

POSITIVE BEHAVIOUR SUPPORT POLICY

“To nurture wellbeing, the unique story, giftedness and temperament of every child must be understood and valued in a way that enables love, respect, compassion, forgiveness and hope to thrive”

CEM: Horizons of Hope: Wellbeing Statement, 2017, p. 7.

1 RATIONALE

At Our Lady of the Immaculate Conception Parish Primary School, we are committed to providing a safe, caring and supportive environment for all. Staff and students recognise that everyone has the right to feel valued and be safe. We believe that education in schools is largely about relationships with both adults and peers. We believe that restorative practices help students learn positive behaviours, forgiveness and allows them to resolve problems. Supportive and dependable relationships are vital in order for the child to build emotional capacity. We recognise the diversity of the student’s religious, linguistic, socio-economic and cultural backgrounds, student’s language competence and family composition. As a result, it is important that we make use of clear and diverse strategies that sit within a consistent school wide approach to supporting student behaviour.

At Our Lady’s School, we do not believe in corporal punishment.

2 GOALS

Through a Positive Approach to Supporting Student Behaviour, we aim to:

- Create a positive, safe and predictable learning environment and classroom culture.
- Create a whole school climate that reflects our school values stating that “In Faith and Love, we are people of Justice, Respect, Courage, Peace, Service and Compassion”.
- Build positive relationships in our school and with the wider community.
- Explicitly teach and reinforce positive behaviours and emphasise positive, rather than punitive approaches.
- Promote resilience and personal accountability in our students.
- Know our students well and develop a partnership with their families.
- Promote clear expectations and procedures with a zero tolerance to violent and inappropriate behaviour, which do not promote our school values (refer to Appendix 1, 2 and 3 for violent and inappropriate behaviour).
- Provide an environment in which students are open to learning from conflict situations using dialogue and restorative practices.
- Respond to incidents of negative behaviours systematically, and consistently according to documented processes.
- Support individual students to develop safe and desired behaviours through goals and targets in Personalised Learning Plans (PLPs) and Behaviour and Safety Support Plans (BSP).

3 IMPLEMENTATION

At Our Lady of the Immaculate Conception Primary School, a whole-school approach for positive behaviour is implemented using the following school rules:

- ☐ We show our School Values in our words and actions.
- ☐ We follow directions.
- ☐ We keep our hands, feet and objects to ourselves.
- ☐ We move around the school safely.
- ☐ We treat all property with care.
- ☐ We speak appropriately and listen respectfully.

We believe that 'Behaviour' is best understood as a continuum which ranges from students' needs requiring universal classroom-based support to the most complex needs requiring an individualised approach. This 'Response to Intervention' model offers schools a means to better understand and support students with diverse learning needs and considers the academic and behavioural capabilities of learners holistically. It is expected that students will move between and within the tiers of intervention. (CEVN, p. 11)

It is important for teachers to have a systematic and consistent approach to behaviour support and that this is clearly communicated to all members of the community.

Building a positive relationship with all students is paramount and we believe that everyone in our school should model respect and appropriate behavior.

We recognise that all students are at different developmental points. Therefore, we need to meet each student at their point of need by using targeted strategies to support students in being able to self-regulate, maximising opportunities for learning and teaching for all.

Effective and positive behaviour support requires:

- School-wide implementation of Our Lady's School rules.
- Implementing a consistent school wide approach to Social and Emotional learning.
- Assisting students to develop the skills of self-regulation.
- Positive reinforcement of appropriate behavior.
- Providing students with an environment where they are encouraged and supported to make good choices, take responsible risks, learn from their mistakes and resolve conflict with others.
- Catering for individual needs and differences.
- Clear expectations and procedures with a zero tolerance to violent and inappropriate behaviour, which does not promote our school values.
- Creating a predictable learning environment.
- Increasing academic engaged time.
- Implementing a consistent team approach.
- Providing opportunities for support and engagement of parents.

We need to teach students to self-regulate their behaviour, so that they can have positive relationships with their teachers, parents, fellow students and members of the wider community.

Positive Reinforcement (Classroom management strategies)

This is the process to follow when students are deliberately interrupting the teaching and learning and choosing not to follow the school values and rules.

Disruptive behaviour must be dealt with immediately and calmly.

Positive reinforcement should be:

- Specific feedback about the students' appropriate choice of behaviour.
- Appropriate for student's age and personal development.
- Something that the student responds to or is motivated by.
- Provided regularly throughout the day and for different reasons.
- Drawn from a range of strategies depending on the student's needs.

