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Rationale

As a Catholic school in the Archdiocese of Brisbane, St Joseph’s provides opportunities for our students to “value the dignity of others and to promote the connectedness that belonging to both family and community offers” (Vision Statement). The development of positive behaviours and self-discipline are essential in creating a safe and supportive environment where these values are promoted and learning is central.

Beliefs about behaviour and learning

- Children need a school environment where concerned teachers set firm, consistent, positive expectations while providing support and encouragement for their appropriate behaviour.
- Classroom and school processes must support the provision of an optimal learning environment as the learning environment is impacted by the behavioural choices of its members.
- As with all curriculum content, behaviour must be taught, not just ‘caught’. Pedagogical and instructional practices that enable effective learning of behaviours are essential.
- Believing behaviour is for a reason, there may be times when staff needs assistance from parents and other professionals in working towards understanding a child’s behaviour.
- Consequences for inappropriate behavioural choices work best if they are known because they have been previously negotiated and/or taught, are simple, explicit and relate to the choice, and are consistently followed through.

Our School Code of Conduct

The values underpinning the school’s Code of Conduct are shared with the families and the wider community, all of whom are responsible for modelling them to our students. These values influence all aspects of school life. They are taught in the classroom and modelled through the activities and relationships of the school and the wider community. They are –

- Be Safe
- Be Respectful
- Be Responsible
- Be an Active Learner
### Whole School (All settings)
- I model sensible behaviour by making good choices.
- I think before I act.
- I stay within school grounds.
- I keep my hands and feet to myself.
- I stay in designated areas.
- I follow the school rules.
- I report any strangers to a teacher.

### Before & After School Entering & Leaving school
- I go to the office veranda if I arrive before 8am.
- I put my bag outside my room and go to the Covered area, first or second playground until the bell rings.

### Learning Environments Classroom, library, music room
- I walk (only) inside my learning spaces.
- I participate in indoor activities when indoors (and outdoor activities outside).

### Transition Times Moving after the bell goes - Lining up
- I will walk appropriately to my class line up area.
- I will finish my game on the first bell

### Eating Areas
- I sit with my class in our designated eating area when eating.
- I only eat the food I bring from home.
- I have good personal hygiene (clean hands).

### Toilets
- I ask the teacher if I can go to the toilet.
- I always go with a buddy.
- I use soap to wash my hands after I have been to the toilet.
- I tell a teacher if there is a problem (maintenance)

### Playground
- I keep the playground rules.
- I play safely.

### Tuckshop
- I line up appropriately and patiently wait my turn.

### Off-Site Excursions, camps, tournaments, carnivals
- I listen to instructions.
- I take notice of all signage.

### Be Safe

<table>
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<td>I think before I act.</td>
<td>I put my bag outside my room and go to the Covered area, first or second playground until the bell rings.</td>
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<td>I play safely.</td>
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<td>I stay within school grounds.</td>
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<td>I have good personal hygiene (clean hands).</td>
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<td>I keep my hands and feet to myself.</td>
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<td>I stay in designated areas.</td>
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<td>I follow the school rules.</td>
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<td>I report any strangers to a teacher.</td>
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### Be Respectful

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<tr>
<td>I treat others as I want to be treated.</td>
<td>I greet people using their names.</td>
<td>I respect the right of others to learn.</td>
<td>I respect others when moving around the school.</td>
<td>I consider others when moving around the school.</td>
<td>I respect the privacy of others.</td>
<td>I am a good sport.</td>
<td>I use my manners by saying ‘please’ and ‘thank you’.</td>
<td>I treat the environment with respect by leaving everything in a better shape than what I found it.</td>
</tr>
<tr>
<td>I listen to and respect others and their opinions.</td>
<td>I respect the right of others to learn.</td>
<td>I listen to teachers’ instructions.</td>
<td>I respect the personal space of others and keep my hands and feet to myself.</td>
<td>I respect the personal space of others and keep my hands and feet to myself.</td>
<td>I wait my turn.</td>
<td>I use positive language and encourage others.</td>
<td>I show I value the community by using my manners.</td>
<td>I show I value the community by using my manners.</td>
</tr>
<tr>
<td>I use polite manners.</td>
<td>I respect the right of others to learn.</td>
<td>I listen when others are speaking.</td>
<td>I ask before using something that does not belong to me.</td>
<td>I enter and leave all classrooms (including music) quietly.</td>
<td>I use appropriate behaviour and clean up after self.</td>
<td>I solve problems with my words.</td>
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</tr>
<tr>
<td>I follow directions promptly.</td>
<td>I respect the right of others to learn.</td>
<td>I respect the personal space of others and keep my hands and feet to myself.</td>
<td>I keep to appropriate noise levels.</td>
<td>I put my rubbish in the bin</td>
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</tr>
<tr>
<td>I respect other people’s needs.</td>
<td>I respect the right of others to learn.</td>
<td>I respect the personal space of others and keep my hands and feet to myself.</td>
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<td>I use kind words.</td>
<td>I respect the right of others to learn.</td>
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### Be Safe

- I model sensible behaviour by making good choices.
- I think before I act.
- I stay within school grounds.
- I keep my hands and feet to myself.
- I stay in designated areas.
- I follow the school rules.
- I report any strangers to a teacher.

