

St Michael's Catholic Parish Primary School

Thirroul



POSITIVE BEHAVIOUR SUPPORT POLICY





OUR VISION

*INSPIRING EXCELLENCE IN LEARNING,
LEADING AND LIVING THE FAITH*

OUR MISSION

LEARNING

- ❖ being reflective teachers who use a variety of pedagogies in order to improve student outcomes
- ❖ implementing explicit learning experiences and a diverse range of strategies, which supports an inquiring mind and critical thinking
- ❖ enabling students to take responsibility for their own learning

LEADING

- ❖ implementing The Leader in Me in all aspects of school life
- ❖ being responsible, professional role models who set good examples for our students
- ❖ sustaining strong partnerships between home, school, parish and the wider community, reflecting effective leadership in all areas

LIVING THE FAITH

- ❖ creating an inclusive environment characterised by mutual care, respect, acceptance, peace and an enduring hope for the future
- ❖ working together: staff, students, parents and parish to be a united faith community
- ❖ promoting the Catholic faith through prayer, Religious Education, Mass attendance, social justice, liturgies and Sacramental programs

PURPOSE

Our Positive Behaviour Support Policy is based on *School-wide Positive Behaviours for Learning* (SPB₄L) - a framework, which outlines classroom, non-classroom and individual student support and management. It creates a support network for all students in our school, which enables quality social and academic competencies to be established and maintained.

SPB₄L outlines clear quality procedures for all staff to follow and implement thereby promoting a safe and supportive environment for all. It provides all members of the school community with a common language and a common experience of pro-social behavioural expectations.

The ultimate aim of SPB₄L is to develop compassionate global leaders who actively live their faith in a meaningful way so that they will be able to: change the world for a better place; treat themselves, others and the environment with respect; and to be independent thinkers and problem solvers.

To establish and maintain a safe and predictable school environment, all staff and students are familiar with and strive to follow the three school rules:

TAKE CARE OF YOURSELF

TAKE CARE OF EACH OTHER

TAKE CARE OF THIS PLACE

These rules form the basis for the School's *Matrix of Behaviour Expectations*-

See Appendix (b)

RIGHTS AND RESPONSIBILITIES

All children have a right to primary education. St Michael's SPB₄L strives to respect children's human dignity and provide a safe place where students create, share and learn.

Mutual respect between all members of the school community is required at all times. Staff and students will therefore address each other correctly and respectfully.

STUDENTS:

Students should at all times endeavour to follow the three school rules:

Take Care of Yourself

Take Care of Each Other

Take Care of This Place

TEACHERS:

Teachers should:

- Model courteous, respectful and supportive behaviour and treat all members of the community with consideration.
- Acknowledge Positive School Behaviours.
- Display and refer to weekly teaching expectations.
- Regularly discuss the Classroom Behaviour Management Plan and explicitly teach pro-social behaviours to all students

PARENTS:

Parents are informed of SPB₄L systems and procedures at the *Parent Information Night*, held at the beginning of every year. The Policy will be available on the school website. Regular updates of the weekly teaching focus are communicated via the weekly school newsletter.

- Parents need to be aware of expectations and procedures related to positive behaviours.
- Parents need to be open to receiving honest feedback regarding their children's behaviour.

RIGHTS AND RESPONSIBILITIES

Students have the right to:

Students have the responsibility to:

a primary education in a safe and supportive environment	follow the behaviour expectations as outlined in the <i>Behaviour Expectation Matrix</i>
experience Catholic values and behaviours.	participate respectfully in all aspects of Religious Education and celebrations of the faith.
be spoken to in a positive and polite manner.	speak to others in a positive and polite manner
receive recognition for appropriate behaviour and academic work	put effort into all class activities and complete set tasks.
belong to St Michael's School Community	be well groomed and wear correct uniform including the school hat with pride.

