

Guide to Behaviour Management



**ST JOSEPH'S
CATHOLIC SCHOOL**
MOUNT ISA

Love · Learn · Serve

ST JOSEPH'S CATHOLIC SCHOOL MISSION STATEMENT



Presents Jesus Christ as the model human being and believes that the Catholic philosophy of life is the one which best enables human beings to live wholly as individuals and as a community.



Endeavours to assist children to become competent at their own levels in those skills necessary for them to take an interested, active and constructive part in life, both now and in the future.



**ST JOSEPH'S
CATHOLIC SCHOOL
MOUNT ISA**



Plays an active contributive part in the life of the city of Mount Isa.



Plays an active part in the life of the Good Shepherd Parish.



Seeks to assist parents, who are the first educators, in helping their children to develop as unique individuals with a Christian sense of their own value and the value of others.

Love · Learn · Serve

Dear Families,

At St Joseph's Catholic School our aim is to encourage and support the development of the total Christian person. We endeavor to provide an environment in which students can grow in all aspects of life and become their best selves.

In order to provide this environment, St Joseph's has developed this guide to outline behaviour management processes at the school. Behaviour management includes everything teachers and support staff do in order to enable social development, to encourage responsible behaviour and to maintain a successful learning environment for all students. The prime aim of behaviour management is to allow all students the opportunity to learn and teachers, the opportunity to teach.

St Joseph's encourages all members of the school community to demonstrate The Five Cs - Courtesy, Co-operation, Common Sense, Care, and Consideration, which underpin our expectations of how we interact with one another.

St Joseph's Catholic School uses the 123 Magic™ and Emotion Coaching Program. This approach involves staff putting limits on undesirable behaviour, using empathy to help child reflect and identify their emotions. Emotion coaching, together with the behavioural strategies encompassed within 123 Magic™, provides staff with a balanced approach to managing children's behaviour while teaching them skills to better manage their emotions and take more responsibility for their own behaviour.

I encourage you to become familiar with this booklet and to discuss its contents with your child. Having a common understanding of the ways in which behaviour management happens at St Joseph's will enable the school and families to consistently support students in their journey to becoming their best selves.

In monitoring children's behaviour with the classroom teachers, the Leadership Team may, at times, need to exercise discretion where extenuating circumstances adversely affect a child's behavioural responses.

Yours sincerely,

Ms Lei Nelson

Principal

The Five Cs

Care

Caring is giving love and attention to people and things that matter to you.

Consideration

Consideration is being thoughtful about other people and their feelings.

Courtesy

Courtesy is being polite and having good manners.

Common Sense

Common sense is sound practical sense in every day matters

Co-operation

Co-operation is working together for the good of everyone.

ST JOSEPH'S CATHOLIC SCHOOL GENERAL EXPECTATIONS

UNIFORM

- ◆ Correct uniform is to be worn at all times, with pride
- ◆ School hat is part of the uniform and is to be worn when outdoors
NO HAT, NO PLAY

SAFETY

- ◆ Supervision is provided after 8:10am and until 3.10pm.
- ◆ Bicycles and scooters are to be wheeled on the school block footpath, through the school grounds and parked in the bike racks provided
- ◆ Classrooms are out of bounds unless a teacher is present
- ◆ Walk sensibly on concrete and stairways
- ◆ Play safely in play areas and stay away from out of bounds areas
- ◆ Playground and sporting equipment is not to be used before/after school
- ◆ Stones, sticks or dangerous objects are not to be thrown
- ◆ All injuries and accidents should be reported to a teacher
- ◆ All medication is to be handed to the office and administered following doctors instructions

PROPERTY

- ◆ All personal property must be clearly named
- ◆ Toys and personal sporting equipment must not be brought to school
- ◆ Respect school property and the property of others
- ◆ Take care of the school environment

Expectations & Incentives

GENERAL

- ◆ Use ICTs responsibly, maintain online safety and protect online identity, as per ICT Student User Agreement
- ◆ Do not use mobile and electronic devices whilst on school property or attending school related activities. All electronics must be checked into the office before school commences and checked out at the conclusion of the school day.
- ◆ Be punctual for classes and activities
- ◆ Notify school of absences
- ◆ Ask permission before borrowing things
- ◆ Play fairly
- ◆ Do not bring lollies, chewing gum or bubble gum to school

The above list of expectations is not exhaustive. It is presented as a means of ensuring personal safety and to guide behaviour. In preference to an attitude of “keeping the rules”, we encourage students to act using the 5Cs.

