



St Joseph's School

SAFE SCHOOL POLICY

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SAFE SCHOOL POLICY

Overview

At St Joseph's our Safe School policy supports the *National Safe Schools Framework* which is a collaborative effort by the Australian Government and State and Territory government and non-government school authorities and other key stakeholders. It presents a way of achieving a shared vision of student wellbeing for all students in all Australian schools.

Promoting and providing a supportive learning environment in which all students can expect to feel safe and be safe is an essential function of St Joseph's School. The Safe School policy includes strategies that enhance school safety and students' wellbeing. The *Framework* recognises the need for sustained positive approaches that include an appreciation of the ways in which social attitudes and values impact on the behaviour of students in our school community. Such approaches encourage all members of the school community to:

- value diversity
- contribute positively to the safety and wellbeing of themselves and others
- act independently, justly, cooperatively and responsibly in school, work, civic and family relationships
- contribute to the implementation of appropriate strategies that create and maintain a safe and supportive learning environment.

St Joseph's believes that optimal learning occurs when:

- The content is differentiated to meet the individual needs of the student;
- The content is developmentally appropriate using mandated curriculum in a manner that is organized, well planned and reflective;
- Assessment is fair, explicit, valid, varied, ongoing, educative, reflective, shared and comprehensive in a manner that informs future planning;
- Students, home and school acknowledge that education is a valued commodity that is best achieved by collaborative partnership and high attendance;
- The student feels safe, valued and supported in an orderly environment, through a whole school approach with established parameters, that recognize students' individuality and cares for their social, emotional, spiritual, physical and learning needs;
- Students are held accountable for their learning and actions;
- All parties involved in the education process are committed to continuous improvement and set high expectations for each other and themselves;
- Learning is culturally relevant and students are equipped with the tools to transfer their learning to wider situations;
- Students perceive themselves as motivated learners able to take risks, solve problems, accept challenges and accept reward in an intrinsic form;
- Students are engaged in purposeful, meaningful, real life learning experiences;
- Students are given opportunities to work both individually and collaboratively;
- Students' involvement in their learning is valued and is used in the decision making of the educational programmes for the child;
- Metacognitive processes are explicitly involved.

The St Joseph's Safe School Policy includes the Nine Elements of the National Safe Schools Framework.

The Nine Elements of the Safe Schools Framework.

1. Leadership commitment to a safe school
2. A supportive and connected school culture
3. Policies and procedures
4. Professional learning
5. Positive behaviour management
6. Engagement, skill development and safe school curriculum
7. A focus on student wellbeing and student ownership
8. Early intervention and targeted support
9. Partnerships with families and community

The following link takes you to the National Safe schools Framework where the key characteristics of the Nine Elements are outlined:

<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Documents/NSSFramework.pdf>

1. Rationale

In keeping with St Joseph's beliefs for optimal learning of educating the whole child, pastoral care within the school focuses on developing a sense of Christian self-responsibility and community in children. The development of the individual child through the use of positive reinforcement is an essential component of appropriate school and classroom behaviour.

At St Joseph's Boulder, we aim to create an atmosphere which protects the rights of each individual and group within the community, children, staff, parents and Parish. Fairness and responsibility for one's actions is encouraged through the development of self-discipline.

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.

This policy aims to develop a comprehensive, whole-school response to behaviour management to ensure all children, parents and staff feel respected, safe and valued. This policy is promoted through formal and informal curriculum, teaching and learning, organisation, ethos and school-home community links.

2. Principles

- i) In order to promote awareness and consistency, it is important that all teachers make the time to teach school rules and likely consequences, to their students in the first two weeks of the school term and where necessary thereafter. It is also necessary for relief staff to be made aware of them. Where staff are absent, a copy of the rules and consequences should be left with the daily work pad.
- ii) The rules will be posted in all areas of the school, for example, classrooms, canteen, computer room, etc.
- iii) Whilst it is important that the rules are consistent throughout the school, each teacher may also have his/her own individual classroom rules or rewards in addition to the standard ones. Also, on occasion an individual student may need to be managed in accordance with their individual needs which may differ from the whole school rules, in which case an individual behaviour plan may be implemented by a teacher.
- 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.
- v) Our actions reflect our motto 'Sharing is Caring' as established by our founding order, the Sisters of St Joseph.

