

POSITIVE BEHAVIOUR SUPPORT POLICY

'It is not small people who ask for forgiveness. It is large hearted, magnanimous, courageous people who are ready to say what are some of the most difficult words in any language: "I am sorry". But once uttered, they open the way to a new opportunity the possibility of a new beginning, the change to start again, having learnt a lesson from the past'.

Archbishop Desmond Tutu (1998)

1 RATIONALE

At Our Lady of the Immaculate Conception Parish Primary School, we believe that all aspects of a child's social and emotional development depend on the quality of the relationships that the students have with adults in their life, and the relationships the students have with their peers. We believe that education in schools is largely about relationships, which can unfortunately, develop into situations of conflict. These situations require resolution, forgiveness and healing. We believe restorative practices help students learn from their mistakes, reconcile and resolve problems with others. 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.

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 of *Justice, Respect, Courage, Peace, Service* and *Compassion*.
- Build positive relationships in our school and with the wider community.
- Promote resilience and personal accountability in our students.
- Know our students well and develop a partnership with their families.
- Provide an environment in which students are open to learning from conflict situations using dialogue and restorative practices.

3 IMPLEMENTATION

All of the Our Lady's community will understand and follow the school rules:

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

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. At the beginning of the school year, each class will collaboratively develop routines and expectations around general behaviour in the classroom environment that are in addition to the school rules.

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

We recognise that all students are at different developmental points on the behavioural continuum. 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 behaviour.
- 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.
- 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.

Hierarchy of consequences:

This is the process to follow when students are deliberately interrupting the teaching and learning and choosing not to follow the rules. Disruptive behaviour must be dealt with immediately and calmly using the following sequential steps:

Friendly reminder

To help you make a better choice



Final reminder

You need to make a better choice



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. This time will be made up at snack time or lunch time.



5 minute time out

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

Your time will begin when you are sitting quietly. This time will be made up at snack time or lunch time.



10 minute time out to another room

You need to leave your classroom because of the poor choices you have made. Please enter the other room quietly. You will need to fill in a Solve It! Reflection sheet.

Your time will begin when you are sitting quietly. This time will be made up at snack time or lunch time.

Positive reinforcement should be:

- Specific feedback about the students' appropriate choice of behaviour.
- Age appropriate.
- 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

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”

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, 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 and other members of the Leadership Team as needed. Ongoing professional learning in Positive Behaviour Support will occur throughout the year to support teachers with their practice.

5 EVALUATION AND REVIEW

This policy will be reviewed regularly (biennially) and 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 positive telephone calls, emails, photos, the class site 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

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

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

8 APPENDIX

Our Lady's School Vision
Our Lady's School Rules document
Our Lady's School Values document
Restorative Practice questions
Solve It! reflection record