

**ST JOHN VIANNEY'S  
PRIMARY SCHOOL**



**STUDENT MANAGEMENT  
POLICY**

# CONTENTS

- **Introduction**
  
- **Belief Statement**
  
- **Rationale**
  
- **Rights, Responsibilities, Rules and Routines**
  
- **Student Charter**
  
- **Consequences**
  
- **Classroom Behaviour Management Plan**
  
- **Playground Behaviour Management Plan**
  
- **Appendices:**
  - A Behaviour Reflection Sheet**
  
  - B Sample Behaviour Contract**
  
  - C Weekly Behaviour Checklist**

## INTRODUCTION

This Student Management Policy has been developed within the guidelines issued by the Catholic Education Office and the Catholic Education Commission of the Archdiocese of Canberra and Goulburn. The scope of this policy relates to the behaviour management of the students at St John Vianney's Primary School.

The policy has its foundations in the values described in the school's Mission Statement:

*St John Vianney's Catholic School is a vibrant, welcoming community.  
With Christ as our centre, we strive to develop the full potential of each person.*

The policy is based on:

- **GOSPEL VALUES**
- **EDUCATION of the WHOLE CHILD**
- **DEVELOPMENT of STUDENT CONFIDENCE and SELF-DISCIPLINE**
- **INVOLVEMENT of PARENTS**
- **a SPIRIT of COOPERATION AND RESPECT**

This Student Management Policy presents a set of reasonable, equitable and positive rules to promote safety, learning and harmonious relationships. It reflects the overall positive approach of the school towards all aspects of children's learning and development. It's objective is to cultivate self discipline as the means of upholding the rules. In order to achieve this, students are encouraged to realise that they are responsible for the consequences of their actions – both positive and negative. Students are guided, encouraged and instructed within a framework of rights and responsibilities.

### **EXCERPT FROM DISCIPLINE POLICY (Archdiocese of Canberra and Goulburn Catholic Education Office)**

Corporal punishment is NOT to be administered in any circumstance. Additionally, schools 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 Expulsion.

## BELIEF STATEMENT

**At St John Vianney's School we believe that:**

- Everyone should be treated with respect and dignity
- All students have the right to learn in a safe and supportive environment
- Encouragement and support is the basis for developing acceptable behaviour
- Students should be encouraged to accept responsibility for their own actions

- Consequences for unacceptable behaviour should be related to the demonstrated behaviour and aimed at remedying the situation
- Discipline of the whole group is not an appropriate response to the inappropriate behaviour of an individual.

**At St John Vianney’s School we regard unacceptable behaviour to be any behaviour that:**

- is unsafe or harmful to the student, other people or property
- is offensive or inconsiderate
- interferes with the rights of teachers to teach or students to learn.

## **RATIONALE**

The purpose of St John Vianney’s School Student Management Policy is to enhance the development of positive relationships amongst teachers, students, parents and other members of the school community. The policy draws its principles and practices from what we, as followers of Jesus, believe to be fundamental to right relationships. Our personal and communal responses to others are reflections of our relationship with God. Therefore our policies and practices must be true to our mission to endorse Gospel values of justice, inclusion, reconciliation, respect, truth and honesty.

At St John Vianney’s, the Student Management Policy is founded on the following beliefs which we all share:

- every person is an individual and should be treated as such;
- every person is entitled to respect and dignity;
- every child should know that he or she is loved and cared for under all circumstances; and
- every child is growing and striving for perfection, following the model of Jesus and our patron saint, John Vianney.

In formulating this policy, we have drawn from ‘Treasures New and Old’ (Religious Education Curriculum K-12 Archdiocese of Canberra and Goulburn 2000). The creation of a supportive and caring environment “aims to bring to the school community a realisation and knowledge of the richness and joy of a life lived in accordance with Gospel values.”

(Section2: The Catholic School in the Archdiocese of Canberra and Goulburn)

The structure for our approach to behaviour management follows the work of Bill Rogers, author of many books on the subject of behaviour management in schools, in that it demonstrates respect for the individual’s rights and freedoms, responsibilities and duties. With “Christ as our centre”, we also show respect for community rights and freedoms, responsibilities and duties. Our school rules reflect a balance between the rights and corresponding responsibilities of each person and are designed to promote the wellbeing and safety of everyone.

