



St Thomas Aquinas

Behaviour Management Policy

Purpose

At St Thomas Aquinas Primary School our motto, 'To Care',
As a Catholic school we believe:

- staff should model gospel values
- each teacher should develop a positive classroom tone, based on the teachings of Christ
- each student and teacher has the right to feel safe and be safe
- students are responsible for their own behaviour
- students should respect themselves and others
- student should be considerate, cooperative and courteous towards others
- children should understand the value of compromise.

Therefore, we believe that all we do and say are grounded in the values we explicitly teach and model to others. This policy is built around the premise that we act in a positive manner

Agreed school rules

Our school community has agreed that a school wide statement, which sets out our expectations in a simple form, should be the basis of our words and actions. These rules are explicitly taught at the beginning of each year and revisited throughout the year.

These rules will help us achieve our aims and support our agreed values. Our rules are:

- *We care for ourselves*
- *We care for others*
- *We care for our school*
- *We practise gratitude*

Strategies for implementing Behaviour Management

The goal of behaviour management is to help students, staff and the community feel safe and happy when at school. It is vital that teachers recognise the positive actions that students make and reinforce that behaviour through appropriate recognition. All staff are encouraged to reward positive behaviour using the school's token system.

Token System

Positive behaviour is encouraged through the school's token reward system. Teachers are encouraged to target desired behaviours and reward students when they see these behaviours. These behaviours may be for students starting work immediately, following the school rules, wearing their uniform correctly and providing an example for others.

10 Yellow Tokens	= 1 Red Token
5 Red Tokens	= 1 Blue token
3 Blue Tokens	= 1 White Token
1 White Token	= Lunch with the Principal
Classes can earn black tokens for a range of reasons.	
50 Black Tokens	= Class reward

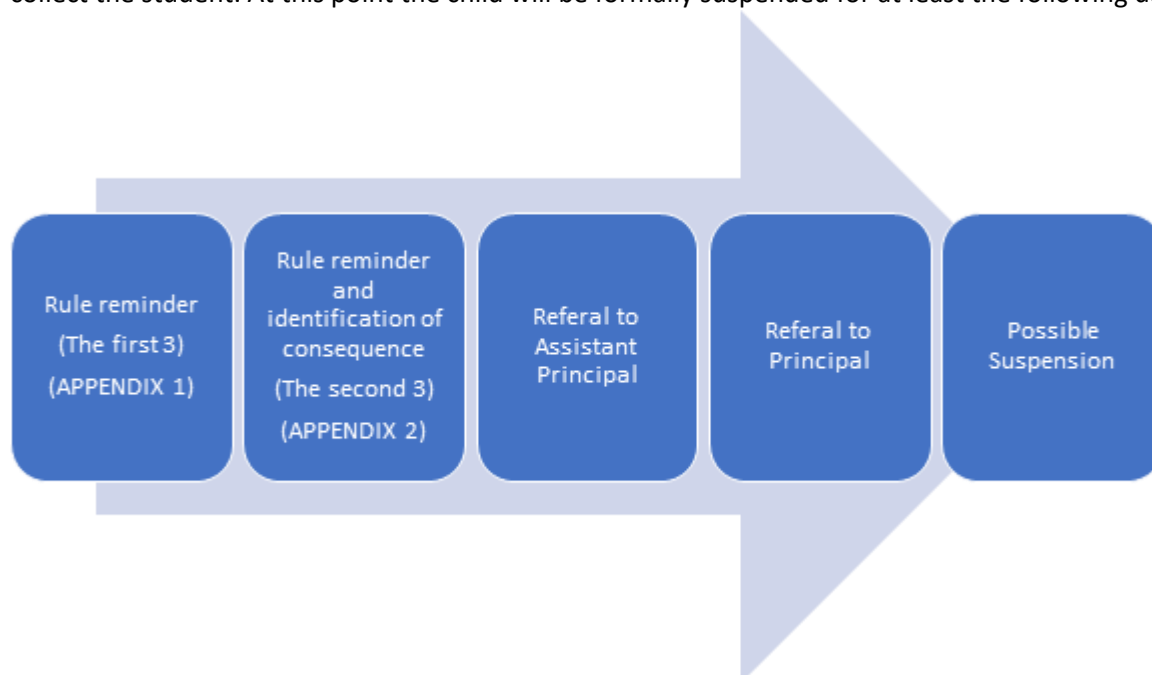
Corporal Punishment:

Corporal punishment will not be administered under any circumstances at the school.