GOOD BEHAVIOUR INCENTIVES

Good behaviour is always encouraged and rewarded at St Joseph's. Each classroom incorporates positive approaches to acknowledge appropriate behaviour. Your child's teacher will be able to provide you with the approaches used in their classroom.

The school Leadership Team also welcomes opportunities to acknowledge positive behaviour choices. Students visit the office to receive individual recognition of their academic and behavioural achievements.

1, 2, 3 MAGIC & EMOTION COACHING FOR CLASSROOMS

St Joseph's Catholic School uses the 123 Magic™ and Emotion Coaching Program. This approach involves staff putting limits on undesirable behaviour by a counting or signalling method. Students are taught what behaviours are not OK; these are known as STOP behaviours. If the child stops at 1 or 2 then nothing else happens, If the child reaches the count of 3, the child will be directed to 'Take 3' (Prep and Year 1) or 'Take 5' (Years 2 to 6) in a thinking space in the classroom or playground. At the end of this time the child will re-join the class activity and will be given a fresh start.

On occasions and on the count of 3, instead of 'Taking Time' the child may briefly lose a privilege i.e. if the child was misusing a computer they may lose access to the computer for a short period. The child would be informed about the alternative consequence prior to reaching a 3 count.

Emotion Coaching is a complementary strategy to the behaviour management techniques of 123 Magic™. Emotion coaching sees staff using empathy to help children reflect on and identify with their emotions, so they can improve at managing those emotions, which in turn develops better self-control of their behaviours. The desired outcome is that children improve their emotional intelligence and thus learn to respond more flexibly to environmental triggers.

Emotion coaching, together with the behavioural strategies encompassed within 123 Magic™, provides teachers with a balanced approach to managing children's behaviour while teaching them skills to better manage their emotions and take more responsibility for their own behaviour.

SORTING BEHAVIOUR

At St Joseph's Catholic School, students are taught about START behaviours (things students need to START doing e.g. using manners) and STOP behaviours (things students need to STOP doing e.g. swinging on a chair). Classes engage in regular brainstorming of START and STOP behaviours dependent on the patterns observed in classroom and playground interactions. All STOP behaviours are categorised into 4 BIG ROCKS:



Breaking Things



Hurting Others



Being Rude



Not doing as asked

A child will be counted for demonstrating STOP behaviours, or if serious, will be placed on an automatic 'Take 3' or 'Take 5'. They may also be referred directly to the Leadership Team.

SERIOUS MISBEHAVIOUR

Should a child receive three 'Take 3s' or 'Take 5s' in a day, they will meet with a representative of the Leadership Team and a lunchtime 'Taking Time' scheduled. Parents will be notified via COMPASS/email when a child has attended 'Taking Time', with a reflection form provided for you to discuss with your child. Your child's teacher will contact you to follow up.

If the behaviour falls under **level guidelines** (refer to St Joseph's Behaviour Management Matrix), the required level will be determined by the Leadership Team. Consequences, including behaviour monitoring, will be applied inline with level guidelines.

SOME GUIDELINES TO ASSIST STAFF AND FAMILIES WITH MONITORING BEHAVIOUR

Children are assigned a level depending upon the behaviour displayed (see section entitled “Behaviours Which may be Shown” overleaf)

- ◆ All students demonstrating level related behaviour will be monitored (via a Behaviour Monitoring Sheet) by the classroom teacher and a member of the Leadership Team for the duration of the level or for a period of time decided by the team.
- ◆ The school requires parents to support their child and the school by reviewing the monitoring sheet daily and acknowledging by signature.

HOW LONG WILL CHILDREN BE ON A LEVEL?

- ◆ Level 1 = 5 days
- ◆ Level 2 = 10 days
- ◆ Level 3 = 15 days
- ◆ Level 4 = 20 days
- ◆ Children who do not improve their behaviour throughout the monitoring period, will remain on a level until their behaviour improves.
- ◆ Repeated level behaviour will result in the student being moved to the next level.
- ◆ Ongoing monitoring by classroom teacher/Leadership Team may be implemented as a means of supporting students to make positive behaviour choices. There is no time limit on this monitoring.

