



## **St Anthony's Catholic School**

### **POSITIVE BEHAVIOUR SUPPORT POLICY**

Our vision at St Anthony's Catholic Primary School is to create learning environments that encourage all students to flourish. Our educational community seeks to provide a system that will support students' efforts to manage their own behaviour and promote academic achievement. An effective behaviour support system is a proactive, positive, skill-building approach to the teaching and learning of successful student behaviour. The school wide positive behaviour support (SWPBS) system ensures effective strategies that promote pro-social behaviour and respectful learning environments.

The principles of Catholic Education reflect the beliefs that each person deserves and needs a positive and inclusive educational community that values courtesy, and consideration and welcomes all. A positive behaviour support policy incorporates the modelling and teaching of positive, proactive social behaviours across the school environment.

Our SWPBS system is a data-based initiative that endeavours to adjust the environment and learning opportunities in order to fully support the student. This system is

implemented by collaborative, school-based teams using a student-centered approach to proactive behaviour support. School-wide expectations for behaviour are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavioural issues are comprehensively assessed. Functional assessment of learning and behaviour challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based adjustments. Positive interventions that support adaptive and pro-social behaviour and build on the strengths of the student, lead to an improved learning environment. Students are offered a continuum of methods to help them learn and maintain appropriate behaviour.

## **RATIONALE**

At St Anthony's we aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The strategies to deal with inappropriate behaviour are consistent, logical and clear. Expectations and consequences are made familiar to all involved. The support of parents, teachers and children is needed to ensure the development of self-regulating students.

The use of SWPBS is systematic, individualised and provides strategies for achieving important social and learning outcomes while preventing behavioural issues with all students. SWPBS is a combination of effective practices to: teach and encourage respectful, responsible behaviours and uses data to support decision-making. It assists in creating an individualised and supportive school climate.

The outcomes of SWPBS are:

- Increased instructional time
- Improved staff and student attendance
- Increased student proficiency
- Increased parent participation and partnerships

- Improved community involvement and support

Every classroom teacher will develop consistent expectations for acceptable behaviour for his/her classroom in compliance with SWPBS behaviour expectations matrix. The expectations will be communicated to the students and parents/guardians through the sharing and explicit teaching of our matrix. The teacher will address consequences for minor behaviours. When inappropriate behaviour from a particular student continues to occur or is a major event, intervention by leadership team will be necessary.

## **OUR CORE VALUES**

At St Anthony's Catholic School the worth and dignity of each person is acknowledged, appreciated and celebrated, and each student has the opportunity to flourish in a Catholic atmosphere of love, acceptance, belonging and security.

Our three core values are:

**Be safe**

**Be respectful**

**Be responsible**

These values are underpinned by the following school expectations:

### **Be Respectful**

#### ***Students will:***

- Respect student differences.
- Respect everyone's right to learn.
- Speak and act in a kind and courteous way to others.

- Resolve conflicts by talking and listening to the other person.
- Follow the instructions of supervising adults.

## **Be Safe**

### ***Students will:***

- Think “Safety first.”
- Play in a safe way and use good judgment.
- Consider the health and/or safety of oneself and others.
- Follow school values on the playground, in the classroom, and in all areas of the school.
- Use equipment appropriately.

## **Be Responsible**

### ***Students will:***

- Be committed to their learning in all curriculum areas.
- Make the effort to use all class-time wisely.
- Come to school prepared to learn, with all of the appropriate materials.
- Manage their time in a way that facilitates learning.
- Follow established guidelines and routines.

## **RIGHTS AND RESPONSIBILITIES**

### Students

The student has the right to a school education in an environment conducive to learning.

*The student is expected to do the following:*

- Attend school every day, arrive on time, and complete all class work.
- Understand and observe the values of the school.
- Participate in the development of school/class values.
- Show respect to all adults, including school staff and to their peers.

### Parents

The parent has the right to expect that the school will address the learning needs of their child in an equitable way, respecting the individual differences of children. The parent has the right to be informed of their child's progress and areas where closer home-school cooperation is needed.