Classroom Behaviour Management

Students are explicitly taught the classroom values and expectations at the beginning of each year. Students are made aware of the consequence for breaching these rules as well as about the token system there to encourage the following of these rules. When students breach the classroom values and expectations, the teacher will follow the script to first remind students of the expectations and then escalate to a consequence if students do not follow the teachers instruction (see Appendix 1) In addition to these rules, no child should be out of their classroom without either an adult or a lanyard. If a child does leave their classroom without permission, they will have to be readmitted by the classroom teacher with the support of the Assistant Principal. Children who leave the classroom are given an automatic 2 minute detention to be served with their teacher during their next break, to a maximum of 5 minutes.

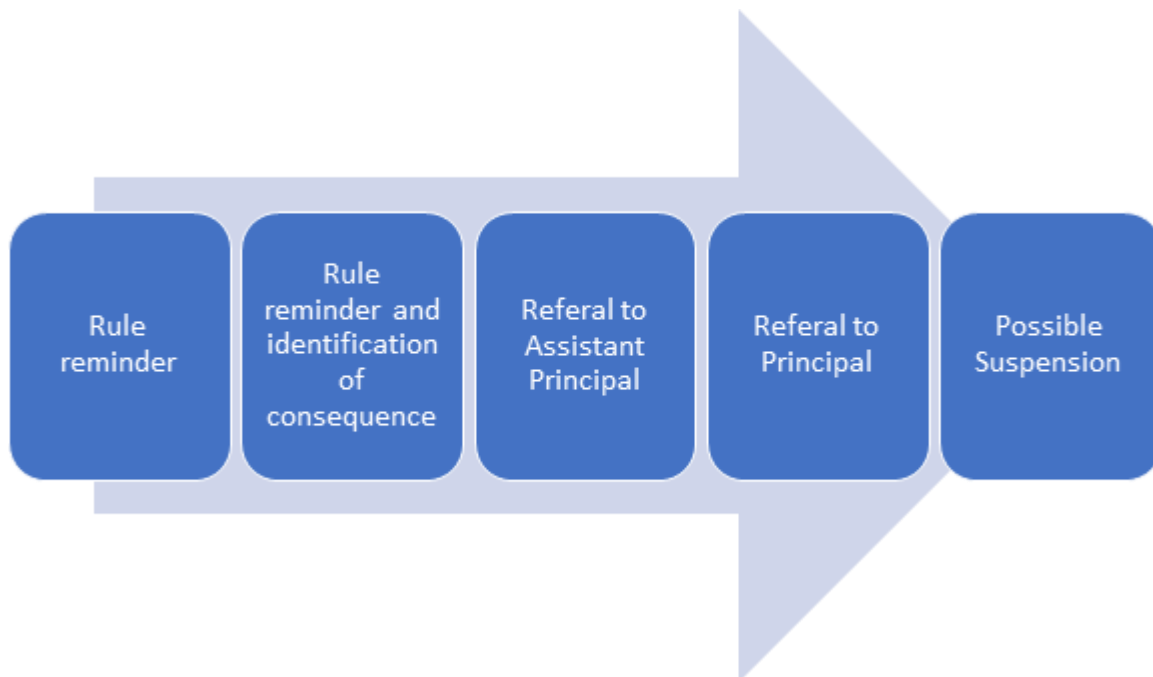
Where student behaviour falls into the major behaviour category (See Appendix 3), a yellow card will be sent through to the front office to notify the Assistant Principal that a matter needs to be escalated to the leadership team. If the student refuses to follow the Assistant Principal's instructions, they are referred to the Principal. If a student is refusing to follow the Principal's instructions, then it is no longer safe for the child to be at school and a parent or carer is called to collect the student. At this point the child will be formally suspended for at least the following day.



Playground Behaviour Management

Students are explicitly taught the playground values and expectations at the beginning of each year. Students are made aware of the consequence for breaching these rules as well as about the token system there to encourage the following of these rules. When students breach the playground values and expectations, the teacher will give a rule reminder, then a rule reminder and identify a consequence (eg. you will have to stand with me for 5 minutes).

