

PUPIL MANAGEMENT POLICY

Rationale

St Anthony's School Mission Statement declares that

*"The community of St Anthony's Parish Primary School Joyfully:
Follows Christ,
Treats others justly,
Celebrates individuals,
Loves learning
And looks to the future enthusiasm, confidence and optimism.*

It is important, firstly, that we are a community of faith, centred on the Kingdom of God and experiencing a relationship of justice, love and peace.

Our school community of students, staff and parents have both individual and shared rights and responsibilities so that all may experience a warm, trustful and just community where each person is treated with the regard due to a child of God.

Jesus Christ gave us the Great Commandment to love God and neighbour. This provides us with both the model and means for a Pupil Management Policy which stresses the importance of a warm, welcoming, just and safe school environment and where correction and discipline are geared to reconciliation and responsible selfhood.

All sections of the school community will be involved in the formation and revisions of this policy as well as in its practice.

'GOLDEN RULE'

"Love your neighbour as yourself"

Therefore obey the School Rules which are:

Be fair, be kind, be safe;
respect others;
respect property.

This policy aims at safeguarding two basic rights:

1. Pupils in our school have a right to learn in a safe environment; and
2. Teachers in our school have a right to teach in a safe environment.

AIMS OF THE PUPIL MANAGEMENT POLICY

- To create an environment in which teachers can exercise their rights to teach and children can exercise their right to learn without interruption and where parents rights to expect a quality education for their children may be fulfilled;
- to assist children to make responsible choices about their behaviour and to accept the consequences of those choices;
- to implement an approach to behavioural problems which is consistent throughout the school, understood by the total school community and in keeping with the school's Mission and Vision statements; and
- to create a positive, respectful climate where children, teachers and parents can work together to help children solve their problems in a manner which will enhance self esteem and promote responsible behaviour choices.

EXPECTED OUTCOMES OF THE PUPIL MANAGEMENT POLICY

- A happy, safe and just school environment;
- a process or set of procedures known and understood by children, teachers and parents and used consistently;
- teachers who consciously build the self esteem of their pupils and ensure that their own self esteem is intact.
- appropriate and responsible pupil behaviour;
- improved community and parental perception of pupil behaviour; and
- enhanced relationships between teachers and children.

CORPORAL PUNISHMENT – SPECIAL NOTE

Under no circumstances should Corporal Punishment be used with students. The use of Corporal Punishment is not permitted in St Anthony's Parish School.

Class Meetings

What are Class Meetings?

Providing an opportunity for a group of people to talk and think together about some problem or topic. It differs from conversation in that it has direction, it sometimes examines problem areas, sometimes faces unpleasant facts. (Driekers).

Aims for Class Meetings

Our aim is to develop responsible persons. Meetings do this by encouraging and training children to:

- think logically;
- form opinions of their own and express them confidently;
- listen attentively to others;
- respect the opinions of others;
- selectively use information and the views of others in the forming of their own opinions;
- solve problems affecting the group; and
- identify individual and group responsibilities.

Meetings will help to build class cohesiveness if used regularly leading the group to see itself as a working problem solving unit.

Types of Meetings

Open-ended :

easiest to start with, non-threatening, no right or wrong answers, no conclusion necessary, any topic can be addressed, free, wide-ranging discussion, develop confidence, show importance of discussion for discussion sake.

Evaluative:

basis for planning; assess students knowledge before and after work; set goals for units of work.

Problem solving:

use for making rules; solving problem of organisation; helping unpopular or difficult child; solving playground or classroom problems; increase involvement with one another.

Format for Class Meetings

Rehearse Rules So everyone understands how the meeting will proceed.

Define topic Seek children's definition;
clarify for universal understanding;
explore related aspects;
use 'What is?' and 'What are?' questions.

Personalise Relate to students' world;
seek children's relevant experiences.

<u>Challenge</u>	Challenge class with in-depth questioning; Use 'What if?' questions; play role of devil's advocate; examine assumptions; use to extend or evaluate a topic.
<u>Summarise</u>	Summarise ideas and attitudes; no need to draw conclusions unless it is a problem solving meeting.
<u>Use Thinking</u>	e.g. Six Thinking Hats – (De Bono)
<u>Skills</u>	Bloom's Taxonomy

The Teacher's Role in Class Meetings

<u>Planning</u>	It is most important that the meeting follow a prescribed format. Prepare stimulating, thought provoking questions and write them down.
<u>Facilitating</u>	Organise area and appropriate time; pose prepared questions; ensure all participate; encourage where necessary; ensure no-one dominates; do not imply judgement; only speak to facilitate; summarise.
<u>Evaluation</u>	determine if goals were met; analyse process; identify possible weaknesses or where changes could be beneficial.