STUDENT RIGHTS & RESPONSIBILITIES

As a student, you have the right to:

- ◆ Learn in a friendly, happy and helpful school.
- ◆ Use school facilities and equipment.
- ◆ Receive assistance from a teacher when needed.
- ◆ Feel safe at school.
- ◆ Tell others what you think in a respectful way and have them listen to your ideas.
- ◆ Know what START and STOP behaviours are and the consequences.
- ◆ Choose your own actions, knowing that every action has a positive/negative consequence.
- ◆ Talk to a teacher/other student confidentially.

As a student, you have a responsibility to:

- ◆ Be cooperative and considerate and do your best at all times.
- ◆ Look after school equipment and tell a teacher if something is broken/not working.
- ◆ Understand that everyone is special and unique and that some students will need more teacher help than others.
- ◆ Act in a safe, responsible way towards yourself and others.
- ◆ Speak and listen to others in a respectful way.
- ◆ Work with your teacher to sort START and STOP behaviours and decide on classroom rules that are fair for everyone.
- ◆ Know that every action has a consequence
- ◆ Respect that other people may need to keep things private.

TEACHER RIGHTS & RESPONSIBILITIES

Teachers have the right to:

- ◆ Establish the optimum learning environment (the right to teach) and expect appropriate behaviour.
- ◆ Work in a safe, pleasant and tidy work environment.
- ◆ Be part of collaborative decision making at appropriate levels.
- ◆ Have access to appropriate professional development.
- ◆ Be treated with courtesy and respect.
- ◆ Be recognised and treated as a competent professional.
- ◆ Receive information and cooperation from parents regarding situations which may affect behaviour and learning.
- ◆ Work in an environment that recognises equity in all situations.

Teachers have the responsibility to:

- ◆ Plan thoroughly and implement suitable discipline, classroom management and learning strategies.
- ◆ Accept appropriate responsibility in the administration of the school and the maintenance of a safe, pleasant and tidy environment.
- ◆ Participate in collaboration and raise issues when required.
- ◆ Respond to professional development opportunities in an appropriate manner.
- ◆ Treat others with courtesy and respect.
- ◆ Act professionally in all aspects of the teacher role at all times.
- ◆ Contact parents and cooperate with them to achieve acceptable behaviour and learning for all students
- ◆ Treat others equally.

CLASSROOM IMPLEMENTATION

At the beginning of each year staff revisit the 5C's and the Behaviour Management process with the children. This is done formally via school assemblies and classroom lessons (see sample lessons opposite).

Teachers are responsible for regularly sorting behaviour (START, STOP AND BIG ROCKS), responsive to the patterns in behaviour that may be occurring the classroom and playground.

Classes are responsible for developing mutually agreed upon incentive programs that appeal to the interests and needs of students.

PLAYGROUND IMPLEMENTATION

1, 2, 3 Magic and Emotion Coaching is also used in the playground. Children will be counted for inappropriate behaviour choices, similar to the classroom process. If required to 'Take 3' or 'Take 5', the student will be removed from play and walk with the staff member on duty for the duration of the 'Take 3' or 'Take 5'. There may be instances when students are given an automatic 'Take 3' or 'Take 5' for unsafe/disrespectful behaviour. Referral to a member of the Leadership Team may occur for serious or repeated incidents in the playground.

INTRODUCTION OF 1, 2, 3 MAGIC & EMOTION COACHING

KICK-OFF CONVERSATION (Refer to Teacher Training Manual)

- ◆ Group students, settle and focus their attention.
- ◆ *“Today we are going to have a little chat about our classroom and school behaviour. We are going to make some new classroom rules. Let’s start by thinking of all the things that you see happening either in our classroom or in the playground that are not OK or unacceptable behaviours. We’ll call these STOP behaviours.”* Invite students to name a few STOP behaviours.
- ◆ Then, either as a whole group or in small groups, ask the students to sort the STOP and START cartoon pictures into two groups. As the first START example arises take this opportunity to explain what START behaviours are. *“START behaviours are things teachers want to see you doing more of without being asked.”* Remember sometimes START behaviours may be the flip side of STOP behaviours e.g. START waiting your turn or putting your hands up to speak - the STOP behaviour is pushing in or calling out.
- ◆ Once all the behaviours are sorted into two groups, as the students to look at the STOP behaviour and begin to group the behaviour cards so they reflect our BIG ROCKS (don’t give labels yet). Ask *“Can you see any behaviours that are similar types of behaviour? Like putdowns, pulling faces at someone, excluding someone from play, rough play”* etc. Continue this until all STOP behaviours have been grouped.
- ◆ Next look at each group of behaviours and discuss the rules you could make up that would cover each group of behaviours (prompt towards the BIG ROCKS). In the lower grades teachers will need to prompt the students more or do this part of the lesson for the class. These rules will look something like this:
 - ◇ “Our classroom BIG ROCKS are...” OR “In our classroom you will be counted for...”
 - Hurting others
 - Being rude to others
 - Not doing as asked
 - Breaking things