Where student behaviour falls into the major behaviour category for the playground (See Appendix 3), a yellow card will be sent through to the front office to notify the Assistant Principal that a matter needs to be escalated to the leadership team. If the student refuses to follow the Assistant Principal's instructions, they are referred to the Principal. If a student is refusing to follow the Principal's instructions, then it is no longer safe for the child to be at school and a parent or carer is called to collect the student. At this point the child will be formally suspended for at least the following day.



Hierarchy of responses

Whilst there is a hierarchy of behaviour it must be made clear that certain actions may cause a higher-level response, depending upon the seriousness of the incident. The hierarchy of consequences used at St Thomas Aquinas is built around the type of harm that has been caused.

There will ALWAYS be a ZERO TOLERANCE to any physical or verbal violence at St Thomas Aquinas Primary School.

The use of extreme violence or language will result in an automatic suspension.

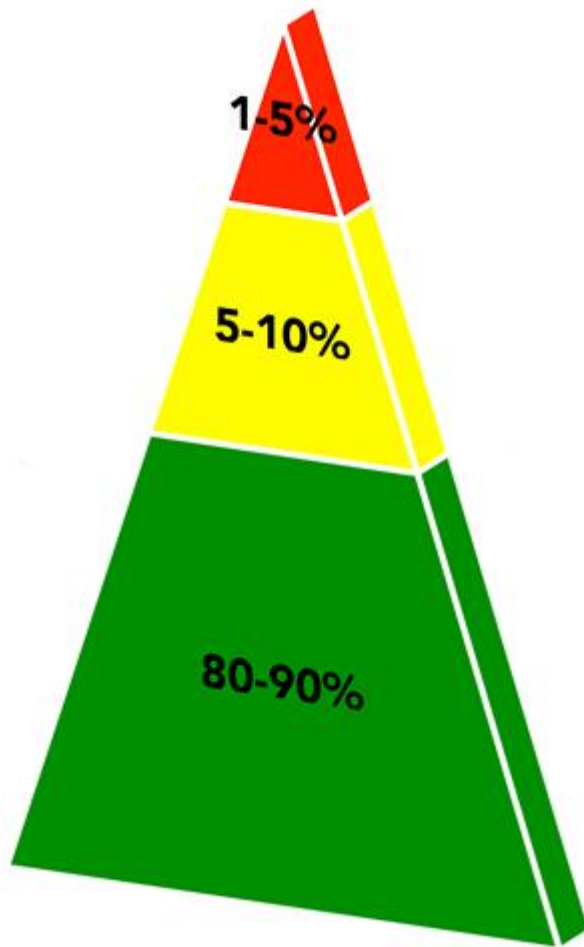
Suspension

When a student is suspended, their parent or carer will be called to collect them immediately. A formal letter, outlining the reason for suspension and the length of the suspension will be sent home with the student. Upon the student's return they will have a re-entry meeting with the Assistant Principal and will complete the consequence and/or complete the last instruction they were given before they are permitted to re-enter their classroom.

Tiered Behaviour

There are some students who will require additional teaching of school rules and explicit teaching of prosocial skills through the School Wide Positive Behaviour for Learning (SWPBL) program. The tiered approach works alongside the standard behaviour management strategies, so that students are provided with a more intensive program for the explicit teaching of appropriate behaviour at school, rather than lowering our expectations of their behaviour.

The image below illustrates the continuum of support for SWPBL. The three-tiered structure organises practices and systems along a continuum of increasing intensity and/or complexity. SWPBL research suggests that 80-90% of students respond positively to tier 1 (universal) interventions, between 5-10% of students require tier 2 (targeted) interventions and 1-5% of students require tier 3 (intensive) interventions. Although the continuum is dynamic and blended, the three tiers are generally described as follows:



Tier 3 –Intensive

- Intensive specialised practices and systems for students whose behaviours have been documented to be unresponsive to tier one and two interventions.
- These interventions are highly individualised to the specific needs and strengths of the student.
- Family and community involvement is increased.

