



ST. MARY'S SCHOOL

BEHAVIOUR MANAGEMENT POLICY

RATIONALE

Last Reviewed Term 2 2013

At St. Mary's primary School we believe that all students, their families and staff have the right to a safe and supportive learning environment and that the mental, physical and emotional wellbeing of young people are essential pre-conditions for successful learning. Therefore all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students. At St. Mary's Catholic School we believe in adopting proactive strategies for defining, teaching and supporting appropriate student behaviours in order to develop social competence and enhance learning.

The Behaviour Management policy has been developed to ensure that students continue to engage in a respectful and Christian manner in all school activities.

ST MARY'S VISION & GRADUATE OUTCOME STATEMENT LINKS

Vision:

At St. Mary's we believe that:

- We are called to be living witnesses to the Gospel values of love, forgiveness, understanding and respect.
- We create and maintain a spirit of social justice and selfless giving, Making Jesus real in our everyday lives.

Graduate Outcomes:

We aim that the children who graduate from St. Mary's are :

- Compassionate and have a sense of social justice based on Gospel values.
- Respectful in their interactions with others, the environment and accountable for their choices,
- Responsible, show initiative and have confidence to take their own path and reach their full potential.
- Resilient, optimistic and aspire to reach their dreams.

BASIC BELIEF

We believe that:

- Staff/ Students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students.
- At St. Mary's we believe in adopting proactive strategies for defining, teaching and supporting appropriate student behaviours in order to develop social competence and enhance learning.
- Teaching the five social competencies of self-awareness, social awareness, self-management, relationship skills and responsible decision making will enhance the educational performance, classroom behaviour, social interactions, mental, spiritual and physical health as well as life-long effectiveness.
- Provide students with the experience of success which leads to high self-esteem, respect for others and achievement of personal excellence.
- Provide opportunities for professional development of staff.

Modified May 2013-05-23

- PBIS [Positive Behaviour Intervention and Support]creates positive learning environments by developing pro-active whole school systems to define, teach and support appropriate student behaviours.

POLICY FRAMEWORK:

At St. Mary’s we have adopted a school wide approach to optimize pro-social behaviour and student learning, namely PBIS [Positive Behaviours Intervention and Support] It is a philosophy and practice of recognising the importance of positive relationships among all members of our school community for the purpose of enhancing learning. It emphasizes prevention, active instruction and research validated practices. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.

At St. Mary’s we have established our four core rules of behaviours of RESPECT, RESPONSIBILITY, RESILIENCE AND SAFETY.

These four core behaviours underpin all of the actions exhibited by children, staff and parents in our school setting. We require and encourage positive behaviour management in all facets of school life. Our Behavioural Management Policy includes, praise, rewards, reprimands and consequences. Matrixes have been established to enable the explicit teaching of these core values [Respect, Responsibility, Resilience and Safety]. From time to time a ‘School wide blitz’ may be established to meet a need arising .i.e attending Mass, Behaviours are explicitly taught under the four core expectations.

AIMS FOR TEACHING & LEARNING AND GUIDELINES FOR IMPLEMENTATION

St. Mary’s Catholic primary School community is committed to :

- *Teach*
- *Practise*
- *Apply and*
- *Acknowledge* appropriate behaviours.

We aim to:	We will do this by:
<ul style="list-style-type: none"> • Foster and promote positive and appropriate behaviour. 	<ul style="list-style-type: none"> • Focus on developing and implementing an understanding of expected behaviour at the beginning of each year on a whole school and classroom level using PBIS matrixes. • Present weekly awards that promote positive behaviour. • PBIS Merit cards • Whole school tally
<ul style="list-style-type: none"> • Reinforce positive behaviour in the manner that we interact and in the manner in which we respond to appropriate behaviours in class and in the playground.[See PBIS Handbook] 	<ul style="list-style-type: none"> • Include suitable content in curriculum – Religious Education, Humanities, Inquiry learning when appropriate. • Each PBIS merit given is used as a teachable manner. • Use Bounce Back program.
<ul style="list-style-type: none"> • Agree on Matrix expectations that are agreed by the students and the classroom teachers. 	<ul style="list-style-type: none"> • Schedule regular discussions at Leadership, PBIS Team and staff meetings. • Classrooms set matrixes for classroom

	management re behaviours based around the 4 core rules of Respect, Responsibility, Safety and Resilience.
<ul style="list-style-type: none"> Follow Set classroom and playground Matrixes to protect our rights and to encourage responsibility, respect, safety and resilience.. 	<ul style="list-style-type: none"> Review procedures that are attached to this policy every two years. Promote our 4 core rules regularly in classrooms and assemblies and gatherings where appropriate. Publish these in Newsletters/ School Website.
<ul style="list-style-type: none"> Follow the PBIS handbook in being pro active in attempting to avert behavioural problems before they happen. 	<ul style="list-style-type: none"> Identify potential problems at staff meetings through the usage of SWIS Data and goal setting meetings with principal. [Staff]

DEFINITIONS:

Behaviour is defined as anything we say or do.