*The parent is expected to do the following:*

- Send their child to school every day and on time.
- Respond to communications from the school pertaining to their child.
- Cooperate with the school staff in solving behavioural problems, with a focus on positive behavioural support.
- Develop in their children respect for the rights and property of other people.
- Show respect to all students, school staff, and to other parents in our community.

### Teachers

The teacher has the right to teach in an atmosphere that fosters accomplishment and satisfaction in their work with the support and guidance of the leadership team to maintain high professional standards.

*The teacher is expected to do the following:*

- Work with students so they understand what they are expected to learn.
- Help the students realise that as an individual they are important and that they should act in a responsible way.
- Encourage and help the student understand and support school values.

- Know and enforce the values and policies of the school consistently.
- Use procedures appropriate for age, background, and level of maturity in dealing with inappropriate behaviour from students (with a positive behavior support focus).
- Seek conference with parents and other school personnel in an effort to help students who present behavioural concerns.
- Show respect to students, parents, and to other school staff.
- Communicate respectfully to all members of the school community.
- Respond to student behaviour in a sensitive and respectful manner.
- Use a variety of strategies to manage and respond to student behaviour.
- Model respectful interactions with students, using verbal and non-verbal behaviours, including expressing interest in students' thoughts and opinions.
- Teach and model listening, sharing and communication skills, with the aim of developing respectful interaction.
- Draw on a range of strategies to redirect behaviour without any consequent loss of learning time.
- Teach replacement behaviours.
- Recognise when students are doing the right thing and give positive feedback, naming this behavior explicitly.

### Support Staff

Support Staff have the right to perform their daily tasks/responsibilities in an atmosphere that fosters satisfaction in their work with support and guidance of the leadership team in maintaining high professional standards.

*Each support staff member is expected to do the following:*

- Encourage and help students understand and support school values.
- Know and enforce the values and policies of the school consistently.

- Seek guidance from teachers and leadership team in an effort to help students learn, achieve, and be successful in the school environment.
- Use procedures appropriate for age, background, and level of maturity in dealing with inappropriate behaviour from students.
- Teach replacement behaviours.
- Recognise when students are doing the right thing and give positive feedback, naming this behavior explicitly.
- Help students realise that as an individual they are important, and they should act in a responsible and respectful ways.
- Show respect to students, parents, and to other school staff.

### Leadership

The leadership team has the right to expect the cooperation of staff, students, and parents, in facilitating the school's function as a learning institution.

*The leadership team is expected to do the following:*

- Review and revise school policies periodically.
- Support all school staff in the implementation of SWPBS.
- Provide staff with support and assistance in managing major behaviour incidents
- Ensure staff are aware of AITSL standards and support them to achieve the relevant standards regarding classroom management.
- Be available for conferencing.
- Communicate actions taken with relevant parties.

### **Procedures to support behaviour St Anthony's Catholic School**

We aim to recognise and celebrate students who are displaying our three core values in their behaviour.

***All in our community are asked to support our positive behaviour procedures, including:***

**1. *Walking in the footsteps of Jesus Award***

All staff are asked to support our ***Walking in the footsteps of Jesus Award*** by recognising when students are doing the right thing, naming this behavior explicitly and giving a “footstep” to the child. Footsteps are coloured in on an award card by the child and once a card is filled (fifteen footsteps) public recognition is given at School Assembly and in the school newsletter. The award is then sent home.

**2. *Incident Referral Forms (Blue Incident Forms)***

Blue incident forms are used for data collection. This data is collated by the SWPBS coordinator and regularly examined by teachers who look for patterns/ triggers. Adjustments are then devised and put in place to support positive behavior at school. Teachers have the flexibility to enter their data instantly, at the end of each break, before recess and lunch or at the end of the day. This form is placed in the class teacher’s pigeon hole, for their information, who, after reading it, then places it in the collation box in the office.

**3. *Behaviour Support Plans***

Behaviour support is more than just a process of responding to behavioural issues after they have occurred. The key to effective behaviour support is the quality of the relationships between teachers, students and parents. A comprehensive behaviour support plan requires as much attention to the recognition and development of good behaviour as it does to effective sanctions for inappropriate behaviour.

