



St Joseph's Primary School

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BEHAVIOURAL SUPPORT POLICY

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RATIONALE:







This policy is based on the Positive Behaviour Support (PBS) system for building positive relationships and managing behaviour. The purpose of the PBS approach is to promote and maintain a safe, respectful and orderly learning environment for students and staff and to provide all students with an opportunity to acquire the knowledge, skills and values to continue their education and to be citizens who contribute positively to the community.

The PBS framework provides a way for clear understandings and agreed positions, concerning behaviour and relationships to be established within the school community. The school's motto, "Growth in Unity" invites us as a community to work towards peace, unity and harmony.

St. Joseph's has developed three basic rules to protect the rights of every member of our school and to encourage responsibility. These are called the "Three Wise I's"; I am safe, I am respectful, I am a learner. Fundamental to this is respect. We want our students to develop the quality of respect; a genuine respect for themselves, for others and for the environment.

This policy seeks to build, promote and utilise a united approach to supporting student behaviour. We want clear expectations, trusting relationships, positive communication and an emphasis on preventative measures and restorative practice within our school community. We understand that to achieve this we will need to continue to work together.

AIMS:

-  Promote Gospel values;
-  Develop positive self-esteem;
-  Encourage responsibility in students;
-  Apply our school framework consistently;
-  Promote and protect the rights and responsibilities of others; and
-  Model respectful behaviour

IMPLEMENTATION:

Who is Involved? This policy is based on a whole-school agreement that has engaged students, parents, teaching & non-teaching staff and CSO personnel. Class teachers have had a crucial role in the implementation process. The process relies on a proactive approach of teaching, modelling and rewarding appropriate behaviour.

Non Classroom

- Positive expectations & routines taught & encouraged
- Active supervision by all staff - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement

Classroom

- School-wide approach
- Maximum structure & predictability in routines & environment
- Positively stated expectations posted, taught, reviewed, prompted and supervised.
- Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
- Continuum of strategies to acknowledge displays of appropriate behaviour, including specific praise, group contingencies and Gotchas.
- Continuum of strategies for responding to inappropriate behavior, including specific, brief corrections for academic & social behaviour errors, differential reinforcement of other behaviour, planned ignoring, response/consequence, & timeout.

1. The Three Wise I's:

- I am Safe
- I am Respectful
- I am a Learner

2. Expectations Matrix:

The expectations matrix (Appendix 1) provides specific points for student behaviour. These expectations were developed with consideration given to all areas in the school environment. Each week a focus area is selected from the matrix. The weekly focus is displayed in the assembly area, taught in the classroom and modelled.

3. Displaying rules:

The school rules are visible in the school grounds and are displayed in the assembly area and outside classroom block 1. School rules should be visible in each classroom (Appendix 2). A4 charts will be laminated and distributed for this purpose. These rules and routines provide the framework for desirable behaviour in our school. They protect rights and invoke responsibilities. Expectations will always need to be **taught, supported and encouraged**.

4. Risks:

Problems arise, however, when the primary focus of a school discipline program is placed upon the rule violation, and because of that, the human violation is ignored or minimised. Since the purpose of establishing rules is to provide for a safe, fair, just and orderly community, it is important that the underlying human dimension is not lost in our effort to be sure to follow the rules. (Classen, 2001)

5. **Communication:** An outline of the PBS system will be included on the school website and in the newsletter sent home to each family in Term 1 of each school year. Each newsletter will contain the weekly focus area for the current and proceeding week. Parents will be asked to support the plan by discussing the content with their children.
6. **Awareness:** Morning/weekly assemblies are an opportunity to build student's understanding of PBS, particularly around the weekly focus area and to reinforce appropriate behaviour and develop clear expectations.
7. **Reward:** Reward Day will be held weekly and students will redeem rewards from the reward chart (Appendix 3) based on their individual tally of 'Gotchas'. Each time students receive a reward they are also rewarded with an award card at the weekly assembly. Two class award trophies for Positive Behaviour are also awarded at the weekly assembly. Students contribute to the development of the rewards chart.
8. **Managing behaviour:** Teachers should refer to the *3M Ladder of Response* (Appendix 4) as their guide to identifying and dealing with instances of inappropriate or disruptive behaviour.
9. **Model** the behaviours you wish to see in your students:
 - Use positive communication – calm voice, neutral body language
 - Balance the language of correction with the language of acknowledgment
 - Catch them being good – acknowledge and praise appropriate behaviours when students least expect it using 'Gotchas'
 - Ladder your responses to inappropriate behaviours from the least to the most intrusive using the *3M Ladder of Response*.
10. **Monitoring:** Student behaviour that is considered to be in the moderate to major level of the *3M Ladder of Response* should be recorded on the *School Behaviour Office Referral Form* (Appendix 5).
11. **Suspension:** For serious offences that require the suspension or expulsion of a student refer to the diocesan Pastoral Care policy's *Principles of Procedural Fairness*.
12. **Corporal punishment** is not permitted at St. Joseph's for any reason.

BUDGET:

There is provision for ongoing professional development, the purchase of teacher reference material and classroom resources to support this policy

EVALUATION:

This policy will be reviewed in Term 1 2015 and will involve all members of the school community.

Appendix 5: Office Referral Form

PBS Office Referral Form

Name: _____ **Location**
Date: _____ **Time:** _____ Toilets Library
Teacher: _____ Canteen Playground
 T M B
Grade: K 1 2 3 4 5 6 Bus Lines Arrival/Dismissal
Referring Staff: _____ Classroom Other _____

Moderate Problem Behaviour	Major Problem Behaviour	Possible Motivation
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code (continuous) <input type="checkbox"/> Property misuse <input type="checkbox"/> Late Arrival (continuous) <input type="checkbox"/> Cyber Safety Policy Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting <input type="checkbox"/> Physical aggression <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Dress Code <input type="checkbox"/> Inappropriate Display Aff. <input type="checkbox"/> Cyber Safety Policy Violation <input type="checkbox"/> Lying/ Cheating <input type="checkbox"/> Other _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid Peer(s) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid task or activity <input type="checkbox"/> Don't know <input type="checkbox"/> Other _____
Administrative Decision		
<input type="checkbox"/> Loss of privilege/ Time out <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent Contact	<input type="checkbox"/> Individualised instruction <input type="checkbox"/> In-school suspension (____ hours/ days) <input type="checkbox"/> Out of school suspension (____ days) <input type="checkbox"/> Other _____	

Others involved in incident: None Peers Staff Teacher Casual Teacher
 Unknown Other

Other comments:

I need to talk to the students' teacher I need to talk to the Principal

Parent Signature: _____ **Date:** _____

Moderate Problem Behaviour	Definition
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Defiance/Disrespect/ Non-compliance (M-Disrespt)	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Late Arrival (M-Late Arrival)	Student arrives at class after the bell (or signal that class has started).
Cyber Safety Policy Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.

Major Problem Behaviour	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Physical Aggression (Pagg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students. Student engages in refusal to follow directions or talks back.
Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Cyber Safety Policy Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.