3. School Rules and Behaviour Management

ST JOSEPH'S WHOLE SCHOOL RULES

School Rules	Examples
1. Obey Classroom rules.	<ol style="list-style-type: none">1. I will complete set tasks and homework within the allocated time.
2. Respect others	<ol style="list-style-type: none">1. I will speak nicely to others.2. I will include everyone when playing.3. I will keep my hands and feet to myself.4. I will speak truthfully about others.5. I will act in a kind, caring and safe way.6. I will value and acknowledge everyone's contribution.7. I will wait for my turn to speak.8. I will not use physical, verbal, cyber or emotional bullying.
3. Respect property	<ol style="list-style-type: none">1. I will only take what is mine.2. I will care for my own and others' property and work.3. I will put things back in the correct place.4. I will look after and return sports equipment.5. I will take care of my school environment.6. I will look after the school's ICT equipment.
4. Always use your manners	<ol style="list-style-type: none">1. I will always speak and listen in a polite, friendly and helpful way to everyone.2. I will use 'please' and 'thank you' to ALL.3. I will ensure that only one person speaks at a time.
5. Think and move safely around the school and classroom	<ol style="list-style-type: none">1. I will walk, not run, on paved areas and around corners.2. I will respect the environment and use the footpaths.3. I will let adults through doorways before me.4. I will move around the classroom carefully.5. I will only enter the room when a teacher is present.

<p>6. Always wear the correct school uniform</p>	<p>6. I will not climb on furniture.</p> <ol style="list-style-type: none"> 1. All children will wear their school shirts tucked in at all times. 2. I am allowed to have one piercing per earlobe (plain gold or silver sleepers or studs) and wear a functional watch, a cross and chain. 3. I will not wear make-up or nail-polish. 4. I will remember to wear the full winter /summer or sport uniform on the correct days. 5. I will wear my hat at all times when outdoors; four terms of the year. 6. I will wear my uniform appropriately (as per the uniform policy) and with pride.
<p>7. Eat, play and work in the correct areas</p>	<p><u>Play:</u> I will play in the correct area.</p> <ul style="list-style-type: none"> ▪ Year 1-3- Upper grounds play equipment (Library) ▪ Year 4- 6- Oval play equipment <p><u>Eat:</u></p> <ul style="list-style-type: none"> ▪ All students will eat lunch in the undercover area until 12.55pm. No food or drink is to be eaten or consumed outside of this area. ▪ I am not allowed to get an ice cream or extra item from the canteen until 12:55pm when the second lunch hand bell has been rung. ▪ During recess or lunch breaks, whether in the foyer or undercover area, I will always be seated when eating. ▪ At lunch time, I will wait to be dismissed before going out to play. ▪ I will tidy up after myself by picking up wrappers and placing my lunch box in the basket. <p><u>Work:</u></p> <ul style="list-style-type: none"> ▪ I will remain in the work area designated by my teacher. ▪ I will let others learn and teachers teach.
<p>8. Follow directions</p>	<ol style="list-style-type: none"> 1. I will listen actively to the teacher. 2. I will ask questions if I not am sure about something. 3. I will ask for permission to leave the room. 4. I will follow class and school rules.

NON-CLASSROOM TIME BEHAVIOUR MANAGEMENT PROCEDURES

4. Duty Procedures

The duty bags are collected from the office before each duty. The person on 1st recess/lunch duty will hand the duty bag to the person on 2nd recess/lunch duty. The duty bags contain:

Emergency Card
Stopwatch
Behaviour slips
Faction tokens

5. Positive Reinforcement

Classroom teachers will be responsible for implementing any additional positive reinforcement systems according to the needs and age of the group (e.g. raffle tickets, SUPER STAR circle, Class Dojo, class awards, computer/ ICT time, etc).

Merit awards will be awarded at the weekly Friday assembly to students who have demonstrated great work or behaviour.

Consequences for Minor Misbehaviour (non-classroom time)

- Students **from years PP-2** breaking a playground rule, will walk with the duty teacher for **3 mins at the time of the incident**. It is the responsibility of the duty teacher to ensure that **a behaviour slip (Appendix 6) is forwarded to the class teacher at the end of the break**. It is the responsibility of the **class teacher** to keep a record of them (on the 'common' drive) and send it home with the child to be signed by their parent and returned to school. The duty teacher will need to reinforce the appropriate behaviour with the child and the class teacher will need to regularly remind the student before breaks about the need to follow the rules.

If more than 3 behaviour slips are handed out in a week (this will not apply to students on an Individual Behaviour Contract), a discussion with the appropriate Assistant Principal will take place and the child may spend all, or part of recess walking with a duty teacher.