To this end, it is vital that our attitudes and the structures we have in place fulfil the needs of the students in our care and assist them in feeling safe and supported. Our attitudes and practices should be sensitive to each child’s religious, social and cultural background, lead students to make wise decisions and improve their ability to interact harmoniously and productively with one another.

St John Vianney’s staff acknowledge that the relationships they model are as important as the structures and routines they implement in promoting trust, honesty and integrity.

**This policy aims to:**

- encourage students to develop self discipline and a sense of worth, to respect the rights and feelings of others, and to take responsibility for their own actions
- ensure that students, staff and parents clearly understand the school's expectations of student behaviour
- promote common language and procedures for dealing with unacceptable student behaviour
- ensure a positive and cooperative school and classroom environment.

**The following protocols form the framework for managing student behaviour:**

- Develop and maintain respect
- Establish rules based on rights and responsibilities
- Minimise hostility and embarrassment
- Maximise student choice over behaviour.

At St John Vianney's Primary School preventative, corrective and supportive measures are taken by the staff to encourage and support positive student behaviour. Some examples include:

***PREVENTATIVE***

- clearly establishing rules and consequences with students
- clearly explaining expectations about work, tasks etc
- providing a tidy and attractive environment
- planning room organisation (seating, movement)
- providing adequate and appropriate resources
- providing equal access to resources
- establishing 'time-out' areas
- organising curriculum to cater for mixed abilities
- modelling appropriate behaviours
- providing a safe and supportive environment
- building a positive classroom 'tone'

***CORRECTIVE***

- tactically ignoring some behaviours (of a minor nature)
- casually or directly questioning
- giving simple directions or warnings
- defusing or re-directing potential conflict
- reminding or restating classroom rules
- giving specific choices
- taking students aside from the group to discuss discipline concerns
- using time-out and/or reflection sheets

***SUPPORTIVE***

- following up disruptions at a later time and when students are calm
- encouraging students wherever possible
- offering suggestions for restoring relationships
- developing and implementing behaviour contracts
- maintaining a climate of respect
- applying a team approach to solving discipline problems (parents, students, staff)

- utilising external agencies including CEO and Catholic Care  
Ref. Bill Rogers *You Know the Fair Rule and Much More* Second Edition (1998)

## **RIGHTS, RESPONSIBILITIES, RULES AND ROUTINES**

### **RIGHTS**

All students have certain rights. At St John Vianney's Primary School these include:

#### **The right to feel safe**

Students cannot learn well or socialise effectively if they feel unsafe in the classroom or playground. Safety at school includes psychological and emotional safety, the right to privacy and personal space as well as a safe and clean physical environment.

#### **The right to learn**

Students need to have their efforts recognised, to feel supported when they make mistakes and to receive assistance and encouragement. The teacher needs to be able to focus time and energy into supporting learning. Class developed rules can support a learning culture and environment.

#### **The right to respect and fair treatment**

Students should be able to express their thoughts, beliefs and feelings without fear of racism, ridicule or bias. All students should feel included and be treated with dignity and respect, even when being disciplined. Such rights can only be enjoyed when people are acting responsibly. Part of our practice is to inform students of these rights and encourage discussion about why these rights are important, what each one means and how we can go about ensuring these rights both in and out of class. (Refer suggestions for classroom rules and Appendix D)

### **RESPONSIBILITIES**

Rights and responsibilities are codependent. A right can only be enjoyed when it is protected by the responsibility of the group. These responsibilities are expressed in the form of rules. Rules focus the attention of the group on:

- it's responsibility to protect rights
- accountability for infringing or violating rights.

### **RULES**

Rules are a social mechanism designed to:

- indicate which rights are being protected
- set reasonable limits to behaviour
- provide security to class/school members
- encourage accountability and responsibility.