### Be Respectful

- I treat others as I want to be treated.
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### Eating Areas

- I sit with my class in our designated eating area when eating.
- I only eat the food I bring from home.
- I have good personal hygiene (clean hands).

### Toilets

- I ask the teacher if I can go to the toilet.
- I always go with a buddy.
- I use soap to wash my hands after I have been to the toilet.
- I tell a teacher if there is a problem (maintenance)

### Playground

- I keep the playground rules.
- I play safely.

### Tuckshop

- I line up appropriately and patiently wait my turn.

### Off-Site Excursions, camps, tournaments, carnivals

- I listen to instructions.
- I take notice of all signage.

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<td>I am responsible for my own behaviour.</td>
<td>I stop playing when the bell rings and move sensibly to line up.</td>
<td>I am responsible for my own learning.</td>
<td>I am on time.</td>
<td>I will be at the right place at the right time.</td>
<td>I go to the toilet during break times.</td>
<td>I follow the playground rules.</td>
<td>I place my orders first thing in the morning.</td>
<td>I know my behaviour and conduct reflects the good name of the school.</td>
</tr>
<tr>
<td>I try to solve problems and seek the teacher if necessary.</td>
<td>I put any rubbish I have or see in the bins.</td>
<td>I help keep our classroom tidy.</td>
<td>I have all my things with me (hat, water bottle, lunch box, jumper).</td>
<td>I go to the toilet during break times.</td>
<td>I don’t play in, on or around the toilets.</td>
<td>I take care of sporting equipment</td>
<td>I place any tuckshop rubbish in a bin.</td>
<td>I use my manners.</td>
</tr>
<tr>
<td>I am responsible for my own belongings.</td>
<td>I smartly move to the pickup area or bus shelter after school.</td>
<td>I care for my belongings</td>
<td>I am calm and ready to enter the classroom.</td>
<td>I am not wasteful of the hygiene products.</td>
<td>I am not wasteful of the hygiene products.</td>
<td>I return to class promptly</td>
<td>I return to class promptly</td>
<td>I wear my uniform with pride.</td>
</tr>
<tr>
<td>I take care of other people’s / school belongings.</td>
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**Be Responsible**

- I have a go and do my best.
- I give everything a go and encourage others to do the same.
- I am involved in school experiences

**Be an Active Learner**

- I have a go and do my best.
- I listen to others.
- I am a role model for others.

- I participate in activities and do my best.
- I listen to others.
- I am willing to have a go and try new experiences.

- I am involved in school experiences
- I follow the rules of the games.
- I am willing to have a go and try new experiences.

- I prepare for the experience and attend with a positive attitude.
- I ask questions and get involved.
- I show appreciation for the learning experience and environment.
Responding to breaking the Code of Conduct

Classroom procedures

Prep – Year 3

Behaviour management strategies in the Prep to Year 3 classroom are based on the Watson’s Rd program which provides opportunities for children to make choices about their behaviour while providing visual and verbal feedback. The program aims to build children’s sense of self-determination and social interaction.

Right choices of behaviour are taught using a variety of strategies including social stories, role play, and conversation, thus ensuring children have a clear understanding of expected behaviours. Wrong choices of behaviour are similarly taught as being inappropriate.

Prep to Year 2 use a similar process –

- **Happy Face**
  Each morning every student begins the day with his/her name on the “Happy Face”.

- **Thinking Box**
  If a student displays a behaviour that does not agree with our covenant, they place their name on the Thinking Box and return to their activity. When appropriate behaviour is displayed for a period of time they put their name back on the Happy Face.

- **Thinking Table**
  If a student has had their name on the Thinking Box three times on the same day, the next time their behaviour needs to be modified they must put their name onto the Thinking Table poster and move to the Thinking Table where they complete the sheet (see attached). This is then discussed with the class teacher and is kept on file.

- **Sad Face**
  At the point when a student has accumulated three Thinking Table visits in any given day moves their name to the Sad Face and consequences occur.
Year 3

The process for Year 3 is varied in preparation for the transition to Year 4.