- Students from **years 3-6** breaking a playground rule, will walk with the duty teacher for **5 mins at the time of the incident**. It is the responsibility of the duty teacher to ensure that **a behaviour slip (Appendix 6) is forwarded to the class teacher at the end of the break**. It is the responsibility of the **class teacher** to keep a record of them (on the 'common' drive) and send it home with the child to be signed by their parent and returned to school. **Three behaviour slips in one week will result in an after school detention**. The class teacher will be responsible for monitoring the behaviour slips and the number each child receives. The class teacher will also be responsible for issuing any detentions due. During the Detention, a Reflection Note, (**Appendix 2**) will be completed by the student. The focus will be on reminding the student to take responsibility for his/her own actions.

When a child receives a detention, it is the responsibility of the classroom teacher to advise the leadership by email.

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

Years PP-2

If the child breaks a school rule during a recess or lunch time break, follow the steps below:

i) First occasion:

Ask child what was the rule he/ she broke?

What is the correct behaviour?

Teacher Walk – **max 3 minutes with duty teacher**. Class teacher notified with behaviour slip. Ask child what will be the consequences if this occurs again?

ii) Second occasion: Time out walking with the duty teacher for the remainder of break time. The Class teacher is notified via a behaviour slip that this was the second occasion this behaviour was displayed in one duty session. Students who have broken the rule for a second time in the same lunch break will be handed over to the second lunch duty teacher where necessary.

Years 3-6

If the child breaks a school rule during a recess or lunch time break, follow the steps below:

i) First occasion:

Ask child what was the rule he/ she broke?

What is the correct behaviour?

Teacher Walk – **max 5 minutes with duty teacher**. Class teacher notified with behaviour slip. Ask child what will be the consequences if this occurs again?

ii) Second occasion: Time out walking with the duty teacher for the remainder of break time. The Class teacher is notified via a behaviour slip that this was the second occasion this behaviour was displayed in one duty session. Students who have broken the rule for a second time in the same lunch break will be handed over to the second lunch duty teacher where necessary.

6A. Minor misbehaviours resulting in a student walking with the Duty Teacher.

See Appendix 1A

- Unacceptable behaviour is written in the child's individual file on 'common' drive by the class teacher. **Three behaviour slips in one week** result in a discussion with an Assistant Principal (PP-2) or an after school detention (3-6). The class teacher will be responsible for monitoring the behaviour slips and the number each child receives. The class teacher will also be responsible for issuing any detentions due, and recording this information on Tshare/ Safeschool's policy/ behaviour management/Student records.

7. Consequences for Major Misbehaviours

- **For serious misbehaviours** resulting in a detention (in-school PP-2, after-school 3-6), **the duty teacher who dealt with the incident** will be responsible for issuing the detention and writing it up on Tshare. The detention will be held as soon as

possible after the incident, **preferably the next day**. The duty teacher will be responsible for completing a 'Letter of Detention' (Appendix 3) to inform parents that a detention will be held the next day. The 'Letter of Detention' is to be sent home for parents to sign, on the same day as the incident, and then returned signed, the following day. It is the class teacher's responsibility to follow this up.

The classroom teacher will hold the detention in their classroom from 3:00 until 3.30pm the next day, or as soon as possible after that. Students' after school sport

and activities should not be a reason to delay sitting a detention. During the detention, **the student will complete a Reflection Sheet** and then take it home for parents to read and sign. The Reflection Sheet should be returned the following day to the classroom teacher and scanned into the student's individual behaviour file (in 'common' drive).

When a child receives a detention, it is the responsibility of the classroom teacher to advise the leadership by email.

8. Duty Bags

- i) Teachers on duty have Appendix 1A in their duty bag which outlines misbehaviours that result in a teacher walk. They will also have behaviour slips to record the child's name and misbehaviour. It is important that teachers fill these out correctly.
- ii) Details required:
 - Duty Teacher's name
 - Date
 - Child/children's' names
 - Children's classes
 - A brief account of the rule broken
- iii) Each day is treated as new beginning. Warnings are not carried over from the previous day.
- iv) Duty Bags are kept on hooks outside the staff room and collected before each duty.
- v) Other items in duty bags:
 - Pen
 - Emergency card for when immediate assistance is required (Red)
 - Band aids
 - High profile medical emergency student cards
 - Rubber gloves for first aid

9. Serious Misbehaviour / Incidents resulting in automatic in-school/after-school detention and loss of remaining break period. See Appendix 1B

The duty teacher will assess the situation. If the situation is in hand, the student/students responsible will remain with the duty teacher until the end of the duty period, when they will be taken back to their class teacher or handed over to the next duty teacher, or taken to the office as appropriate. The **duty teacher dealing with the incident** will be responsible for **writing up the detention**. The student's parents will notified via 'Letter of Detention'.