At St John Vianney's Primary School we use the acronym 'SJV' to express student rights, responsibilities and rules in a Student Charter:

# STUDENT CHARTER

## Safety

## Justice

## Values

### **We, as students, help to make the school a safe place by:**

- ✓ observing the school and classroom rules
- ✓ playing gently with one another
- ✓ playing within the school boundaries
- ✓ being considerate of others in what we do and say
- ✓ making sensible choices
- ✓ wearing hats outside
- ✓ following the safety rules when playing on or using equipment
- ✓ moving sensibly when travelling through and around the school
- ✓ using the 'green ticket' system on the playground when in need of first aid or assistance
- ✓ cleaning and tidying up after ourselves and keeping the classroom and grounds clean and tidy
- ✓ taking care of our possessions and assuming responsibility for them
- ✓ reporting any dangerous or unsafe situations to the teachers
- ✓ responding to bells, the public address system and emergency procedures
- ✓ waiting in the designated area for the teacher on duty if we arrive at school before supervision commences
- ✓ waiting with supervising teachers until our parents collect us from the designated area after school

### **We, as students, help to make the school a just place by:**

- ✓ respecting others
- ✓ respecting property
- ✓ obeying school rules
- ✓ caring for the wellbeing of all
- ✓ being inclusive of everyone
- ✓ expressing feelings in appropriate ways
- ✓ listening to the thoughts, ideas and opinions of others
- ✓ taking turns
- ✓ sharing equipment and resources
- ✓ staying on task and ensuring we do not distract others from their learning
- ✓ being cooperative, effective and encouraging group members
- ✓ seeking teacher assistance in a respectful and equitable way
- ✓ doing the best we can

### **We, as students, show our Christian values by:**

- ✓ following the example of Jesus
- ✓ respecting people and property
- ✓ being considerate of the feelings of others
- ✓ using good manners at all times

- ✓ caring for the physical environment
- ✓ participating reverently in prayer and religious celebrations

### **Classroom Rules**

The rights, responsibilities, rules and Student Charter, listed above, should form the basis for class discussion and class rule formation. Teachers and students should agree on rules or procedures for entering and leaving the classroom, seeking attention or assistance, class tidiness and jobs, acceptable noise level, movement about the class, group work procedures etc.

Class teachers also adopt common agreed practices in their approach to classroom management. These are as follows:

- Each teacher revises whole school rules and consequences at the beginning of the year and whenever further revision is considered necessary
- Each teacher establishes and clarifies classroom rules and consequences based on the school framework and individual class needs. These rules are developed with the class at the beginning of each year and are derived from rights, responsibilities and general school rules
- Class rules are few in number, stated positively and clearly and appropriately displayed.

### **ROUTINES**

School routines have been designed by the staff to foster individual and shared responsibility and allow rights to be enjoyed. Care is taken to ensure the following:

- Positive behaviours are actively promoted with all students through verbal, relational and symbolic encouragement;
- There are school wide incentive schemes, resulting in publicly acclaimed awards ;
- Individual and group achievements are celebrated in a variety of ways; and
- Staff members give descriptive feedback and encouragement in recognition of positive behaviours displayed.

### **Classroom Routines**

Each teacher establishes the core routines necessary for the smooth running of classroom learning, (entry to room, settling, seating plans, procedures for asking questions or joining discussion, movement around the room or from the room, how to appropriately get teacher assistance in learning task time, appropriate noise levels, pack-up, clean-up and exit from room).

## **CONSEQUENCES**

Wherever possible, consequences of inappropriate behaviour should be related to the behaviour and aimed at remedying the situation. Consequences must always apply to the inappropriate *behaviour* (as opposed to the *person*), leaving the self-respect of the student and the teacher intact. For consequences to be effective, they need to be logically related to the behaviour or incident, fair, clear and where possible, known in advance.

One of the central messages of effective discipline is 'behaviour ownership'. Students are treated within a 'choice-and-consequences' framework to assist them in developing the understanding that they *make choices about and are responsible for* their own behaviour. Students will be regarded as being able to make appropriate choices relevant to age, development and known rules and consequences.

The following questions may assist in deciding appropriate consequences:

- What happened?

- What rule (or right) was broken?
- Is there anything you would like to say about what happened? (right of reply)
- Who was affected by the behaviour?
- What can you do to repair things or to make things better? (restorative action)

It is anticipated that every classroom will have an area where students requiring a period of time away from their peers will be able to sit.