Teachers have the right to:

Teachers have the responsibility to:

expect Catholic values and behaviour to be promoted in the school community.	incorporate Catholic values when explicitly teaching behaviour expectations as outlined in the <i>Behaviour Expectation Matrix</i>
expect courtesy, co-operation and support from students, staff and parents.	Show courtesy, support and understanding towards students, staff and parents.
professional development opportunities	be prepared to undertake courses which will further foster professional development.
work in a happy, co-operative and safe environment	be aware and supportive of the needs of all who are part of the school community

Parents have the right to:

Parents have the responsibility to:

expect the best possible education for their children	encourage their children to want to learn and aspire to the highest possible standard
have their children instructed in the Catholic faith and to expect that Gospel Values permeate the school	give their children the example of the Catholic faith by living these values in their lives
be well informed regarding school events, systems and procedures	read all circulars and other information documents especially the school newsletter and school website.
be assured that their children are safe and well supported in the school environment	accept and support all school policies

PROCEDURES AND ROUTINES

It is necessary to maintain a high level of co-operation in the non-classroom and classroom settings. Students are given constant reminders of the school rules and expected behaviours.

Structures have been established and routines designed, taught and practised in all classroom and non-classroom areas. See Appendix (a). Procedures are understood and practised by leadership, staff, students and families. All staff is encouraged to practise active playground supervision and hand out tokens to students who display positive behaviours. Misbehaviours are also recorded on the monitoring sheets kept in the playground folders. The staff is asked to notify the Principal if they notice any safety risks.

1. POSITIVE BEHAVIOUR EXPECTATIONS

School Wide Positive Behaviours for Learning, ensures a safe and predictable environment for all students at St Michael's.

During the first week of each school term, the teachers revise the three school rules in liaison with the students. They revise what it looks like to *Take Care of Yourself, Take Care of Each Other and Take Care of This Place* in the non-classroom and classroom settings. These specific behaviour expectations are then displayed under the school rules visible for all to see and refer to. Teachers are to promote the school rules in all aspects of school life, as they are part of the culture of St Michael's.

See Classroom Rules displayed in each classroom and in the teachers programs. See Appendix (b) (*School Rules and Behaviour Expectations Matrix*)

2. ENCOURAGING AND AFFIRMING EXPECTED BEHAVIOURS

At St Michael's we encourage and affirm positive behaviour in our students in a variety of ways. Students with special needs are given appropriate support to allow them to remain safe, whilst considering the rights of others.

Throughout the school day many opportunities arise for recognising a student's efforts. In the classroom or on the playground a teacher may use a variety of rewards such as handing out a token or giving verbal affirmation.

Each class has its own scheme of rewarding positive behaviour that is appropriate for the age of the children concerned. The pupils are given clear information about the class schemes. Rewards are also given to achievements related to school rules in the form of:

- Whole school raffle for token recipients.
- Whole class celebration for class winning the most class tokens.
- Certificate for top 2 students of each class and lunch with the Principal.

The school promotes appropriate behaviour through rewards, class points, achievement awards, stickers and tokens. All student birthdays are acknowledged on a weekly basis. See Reward Flow Chart Appendix (c).

3. DISCOURAGING AND DEALING WITH INNAPPROPRIATE BEHAVIOURS

When behaviour from pupils fall below the accepted standard, all staff follows agreed procedures. (*Behaviour Action Plan, Definition of Minor and Major Procedures and Minor Response Sequence Charts, class and playground*). See Appendix (d 1, 2, 3).

Major and Minor Problem Behaviour Definitions defined by staff for both classroom and non-classroom areas are displayed as a guide for correcting students' behaviour. See Appendix (e).

Teachers on the playground have a responsibility to address minor incidents by referring to the Problem Behaviour Definitions, attached to the back of the playground folders see Appendix (e) and following the agreed procedures in the *Behaviour Action Plan, see Appendix (d 1)*.

