MANAGING BEHAVIOUR WITHOUT COERCION

I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised.

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Liam Ginott

Date amended 1/11/16
Vision Statement

Our vision for St. Pius X school community is to provide a quality, positive learning environment for all children to reach their true potential and to be witnesses of the Catholic faith.
No Child at St. Pius X will receive any form of corporal punishment.

**Corporal Punishment Statement**

**Education Reform Amendment (School Discipline) Act 1995**

In January 1996, the Board of Studies, NSW, advised schools that each registered school must have “official school policies relating to student discipline that do not permit corporal punishment of students attending the school”.

The act specifies that:

“Corporal punishment of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to or damage to, or the destruction of property of any person (including the student)”

**The Education Manual, Diocese of Bathurst**

(Ref. 6.3.1) states explicitly that:

“Corporal punishment, involving physical action by a staff member is not permitted in schools. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school”.

This statement, along with the definition from the Act given above, must be written into the policy documents of each of the schools in our diocesan system in order to retain qualification for registration.

Date amended 1/11/16
Our Six Golden Values at St. Pius X

Co-operation
Honesty
Kindness
Perseverance
Responsibility
Tolerance

- The children will be responsible and make right decisions.
- The children will persevere in striving to attain their goals.
- The children will learn that to be tolerant they need to show patience, fairness and respect for all people.
- The children will learn co-operation by working together.
- The children will be honest by being open, sincere, respectful of others’ property and truthful.
- The children will show kindness by being helpful and considerate.
# Rights and Responsibilities

<table>
<thead>
<tr>
<th>My rights</th>
<th>My responsibilities at school</th>
<th>My rights &amp; responsibilities in society</th>
<th>Examples of Rules</th>
<th>Values</th>
</tr>
</thead>
</table>
| 1. I have the right to be happy and to be treated with understanding. | I have the responsibility to treat others with understanding – not to laugh at or tease others, or try to hurt their feelings. | Equal opportunity for all, irrespective of race, sex, religion, physical or mental ability. | ● Speak politely to others  
● Be helpful whenever you can  
● Don’t harm another person by words or actions  
● Play without fighting  
● “Hands Off”, play without hurting others  
● Do not bully or tease anyone  
● Treat everybody equally | - Tolerance  
- Kindness |
| 2. I have the right to be treated with | I have the responsibility to treat | Respect for friends and family. Respect | ● Speak politely to staff and students | - Responsibility  
- Tolerance |
| respect and politeness. | others politely and with respect, and to listen considerately. | for those in authority and for due process of law. | • Don’t call out in class  
• Respect opinions of others  
• Show respect for ALL members of staff  
• Listen with consideration to others who are speaking to you | - Kindness |
|------------------------|-------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------|
| 3. I have the right to express my opinion on matters which concern me. | I have the responsibility to express my point of view politely and at the right place and the right time. | Respect for others opinions and beliefs. | • Voice your opinion politely and without offending others  
• Follow classroom rules in regards to asking questions and sharing opinions  
• Consider the feelings of others when expressing your opinion  
• Understand that other people's opinions may not always be the same | - Responsibility  
- Tolerance  
- Co-operation |
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</table>
| 4. I have the right to be safe at school – where I am in no personal danger and where dangerous objects are repaired or removed. | I have the responsibility to help make the school a safe place by:  
• not placing myself in a dangerous situation  
• not bringing dangerous objects to school  
• tell a responsible person about any dangerous objects I find/or others known to have in their possession  
• no child will hurt/harm others by words or actions | Assault, occasioning bodily harm, even “verbal assault” are criminal offences. The police and courts exist to keep law and order.  
• Do not harm other students in any way  
• Always follow the school rules  
• Stay within school grounds  
• Be aware of objects that are dangerous and should not be brought to school  
• Do not bring dangerous objects to school  
• Report any dangerous objects or hazards that may be unsafe to a responsible adult  
• Always treat others the way you wish to be treated. e.g. hands off, play without hurting others |
|   |   |   |
| 5. I have the right | I have the | Theft, wilful damage  
• Do not steal another |