If subsequent behaviour warrants removal from the classroom, or the teacher has another reason for wanting the student to serve 'time out' in a colleague's classroom, the student is sent with a companion, usually to the adjoining classroom. Each teacher will have negotiated an agreed system with a colleague (e.g. the student will bring unfinished work, work quietly and independently and return to class after ten minutes or when the companion student returns to collect him/her). The student is not further disciplined for the behaviour by the teacher to whom he/she is sent.

Each classroom has a telephone that can be used to summon a member of the Executive when needed. Teachers on playground duty can send students to the front office or the staffroom to ask for assistance if needed.

Detention of students is not a regular practice at St John Vianney's. Should a student require 'time out' resulting from serious unacceptable behaviour, formal detention supervision is negotiated amongst members of staff. Students are supervised in a classroom or one of the school offices by a class teacher or member of the Executive during breaks. Students in detention may write incident reports, reflection sheets or apologies. Detention may involve having the student walk in the company of a teacher on duty for the duration of a break.

Some behaviour such as harassment, bullying and violence are serious and deserve serious consequences. Care must be taken to ensure that a 'serious consequence' is not devalued by being applied in less serious circumstances. There may be times when consequences will be non-negotiable such as immediate use of removal and contact with parents where hostility, unsafe behaviour or violence is present.

The following Framework of Consequences exists to guide staff in dealing with inappropriate behaviour and ensures some consistency in behaviour management:

## FRAMEWORK OF CONSEQUENCES

The expectation, at St John Vianney's Primary School, is that a student respects the rights of self and others, is co-operative and self-controlled. This behaviour is positively reinforced through comments, specific feedback and the school's reward systems. Whenever possible, colleagues and parents are involved in the celebration of the student's achievements.

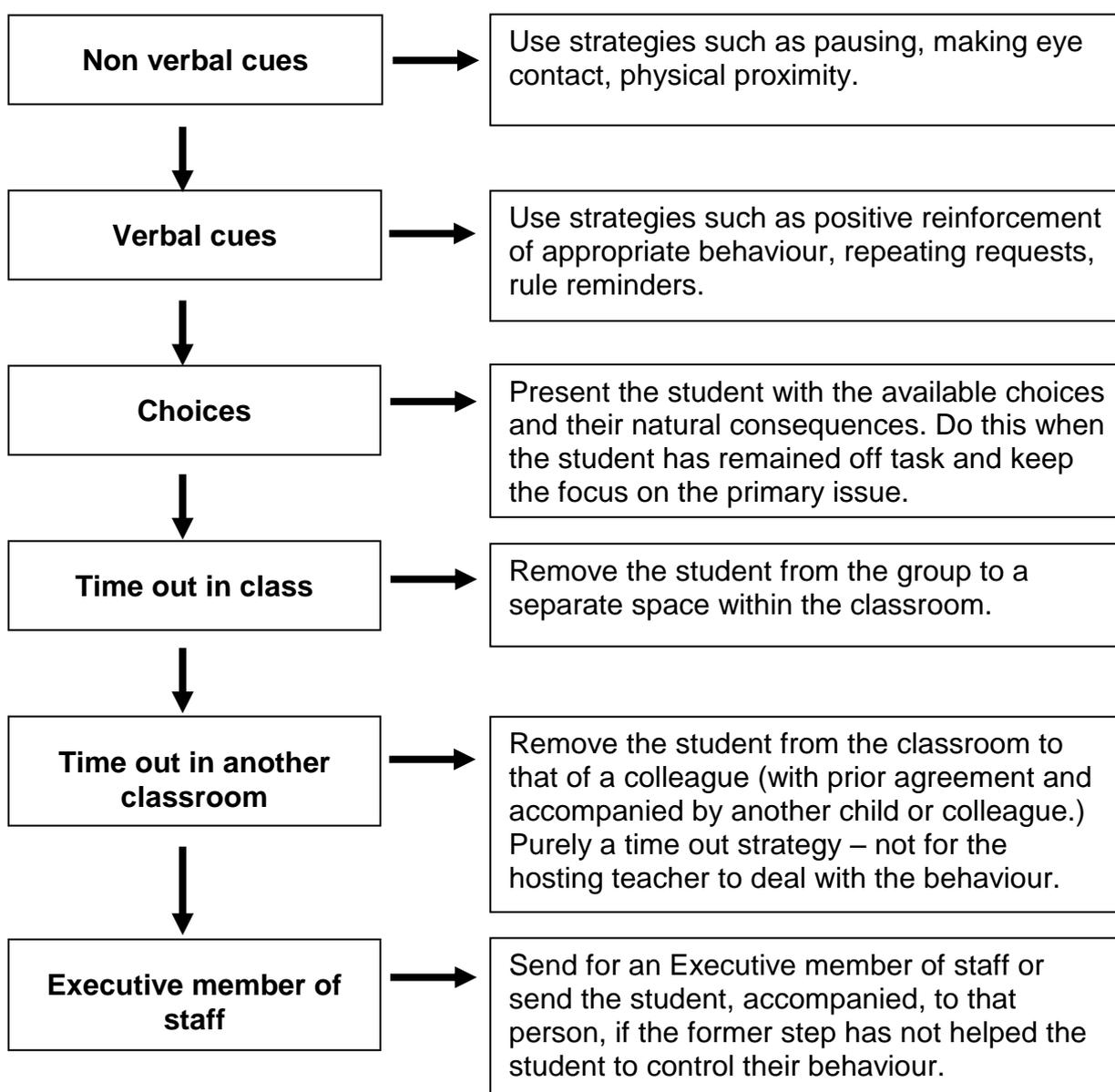
Should the student not behave in the expected manner, the following framework of consequences serves as a guide for management. Professional discretion is used in determining the appropriate means for dealing with specific incidents:

Level	Student behaviour	Consequence	Follow up
1	Minor disruptions, e.g. poor punctuality, slow to commence work, breaks a school or class rule or uses unacceptable language.	'Thinking time out' as appropriate (reflection sheets may be used). Identify problem and discuss ways to improve behaviour. Set goals.	Reinforce success. Maintain communication – balance negative with positive.
2	Persistently infringing the rights of others e.g. disrupting class, breaking the same school or class rule with or without resorting to bullying or violence (includes verbal) or using unacceptable language with purpose.	Contact parents. Reflection sheets, behaviour contracts/checklists. 'Time out' from playground or class. Detention.	Close monitoring by class teacher in consultation with Executive staff member responsible for grade level. Weekly communication with parents for a short period. Restorative Justice practices applied as appropriate.
3	Regular and/or serious infringements on the rights of others, e.g. verbal or physical assault, intimidation, vandalism, defiance, disruption. Isolated but serious breaking of rules including bullying and violence.	Parents called immediately. Documentation recorded and filed. Information passed to all staff (for playground monitoring) Behaviour contracts. Extended 'time out' or withdrawal from school functions. Withdrawal of related school privileges.	Close monitoring by class teacher in consultation with Principal / Assistant Principal. Daily communication with parents and regular case meetings including relevant support people e.g. counsellor. Restorative Justice practices applied as appropriate.
4	Continuous bullying and violence.	Documentation recorded. Parents called to school. (Refer CEO Policies and Procedures re Suspension and Exclusion)	Family interview. Daily reports - Principal & parents. Support program developed for re-admission. Restorative Justice practices applied as appropriate.

NB. Reflection sheets, behaviour contracts and checklists are stored in alphabetical order in a specially marked folder at the Front Office. Incident reports are filed in the behaviour management folder on the Teachers' drive of the school's computer network.

## CLASSROOM BEHAVIOUR MANAGEMENT PLAN

Teachers use a variety of strategies when dealing with inappropriate student behaviour. This flowchart is a guide to procedures that would normally be followed in the classroom. It is acknowledged that students are to be treated as individuals and that some cases may require special consideration. It is important to remember that this is a guide and that various behaviours will begin at different points of this procedure. This plan would normally be implemented in relation to Level 1 behaviours in the Framework of Consequences.



Give the students a 'fresh start' the following day, unless the behaviour is repeated over time, in which case the next level of the Framework of Consequences may need to be implemented.

# PLAYGROUND BEHAVIOUR MANAGEMENT PLAN

## In the case of minor incidents:

1. De-fuse the situation:
  - Maintain physical proximity
  - Make eye contact
  - Use the students' names
  - Students spend time 'walking and talking' with the teacher
2. Talk to the students involved
3. Allow 'right of response'
4. Reflection:
  - Switch Roles/Shared Concern Approach
  - Questioning:
    - What happened?
    - Students take turns to respond
    - Establish agreement
    - Additional information?
    - Rationalising/Rule reminders e.g.  
*Stop, think do*  
*Hands off / feet off*  
*It doesn't matter who started it*  
*Retaliation is never appropriate*
    - What could you have done instead?
    - How can we make this situation better for everyone?