Sample Lesson

- ◆ *“Now that we have some simple rules that everyone understands, I am going to tell you what I am going to do when I see or hear someone breaking our rules.*
 - 1. The first time I will say ‘that’s 1’. That is your first warning to stop. If you stop, that’s the end of it.*
 - 2. If you don’t stop I will say ‘that’s 2’. This is your second warning to stop.*
 - 3. If you still don’t stop that I will say ‘that’s 3’. That means that you will go to (take time space) and turn the timer on for (3 or 5) minutes.*
 - 4. When the timer is finished I expect you to return to the class without a fuss. We won’t discuss why you went to take time unless we need to, we just start fresh.*
- ◆ *“Let me show you what this looks like..”* Using the school officer or some students role play the count escalating to 3 and take 3 or 5. While role playing this scenario also demonstrate the 3 tiered poster for recording the count (available in SJMI Behaviour Management Drive), explaining the tiered system. Ensure each student is clear on the final loss of privilege consequence.
- ◆ Role play ‘automatic 3 or 5’ as well as time out refusal and time out alternatives.
- ◆ Ask students to give back a quick paraphrase of the new strategy to ensure it has been understood.

‘Taking Time’ in the Office

If a student receives three ‘Take 3s’ or ‘Take 5s’ in one day, refer them to the office with a completed ‘Taking Time’ reflection sheet which will be completed at the next available lunch break.

Communication with Parents

If a student is regularly having to ‘Take 3’ or ‘Take 5’ in the classroom or playground, teachers must contact parents by phone to discuss the behaviour. If a student attends ‘Taking Time’ in the office, teachers are responsible for contacting parents. The Leadership Team will lodge the reflection sheet via COMPASS, which sends an automatic email notification to parents.

EXPLANATION OF BEHAVIOUR LEVELS

1. Introduction of the Matrix

Serious behaviour breaches are managed in accordance with the St Joseph's Guide to Behaviour Management Levels. There are 5 levels with examples of behaviour that may be displayed included in the matrix. Consequences are also detailed in the matrix.

2. Explore the Matrix

Teachers/Leadership Team provide students with a copy of the matrix (class sets available from the Leadership Team). Each level is to be discussed in detail to ensure that students are aware of what is considered inappropriate behaviour and the associated consequences. Explain all sections.

3. Explain Behaviour Monitoring

Students are shown a monitoring sheet. Explain that the sheet will be used by the class teacher, Leadership Team and parents to support and encourage them to make sustained changes to their behaviour and demonstrate positive choices in the classroom and playground.

Students are expected to be responsible for having the sheet signed by parents daily and bringing it to and from school each day during the monitoring period. Teachers are responsible for ensure that students receive feedback on the monitoring sheet and visit a member of the Leadership Team as required. This may be at the conclusion of each session/lunchbreak or each day as negotiated.

4. Repeated Level Behaviour

Students who continue to demonstrate level behaviour will be moved to the next level.

STRATEGIES TO ASSIST PARENTS WITH THE IMPLEMENTATION OF THE PROGRAM

- ◆ Model and encourage Christian values in your home, especially the values of love, peace and reconciliation.
- ◆ Have regular conversations with your child's classroom teacher regarding your child's behaviour.
- ◆ Discuss the enclosed school rules with your child
- ◆ Encourage your child to follow the school rules and the 5C's. If inappropriate behaviours occur at school, encourage your child to take responsibility for their behaviour and discuss ways to correct it.
- ◆ All behaviours have consequences. It is important for children to realise this. Talk to your child about their behaviour at home and discuss appropriate consequences for their actions.
- ◆ Attend a 1, 2, 3 Magic and Emotion Coaching Parent Session at the school. Details, including dates and times, will be provided via the newsletter

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“Self-discipline is the aim and purpose of disciplinary practices. Discipline should be firm, just, consistent and impartial. Discipline is based on encouraging self-respect, respect for others and respect for property.”



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