Appropriate Behaviour is any behaviour that contributes to the positive learning environment.

Challenging Behaviour is behaviour that significantly challenges that day-to-day functioning of schools. Te behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.

At Risk Behaviour is any behaviour that could cause possible harm or injury to self or others. This includes physical emotional or psychological harm.

REPORTING

At St. Mary's children's behaviour is reported through:

- See PBIS flowchart for reporting and procedure for behavioural support
- Formal parent/teacher interviews at least twice per year encouraging the parent/pupil/teacher strategy for reporting.
- PBIS rubrics are a component of our June and December reports.
- Informal parent/teacher meetings are held at the request of parent and/or teacher.
- Parent Group Support Meetings [Termly]

DEVELOPMENT

It is recommended that:

- We revisit all Policies to confirm that our beliefs are in line with current practices and thinking.
- Designated staff meetings are scheduled for behaviour management each term.
- We continue to refine our planning, in order to ensure quality teaching and learning is delivered effectively.
- Regular monitoring and auditing to maintain a good standard of resources.
- To revise whole school behaviour management regularly.
- The school consolidates its development of new programs and not to take any new programs on board in the near future.

ORGANISATION

To implement the Behaviour Management Policy the following organization will take place:

- All staff will be given a PBIS handbook.

- All new staff will be briefed as to the procedures for implementation of PBIS on induction day.
- Staff will continually review processes and procedures re behaviour management
- Matrixes will be displayed in classrooms and around the school.

To implement this policy, many strategies are in place to model positive practices:

- Teachers will encourage co-operative learning in the classroom
- Reward systems – PBIS Merit cards, PBIS student of the week/ classroom PBIS captains/awards / stickers / positive reinforcement
- Communication books – to monitor behaviour of students experiencing difficulty and to reinforce positive behaviours
- Social Skills Program
- No Blame Bullying
- Parent / child / teacher conferences
- Goal setting – Behaviour contracts
- Home/school liaison – PSG meetings
- R.E. Program
- Pastoral Wellbeing Team
- Incident reports to the Principal
- Refer to Whole School Management Approach. [Restorative Practice]
- *See PBIS Handbook.*

PLANNING

For Staff:

- Staff to revisit policy at the start of each year as a whole staff, at unit level and with planning partner.
- Staff Meetings and Unit Meetings – provide time for positive feedback and for future direction.
- Staff /Parent PBIS team
- Peruse Data from SWIS in order to implement interventions where needed.

For Students:

- Revisit our 4 core rules of Respect/ Responsibility/Safety/ Resilience.
- Revisit Matrix expectations at the commencement of each school year
- Monitor with the Student Leadership Team
- Parent/Student/Teacher interviews when child has received 3 Behaviour notes home.

For Families:

- Provide copy of policy for families upon request.
- Policy can be viewed on our Website.
- Update in the school newsletter
- Weekly PBIS page in newsletter. [New strategies/ award winners etc]

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS:

St. Mary's School rules are as follows: RESPECT: RESPONSIBILITY: RESILIENCE:
SAFETY:

Expectations through Matrixes outline acceptable appropriate student behaviours that contribute to the Wellbeing and function of our school as a safe and supportive learning environment. Students at St. Mary's will be taught, encouraged and supported to demonstrate these core four rules. All learning areas have a "traffic Light" behaviour thermometer. See Appendix {Matrixes in PBIS handbook}

- **Any form of Corporal Punishment is prohibited.**
- Continuous Breaches of serious offences may incorporate suspension at the discretion of the Principal in consultation with other personal where and when deemed necessary.

APPENDIX:

- Minor and Major Behaviour List.
- Flowchart: General Procedures for dealing with Minor/ Major Behaviours.
- Matrix of Core School Behavioural Expectations
- Behavioural Notification form.
- PBIS Handbook [minus the Matrixes: See PBIS Handbook used by Staff]
- Traffic Light Behaviour

MINOR CONSEQUENCES

Conference with student/individualised instruction

Walk with teacher:

In Class Time Out

Think Sheet

Children write a letter:

Privilege Loss

Walk with teacher:

Flick up papers, sweeping community service etc.

