

ST KIERAN'S CATHOLIC SCHOOL



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CATHOLIC SCHOOL | MOUNT ISA
love learning

CODE OF BEHAVIOUR

Dear St Kieran's Families,

In order to provide an orderly learning environment for all at St Kieran's we will be revisiting our Code of Behaviour so it is very clear in regards to expectations and non-negotiable behaviours and when a student should be placed on a Behaviour level.

As a school our primary role is to teach. Students are to take ownership of their own behaviour. This is a skill that will be explicitly taught and can be extended at home. Some behaviours are learnt and not the direct result of an existing diagnosis. All diverse learners are taught strategies and are provided with support to use these strategies at school. Teachers work very hard to ensure they are in place.

When unacceptable behaviours are exhibited following the steps in our Code of Behaviour will also help to highlight where further assistance and the inclusion of a specialist is required. There are times when students will need to be referred onto specialists in order to provide support for learning to take place. This is where the collaboration between home and school is very important. Finding the most appropriate outcome for the student is the ultimate goal.

In 2023 we will be seeking members of our St Kieran's Community to work on a Behaviour Committee. In the following pages we have condensed the current Code of Behaviour so it is easier to follow and work with.

Thank for your ongoing support and your trust in our school to educate your children.

School Rules



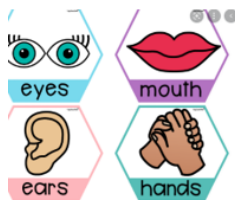
RESPECT for OTHERS

- Keeping hands, feet and objects to your self
- Taking turns – cooperation
- Not disrupting others from learning
- Speaking nicely to others
- Staying calm at all times
- Being tolerant of others
- Use my strategies if I get angry, worried, or down

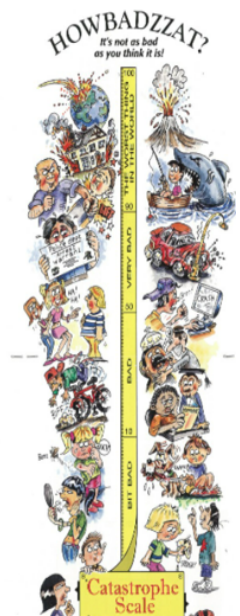


RESPECT for SELF

- Listening and following instructions
- Never giving up
- Always do your best
- Confidence
- Making mistakes is ok
- Sharing with classmates



You Are The Key To
Your Success
"YOU CAN DO IT!"





RESPECT for PLACE

- Being organised to learn
- Look after your own property
- Wear school hat when outside
- Put things in their place
- Keep the classroom tidy
- Keep school grounds tidy
- Put rubbish in the bin



READY TO LEARN



1,2,3 MAGIC COACHING

This approach involves teachers and school officers 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. Stop behaviours are the mid to lower level behaviours, which occur regularly in primary school classrooms and playground. 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 5' (5 minutes for students in Years 2 to 6) or 'take 3' (3 minutes for students in Prep and Year 1), 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.

It is important that parents know the counting is used by staff to set limits and because children are still learning to manage their own behaviour, counting will be used regularly. A teacher saying "That's one" is just like saying "please stop teasing him, it's not OK". So, if a child gets counted or reaches a 3 count it may concern parents, but it is not the end of the world.



Teachers have three choices at the time that a behaviour is displayed. They can Ignore it, Emotion Coach it or count it.