Depending on the severity of the incident the teacher may need to skip the first step and send a child to the office with a red card for assistance. It is the responsibility of

the first off-duty teacher to have been handed the red card to assist with the situation.

10. In School Suspension

On the third after-school or in-school detentions in one term, an 'In School Suspension' will occur. This will be held at the school in a secluded room for half a day (the room will be decided on the day). The child will sit in the room alone and may be required to complete work. There is to be no contact with other students. An Assistant Principal, or nominated teacher will be responsible for supervising the student. Recess and lunch breaks will be taken at different times to the rest of the school.

Prior to the in-school suspension, parents will be notified with a phone call (or a request for a meeting) from a member of the leadership team.

11. Out of School Suspension

St Joseph's policy on *Out of 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 an out of school suspension.

A meeting with the parents, student and the Principal will be held prior to the student returning to class to reinforce the school's position on inappropriate behaviour.

12. 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.

CLASSROOM TIME BEHAVIOUR MANAGEMENT PROCEDURES

13. Positive Reinforcement

All teachers strive to create a positive, rewarding and enriching learning environment. Each teacher may have their own incentive and consequence procedures that best suit their students and style. However these are all created around the Whole-School Rules stated above and based on the principles of Positive Behaviour Management where the dignity of the child is paramount.

14. Consequences

i) Action Steps- Years PP-6 (For misbehaviours occurring in 1 day)

1st occasion - verbal warning

2nd occasion - second verbal warning and teacher records the student's behaviour **quietly not publically** in the class or student's Behaviour Book or similar. Teacher to speak quietly to student about their behaviour and remind them of the rules.

3rd occasion - child moves away from the group for **number of minutes per student's age**.

4th occasion - child moves to 'Thinking Area' for **number of minutes per student's age**. Parents will be informed by a 'Time Out' slip at end of day- to be signed by parent and returned to the class teacher the following day. It is the teacher's responsibility to follow this up if it is not returned.

5th occasion – child sent to Assistant Principal for **15 mins max** then returned to class.

6th occasion – child returns to an Assistant Principal's office and the AP will ring the parent to arrange a meeting between the parent, teacher and the child.

If student sees Assistant Principal 3 times in a week, an in-school (PP-2) or after-school (3-6) detention will be issued.

Depending on the severity of the incident the teacher may omit some of the steps or send the child to the office. This is at the **discretion of the teacher and only used when deemed necessary**.

If a child does not sit a detention, then the child cannot return to class until the parent has met or spoken with an Assistant Principal or the Principal.

ii) Action Steps- Years PP-6 (For unfinished work/ homework)

In cases where students are demonstrating lethargic work habits in class, the teacher will provide the student with an oral warning/ encouragement to make the right choice.

If the student fails to complete in-class work or homework in the allocated time, they are to complete their work during the next break, sitting on the bench outside the staffroom. They will also be given a Behaviour Slip.

3 x Behaviour Slips per week for unfinished in-class work will result in a discussion with Assistant Principal (PP-2) or after-school detention (3-6).



**Minor misbehaviours occurring during Recess and Lunch time
resulting in walking with the Duty teacher.**

- Not wearing a hat on head (if a student doesn't have a hat at all, they must be sent up to the undercover area).
- Taking someone else's hat
- Swearing in the playground
- Rough play
- Running on the pathways
- Balls in the undercover area during eating time (we need designate area for icecream eaters)
- No ball games before school
- Answering back to staff
- Eating outside of the undercover area/Kamballie Grandstand
- Mishandling of food items and packaging (e.g. popping drink cartons, throwing food, etc)
- Squirting water
- Nasty exclusion of others from games
- Playing in out of bounds areas
- Littering
- Playing after school while waiting for the drive through
- Standing on and jumping over benches and tables
- Late back to line and class (walk with teacher at next break)
- Removal of footwear

3 x per week equals a discussion with Assistant Principal (PP-2) or after-school detention (3-6)



Appendix 1B

Major misbehaviours resulting in an immediate detention.