- **Responsibility**
- **Honesty**

Date amended 1/11/16
| to expect that my property will be safe. | responsibility to take good care of property and not to steal, damage or destroy the property belonging to others or our school. I have the responsibility to hand in property that I find. | are crimes. Hand in property which you find. Report thieves and vandals. | person’s belongings or damage them  
● Hand in anything you find  
● Do not jump on furniture  
● Look after resources  
● Do not graffiti furniture  
● Do not swing on chairs  
● Do not break erasers/rulers or make peashooters  
● No gum allowed in the school  
● Do not scribble on/in books | - Responsibility  
- Kindness  
- Tolerance |
|---|---|---|---|
| 6. I have the right, as a child, to receive a good education and a fair share of my teacher's time and attention for help | I have the responsibility, as a child, to attend school each day and to cooperate with other children and all teachers. | Reliability and punctuality when employed. Participation in community activities. | I will come to school on time.  
I will behave appropriately in the classroom.  
I will respect my own right to learn, my peers | - Responsibility  
- Tolerance  
- Perseverance  
- Cooperation  
- Kindness |
<table>
<thead>
<tr>
<th>and advice. I also have the right to expect that others will not stop me from working.</th>
<th>I have the responsibility to complete my set homework, I also have the responsibility to do my best at all times. I will not behave so as to interfere with other students’ rights to learn.</th>
<th>I have the responsibility to help keep my school clean and tidy and to practise good personal hygiene. I have the responsibility to eat sensibly, exercise</th>
<th>right to learn and the Teacher’s right to teach. • I will cooperate with those around me to complete set tasks. • I will respect the help and advice received from my Teacher. • I will complete set home activities to my Teacher’s expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. I have the right to expect that my school will be a healthy place in which to work.</td>
<td>I have the responsibility to help keep my school clean and tidy and to practise good personal hygiene.</td>
<td>Society encourages a healthy lifestyle. Your body is your own responsibility and should be treated with respect.</td>
<td>• put my rubbish in the correct bins (recycling, compost, general rubbish) • wash my hands after I use the bathroom • eat healthy food • try my best during any physical activity • be a good sport</td>
</tr>
</tbody>
</table>

- **Responsibility**
<p>| | | | |</p>
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</table>
| 8. I have the right to expect that the parish and local community will support and have pride in our school. | I have the responsibility to behave in a way which will bring credit to my school and to wear my school uniform with pride. This applies to travel to and from school, excursions and school sporting and social activities. | Public relations. The image of Australians abroad. Laws related to public transport. | ● Be polite and respectful to peers, teachers and visitors
  ● I will make the right decisions and cooperate with others
  ● Act sensibly on excursions, in the classroom and on the playground
  ● Wear my school uniform with pride
  ● I will wear the correct uniform, including sports uniform
  ● I will keep my hair tidy                                                                                     | - Responsibility
  - Cooperation
  - Kindness                                                      |
| 9. I have the right to be informed of what concerns me           | I have the responsibility to listen attentively at               | Being an informed citizen means reading newsletters,             | ● I will listen politely and attentively to teachers
  ● Respect the opinion of                                        |                                                                 |                                                                 | ● Responsibility
  ● Tolerance                                                      | ● Cooperation                                                    |
in the school.

I have the responsibility to protect these rights and those of others by living up to my responsibilities at all times.

Responsible and informed citizens know their rights and respect the rights of others.

- I will follow school rules
  - Responsibility
  - Tolerance
  - Perseverance
  - Cooperation
  - Kindness
  - Honesty

<table>
<thead>
<tr>
<th>in the school.</th>
<th>assemblies and to bring notes home from school. I will make it my business to find out what I need to know and to ask for what I need.</th>
<th>following the news and current affairs.</th>
<th>fellow students</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. I have all these rights while I am a student at St. Pius X Dubbo.</td>
<td>I have the responsibility to protect these rights and those of others by living up to my responsibilities at all times.</td>
<td>Responsible and informed citizens know their rights and respect the rights of others.</td>
<td>• I will follow school rules</td>
</tr>
</tbody>
</table>

Date amended 1/11/16
Discipline Policy

“I have come that you may have life and have it to the full” (Jn 10,10). This mission of Christ’s becomes a reality for us only when each individual respects his/her own worth and dignity and accepts his/her responsibility to respect the rights and dignity of others. Christ has summarised this attitude for us very simply: “Always treat others as you would like them to treat you” (Matt 7,12)

All people including children, teachers, parents and visitors to our school have rights which must be respected. At the same time, all of us have the responsibility to respect the rights of others in our school.