- **Student Chart** – all students commence each day with their name tags on this chart.

- **Right Choices Chart** – students identified as making right behavioural choices at any time during a day are invited to move their name tag to the Right Choice Chart. At the end of each day, students who have their name tag on this chart are recognised and rewarded.

- **Stop Card** – students may receive a Stop Card if they make a negative behavioural choice. This acts as a visual reminder to correct or change the choice being made.

- **Thinking Choices Chart** – students who continue to make the wrong choice move their name tag to the Thinking Chart, thus providing them with the opportunity to take responsibility for and improve their actions.

- **Time out** - If the choice making continues to be negative towards others, the student is then asked to take time out, away from the class. During this time, they independently reflect on the choice they made and write/draw an alternative action before returning to class.

Rewards

If children remain on the Happy Face (Prep – Year 2) or are on the Right Choice Chart (Year 3) at the end of the day, their choices of behaviours have earned them a reward. Again these vary according to age and stage but may include:

- Time on the class’s reading cushions

- Being chosen has the Teacher’s helpers where they assist with tasks such as running Talk time, handing out items, playing a class game or leading the closing prayer and dismissing the class at the end of the day.

- Friday afternoon free time where there is free choice of activities for children who have remained on the Happy Face all week.

- Lucky draw where names are drawn for a dip in the class’s Treasure Box.
The behaviour management plans used across the school encourages all students to learn through decision making with a focus on ownership. In a supportive, positive and engaging learning environment, students have multiple opportunities to practice social skills and improve their communication strategies.
**Playground procedures**

If a student chooses to behave in a way contrary to the school’s Code of Conduct for the playground, the teacher on duty uses their discretion determined by the nature of the actual incident, and may –

- Speak with the student/s involved and remind them of the Code of Conduct
- Give the student ‘time out’ for a period of time by sitting him/her out
- Ask the student to do some ‘community service’ (eg. clearing litter) to make some restoration to the community

If the behaviour is considered to be of major concern, the teacher on duty keeps the student with them during the playtime and then accompanies them to the office after the bell. Step 5 of the Classroom procedures then occurs.
A Definition of Bullying Behaviour

Bullying is when a child or a group of children deliberately and repeatedly upset or hurt another child. Such children have some form of power of the child they are targeting. This may be physical or psychological and may take many forms.

Types of bullying

There are three broad type of bullying.

1. Direct physical bullying – hitting, tripping, pushing or damaging property.
2. Direct verbal bullying – name calling, insults, put downs, scape-goating or verbal abuse.
3. Indirect bullying – this form is harder to recognise and is often carried out behind the target’s back. It is designed to harm their social reputation and/or cause humiliation. Indirect bullying includes –
   - Lying and gossiping about someone
   - Mimicking and playing nasty jokes designed to humiliate and embarrass
   - Socially excluding someone
   - Cyber-bullying (use of email, text messages and chat rooms to humiliate and distress)

What bullying is not

Though unpleasant and often require teacher intervention and management, many distressing behaviours are often named as ‘bullying’ and by definition, are not. There are three socially unpleasant situations that are often confused with bullying:

1. Mutual conflict – there is an argument or disagreement but not an imbalance of power. If unresolved, mutual conflict may develop into a bullying situation if one of the persons repeatedly becomes targeted for retaliation in a one-sided way.
2. Social rejection or dislike – unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
3. Single episodes of nastiness or meanness, or random acts of aggression or intimidation – these are not the same as bullying though certainly undesirable. If a student is verbally abused or pushed on one occasion they are not being bullied.

While all these behaviours are not deemed to be bullying, the school has a duty of care to address them given we aim to provide our students with a safe and supportive school environment.
Responding to bullying allegations

(Refer to BCE’s Policy – disciplinary procedure)

Strategies for Bullying Intervention

Disciplinary approach

Shared Concern approach

Small group strategy such as the target is not there, but the bystanders tell the bully - peer pressure

Mentoring – strengthening the target / support behavioural change for the bully

Monitoring 2-3 months
Positive Strategies & Programs

Classroom Covenants  Prep – Year 7

Verbal encouragement and reinforcement / positive comments / incidental rewards (eg. First out to lunch)

Recognising effort / sending to other teachers for recognition and reinforcement

Student Effort Awards

Commendations Awards

Peer Support programs

The use of the ‘KidsMatter’ framework

Formal Sanctions

Formal sanctions may include –

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

The use of formal sanctions occurs within the framework of Brisbane Catholic Education’s ‘Student behaviour Support: Guidelines, Regulations and Procedures’ available at –