Types of positive reinforcement:

1. Non-verbal

A smile, nod, wink, high five, thumbs up

2. Verbal

Every student is praised at least once per day

Golden rule, give a direction, praise students who are following directions, address those who are not following directions

3. Material/Individual

At the end of the session allow free time, stickers, rewards, privileges

4. Class wide

Focused and achievable

Positive Acknowledgement: During resolution time. Eg. 'I like the way you took ownership of your choices/actions and therefore completed the unfinished work/solve it sheet'.

Techniques to use when redirecting behaviour of students

- a) If the student argues or refuses to follow the instruction, simply repeat the assertive statement:

"Penny, you need to....." in a calm, firm tone of voice.

- b) If she continues to argue, repeat the assertive statement and state the consequence

"Penny, you need to..... Or It's up to you"

- c) If the student is very upset or angry it may be helpful to use empathy –

"Penny, I can see that you are angry, but you need to"

Process for positive behaviour management

POSITIVE BEHAVIOUR HIERARCHY OF CONSEQUENCES (Classroom Procedures for Behaviour Management)

Step 1 Pre-Correct (Friendly Reminder) - whole class

A reminder before a behaviour which describes the expected behaviour

- *I am looking for people who* E.g. walk to your tables and quietly start your work, stand in a line to get your chrome books from the cabinet
- *The expectation is* e.g. hands up, you move quietly in the corridor, your table is organised with your books and pencils, we listen to the speaker.
- *Who can tell me what the expectations are* For moving to your table, for lining up, for
- *A reminder that everyone should be ...*

Positive Acknowledgement

- *Thank you for following the class expectations*
- *It's great to see that ...* is moving quietly to your table, on task
- *I like the way you ...* cooperated in your group
- *Well done for ...* staying focused on your task, putting your hand up
- *Thank you for showing ...*
- *The class appreciates your cooperation...*
- Teacher positioning & movement ... *I will come to you first to get you started*

Step 2. Error Correction (Final Reminder)

Are direct, immediate and should end in the student displaying the correct response. Highly effective in decreasing undesired behaviours & increasing future success.

- *You need to* E.g. walk straight to your table and start, put your hand up
- *What is the expectation?*
- *What is everyone meant to be doing?*
- *Tell me what is everyone doing?*
- *You have two choices _____ or _____*
- *You just So now you ...*
- Teacher movement & positioning *I'm coming in 1 minute to check in with you*

Step 3. Two minute time out

2 minute time out You need to move away from our class until your choice is appropriate. Your time will begin when you are sitting quietly.

Step 4. Five minute time out

5 minute time out You need extra time away from our class to think about the choices you are making.

Step 5. Ten minute time out

10 minute time out to another room You need to leave your classroom because of the poor choices you have made. Please enter the room quietly. You will need to fill in a *Solve It!* Reflection

sheet.

Process for managing zero tolerance to violent and inappropriate behaviour:

All inappropriate behaviours will be treated seriously, based on child's year level, intentions and intent.

A discussion with the teacher involved and the Principal and/or Deputy Principal/Wellbeing Leader and/or Leadership team member to determine relevant consequences.

Consequences for deliberate inappropriate behaviour includes (not limited to):

- Removal from classroom to calm down.
- Informing parents of their child's actions/decisions.
- Completion of Solve It! sheet (as needed).
- Missing half of break/play times (as appropriate).
- If required, parents will have to collect their child from the school if violent behaviour is displayed (or removed to another room in the school with a leadership team member).
- If required, suspension in consultation with the Principal first, followed by a discussion with the student's parent. (Principal refers to MACS Suspension Guidelines).

The above implementation process is supported by two visual documents connected to this policy, our school rules and values:

1. A visual *Positive Behaviour Support Matrix* which clearly outlines our expectations focusing on student responsibility, respect, resourcefulness and safety in all learning spaces. (Appendix 1)
2. A visual table outlining minor disruptive behaviours and major disruptive behaviours. This document also reiterates the strategies to be implemented as well as possible consequences for inappropriate behaviour. (Appendix 2)

In addition, if another student has been involved, restorative conversations will be held and students will need to decide how they can restore their relationship.

In some cases arrangements for Negotiated Transfer may need to occur in consultation with the Principal and parents. In serious cases, suspension and expulsion may need to be enacted by the Principal, in consultation with the parents, in accordance with OLPS Suspension and Expulsion Policy.

4 RESPONSIBILITY

Behaviour support is understanding the function of the behaviour, building relationships with students and explicit teaching of expectations. Every adult at Our Lady's School has a duty of care to model appropriate behaviours for our students, set high standards of behaviour and accountability at a level that is expected in accordance with their role. We are also responsible for modelling and promoting our school values and working within this approach to positive behaviour.