Loss of privileges eg. Computer time, missing out on excursions,

No hat no play

Restricted to certain area

Sit down at play times

MAJOR CONSEQUENCES

Conference With Parent(s)

Unsatisfactory behaviour note

4W Form

Privilege Loss

Community service

Loss privileges eg. Computer time, missing out on excursions,

Out of Class Time Out

Removed from class

Apology Restitution

Apology letter:

Corrective Assignment Restitution

Flick up papers, sweeping community service etc.

In school suspension

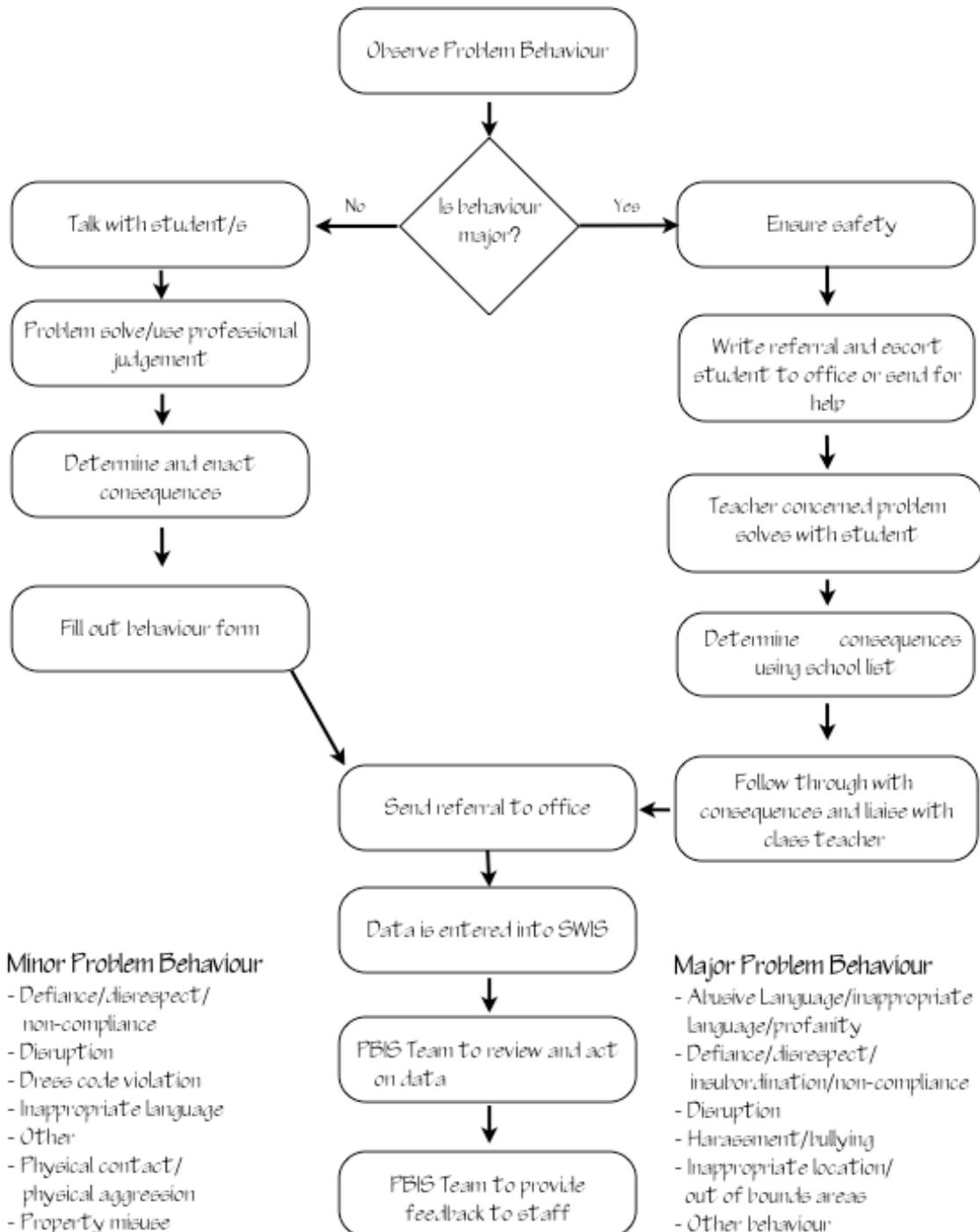
Time off yard

Stay in

Out of school suspension

Written Contract

General Procedure for Dealing with Problem Behaviours



Only document an incident if a consequence is required.



ST. MARY'S SCHOOL

McLennan Street, Mooroopna. 3629. Phone: (03) 5825 2858. Fax: (03) 5825 4026

"Let your light shine"

Unsatisfactory Behaviour Notification

Date _____

Dear _____

Unfortunately we have to report the following incidents which occurred with your child:

As a result of their actions the following consequence will occur:

It would be appreciated if you could discuss this matter with your child tonight regarding this behaviour, sign this notice and **return to school tomorrow**.