- Very offensive language
- Deliberately hurting/ injuring another child through fighting and rough play
- Wilful damage of school property/another person's personal property (e.g. graffiti/ vandalism, damage of another student's lunch box or school sports equipment)
- Showing disrespect for staff
- Constant harassment of another child
- Stealing
- Coercion of money or food from another child
- Leaving school grounds without permission
- Verbal abuse of teacher/ adult/ student
- Crude/ Racist remarks or gestures
- Physical abuse of teacher/ adult/ student
- Spitting (immediately cleaned by student)
- Threatening other students
- Leaving class to avoid consequences
- Homophobic/ Gender remarks or gestures, teasing

3 x per term equals an in-school suspension



Reflection Journal
Years 3-6

Student name: _____

Date: _____

This is the rule I broke:

My choice to break this rule affected others by...

This is what I could have done instead:

Student's Signature: _____

Date: _____

Parent's Signature: _____

Date: _____

Parent's Comment:



NOTICE OF DETENTION

Date:

Dear _____,

Today your child has been given a detention.

The school rules are:

- 1. Obey Classroom rules
- 2. Respect others
- 3. Respect property
- 4. Always use your manners
- 5. Think and move safely around the school and classroom
- 6. Always wear the correct school uniform
- 7. Eat, play and work in the correct areas
- 8. Follow directions

The school rule/s broken on this occasion has/have been highlighted. The actions that lead to the detention were:

The detention will be held on _____ from 3.00pm – 3.30pm. Please make alternative arrangements for your child to be collected at 3.30pm from their classroom.

Please support us by signing below and reinforcing the school's position in this matter with your child.

Thank you,

Teacher's Signature: _____

Assistant Principal's Signature: _____

Parent's Signature: _____



NOTICE OF SECOND DETENTION

Date: _____

Dear _____,

Today _____ has received his/her second after-school detention this term because he/she has continued to make choices that are in breach of the school or class rules.

I remind you that if _____ receives one more detention this term he/she will receive an in-school suspension.

The school rules are:

- 1. Obey Classroom rules
- 2. Respect others
- 3. Respect property
- 4. Always use your manners
- 5. Think and move safely around the school and classroom
- 6. Always wear the correct school uniform
- 7. Eat, play and work in the correct areas
- 8. Follow directions

The school rule/s broken on this occasion has/have been highlighted. The actions that lead to the detention were:

Comments:

.....
.....

I would like to meet with you and the class teacher to review _____'s behaviour. Please call the school office to arrange a mutually convenient time.

Yours sincerely,

Miranda Swann
(Principal)



NOTICE OF "IN-SCHOOL" SUSPENSION

Date: _____

Dear _____

Today, _____ received his/her third detention this term and in accordance with our school policy he/she is to receive an in-school suspension.

The school rules are:

- 1. Obey Classroom rules
- 2. Respect others
- 3. Respect property
- 4. Always use your manners
- 5. Think and move safely around the school and classroom
- 6. Always wear the correct school uniform
- 7. Eat, play and work in the correct areas
- 8. Follow directions

The school rule/s broken on this occasion has/have been highlighted. The actions that lead to the detention were:

Comments:

.....
.....

_____ will receive an "In-school" suspension which means he/she is to report to the school administration centre at 8.45am on _____. He/She will be supervised in a room in the Administration Centre area and will have breaks at times different to the rest of the students in the school. He/She will be supervised during his/her breaks.

If there is another occasion this term where he/she receives a detention he/she will receive an "Out-of-School" suspension.

I would like to meet with you and the class teacher to review _____'s behaviour. Please call the school office to arrange a mutually convenient time.

Yours sincerely,

Miranda Swann
(Principal)



BEHAVIOUR SLIP

Student Name: _____ Class: _____ Date: _____

Classroom

Playground

Today your child did not adhere to the following school rule:

- | | |
|--|--|
| <input type="checkbox"/> Obey Classroom rules | <input type="checkbox"/> Think and move safely around the school and classroom |
| <input type="checkbox"/> Respect others | <input type="checkbox"/> Always wear the correct school uniform |
| <input type="checkbox"/> Eat, play and work in the correct areas | <input type="checkbox"/> Respect property |
| <input type="checkbox"/> Always use your manners | <input type="checkbox"/> Follow directions |
| <input type="checkbox"/> Homework not completed | <input type="checkbox"/> Work in class not completed in designated time |

Comments: _____

Staff Member Responsible: _____

Parent Signature: _____



TIME-OUT SLIP

Student Name: _____ Class: _____ Date: _____

Today your child received time-out/ Assistant Principal Visit for:

- Constantly disrupting the class
- Failing to follow instructions/ listen attentively
- Inappropriate use of language
- Inappropriate use of resources

Other: _____

Staff Member Responsible: _____

Parent Signature: _____