



# St Patrick's Parish Primary School

## Positive Behaviour Support Policy

---

### Rationale

St Patrick's Parish Primary School is committed to fostering a positive culture and a safe and inclusive learning environment. The dignity of each person is to be respected at all times. This implies that each person cooperates with mutual trust and respect so that all students are able to fully participate in an environment that enriches their spiritual, physical, intellectual, emotional and social growth and outcomes.

From time to time, students, for various reasons, engage in inappropriate behaviours. The response and educative process in understanding this behaviour by others can either hinder or assist in long-term positive behaviours of the individual. It is important, therefore, to have a whole school approach to expectations, development of knowledge, skills and capabilities, support, response and management of student behaviour that is consistent with the school's vision.

### Policy Statement

St Patrick's Parish Primary School provides a whole school approach to behaviour management that is based on developing student knowledge, skills and capabilities in understanding and demonstrating positive behaviours. It also provides clear expectations, processes and consequences that will be implemented if there is inappropriate behaviour.

### Principles

St Patrick's Parish Primary School supports and gives expression to the belief that each individual is at the heart of Christ's teaching through fostering wellbeing and pastoral care.

Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective student behaviour management, as an element of pastoral care, is therefore recognised as promoting the achievement of learning outcomes and contributing positively to school improvement.

Student engagement and regular attendance enables the teaching of appropriate behaviours through the implementation of whole school strategies supported by targeted and individualised support when required.

Effective whole school approaches to behaviour management requires developmentally appropriate education and skilling of students through explicit teaching of processes focused on individual and community knowledge of school wide positive school behaviour, behaviour that encourages a just and reasonable balance of individual and community values, rights, needs and responsibilities.

Discipline will be applied in a way that is proportionate to the behaviour, utilises knowledge of the student's ability to cope in various situations and upholds procedural fairness. **It will not, under any circumstances, include corporal punishment.** When a child is 'disciplined', preventative planning for behaviours and interventions will be considered.

Actions and planned responses to behaviour have an educational role and aim to foster positive relationships and retain the dignity of students.

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. The safety and wellbeing of others will be taught through school-wide behaviour expectations and be an important consideration in having a planned response to inappropriate behaviour.

The school wide approach will be consistent with Catholic Education Ballarat's *Guidelines for Behaviour Support* (2017).

St Patrick's respects privacy and data protection legislation and will not divulge outcomes of actions or consequences other than to the individual student's parents/carers.

## Implementation

St Patrick's Parish Primary School will:

- ensure that teacher supervision is effective in all aspects of the school environment
- monitor school attendance and student engagement
- ensure that there is professional learning for staff to support them in implementing a positive behaviour management strategy
- provide learning opportunities for parents/carers to understand, support and be involved in the school wide positive approach
- reinforce positive behaviour management through agreed school-wide expectations
- ensure that the curriculum includes the teaching of positive social skills and behaviours that are consistent with the values/ethos of the school
- promote student voice/agency and participation to provide students with a sense of ownership and empowerment as well as contribute towards school improvement
- support families to engage in their child's learning and build their capacity as active learners of positive behaviour intervention
- implement a student support team (SST) to assist teachers, students and parents/carers in positive behaviour strategies
- have a consistent approach to collecting and tracking student wellbeing and behaviour data
- establish social/emotional and educational support and interventions for data identified students and monitor, evaluate and report on progress
- provide whole school processes and levels of intervention to identify and respond to individual students who require additional assistance and support
- provide a whole school approach to interventions and identify and respond to individual students who require additional assistance and support
- reinforce positive behaviour expectations through whole-school feedback and acknowledgment system
- build strong local community links to access an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of the school community to respond to the diverse needs of the students
- maintain a student incident register indicating details of serious incidents, including suspensions and expulsions. This incident register will be maintained in SIMON and overseen by the principal. Relevant supporting documentation should also be stored electronically.
- collaborate with the school community to implement a positive behaviour management approach based on SWPBS and processes that are consistent with the Catholic Education Ballarat's *Guidelines for Behaviour Support* (2017) which includes the processes involved.

## Documentation and Data Analysis

- Minor and major behaviour flow chart details the required response
- Major incidents in the yard or during class are recorded in the Student Behaviour Tracking program in SIMON. Teachers keep anecdotal records for minor incidents. When minor incidents become frequent (more than 3 times) or escalate, information is to be updated on SIMON.
- Teachers will communicate to parents/carers if there are major incidents via phone. This may also involve the SST taking into consideration the context and whether it is an isolated incident.
- Teachers communicate to parents/carers on minor incidents when the behaviour occurs more than 3 times or has begun to escalate. This should also be referred to the SST.
- The SWPBS team will monitor the behaviour management register and analyse student wellbeing data such as school-based survey and the *School Improvement Survey*.