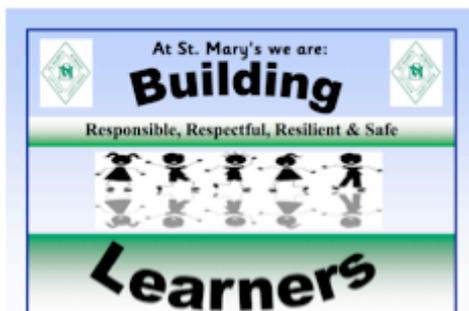
If three of these notes are sent home (or a more serious incident occurs), you are required to meet at school with your child's teacher and the Principal.

Thank you for your cooperation with this matter.

Yours sincerely

Staff Member _____

Parent/Guardian _____



1st Behaviour Notification
Parent/Guardian Notification

2nd Behaviour Notification
Parent/Guardian and Teacher/Support Teacher Meeting

3rd Behaviour Notification
Parent/Guardian, Teacher and Principal Meeting



MATRIX OF BEHAVIOUR EXPECTATIONS: BUILDING RESPECTFUL, RESPONSIBLE, RESILIENT & SAFE LEARNERS'

	PLAYGROUND	ADMINISTRATION/ STAFF AREA	LINING UP	ASSEMBLY	TOILET
RESPECTFUL	<ul style="list-style-type: none"> Take Turns Be a positive role model Use manners Be Fair Be co-operative[negotiate] How we speak 	<ul style="list-style-type: none"> Wait time Wait quietly at the desk Use manners Wait in the designated area for help We accept directions from all staff We wait patiently 	<ul style="list-style-type: none"> Personal space Stand quietly Walk orderly Move 	<ul style="list-style-type: none"> Listening to others Supporting others achievements Appropriate response i.e. applause Singing in the right way National Anthem: hands by sides. joined 	<ul style="list-style-type: none"> Give others space Privacy Take turns Use the bin Aim low Flush Use equipment appropriately
RESPONSIBLE	<ul style="list-style-type: none"> Use equipment correctly Return equipment Honour the bells Own your belongings Speak up, speak out. Follow the rules Stay in designated play areas. Being patient Negotiate - compromise 	<ul style="list-style-type: none"> Clean up area Speak quietly Inside voices / inside feet. Return equipment Only enter with tchr/assist permission 	<ul style="list-style-type: none"> Be on time Be in your area I make sure I have all my belongings I go to the toilet & get a drink as the music is playing Accepting where I am and who I am with Hold play equipment 	<ul style="list-style-type: none"> Use equipment appropriately Choose good role model to sit beside. 5L's for listening Entering/ exiting quietly Ignoring inappropriate behaviours Make good choices 	<ul style="list-style-type: none"> Wash hands Use break times Report damage & inappropriate behaviour Walk
RESILIENT	<ul style="list-style-type: none"> Find a friend. Ignore niggles Use the 3 step rule 	<ul style="list-style-type: none"> Courage Independence 	<ul style="list-style-type: none"> Independent 	<ul style="list-style-type: none"> Bouncing back if you don't get a reward Applauding others' achievements Attend graciously 	<ul style="list-style-type: none"> Seek assistance if needed Go at school Wait
SAFE	<ul style="list-style-type: none"> Walking Take turns Using equipment responsibly Play in boundaries Be sun smart. 	<ul style="list-style-type: none"> Walk Use inside feet. Open/close doors appropriately. 	<ul style="list-style-type: none"> Personal Space i.e an arm's length Walk 	<ul style="list-style-type: none"> Entering/ exiting in a safe manner Use stage and steps appropriately. 	<ul style="list-style-type: none"> Walk Use toilets appropriately.

TRAFFIC LIGHT SYSTEM FOR BEHAVIOUR INTERVENTION AND SUPPORT IN CLASSROOMS.

- Each learning area has on display traffic lights as listed below.
Children's behaviour is plotted onto the lights during the day.



Continued inappropriate choices sees child moved into the red area and a positive behaviour form filled out and placed into the PBIS data box in the office area.



A second chance is given when the child continues to make inappropriate choices for his/her behaviour. Again positive behaviour can earn a step back into the yellow and then back to the green.



For inappropriate choices a first warning is given and the child moves into the yellow. This acts as a reminder to choose wisely. Appropriate behaviour can be rewarded with movement back to the green..



Children are placed in the green area each day. For making positive choices throughout the day the children do not move from the green box. They may receive a PBIS card for making good choices throughout their day in the classroom.

Teachers may choose to use a modified version of the traffic lights or adapt the 'Lights' system to suit the needs of their classroom.