Tier 2 -Targeted

- Specialised practices and systems for students whose behaviours are unresponsive to tier one interventions.
- Supports are generally provided in a common or standardised manner in small student groupings, which provide more regular supervision, monitoring, interactions, corrective feedback and positive reinforcement with and by adults and

Tier 1 -Universal

- Practices and systems for all students and staff, implemented across all settings.
- Preventative and proactive

Related Policies

[Pastoral Care and student Wellbeing Policy](#)

[Suspension of Student Notification Record](#)

[Behavioural Support Policy](#)

IAN LUSCOMBE STRATEGIES

When an incident of unwanted behaviour occurs the classroom teacher or duty teacher will:

The First 3: Use the broken record technique

Move closer to the student and first gain their attention. Only after you have done this do you issue the instruction. A simple way to gain their attention is to say their name and wait.

1. Use a calm, matter of fact tone to give a simple instruction that clearly outlines the behaviour you expect. Use hand gestures. Keep it lowkey and manage your own emotions. Say for example, **"Put the book on the table, thanks."** Walk away and expect compliance. Wait a short time allowing length of 'take up time' as appropriate for the student. Be business-like and portray indifference.
2. Repeat the instruction in a calm, matter of fact tone, **"Remember, put the book on the table. Thank you."** Walk away and expect compliance. Wait a short time allowing length of 'take up' or processing time as appropriate for the student. Do not cajole the student or modify the instruction.
3. Repeat the instruction in a calm, matter of fact tone. **"Put the book on the table."** Then walk away and expect compliance.

The Second 3: If the student is still not following instructions try these 3 statements

1. Use a calm, matter of fact tone to give the instruction. Keep it low key and manage your own emotions. **"Your instruction was to put the book on the table. You will need to do this. This instruction is not going to change."** Focus your attention elsewhere and expect compliance. Be business-like and portray indifference. Wait a short time allowing 'take up time' appropriate for the student.
2. Return to student. **"I'm confused. I've given you an instruction...are you refusing to follow it? ... Pause "If you are refusing there will be consequences. I know you can make a really good choice, and the smart choice now is to follow my instruction. I'll give you a short time to think about it."** Walk away and expect compliance.
3. Return to student. **"You've been given an instruction and it appears you have chosen not to follow it. You now have (...name time frame...) to follow the instruction or (...name the consequence...).** if you don't know what the consequence will be say, **There will be a consequence."** Wait for the time to expire and if the instruction is still not followed say, **The consequence is..."** or if unsure of the consequence say, **"I'll get back to you about what will happen."** Walk away and focus your attention elsewhere. If needed, give yourself time to 'cool down' before discussing the consequence. Check in with a colleague if you wish, then ensure you follow up with the student and apply the considered, meaningful and logical consequence. Part of this consequence will be that the original instruction still needs to be followed.

Teacher managed consequences may include: a two-minute detention, referral to a buddy class, implementing a 'make it right' process eg. an apology, repairing any damages.

Then build rapport when the student does the right thing

SWPBL Values & Expectations St Thomas Aquinas

At St Thomas Aquinas, we show we are a team when...

	We care for ourselves. Benny the 'Do Your Best' Bear	We care for others. Super Safe Sammy	We care for our school. Captain Christopher Care	We practise Gratitude. Gracie Gratitude
All Settings	• Participate in all school activities and try your best • Listen to the person speaking • Follow instructions given by school staff • Ask teachers for help when needed • Stay in the correct area	• Use positive language and manners. • Be mindful of others and use an appropriate noise level. • Look after your own and other people's belongings in a safe way • Keep your hands and feet to yourself • Take turns and share • Enter learning spaces quietly • Always walk inside the school building • Forgive others when they have upset us	• Wear your correct school uniform with pride • Look after school equipment and furniture • Put rubbish in the bin and recycle • Look after classroom and hallway displays	• Acknowledge the good things that happen to us every day • Being thankful for your teachers, classmates and school community • Look forward to the things in your life that bring you joy and make you happy • Be a proud member of St Thomas Aquinas Primary School
Learning Spaces	• Be on time and ready to learn • Participate in all learning tasks and try your best • Show your 5L's: look, listen, lips, lap, legs • Ask permission to leave the learning space	• Include and encourage others • Use an appropriate noise level and speak kindly to others • Respect other people's personal space and property • Be inspired by the success of others	• Keep learning spaces clean and tidy • Share and celebrate your effort and achievements • Be a proud member of St Thomas Aquinas Primary School	• Have a Growth Mindset • Persevere when things get tricky • Learn from your mistakes • Learn from feedback • Being thankful for your teachers, classmates and school community
Playground	• Play safe games and be a good sport	• Use kind words, co-operate and include others in your games.	• Look after school buildings, gardens,	• Join in games with others, make new