Further Reading

- Balson M. *Understanding Classroom Behaviour*
A.C.E.R.
- Charles C.M. *Building Classroom Discipline
From Models to Practice*
Third Edition
Longman N.Y. 1989
- Rogers B. *You Know the Fair Rule*
A.C.E.R. 1990
- Wragg J. *Talk Sense to Yourself*
A.C.E.R. 1989

Pupil Management Guidelines

Create a just, loving and peaceful school and class environment

The following is based on the work of Jerry Olsen, Faculty of Education, University of Canberra:

If a Behaviour Management Plan is going to be successful, the following 5 areas are absolutely VITAL.

They may be remembered as Ownership, Limits, Aceptance, Direction and Systems.

OWNERSHIP

The pupils **MUST** have a say in devising class rules and the consequences of breaking these rules **MUST** be well known, logical and fairly applied.

Rules and consequences **MUST** be reviewed every term and when a new class member arrives. (a disruptive child might be given the task of reviewing, explaining and justifying class rules to a newcomer)

Children should be encouraged to monitor their own behaviour e.g. reminder card, marker sheet, bead chain etc. Teacher should not overuse verbal cue as it removes responsibility from child.

Strategies for coping with unacceptable behaviour in others should be reinforced during class meetings so that "telling the teacher" becomes the last strategy to use when others have failed.

Pupils should earn the right to be re-included after time out.(ie write a plan, draw a plan). There should be some thinking work involved.

****Make sure that there are sufficient class meetings*

LIMITS

Rules and consequences should be known by all pupils and **MUST** be displayed.

Consequences should be organised in a hierarchy so that if bad behaviour persists there will be a logical follow through.(eg name on board, beside name, 3 times and child loses right to sit in certain place)

Rules should be worded in terms the pupil understands. e.g We keep our hands to ourselves!

ACCEPTANCE

Atmosphere in classroom should be friendly and accepting.

Pupils should not be rejected or "put down" in front of their peers.
Pupils basic needs should be met:

- Success and Worth
- Love and Belonging
- Freedom and Choice
- Fun and Enjoyment

Positive encouragement and specific praise should be used when acceptable behaviours are being demonstrated by an individual, a group or the class.

Give all pupils some responsibility, provide opportunities for them to use their judgement and be involved in planning and organising.

DIRECTION

- Realistic goals and targets are used to teach towards independent work habits and task completion.
- Goals and targets easily measured so that pupil may see progress (e.g chart, graph, timeline).
- Instructional materials should be good.
- School and life should be related (purpose for learning).

SYSTEMS

- Home and school work together - good communication necessary.
- Pupils, parents, teachers develop and work towards co-operative goals.
- School has clear policies which are known by all.

Management Steps

If a child has broken a school or class rule the following steps should be followed. As a general rule no steps should be omitted.

Behavioural Cue

Any strategy you have found effective for stopping minor infringements may be enough to halt the undesirable behaviour - eg eye contact, stand near, use 'I' statements, respectfully use child's name.

Verbal Cue

If the child fails to respond ask "What are you doing?" Upon reply ask "Is that acceptable?" or "What is our rule about that?" The aim is to place responsibility for the behaviour on the child. If the child fails to respond, state the behaviour and that it is against the rules.

Separate Work

The child is made aware of the effects of disruptive behaviour eg "Your classmates can't learn and I can't teach while you choose to ..." and is given the choice to work within the class rules or to work in a separate place within the classroom.

Planning Time (within the class)

Repeated or prolonged unacceptable behaviour will result in the child being moved to a stimulation free area inside the classroom where he/she will be required to reflect on the inappropriate behaviour and devise a plan for returning to class. The plan may be written or drawn and must incorporate one or more acceptable actions which will allow the child to obtain his or her needs within the class rules. The teacher will discuss this plan with the child, assisting where necessary, and ensuring that the plan states what the child will do and has a reasonable chance of succeeding. Make a time to check on success. Get a commitment to the plan. Both parties sign and date the plan. Re-entry to class occurs once a mutually agreed plan has been made.

Planning Time (another room)

Each teacher will negotiate a planning area in another classroom for any instance of continued disruption. For the younger children this is preferably within their own unit while for older children another unit would be preferable. In this case the child will be in planning time at least until the end of the session. The teacher sending the child is responsible for helping the child to develop the plan. Once again, re-entry to class occurs once a mutually agreed plan has been made. Accompany to another room or front office.

Planning time with School Executive Member

A Leadership Team member will supervise the child, counsel and assist in developing a plan which will be discussed with the class teacher before being finalised. A Leadership Team member will also contact parents and inform principal.

Note For some breaches of rules, students will be sent directly to the Leadership Team, thus short circuiting the first five steps.

These things are:-

- extreme verbal aggression towards adults or other students eg swearing;
- physical violence such as fighting and kicking. This includes spitting at another person; or
- vandalism, theft, or arson.

If the child chooses not to control him or herself once sent to the Principal, Assistant Principal or Coordinator, the parents will be asked to take the child home. The student will be permitted to return and attend school as long as reasonable behaviour is maintained and the child is prepared to follow the rules after consultation and agreement.

WHEN CHILDREN ARE SENT TO AN EXECUTIVE MEMBER FOR ATTENTION

What will happen?