Classroom teachers will be provided with resources such as our School Values and School Rules posters, visual supports of our policy to explain to students, support in using the *Solve It!* student recording sheets and Restorative Practices. In addition, classroom teachers and all members of staff will receive ongoing support from the Student Wellbeing Leader, Learning Diversity Leader and other members of the Leadership Team as needed. Ongoing professional learning in Positive Behaviour Support will occur, as needed, throughout the year to support teachers with their practice.

5 EVALUATION AND REVIEW

This policy will be reviewed as part of the school's review cycle.

6 FAMILY INVOLVEMENT

At Our Lady's School, we value the partnership between parents, teachers and the student. The school will encourage and provide many opportunities for parents to be involved in their child's learning and development. Teachers will provide parents with positive feedback on their child's behaviour regularly via some of the following methods: positive telephone calls, emails, photos, Seesaw and formal and informal conversations. Teachers will communicate with parents when they have concerns about student behaviour so that they are aware and can work with Our Lady's School staff to achieve the best outcome for the student.

7 REFERENCES

CEM (2019) *Positive Behaviour Guidelines*. Catholic Education Office, Melbourne.

CEM (2017). *Horizons of Hope: Wellbeing Statement*. Catholic Education Office, Melbourne.

Wiseman, P. (2015) *A Positive Approach to Supporting Student Behaviour*, PowerPoint slides
Catholic Education, Melbourne. Accessed 10th August 2015

CEVN (2014). *Safe and Sound Practice Guidelines (Occupational Violence)* page 9.

Student Wellbeing: Restorative Practices Research Document 3. (2007). Catholic Education Office, Melbourne.

This policy was ratified by the school staff on 29th January 2020

8 APPENDIX

Appendix 1 - Our Lady's Primary School's Positive Behaviour Support Matrix



Our Lady's Primary School's Positive Behaviour Support Matrix

The following essential elements are a summary of all our policies, school rules and expectations at Our Lady's.

	Always	Indoor Learning Spaces	Outdoor Spaces (including toilets)	In the Community	Digital Spaces
I am Responsible 	- I model the school's Gospel Values - I speak and act politely - I move around in a safe manner - I follow all staff members' instructions - I have high expectations of myself	- I am prepared for learning - I stay focused and on task - I try my best with all learning - I work cooperatively	- I know where and how to play in each area - I go to the toilet by myself	- I look after my belongings - I stay with my group - I follow school rules - I follow the rules of the place where we are visiting	- I follow the rules in the ICT agreement - I treat all ICT equipment with care - I will access sites online that I am happy to show my teachers, class and family
I am Respectful 	- I am inclusive of others - I use equipment for its purpose - I let someone know if something is unsafe - I am in the right place at the right time - I ask for support when needed - I take responsibility for my choices and actions - I am an upstander	- I use whole-body listening - I allow others to learn - I show patience - I listen to all opinions - I use an appropriate voice when I am inside - I enter and exit learning spaces calmly - I keep my hands, feet and objects to myself	- I move to the line calmly and on time - I keep the school grounds clean and take care of the environment - I follow the rules of the game - I am inclusive and play fairly	- I listen to the person who is speaking - I display courtesy to others	- I will only post items online (all platforms) that I am happy to show my teachers, class and family - I will communicate appropriately
I am Resourceful 	- I bounce forward from disappointment - I care about the safety of everyone - I use good hygiene practices - I wear my correct school uniform	- I give it a go and keep on trying - I use what's around me to help me - I display a growth mindset	- I seek solutions to problems - I share space with others - I use the toilet during my break times	I look for and follow community expectations	I access a variety of sites and technologies to support my learning
I am Safe 		- I put resources away when I have finished with them - I sit when I eat - I push in my chair	- I walk in all indoor areas - I am Sunsmart	I obey road, pedestrian and bus rules	- I report anything that makes me feel uncomfortable - I will act safely by protecting personal information - I keep passwords and personal information private



Our Lady's Primary School's Positive Behaviour Support Matrix

Our Lady's Positive Behaviour Expectations:

- ★ I am a *Responsible* learner
- ★ I am a *Respectful* learner
- ★ I am a *Resourceful* learner
- ★ I am a *Safe* learner.

Appendix 2 - Our Lady's Primary School's Positive Behaviour Support: Minor and Major undesired behaviours



Our Lady's Primary School's Positive Behaviour Policy - Supporting Document

Positive Behaviours

Learners who make positive behaviour choices are regularly praised or given rewards, including ClassDojo points, negotiated free time or special prizes decided by the class teacher.

Minor undesired behaviours

Sometimes a learner's behaviour choice is not appropriate. In these situations, a natural or otherwise appropriate consequence might apply. **The use of Corporal Punishment is not allowed under any circumstance at Our Lady's Primary School.** Some consequences may include:

- Time out
- Restorative chat
- Carrying out an action that repairs the relationship
- Repairing an item
- Cleaning up a space
- Removal from a learning space

Major undesired behaviours

Some behaviour can be considered major and require following established procedures. Serious offences are defined as actions that:

- Seriously transgress our Catholic Schools values
- Consistently and deliberately fail to comply with any directions given by the principal, teachers or school staff.
- Are offensive or dangerous to the physical or emotional health of any member of our community.
- Consistently and deliberately interferes with the educational opportunities of other learners.