	• Stay in the correct areas • Line by the second bell • Be sun smart	• Help others if they get hurt • Share all playground spaces with others	property and equipment • Put rubbish in the bin before going to play	friends and have fun • Enjoy the company of your classmates and friends • Appreciate the play spaces and equipment you have at St Thomas Aquinas
Assembly and line up	• Show your 5L's: look, listen, lips, lap, legs • Stay in the correct area. • Be proud of your own effort and achievements	• Celebrate other people's success • Use an appropriate noise level • Walk into the hall and take your seat quietly	• Be engaged with songs, anthems and prayers • Join in and clap appropriately	• Be grateful that you belong to this wonderful school community
Mass and Prayer	• Show your 5L's: look, listen, lips, lap, legs • Open your heart to God • Participate in all parts of the Mass and prayer respectfully	• Listen to the person speaking. • Respect other people's time and space to pray • Walk into the Church and take your seat quietly	• Join in with prayer responses and singing of hymns. • Sit, stand and kneel appropriately	• Be thankful to God for all the good things in your life.
Library and Digital Citizenship	• Access only appropriate websites and apps • Leave a positive digital footprint • Keep your logins and passwords secret (be Cyber Smart)	• Use positive language and manners both on and offline • Report cyberbullying to a teacher or parent • Share the library space with others and keep appropriate noise levels	• Use all library and ICT equipment appropriately	• Have a Growth Mindset • Persevere when things get tricky • Appreciate the wonderful resources and equipment you have at St Thomas Aquinas
After school, bike racks and pickup	• Follow instructions given by teachers • Wear a helmet if riding your bike • Always follow the road rules • For drive through pick up, stay behind the	• Say good afternoon to your teachers and classmates • Always walk inside the school building. • Be careful when moving through crowds of people	• Wear your school uniform with pride • Be respectful to members of our community	• Acknowledge the good things that happened to you today • Be thankful for your teachers, classmates and school community • Look forward to the things in

	yellow line until called by a teacher			your life that bring you joy and make you happy • What inspired you today?
Canteen	• Knock politely and get permission before entering the canteen	• Use good manners. • Wait patiently in line keeping your hands and feet to yourself	• Put rubbish in the bin and recycle	• Be grateful for the food you have to eat • Be grateful for the people who prepare your food
Bathrooms	• Be hygienic, wash and dry your hands • Walk in and out of bathrooms. • Have a drink and go to the toilet during break times	• Respect other people's privacy • Flush the toilet after use • Put rubbish in the bin	• Leave the area neat and clean • Return to class quickly	• Appreciate the facilities you have available to you • Be grateful for your health
Front Office	• Move safely and quietly in the front office area • Wait your turn patiently	• Knock politely and wait for permission before entering the front office • Use appropriate noise level and good manners	• Listen carefully to information and announcements • Be responsible for delivering messages and returning notes on time	• Be grateful for the people who help you and show your appreciation through random acts of kindness

MINOR BEHAVIOUR	MAJOR BEHAVIOUR
· Disrespect · Defiance · Disruption · Inappropriate language · Uniform violation · Technology violation · Property misuse · Physical contact · Playing in toilets · Littering · Cheating · Dishonesty · Minor safety violation · Fighting · Out of bounds · Abusive /inappropriate language · Continued disruption · Skip class /tardy · Harassment /intimidation · Bullying (repeated) · Theft · Property damage · Vandalism	· Repeated minor behaviours following the Ian Luscombe strategies · Physical aggression causing serious bodily harm · Left school grounds · Non-compliance/ Defiance /insubordination after following the Ian Luscombe strategies · High level of disrespect which continues even after following the Ian Luscombe strategies

APPENDIX 3

References: Nil
Forms: Nil
Approved by: School Staff and SCC
Issuing Group: School Leadership Team
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Staff Contact Officer: Leah Taylor