Children receiving Attention will be supervised by a Leadership Team Member during class time if the rules breach was class related and at recess or lunch times if the rules breach was playground related.

The Executive member will counsel children to ensure that:-

1. Child acknowledges problem behaviour.
2. Child can brainstorm possible solutions and necessary behaviour changes and discuss these.
3. Child can devise a plan for behaviour change and demonstrate some commitment with respect to effort and time.
4. Plans will be written down or illustrated, then signed by the Executive member and the child.
5. Child will remain with Executive member till the end of long break (if the rules breach occurred on the playground), or until the class teacher is reasonably sure that the plan will be kept.
6. Parents notified.
7. Plans returned and kept on file.

Playground Pupil Management

It is the responsibility of duty teachers to ensure that all children feel safe and secure when they are in the playground. In order to achieve this teachers must:-

1. Be familiar with playground rules.
2. Investigate reported problems.
3. Proceed through established steps as far as is necessary.

Playground Rules

Hands off at all times

Play within boundaries.

Answer the bell immediately.

All litter in the bin.

WALK on the WALKWAY.

All terms - No hat, no play. Sit out - not on attention directly.

Canteen behaviour should be PERFECT.

Management Steps

Pupils without hats must sit in the shade during breaks.

Pupils without hats will sit in the shade while the class plays sport.

Pupils who infringe other playground rules will experience the following consequences:-

1. Top Oval
Walk with duty teacher, unless situation is one that warrants being sent immediately to the Attention Room.

Bottom Oval

Walk with duty teacher, unless situation is one that warrants being sent immediately to the Attention Room.

2. Attention Room:

Members of the Leadership team are rostered to be on duty each day. Children who are observed by the Duty Teacher to be bullying, fighting or swearing must be sent directly to the Attention Room. If the "sending off" occurs late in the lunch period, the child will be asked to complete a further day on Attention. Children sent to Attention will be asked to complete a 'plan' addressing the specifics of their unacceptable behaviour. The plan is sent home to parents with a covering letter and returned to a Leadership team member the following day, signed by the parent. If the plan is not returned to school the following day the Leadership team member will contact the parents.

Assembly Pupil Management

Because there are so many pupils the following rules are necessary for the times we are all in the hall for an assembly or a liturgy.

Enter and leave in an orderly manner.

Cooperate with leader.

Raised arm means silence.

Silence during class presentations, award distribution and talking by teacher or guest speakers.

Making A Plan

When discussing the need to make a plan with a child the following points need to be taken into consideration:

An effective plan needs to be:

- a) Simple: make the plan small, achievable, uncomplicated.
- b) Specific: what, when, where, how
- c) Action-based: list only positive behaviours, ie what is actually going to be done.
- d) Repetitive: where possible the actual behaviour specified in the contract should be capable of being carried out over and over again.
- e) Self-contained: the success of the plan should not depend on the actions of others.
- f) Immediate: can be commenced right away.
- g) Option-based: so that the child can try another means.

The plan must have a reasonable chance of success. If suitable, build in a time when you will check with the child to see how s/he is managing. This gives the teacher the opportunity to encourage the child and commend effort.

Depending on the child's previous experience the check may be after a very short space of time eg half an hour or one session. You may have to build in a series of encouragement checks if the child has not had much success previously.

AN APPROACH TO DEVELOPING GOALS

The following procedure may assist children who find it difficult to develop appropriate goals:

- a) Define the problem.
- b) Find three alternative means of resolving the problem. Asking for three solutions ensures that the child has to give the matter serious consideration.
- c) serious consideration.
- d) Prioritise the options in terms of what to try first, second etc.
- e) Prepare a plan based on these behaviours or goals.

Sample Plan:

When people tease me : I will try to ignore them.
I will walk away from them.
I will tell them not to do that as it breaks our rule about being kind.
I will try this for one week then talk to the teacher about it.

Signed..... (child)

.....(teacher)

Date

LOGICAL CONSEQUENCES

At St Anthony's we strive to apply **natural and logical consequences** at all times.

The following extract will help teachers to distinguish between punishment and behavioural consequences. (Based on M Balson, Understanding Classroom Behaviour)

<i>Punishment</i>	<i>Consequences</i>
Teachers are responsible for pupil behaviour.	Pupils are responsible for their own behaviour.
Concerned with the past and always retaliatory.	Concerned with the present and not retaliatory.
An arbitrary connection between the behaviour and its consequences.	A logical connection between the behaviour and its consequences.
Based on superior/inferior relationships between teachers and pupils.	Based on the concept of equality and the worth of the pupil.
Always personalised and involves moral judgement.	Impersonal and involves no moral judgement.
No choice of behaviours available to the pupil.	Pupils should have the right to choose between several behaviours.
Voice, relationship and atmosphere create anger and resentment.	Voice, relationship and atmosphere are friendly.
Expresses the power of a personal order of the situation.	Expresses the reality of the social authority.
Implies that teachers know what is best for pupils.	Implies that pupils are capable of managing their own lives, with help and guidance.
Invariably destroys the relationship.	Preserves the relationship.