These behaviour choices may lead to a learner being immediately removed from the learning space, and will require a re-entry discussion/meeting if the behaviour choice is a physical one.



Strategies for responding to Minor Behaviours

If a minor behaviour occurs, the teacher chooses the most applicable response/s:

- Prompt
- Re-direct (with assertive statement)
- Re-teach
- Restorative Conversation
- Adjustment of activity
- Step 1: Pre-correct (with friendly reminder)
- Step 2: Error Correction (Final Reminder)
- Step 3: Two minute time out (in the same class away from rest of the class)
- Step 4: Five minute timeout (in the same class away from rest of the class)
- Step 5: Ten minute timeout (in the other same level classroom)

Strategies for responding to Major Behaviours

Step 1: Pre-correct (with friendly reminder)
 Step 2: Error Correction (Final Reminder)
 Step 3: Two minute time out (in the same class away from rest of the class)
 Step 4: Five minute timeout (in the same class away from rest of the class)
 Step 5: Ten minute timeout (in the other same level classroom)

- Teacher manages behaviour.
- If student is unable to calm or reenter calmly, teacher/staff member decides to call for a Leadership team member to support
- If applicable, student withdrawn with Leadership to regulate, calm and if able discuss choices made
- Fair consequences discussed and implemented
- Student supported to repair relationships via Restorative Conversation/s and reintegration
- Teacher and Leader record incident on Student File
- Teacher or Leader informs parent

Targeted supports include:

- Calming toy
- Regulation Activities from the Zones
- Solve It Sheet! - Thinking/Reflection time
- Restorative Conversation
- Explicit SEL teaching activities

Potential consequences for major behaviours:

- Identifying and owning the choice/s and behaviour
- Extremely serious incidents may involve leader calling parents to inform them and/or student owning behaviour via parent/student phone call
- Removal of privileges e.g. loss of break time
- Extended time in a different environment
- If required, parent will need to collect their child if violent behavior is displayed
- Behaviour Support Plan implemented for repeated behaviours
- Suspension Process applied with Principal involvement.

This document is a visual supporting document to the OLPS Positive Behaviour Policy as @ Jan 2024.

Examples of Minor undesired behaviours	Examples of Major undesired behaviours
Some behaviours can be considered minor. The following are some examples: • Name calling and teasing * • Carelessly pushing and/or touching others * • Carelessly damaging school property * • Entering learning spaces during play times • Leaving the learning space without permission • Calling out • Being occasionally late • Not being 'on task' and focussed • Not wearing school uniform • Running inside • Not following game rules • Being unsafe towards yourself and/or others when in the Yellow or Red Zone * • Offensive gestures to others *Some behaviours may be considered to be major depending on the individual situation.	Some behaviour can be considered major. The following are some examples: • Delebrate swearing • Using racial language • Using any inappropriate language (sexist, body shaming) • Delebrate physical violence to another person • Deliberate vandalism or serious damage to school property • Deliberately damaging others property • Leaving school grounds without permission • Talking back to staff, therefore being disrespectful • Deliberately taking others belongings • Inappropriate online behaviour • Repeated minor behaviours

Appendix 3 - violent and inappropriate behaviour, taken from OLPS Managing Aggressive Behaviours Procedure Policy and CECV

Scope

This procedure applies to all students.

Behaviour

Types of behaviour that are considered serious & unacceptable will not be tolerated. The Catholic Education Commission of Victoria has published a document entitled Safe and Sound Practice Guidelines (Occupational Violence) in which they spell out unacceptable behaviours from students and parents. These include, but are not limited to the following:

- » Shouting at staff/students/others
- » Physical intimidation, e.g.... standing very close
- » The use of aggressive hand gestures
- » Threatening staff members or students
- » Writing derogatory or abusive comments about the school or staff member either in written or electronic form (i.e.... social media)
- » Swearing
- » Pushing
- » Hitting, slapping, punching, kicking
- » Spitting
- » Racial or sexist comments

Reference: Safe and Sound Practice Guidelines (Occupational Violence) 2014 page 9

Serious or unacceptable behaviour may result in the Police being informed of the incident.

Procedure

1. If a student behaves in an unacceptable manner towards a member of staff or student, the Principal or a member of the Leadership Team will assess the level of risk before deciding on a future course of action. (Appendix 1 of OLPS Managing Aggressive Behaviours Procedure Policy)