When all rights are respected, and all responsibilities accepted, then our school will be a happy, productive and rewarding place for everyone.

- Disciplining of students is the responsibility of members of staff.
- Parents are not allowed to chastise or discipline other students at school. If there are any issues they need to see the class teacher/Principal. If this occurs the incident must be reported to the Principal who will then take action.
- The Teacher will contact the Executive if the child exhibits abnormal/inappropriate behaviour. E.g. major behaviour issue or a pastoral care issue.
- If a parent requests a meeting with the Principal and/or staff member/s concerning a behaviour issue, pastoral care issue or academic issue, the school retains the option of having the Support Teacher/Executive member at the meeting as a recorder so that a written record is available in case any action plan arises following the meeting.
- If any student does break the rules he/she will earn Demerits or other class consequences.
- Depending on the number of times or severity of the act a rule is broken, instant Detention may occur.
- Wilful damage to school property will result in parents/caregivers paying for the damaged items.
Merit System

In order to encourage students to maximise their potential through participation and involvement in the whole range of school life, and in the wider community outside the school, the following Merit System is in place.

- Any staff member may give a reward to a student for behaviour/work/effort/assignment/attitude change or outstanding playground behaviour. The reward may take the form of a merit. The merit recognises both the EFFORT and the positive CHANGE achieved by the student.
- If giving an award to a student in another class, it is important to talk to the student’s teacher beforehand for maintenance of records.
- A record will be maintained to record all merits acquired.
- No merit award will be given if the child is on Detention that week.
- All recipients will be identified in the Newsletter

The Merit awards ascend in the following order:

1st Award - normal  
2nd Award - normal  
3rd Award - SILVER  
4th Award - normal  
5th Award - normal  
6th Award - SILVER  
7th Award - normal  
8th Award - normal  
9th Award - **GOLD** - given at the end of year Awards Ceremony. Gold Awardee will participate in “Principal's Treat” e.g. picnic lunch. Any Gold recipients must not have had a Detention all year.
# Demerit System

Demerit Book Rules:
Three demerits in one week results in detention.

- 1st Demerit: 10 minutes on the silver seat during a break near AEW’s office.
- 2nd Demerit: 20 minutes on the silver seat during a break near AEW’s office.
- 3rd Demerit: Detention (see table below)

<table>
<thead>
<tr>
<th>Detention</th>
<th>Consequence</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Withdrawn for half of lunch for 5 days</td>
<td>Lunch time detention meeting for one of those days</td>
</tr>
</tbody>
</table>
| 2nd       | Withdrawn from lunch and recess for 5 days  
            | Loss of the next school activity at the discretion of the class teacher and executive. | Lunch time detention meeting for one of those days  
            | Contract may be negotiated with student |
| 3rd       | In school suspension for 2 days, including withdrawal from recess and lunch for 5 days.  
            | No school representation for 5 weeks from time of the detention. | Parent interview with Executive / Class teacher  
            | Pupil will come into the interview in the latter part  
            | Contract negotiated with pupil / Executive / Class teacher and parent  
            | Follow up with parents in two weeks  
            | Plus consequences of what has been listed in the child’s contract |
| 4th | - In school suspension for 1 week, including withdrawal from recess and lunch for 5 days  
- Loss of school representation, time frame negotiated with executive. |
|-----|----------------------------------------------------------------------------------|
|     | - Interview involving all stakeholders  
- Contract renegotiated with all stakeholders present  
- Follow up daily with parents/caregivers |

- If the detentions do not seem to be having an effect then the Executive/Class teacher uses her/his discretion to modify the consequences.
- If a child is being disruptive, he/she can be sent to an Executive member or in their absence, the person in charge.
- If a child exhibits behaviour contrary to what is expected of him/her in or out of school; the Executive members will decide what the consequence will be for this type of behaviour.
- **No merit award if the child is on Detention that week.**
- **Any Gold recipients must not have had a Detention all year.**
Student Leadership Policy

Elections and Nominations by Staff and Students and Consequences of Misbehaviour

The “Student Leadership” is elected towards the end of Term 4 and is announced at the Annual Awards Ceremony.