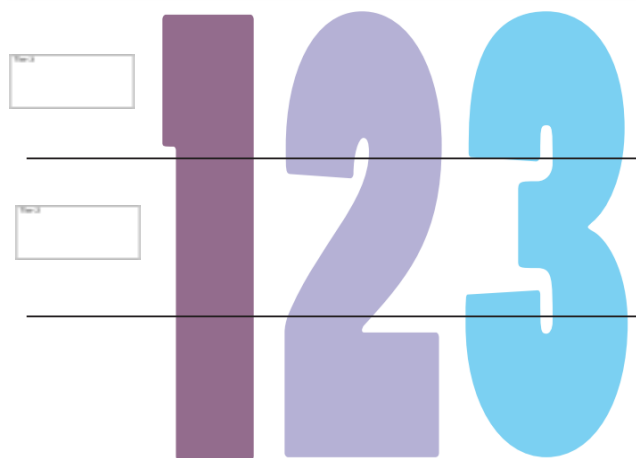
See the flow chart for guidance of management. Teacher to use start and stop behaviours (pictures).

For the **Count**

The three different tiers.

Start at the bottom on Tier 1 for three movements (take 5 mins thinking Yr 3 – 6 and 3 mins P – Yr 2). Then move up to Tier 2 repeat 1,2,3 magic. If on a 3 thinking time or loss of privilege.

Tier 3 repeat 1,2,3, magic. Then timeout (office), Buddy class or loss of privilege.



THINKING TIME SLIP (Orange)

Procedure of teacher to student for wrong behaviour:

- 1) 1,2,3 Magic Coaching
- 2) If a student gets to the end of a Tier 2, Buddy Class – 10 minutes
 - Fill out form to re enter
 - Teachers need to go through the form with the student before re entry
- 3) If this behaviour continues in class after Buddy Class or gets on a Tier 3 then a Thinking Time Slip
- 4) Playground – if a student is breaking school rules during play time a thinking time slip may occur. This becomes the moral judgement of the teacher.

As part of classroom and school management students may be given a thinking time slip. **A thinking time slip is given if a student is breaking a school rule or is on the end of a Tier 2 or 3, which is then based on teacher moral judgement.** A student on thinking time misses out on play for one break. During this time, they are supervised by a teacher. Children on Thinking Time will be given time to eat lunch and complete a written re-entry contract which focuses on the five questions of Re-entry (APPENDIX B):

1. What did you do?
2. What should you have done?
3. What happens if you do it again?
4. Do you want that to happen?
5. What are you to do now?

Parents will received notification via compass when a student has to attend a thinking time

LEVEL ONE
<ul style="list-style-type: none"> ● 3 Thinking Time Slips ● You have continually misbehaved and / or shown a lack of effort during school time after redirection and consultation (emotion coaching and reflection time)
<p style="text-align: center;">Or</p> <p style="text-align: center;">If you have displayed the following Behaviours</p>
<ul style="list-style-type: none"> ● Constantly disobedient ● Constantly breaking school/class rules (Tier 3) ● Unco-operative behaviour ● Off tasks - constantly ● Using rude / unkind words ● Lying ● Constantly swearing ● Engaging in gossip or rumour
Consequences
<ul style="list-style-type: none"> ● Parents are contacted by class teacher or Principal ● Discussion with the principal regarding behaviour ● Thinking Time for two breaks with one written task ● Withdrawn from special classroom / school activities while on Level One. ● Behaviour Chart monitoring for 5 days (daily check with principal).
Support for Student at this Level
<ul style="list-style-type: none"> ● Admin and class teacher will offer reminders and suggestions to help with the displayed behaviour.

LEVEL Two
<ul style="list-style-type: none"> ● You have failed to improve on Level 1 behaviours ● You have continually misbehaved and / or shown a lack of effort during school time after redirection and consultation ● You have not used or tried any strategies suggested to you
<p style="text-align: center;">Or If you have displayed the following Behaviours</p>
<ul style="list-style-type: none"> ● Failure to improve Level 1 behaviour ● Constantly using rude/ unkind words to an adult or another student ● Persistently disobedient ● Repeatedly causing disruption in school ● Obscene gestures, rude or disrespectful language ● Stealing ● Defacing school property ● Misuse of ICT, electronic devices ● Smoking on school grounds
Consequences
<ul style="list-style-type: none"> ● Parents are contacted by class teacher or Principal ● Discussion with the principal regarding behaviour ● Thinking Time for 5 breaks with one written task ● Withdrawn from special classroom / school activities while on Level Two. ● Behaviour Chart monitoring for 10 days (daily check with principal).
Support for Student at this Level
<ul style="list-style-type: none"> ● Admin and class teacher will offer reminders and suggestions to help with the displayed behaviour. ● Teacher, Principal monitoring ● Functional Behaviour Assessment Referral (external Inclusive Education Advisor/Guidance Counsellor)