- The SWPBS team will monitor and analyse behaviour data and use data to construct whole school behaviour goals. Student wellbeing data such as anecdotal records, student services information, parent notes, school-based surveys and the *School Improvement Survey* will be used.

## Professional Learning

- The SST will coordinate professional learning such as restorative justice, positive behaviours-SWPBS, social and emotional learning, planning interventions for specific behavioural issues, identifying and responding to suspected abuse and creating an inclusive classroom.
- Professional learning will include understanding needs (skill development) and assisting families and students from different backgrounds in implementing behaviour management strategies.
- Professional learning will be provided to staff through staff and team meetings and targeted learning through external providers.
- Catholic Education Ballarat *Guidelines for Behaviour Support (2017)* and *CECV Positive Behaviour Guidelines* will be used in conjunction with any professional learning and be a resource for documentation requirements, including processes for student behaviour including exclusion and processes for major (serious) behaviours that may result in suspension and expulsion.
- New staff and emergency teachers will be inducted on the policy and approach within an appropriate timeframe and by school leadership members.

## Communication

- The Behaviour Management Policy will be available on the school website and referred to in the Staff and Parent handbook.
- Teachers will explicitly teach students at the beginning of each year regarding expectations and specific school rules, including the care and use of digital technology, and processes for reporting incidents or if they are feeling unsafe at school. This will be revisited throughout the year.
- St Patrick's will communicate and collaborate with external agencies such as the Catholic Education Office Ballarat for additional assistance or expertise in developing a planned response to specific behaviour management issues.
- Staff will provide a supportive culture and encourage parents/carers to communicate with them.
- It is an expectation that parents/carers communicate any issues or concerns regarding their child that may have an impact on their behaviour. This would include any specialised reports from an outside agency that would assist the school.

## Student Management

It is expected that teachers:

- Set and explicitly teach clear expectations
- Use the explicit teaching model of:
  - Teach
  - Model
  - Practice
  - Acknowledge and correct
 for behaviour that is off task or does not meet expectations
- Give developmentally appropriate instructions
- Redirect learners when off task
- Follow through with planned consequences
- Reinforce positive behaviours via agreed acknowledgement system
- Discuss with the STT any concerns or strategies to improve behaviour management
- Ensure that learning is engaging and considers the diverse needs of students

## Responding to Undesired Behaviour

- Ensure there is a planned response to managing behaviour
- **Redirecting low level behaviour (Tier 1 Interventions)** – students will be reminded of the expected school behaviours, classroom procedures and SWPBS system and structures.
- **Targeted behaviour support (Tier 2)** – students who are identified as requiring more targeted support to assist them in meeting the expected behaviours will take part in the school response strategy. These students will receive increased daily opportunities to receive positive contact with adults. They may also receive academic support, mentoring or intensive social skills training as required.
- **Intensive behaviour support (Tier 3)** – students requiring more intensive support are referred to the SST (principal or delegate, student wellbeing leader, classroom teacher). The role of the support team is to facilitate a Functional Behaviour Assessment, work together with the child and parents to develop appropriate behaviour supports, monitor the impact of these and make adjustments as required. Professionals from other agencies may be included in this process when it is appropriate to do so.

## Consequences for Unacceptable Behaviour

St Patrick's makes systematic efforts to prevent problem student behaviour through explicit teaching, modeling and reinforcing expected behaviours on an ongoing consistent basis. When undesired behaviour occurs, students experience known consequences. The school seeks to ensure that responses to undesired behaviour are planned and are considerate of individual student needs.

All students and staff achieve this through school/class meetings where unacceptable behaviours are named and the expected consequence is decided and agreed upon. This will be consistent with the whole school approach to processes and strategies for student behaviour.

All consequences must be consistent with Catholic Education Ballarat's *Guidelines for Behaviour Support* (2017).

Restorative justice procedures should be used to facilitate the conversation regarding behavior, unless specified otherwise within a student's BMP/PLP.

Students must be supervised at all times and provided with suitable learning activities. If a student requires consistent removal from class, the SST will assist in writing a positive behavior management plan. (Review student environment, expectations, support plans) For minor behaviour problems, removal from class would not normally be used.