Voting:
- Staff members, Years 3, 4, 5 vote for School Captain
- Years K, 1, 2, 3, 4 & 5 vote for sports captains
- Years K, 1, 2, 3, 4, 5, 6 listen to speeches

A student may not have more than one responsibility, e.g. a sports captain cannot be a school captain.

Should a student leader go on Detention he/she will lose their badge for five weeks from the date of Detention.

Should a student leader get a 2nd Detention in that year, they will permanently lose their leadership position.

Roles & Responsibilities

SCHOOL CAPTAINS

The role of a School Captain:
- is a position of responsibility
- is a position to serve and assist others
- is a position which children and staff respect
- is an honour to hold the position of School Captain
- The Principal and staff will encourage and support the two School Captains
School Captains are expected to attend the following:

- Official school functions and community activities e.g. First Eucharist, Confirmation, Anzac Day, etc.
- Mass regularly.
- Other functions as described by the staff.
- Give “vote of thanks” for guests to the school and newsletter reports.
- Obey teachers and all staff at St. Pius X
- Lead by example by following all school rules
- Support each other

SPORTS CAPTAINS

- Organise cheering for sports carnivals
- Attends Regional and Diocesan carnivals
- Attend Mass regularly
- Exhibit a good spirit of sportsmanship and fair play at all times
- Follow all school rules
- Lead by example
- Obey teachers and all staff at St. Pius X

RECOGNITION

All Leaders in Year 6 are presented with a badge at the Induction Mass held early in the year.
LEADERSHIP SUPPORT

A school leader who is having difficulty in carrying out their responsibilities will be offered assistance. The following procedures will be implemented:

**Step 1:** Meeting with Principal and Executive. The purpose of this is to assist the school leaders in coping with their position.

If further difficulties arise then the following will occur:

**Step 2:** Meeting with Principal, Executive and parents.

**Step 3:** Option of vacating school leadership role.
Out of Bound Areas

- Behind the Library
- Behind Year 3, Year 2 and Kindergarten
- Front of School
- Gardens
- Behind the Shed
- Classrooms if there are no teachers
- CANTEEN
- Toilets – not to play in
- Top playground and shelter if rest of the school is on the grassed area
- Leaving the school grounds without an adult / or going to the shop without an adult

Date amended 1/11/16
UNACCEPTABLE UNIFORM ITEMS

- Tattoos – transfers or permanent
- Nail polish, make-up
- Chains, unless it is a chain which has a religious pendant
- Any earrings other than sleepers or studs (small), one on each ear, only pierced ears
- Any dress rings, unless a signet ring only
- Dangly bracelets e.g. charms
- Boots

The school reserves the right to determine the appropriate standard of uniform at all times.
The school policy is that the students hair must be tidy and neither grown nor groomed in an extreme or exaggerated fashion.

Thus the following is **not allowed**

**Boys Hair Art** e.g. pigtails on a close shaved head, names or symbols engraved on head, long hair, colour variations.

**Girls** - colour variations, hair art e.g. spikes, jewellery in hair

- No Mohawks for girls and boys
- No coloured hair sprays (except on school specified occasions)
- No ornaments in hair except maroon scrunchies, maroon ribbons, maroon headbands

The school reserves the right to determine the appropriate standard of hair styles at all times.
Banned Items

- Cigarettes, matches, lighters, cap guns, fireworks, peashooters
- Mobile phones, iPads, iPhones, cameras
- No electronic games
- Laser pointers, aerosol and pump sprays (e.g. deodorants), hair sprays
- Knives and related items, personal stereos, DVDs
- Chewing gum (unless medically recommended), liquid paper and spirit-based marker pens because of damage to carpets and furniture
- Steel rulers or sharpened implements at school are illegal and a safety hazard to themselves and other students