It is believed that a positive approach to discipline will ensure that the majority of students will accept responsibility for their behaviour and develop self-discipline. The development of good social skills is encouraged at St Anthony's Catholic School and students are to be consistently reminded of this by teachers through instruction and example.

Teachers are encouraged to use a variety of approaches to enhance positive interaction between students, catering for different levels of ability and maturity, with the aim of developing positive social behaviours.

#### ***4. Individual Behaviour Support Plans***

At times, adjustments to expectations in the school's Positive Behaviour Support Policy may occur for students with disability, due to the nature of their learning needs. (e.g. Providing intervention and a replacement behaviour plan for the highest priority inappropriate behaviour first, with a further plan to address other less urgent behaviours within a planned timeframe.) This Individual Behaviour Support Plan will work in conjunction with the school's Positive Behaviour Support Policy.

This plan will incorporate professional advice from Allied Health professionals, parents, TCEO Education Officers and the school SLN coordinator. Decisions about priority for addressing behaviours may require the support of external professionals such as a psychologist, paediatrician or TCEO WHS Officer, in conjunction with school staff and that student's parents.

Individual Behaviour Support Plans may identify potential risks to the individual, to other students, to staff and other adults or to property. These risks may include physical, emotional, social or academic risks. When necessary, a risk

assessment will be conducted and appropriate interventions will become part of the Individual Behaviour Support Plan.

### **5. *SWPBS Referral System***

When students display inappropriate behaviours, staff are required to complete a PBS incident form. This form records information regarding the context, behaviour and those involved. All staff are authorised to fill in these forms when required.

Completed forms are to be sent to the office for administration to enter into SWIS (School Wide Information System). The SWIS program allows staff to access old referrals, shows peak times for behaviours, sorts them into various categories which allows staff to track these behaviours. This enables staff to identify and address risks, and then put proactive supports in place.

### **6. *Consequences of inappropriate behaviours***

Teachers and students work collaboratively to establish a possible range of natural or logical consequences which will apply if a value is not observed by a student and in the occurrence that a value is consistently broken. The focus of consequences is to enable the student to learn to regulate their behaviour and to behave in socially acceptable ways. Any of the following appropriate consequences may be used:

- Reminder by teacher of appropriate behaviour
- Time out within the classroom
- Relocation for a short period of time
- Time out at recess or lunch time (Time out notification completed and sent home to parents for signature)
- Withdrawal time with the Principal – incidental - lunch/recess/short periods

- Restriction of privileges
- Consultation with parents
- Establishment of behaviour contract
- Internal suspension (Student is withdrawn from special activities and the classroom for a defined period. Time is spent under the supervision of the Principal, Leadership Team member or colleague teacher. Student does not have recess or lunchtime at the same time as the remainder of the school.)
- Suspension (This consequence is only applied for very serious or repeated breaches. The decision to suspend a student is made by the principal. Documentation of the events leading up to the suspension will be thorough and retained.)
- Exclusion (In very rare circumstances the Principal decides to terminate a student's enrolment. The Catholic Education Office and the Secretary for Education must be contacted before this can take place.)

### **Corresponding documents**

*\*PBS Referral form*

*\*PBS Matrix*

### **Addendum**

## **EDUCATION ACT**

This Policy reflects the *Education Act 1994*, (**Division 4 – Discipline**), namely:

### **36. Unacceptable behaviour**

- (1) A student is to behave in a manner acceptable to the principal
- (2) Behaviour which is not acceptable includes behaviour which -

- (a) constitutes refusal to participate in the education programme: or
- (b) constitutes disobedience of instructions which regulate the conduct of students; or
- (c) is likely to impede significantly the learning of other students of that school; or
- (d) is likely to be detrimental to the health, safety or welfare of the staff or other students of the school; or
- (e) causes or is likely to cause damage; or
- (f) is likely to bring the school into disrepute.

### **37. Consequences**

The principal of the school, if satisfied that a student has behaved in an unacceptable manner, may -

- (a) suspend the student full-time or part-time from school for a period of 2 weeks or less; or
- (b) impose a detention on that student

Policy updated on 6th February, 2017.

Due for review: 2019.