> (Students are asked to sit on the designated time out seat in each playground. Minutes for time out according to age of student)
Step 4 	<u>Communication Note</u> Teacher contacts parents and student receives a White Communication Note. Student attends a Restorative justice lunch time session. Consequences are put in place and Notes are given to the AP to put in the student file.	Step 4 	<u>Communication Note</u> Teacher on duty contacts parents and class teacher and student receives a White Communication Note. Student attends a Restorative justice lunch time session. Consequences are put in place and Notes are given to the AP to put in the student file.

A red card will be sent to the main office if any student refuses to comply with the above steps.

The above steps provide an outline of the possible consequences that may arise following misbehaviour by a student or students. Whilst there is a hierarchy of action it must be made clear that certain actions may cause a higher level of reaction depending upon the seriousness of the incident.

As seen in the Behaviour Protocol flowchart more serious breaches of conduct or continued misbehavior may result in students receiving a Yellow or Red Communication Note immediately. These breaches of conduct may result in the further Corrective and Supportive Action steps of:

- Step 5 –In School Suspension
In school suspension requires the student to be placed near the Front Office under the supervision of a Leadership Team member. Students are also removed from their peers at recess and lunch.
- Step 6 – Suspension
Suspension means that a student is required to leave St Matthew's for a specified period of time and that the students return is subject to a review of enrolment meeting. Parents of the

suspended student are to be communicated with over the phone and in writing by the Principal.

- **Step 7 – Exclusion**

The exclusion procedure as outlined in the CEO policy and procedures manual will be used if all previous means are unsuccessful.

Communication Notes

Staff members are expected to note brief details of the incident on all Communication Notes. These details are recorded on the school database in the t-drive in the Behaviour Management folder. Parents of students receiving Communication notes are to be contacted by phone by the class teacher or duty teacher before the note goes home. Each semester begins fresh to allow our students a 'fresh start' and to demonstrate improved behaviour both in class and in play areas.

Anti-Bullying:

All cases of bullying will be taken seriously and acted upon by staff. Our community is united in stating that bullying will not be tolerated in any form at St Matthew's School. This means that all members of our community – students, staff and parents/carers treat each other with dignity and respect by modeling polite speech and socially acceptable interactions. Further procedures for cases of bullying can be found in the Anti-Bullying procedures guide.

What is bullying?

Bullying is the misuse of power, position and privilege. It is done to intimidate, coerce, to engender fear and to control. It is a repeated behaviour that can take a number of forms:

- Physical: Pushing, kicking, hitting, pinching, threats
- Verbal: Name calling, sarcasm, spreading rumors, persistent teasing
- Emotional: Excluding, tormenting, ridicule, humiliation, intimidation
- Racist: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or abusive comments

Parents will be notified if a child is bullied or is accused of bullying through a phone call and the 'Communication Note' system.

Internet Protocol:

Students and parents/carers will sign an Internet Protocol at the beginning of each year. All must be aware that the school network and access to the internet are privileges that come with some responsibility. Students who are found to be willfully misusing the school network or accessing materials or websites that are inappropriate will be dealt with according to the Student Behaviour Protocol and notified via the 'Communication Note' system. There may also be a loss of access negotiated. Staff and students are expected to keep all information, such as passwords or folders of personal work, private.