LEVEL Three
<ul style="list-style-type: none"> • You have failed to improve on Level 2 behaviours • You have continued to ignore your responsibility and the rights of others • You have not used or tried any strategies suggested to you
Or If you have displayed the following Behaviours
<ul style="list-style-type: none"> • Failure to improve Level 2 behaviour • Offensive graffiti • Bullying and harassment of others • Physical and sexual assault • Truancy • Physical fighting with other students • Cyber bullying • Leaving school grounds • Seriously hurting another student • Verbally or physically harming an adult • Racial, slanderous comments towards adults • Verbally threatening the wellbeing of another student
Consequences
<ul style="list-style-type: none"> • Withdrawn from classroom and placed under Principal supervision / Internal suspension (principal discretion) • External suspension from school (principal discretion) • Withdrawn from special classroom / school activities while on Level Three. • Thinking Time for 5 breaks with one written task • Behaviour Chart monitoring for 15 days (daily check with principal).
Support for Student at this Level
<ul style="list-style-type: none"> • Principal, parent, student meeting • Principal's contract - TECO Notified • Guidance Counseling/ Inclusive Education Advisor may be offered

LEVEL Four
<ul style="list-style-type: none"> You have failed to improve on Level 3 behaviours Your behaviour is totally unacceptable and contradicts school ethos and policy Your presence in the school is detrimental to the education and welfare of others
<p style="text-align: center;">Or</p> <p style="text-align: center;">If you have displayed the following Behaviours</p>
<ul style="list-style-type: none"> Failure to improve Level 3 behaviour The student has continued to ignore the rights of others The student may have committed a very serious or dangerous violation of the school Code of Behaviour.
Consequences
<ul style="list-style-type: none"> Withdrawn from classroom and placed under Principal supervision / Internal suspension at school (principal discretion) External suspension from school (principal discretion) Withdrawn from special classroom / school activities while on Level Four. Student may be asked to leave St Kieran's Catholic School (Principal may request termination of enrolment)
Support for Student at this Level
<ul style="list-style-type: none"> Principal, parent, student meeting/ TCEO Consultant Have an Individual Behaviour Plan. This plan will continue until the student has had five weeks of incident free behaviour. TCEO notified

Important Notes For Parents

If parents have concerns about a child's behaviour, they should:

- Contact the class teacher first
- If the issue is not resolved, please make an appointment to talk to the Principal or APRE.
- Under no circumstances are parents to approach the children or other parents about school issues.

In advising staff of your concerns, the following needs to be kept in mind so that the best possible conclusion is reached for your child.

1. Keep an open mind. Children in primary years are naturally self-centred and hence the wider picture is often not presented to parents / carers.
2. Spend a little time in the consideration of the information given by your child. It is a natural instinct to respond immediately in support of your child. However, immediate responses are often impulsive and therefore it is difficult to successfully address the concern.
3. Where a situation occurs several times, it is important to contact the class teacher. Keep in mind that behaviours exhibited in the classroom situation are not necessarily translated to the playground. This means that the class teacher may not be aware of situations arising from play time. Your input is valuable in alerting all staff to possible interventions.
4. Unless the situation is of an extremely sensitive nature, you should contact the class teacher or teacher concerned rather than the Principal. These are the people closest to the incident and your child.
5. Intervention by the Principal occurs when satisfaction regarding an incident is not forthcoming after talks with the teacher concerned.