In class or any non-classroom areas when a student displays *Minor* problem behaviour, it is recorded by the teacher on the management sheets, detailing **who, what, where** and **when** the incident occurred. These behaviour incidents are entered into our school data base system, BART. Students are given two warnings to assist them with correcting their behaviour before a *Minor* behaviour infringement is recorded with the 3rd warning.

All recording of behavioural incidents are entered into the database (BART) to use for further planning of discipline procedures and systems of behaviour support.

Minor Behaviours

When a student has three **Minor** behaviour referrals, (within three weeks), it becomes a Level 1 and is addressed by the class teacher with 30 minutes time out and the student fills out a reflection sheet.

If the behaviour continues and a further three incidents are recorded, (6 Minors) then the behaviour is regarded as a Level 2 which equals a **Major1**. A **Major 1** is referred to the principal or AP and the student is off the playground for one day and the parents are contacted, informing them of the behaviour. The student also fills out a reflection sheet.

If a student has 9 Minors this becomes a Level 3, which equals a **Major 2**. A **Major 2** is three days off the playground, communication with the parents to organise a meeting and a BMP is put into place for the student.

Continued further unacceptable behaviour equals a **Major 3** and our Definition of Minor Procedures Plan is followed. (Minor incidents are addressed within the time frame of school term).

Major Behaviours

When a student has a Major incident it is immediately referred to the Principal/Assistant Principal using the "*Major Referral Form*" see Appendix (g)

If a major incident occurs (also refer to the Definitions) the teacher on duty or the class teacher gives the student involved a red tag and asks two responsible students to accompany them to the office, where they are to be referred to the Principal or the Assistant Principal.

The Principal/Assistant Principal will address the matter and follow up with appropriate corrective learning opportunities. Parents are contacted informing them of the incident. See Appendix (f).

All Major procedures are dealt with following the Minor/Major Procedure Flow Chart.

As well as this students who receive regular minors or majors or are involved in a serious incident may skip levels and/or forfeit their privilege of being chosen to represent the school or participate in various events and activities. This decision is left up to the Principal's discretion. In order to encourage students to address inappropriate behaviour, every child starts afresh each term, in regard to recorded "minor" incidents.

(Major incidents are assessed within the time frame of a school calendar year)

Booster training – additional practice of our "Behaviour expectations" is offered to students with repeated behavioural offences.

4. PASTORAL CARE FOR STUDENTS

As a Catholic School we acknowledge our responsibility to respect the dignity of the individual and the uniqueness of each person's needs, values and innate personal worth. In order to achieve this, various levels of pastoral care are implemented within the school community.

On an informal basis, staff supports students to feel positive about themselves and form respectful relationships with others. There are also structures in place, where students identified with specific pastoral needs are referred to the school's MSPEC committee, who will work with the teachers to identify the most appropriate form of support. There is also the opportunity to involve the school's Catholic Care counsellor in assisting the students and their families to address the problem or situation being experienced. In certain cases, the School Principal liaises with the President of the P and F to ensure that a support network is established among the parent body.

5. SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

Students with special needs are identified at the time of enrolment or through the implementation of MSPEC procedures. These students are closely supported and monitored throughout their school life. Regular meetings are conducted between classroom teachers and parents and systems are put in place both within the classroom and the school playground, which will enable all students to feel safe at school. The school's MSPEC team works with the classroom teacher to identify strategies, which will assist the student to achieve positive learning outcomes. Teachers adjust the curriculum and use differentiation in order to cater for the diverse range of student abilities. Where necessary the school will utilise the MSPEC process to seek professional assistance and guidance from the relevant Catholic Life, Education and Mission Service Officers at the Catholic Education Office.