Restraint and seclusion practices are only applied to protect the safety of a student and/or members of the school community. These practices are used as a last resort and the school will follow procedures consistent with *CECV Positive Behaviour Guidelines*. **Restraint and seclusion are only used in emergency situations when there are no other options to maintain the safety of others.** Restraint and seclusion must not be used as part of a student management plan. Professional learning on restraint and seclusion will be undertaken annually by all staff.

### Minor problem behaviours such as:

- minor breaches of the school rules
- behaviours that do not seriously harm others
- behaviours that do not violate the rights of others in a serious way

may receive a consequence such as removal from an activity for a specified amount of time, an apology, restorative conversation, time out or redirection. If the problem continues, then a positive behaviour plan is put in place. This is discussed with parents/carers and the student.

### Major problem behaviours, such as:

- behaviours which significantly violate the rights of others

- behaviours which put self / others at risk of harm

may receive consequences such as removal to a supervised withdrawal room, alternate lunch time activities, loss of privileges, parent/carer contact, referral to SST, or in extreme cases, suspension, either in-school or out-of-school.

When responding to problem behaviours, staff members ensure that students understand the relationship between the behaviour and the consequence, and what the expected behaviour is. Strategies to do this could include having the student:

- articulate the relevant expected behaviour
- explain how their behaviour differs from the expected behaviour
- describe the likely consequences if the problem behaviour continues
- Identify what they need to do to change their behaviour

If another student has been affected by this behaviour, then a restorative process should be implemented in addition to the above strategies, unless otherwise specified in the individual student's BMP.

If a student has been suspended and the behaviour continues then parents/carers will be required to attend a meeting. The student may also be required to attend. The purpose of this meeting is to outline the next step in the process. If the behaviour still continues, it may result in additional suspensions and then consideration for assisted transfer to another school or expulsion. The process is outlined in Catholic Education Ballarat *Guidelines for Behaviour Support* (2017). The Principal and Wellbeing Leader will provide targeted support to the student who has been suspended. This will be communicated to parents/carers.

The school may require the parents/carers of a student to also seek other professional advice for the school to better understand and implement a behaviour management plan and any relevant strategies for learning and teaching that would assist the student. It is an expectation that parents/carers would cooperate with this request.

The school will keep a register indicating details of any suspensions and expulsions. This will be maintained in SIMON and overseen by the Principal. Relevant documentation will be stored electronically.

## **Sexual Abuse- Student Offenders**

Student sexual offending refers to sexual behaviour that is led by a student 10 years and over which may amount to a sexual offence. This would need to be reported to police.

- Refer to resource Identifying and Responding to Student Offending (and Template) available at <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/sexualassault.aspx>
- Refer to the resource *Four Critical Actions: Identifying and Responding to all Forms of Child Abuse in Victorian Schools* which provides procedures to follow. This resource is available at DET <http://www.education.vic.gov.au/about/programs/health/protect/Pages/stusexoffdefine.aspx>

The above resources can also assist where a student is under 10 years of age.

Teachers should inform the principal and seek further advice from the school's child protection officer in determining the correct process and outcomes.

## **Maintaining Consistency**

St Patrick's School will ensure procedural fairness, through teacher participation in regular professional learning sessions to review relevant policies and procedures. Students will also receive explicit instructions on how to respond appropriately when other students display problem behaviours.

## Reflective Materials

This Policy should be read in conjunction with:

- St Patrick's Duty of Care Policy
- St Patrick's Teaching and Learning Policy
- St Patrick's Pastoral Care Policy
- CECV Child Safety Commitment Statement
- Pastoral Care Policy - Ballarat Diocesan Schools Advisory Council
- Code of Conduct for Caring for Children - Professional Standards Catholic Diocese of Ballarat
- Whole School Approaches to Supporting Positive Student Behaviour (2015) - CECV
- Safe and Sound Practice Guidelines (Occupational Violence) (2014) – CECV
- Privacy and Data Protection Act (Vic) 2014  
[http://www.austlii.edu.au/au/legis/vic/num\\_act/padpa201460o2014317/](http://www.austlii.edu.au/au/legis/vic/num_act/padpa201460o2014317/)
- Catholic Education Ballarat *Guidelines for Behaviour Support* (2017)
- CECV Positive Behaviour Guidelines

**Reviewed:** November 2019

**Ratified:** December 2019

**Review:** 2023