### Alongside:

Classroom teaching of strategies for handling minor situations of conflict, in a positive and respectful way, before approaching a teacher.

Coaching the remainder of the class how to model behaviours for others who show inappropriate behaviours.

### If the behaviour is repeated:

1. 'Time out' in the shade – on the playground – separate areas
2. Communication with class teacher so that a record of the frequency of the behaviour can be established.

## In the case of more serious incidents:

(E.g. Physical or verbal abuse which may occur as the result of 'getting carried away in the heat of the game')

1. Separate parties – 'time out'
2. Follow the steps as for minor incidents
3. Further consequences may follow:
  - Additional 'time out' on playground
  - Walking with the teacher on duty
  - Completion of a reflection sheet. Grade Coordinator / Executive Member to supervise response and administer further consequences and follow up as per the *Framework of Consequences*.
  - If the behaviour is frequent, the Assistant Principal and Principal are notified.

## In the case of serious or extreme physical violence: (whether or not repeated)

1. Instant removal/'time out'
2. Executive member or extra teachers sent for to lend assistance
3. Executive member and Principal deal with follow up
4. The *Framework of Consequences* is followed.

**These procedures are also followed on an excursion.**

# **APPENDICES:**

**Appendix A      Behaviour Reflection Sheets x 2**

**Appendix B      Sample Behaviour Contract**

**Appendix C      Weekly Behaviour Checklist**

**Appendix D      ‘Rights’ Charts**

## Appendix A

# BEHAVIOUR REFLECTION SHEET

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

What happened? (Draw or write)

What rule was broken? (Draw or write)

Is there anything you would like to say about what happened? (Draw or write)

Who was affected by your behaviour? (Draw or write)

What can you do to fix things or to make things better? (Draw or write)

Teacher Comment \_\_\_\_\_

\_\_\_\_\_

**Signed:** Teacher: \_\_\_\_\_ Parent: \_\_\_\_\_

## 4W BEHAVIOUR REFLECTION SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

**PLEASE** talk about this incident with your child, sign and return to school tomorrow.

**THANK YOU** for your support. \_\_\_\_\_

**1. What I did against our class or school rules (my behaviour).**

**2. Who did I affect with my behaviour?**

**3. What is my explanation?**

**4. What I think I should do to fix things up**

# Appendix B

## SAMPLE BEHAVIOUR CONTRACT

Usually prepared by the class teacher with the student, the parents and possibly the Principal or Assistant Principal. Rewards and consequences are negotiated between the parents and the teachers.

## BEHAVIOUR CONTRACT

Student's Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_



### MY GOALS

STOP DOING	START DOING
1. Moving about the class during work time	Staying in my seat and asking for permission to move
2. Wasting work time by not having my things ready	Sharpening my pencil first thing in the morning, having all my things in a tub on the desk
3. Calling out in class	Putting my hand up and waiting my turn to speak

Signed: Student \_\_\_\_\_

Parent/s \_\_\_\_\_

Teacher/s \_\_\_\_\_

Principal \_\_\_\_\_

## Appendix C

Alternatives to the weekly behaviour checklist, below, include a diary or communication book or system of communicating positive behaviour via the use of stickers.

# WEEKLY BEHAVIOUR CHECKLIST

Name \_\_\_\_\_ Week \_\_\_\_\_ Term \_\_\_\_\_ Year \_\_\_\_\_

GOAL	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					

Comments:

---

---

---

Signed: Student \_\_\_\_\_

Parent/s \_\_\_\_\_

Teacher/s \_\_\_\_\_

Principal \_\_\_\_\_

We all have the  
right to respect  
and fair treatment.

We all have the  
right to learn.

We all have the  
right to feel safe  
here.

## **ACKNOWLEDGEMENTS**

Student Management Policy Documents from:

St Thomas More's Primary School, Campbell

St Peter and Paul's Primary School, Garran

St Jude's Primary School, Holder

Rosary Primary School, Watson