**Corporal punishment in any form is not allowed at
St Michael's Catholic Parish Primary School**

ONGOING MONITORING

The procedure for ongoing monitoring has two distinct sections:

1. DATA COLLECTION
2. DATA ANALYSIS

1. DATA COLLECTION

- Problem Behaviours, whether minor or major, are recorded daily on behaviour sheets. Teachers record - before school, after school, during recess and lunchtime.
- Problem Behaviours, whether minor or major, are also recorded in each classroom the library and the canteen
- The recording sheets are collected weekly and entered into the BART database (*BEHAVIOUR ANALYSIS REPORTING TOOL*).

2. DATA ANALYSIS

DATA informs decision making for both affirmations and problem behaviour incidents.

Data is analysed weekly from various sources – as a result of this data collection, guidelines are set for school decision making to improve results.

DATA is used in the following ways:

- SPB₄L team uses data to lead staff in improving systems and procedures.
- SPB₄L team uses data to lead staff in progress monitoring.
- Used for mapping of resources and action planning.
- To provide specific feed back, where appropriate, to students and parents.
- Identification of students who need additional support.
- Progress to meeting goals is regularly celebrated.
- Affirmations of good behaviour in both class and playground are celebrated at daily assemblies in the form of a Token and recorded and tallied on Token Management sheets.
- Data is shared with all staff at least twice each term so that common misbehaviours can be monitored and addressed.

ANTI-BULLYING PLAN AND PROCEDURES

St Michael's Catholic Parish Primary School does not tolerate bullying in any form. Guided by our leadership team, all members of the school community are committed to ensuring a safe and caring environment, which promotes positive self esteem and personal growth intellectually, physically, socially, emotionally, aesthetically and morally.

This plan has been developed with reference to *Path to Life*, A Framework for Pastoral Care and Wellbeing for Systemic Catholic schools in the Diocese of Wollongong, *the Student Anti-Bullying Policy* for Systemic Catholic schools in the Diocese of Wollongong, *St Michael's Positive Behaviour Policy*, *Pastoral Care Policy* and *Responsible Use of Technology Policy*.

Definition

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not defined as bullying. Mutual arguments or disagreements are upsetting, but usually everyone involved wants to solve the problem and there is no power imbalance. A mutual argument or disagreement is not bullying.

Unless a person deliberately and repeatedly tries to cause someone distress, exclude them or encourages others to dislike them; not liking someone is not bullying.

Single acts of meanness, spite, conflict, rejection, exclusion, physical harm and emotional aggression hurt people causing great distress and may require intervention from the school, however, are not examples of bullying unless they are **deliberate** and **repeated**.

Types of Bullying

Physical bullying involves harmful actions against a person's body. Some examples are hitting, pushing, pinching, biting and kicking. It may also involve interference with another person's property.

Verbal bullying is speaking to a person or about a person in a way that is unkind and hurtful. Some examples are teasing, name calling, spreading rumours, whispering and racist remarks.

Covert bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.

Cyber-bullying refers to bullying carried out using digital technologies. Some examples include harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. Cyber-bullying can happen at any time. It can be public or private, and sometimes only known to the target and the person bullying.

Communication

St Michael's School-wide Positive Behaviour for Learning (SPB₄L) Team as well as the Leadership Team and all staff communicate Anti-Bullying plans and procedures to parents and the wider community through annual information nights, weekly newsletters, regular staff meetings, whole school assemblies as well as publishing information on the school website.

Anti-Bullying Procedures

In order to decrease incidents of bullying and to continue to build safe and supportive environments the school will implement the following strategies:

- Within the implementation of the SPB4L framework all staff will be involved in
 - teaching pro-social behaviours as outlined in our *Behaviour Expectation Matrix* (see appendix B)
 - using the agreed correction procedures for both *minor* and *major* problem behaviours (see flowchart – appendix D 1,2,3)
 - collecting student behaviour data, which will be used to improve systems and procedures further.
- Survey parents, staff and students annually as part of data collection
- Results of these surveys will be collated by the Leadership Team and implications discussed with staff, students and parents at appropriate meetings.
- Appropriate procedures for students and parents to respond to bullying situations will be addressed by classroom teachers on the Parent Information Night at the beginning of each year. These procedures include:

THE THREE STEP PLAN FOR CHILDREN BEING BULLIED:

1. Tell the bully to stop eg '*Please stop*' or '*Please leave me alone*'
 2. If the bullying continues say '*If you don't stop, I will tell an adult (a teacher)*'.
 3. If the bullying continues, immediately find a trusted adult with the authority to intervene, describe the situation and say how you have responded to the situation.
- Specific and sequential classroom activities that will improve student learning on anti-bullying. These activities may be incorporated into the Religious Education and/or Personal Development Physical and Health Education Program. (See *scope and sequence* Appendix Y)
 - Representatives from the Australian Communications and Media Authority (ACMA) will visit stages 2 and 3 bi-annually for *Digital Citizenship Workshops*.
 - The School's Learning/Communication Technology Co-ordinator will present an information night annually on *Best Practice in Using Technology*.
 - The students in Stages 2 and 3 have the opportunity to participate annually in anti-bullying workshops conducted by outside agencies.
 - All staff are given the opportunity to attend Professional Learning on current Anti-Bullying strategies, procedures and programs.

Reporting of Bullying Incidents

- All students are constantly encouraged by staff and parents to speak to any trusted adult with whom they feel comfortable regarding any bullying behaviour.
- Parents are informed at Parent Information sessions at the beginning of the year to report any bullying incidents immediately to the classroom teacher or any leadership team member, in person, via email or by telephone.

In line with SPB4L correction procedures as outlined in the *Positive Behaviour policy* consequences and possibly disciplinary action will be enforced for students who continually ignore school rules.

A more detailed investigation may be undertaken if bullying is suspected using the *Alleged Bullying Initial Action Tool* (appendix Z).

- St Michael's follows the Diocese of Wollongong Anti-Bullying Procedures for Primary Staff Flow Chart. (Appendix X).
- All reported incidents are documented on the *Alleged Bullying Initial Action Tool* by staff as well as entered into the Behaviour Analysis Reporting Tool (BART) following the school's *data collection procedures*.
- The Leadership Team will investigate all reported incidents with all persons involved including the victim, alleged perpetrator, bystanders and will notify Parent/Carers of bullying incidents involving their children.

This Policy will be evaluated annually by the SPB4L Team using the results of the various surveys completed by all members of the school community (parents, students and teachers) and subsequently making changes if needed.

The school allows an annual budget for the acquisition of resources to support school-wide implementation of anti-bullying procedures and learning and teaching practices.

Anti-Bullying Support

In cases of extreme or sustained bullying, the School Principal may make contact with the Police, School and Youth Liaison Officer, S/C Tanya Higgins: 4226 7899.

Supporting Documents

- *Path to Life, A Framework for Pastoral Care and Wellbeing for Systemic Catholic schools in the Diocese of Wollongong.*
- *Student Anti-Bullying Policy for Systemic Catholic schools in the Diocese of Wollongong.*
- *St Michael's Pastoral Care Policy and Responsible Use of Technology Policy.*

APPENDIX

Appendix (a)	Teaching Expectations of Non-Classroom (School)
Appendix (b)	School Rules and Behaviour Expectation Matrix (School)
Appendix (c)	Rewards and Affirmation Procedure (School and Parents)
Appendix (d)	<ol style="list-style-type: none">1. Behaviour Action Plan2. Definition of Discipline Procedure3. Minor Response Sequence for the Classroom (School and Parents).
Appendix (e)	Classroom and Non-Classroom Definitions (School and Parents)
Appendix (f)	Incident Letters Minor/Major (School)
Appendix (g)	Major Referral Form (School)
Appendix (x)	Anti-Bullying Procedures for Primary Staff (School and Parents)
Appendix (y)	Cybersafety (School)
Appendix (z)	Alleged Bullying Initial Action Tool