

St Joseph's Primary School

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT POLICY

Child Safety at St Joseph's - We are committed to ensuring the safety and wellbeing of our students, staff, and volunteers. As part of this commitment we have implemented the Victorian Child Safe Standards to help protect children and young people under the age of 18 from child abuse and neglect, including cultural safety for Indigenous children and those from culturally and linguistically diverse backgrounds, and children with a disability.

Inspired by the call of discipleship in Christ and committed to excellence in teaching and learning, we at St Joseph's Northcote, strive to "make a difference" as a community by embracing and celebrating the uniqueness, creativity and achievements of each individual.

St Joseph's has adopted a Whole School Approach to bring about positive behaviour; School Wide Positive Behaviour Support [SWPBS]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to minimise inappropriate behaviours and develop positive behaviours.

St Joseph's aims to provide a safe and supportive environment in which learning takes place. This Policy recognises that staff, students and parents all share the responsibility for Behaviour Management, with a positive and pastoral outlook for all. The policy respects the dignity, rights and fundamental freedom of individual students, and at the same time focuses on the effective running of the school for the benefit of all.

Corporal Punishment by any school person or non-school person is not permitted at St Joseph's Primary School Northcote.

CONTENT

The **School Rules and Behavioural Expectations**, as outlined below and provide common understanding and consistent language as a framework for implementation of a School Wide approach to Behaviour Management. This approach will be based on the Positive Behaviour Support [SWPBS] Framework.

SCHOOL RULES:

I am Resilient
I am Respectful
I am Responsible

Information regarding School Wide Positive Behaviour Management, including the St Joseph's School Wide Positive Behaviour Support Approach Matrix will be distributed to all family to create community awareness. At the beginning of each year, each classroom teacher will clarify the behavioural expectations of the matrix.

Parents will be encouraged to first contact the classroom teacher, the Deputy Principal or Principal if they are concerned about disciplinary issues. When behavioural issues occur at Extend - Out of School Hours Care program, the coordinator will deal with the issue and, if deemed serious, report the incident to the Principal or Deputy Principal. Parent may be contacted at any time, if behaviour of their student is of concern.

The implementation of the Behaviour Management Policy will be supported by the SWPB [School Wide Positive Behaviour Support] Team. This team will consist of staff members including Principal, Wellbeing Leader and Learning Support Staff. All staff, parents and students will work in collaboration with the SWPBS team to promote positive behaviours through 'Teach, Practice, Apply and Acknowledge'.

Teach

The SWPBS Team will prepare lessons on behaviour expectations. Staff will teach behaviours and expectations explicitly using SWPBS lesson. The Whole school community will use consistent language which will be known and used across the school community.

Practice

The SWPBS team will outline behaviours and non-behaviours within SWPBS lessons. The Staff will explicitly teach appropriate behaviours and provide students with opportunities to practice these behaviours. These behaviours are encouraged and practiced across all school settings.

Apply

The SWPBS team will support the staff with the application of these lessons and behaviours. The staff will encourage children to apply behaviours across all environments and through with explicit teaching.

Acknowledge

The SWPBS team will support staff in acknowledging appropriate behaviours. The staff will acknowledge appropriate behaviours on a ratio of 10:1 and the whole school community will acknowledge appropriate behaviours within the whole school settings.

Appropriate Behaviour is any action that contributes to the functioning of the school as a safe and supportive learning environment. The St Joseph's school community is committed to acknowledging appropriate behaviour.

Processes for Acknowledging Appropriate Behaviours

Teachers actively seek out examples of positive choice and behaviour. They explicitly name the choice of behaviour. Rewards may include:

- Body Language Strategies – smile, gestures, nod, thumbs up, proximity etc.,
- Verbal acknowledgment – recognition of how behaviours affect others, praise, descriptive encouraging etc.,
- Positive comments in student's work books.
- Class visits sharing of work / achievements.
- Merit awards and tokens at school assembly.
- Being chosen for responsibilities.
- Showing work to the Principal and inviting the Principal to classroom.
- Sending positive messages home.
- Display of student's work in corridors, school newsletter or website.
- Praise from other children.
- Items in school newsletter
- Student Recognition of the 3 R's at Friday's assembly

Please note these are some suggestions and do not necessarily cover all possible acknowledgements for appropriate behaviours at St Joseph's Primary School.

Inappropriate behaviours

Inappropriate Behaviour is behaviour that challenges the day-to-day functioning of our school and is contrary to our 'School Rules and Behavioural Expectations'.

Major (principal referred) inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional wellbeing of other. The consistent and repeated occurrence of minor behaviours can be considered as major.

Please note: Suspension or Expulsion procedures are **NOT** practices that St Joseph's Primary School condones.

Minor (classroom / playground) inappropriate behaviours are recognised as any behaviour that does not meet the 'School Rules and Behavioural Expectations'.

Please note: All decisions that allow individual or groups of students to be excluded from a school activity must be discussed with the Principal before actioned. (Appendix 1)

The Think Paper

When inappropriate behaviours continue, or a serious incident occurs, the Principal or delegate will facilitate a session with the student using **The Think Paper** (See Appendix 2).

This practice is aimed at restoring relationships and may also provide a better understanding of the possible reasons for such behaviours. At this stage the Principal may also convene a meeting with the student, the student's parent/s and/or carer/s, the student's teacher and the school's Wellbeing Leader. This meeting (or PSG) may develop an action plan which will outline and possible behaviour goals and a date to further meet and review the action plan.

EVALUATION:

This Policy will be evaluated in accordance with the School Improvement Plan under the sphere of Student Wellbeing.

APPENDIX 1

PLAY GROUND TIME OUT

I am Respectful, I am Responsible, I am Resilient

DATE	CHILD'S NAME	CLASS
WHERE	WHEN	WHAT
TEACHER ON DUTY	ACTION TAKEN	
TEACHER SIGNATURE:		
PRINCIPAL SIGNATURE:		
PARENT SIGNATURE:		

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To be completed in consultation with the Principal

CLASSROOM TIME OUT

I am Respectful, I am Responsible, I am Resilient

DATE	CHILD'S NAME:	CLASS:
WHERE	WHEN	
	WHAT	
TEACHER SIGNATURE:	ACTION:	
PRINCIPAL SIGNATURE:		
PARENT SIGNATURE:		

APPENDIX 2

St Joseph's School, Northcote

THINK PAPER

I am Respectful, I am Responsible, I am Resilient

<p>Explain what you did. How was your behaviour inappropriate?</p> <p>Which of the school rules or behaviour expectations did you not follow?</p>	
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<p>How might others be affected by your actions?</p>	
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<p>How could you do things differently next time?</p> <p>What have you</p>	
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learnt?

How might you help
to FIX the problem?