Behaviour Management Policy

Rationale

The Behaviour Support Policy at St Paul's Primary School, Mildura (SPPS) seeks to respect the dignity of each person; build inclusive, supportive and caring relationships; foster compassion and forgiveness; and provide information about the practice of developing and promoting respectful behaviours.

As a Catholic school we are committed to fostering the dignity, self-esteem and integrity of all students and providing them with a safe, supportive and enriching environment to develop spirituality, physically, intellectually, emotionally and socially.

From time to time, students, for various reasons, engage in inappropriate behaviours. The response and educative process in understanding this bahaviour 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

At SPPS we are committed to providing a safe, secure and stimulating Christ centred learning environment for all students. Students can reach their full learning potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked and therefore every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

SPPS 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, as detailed in the supporting SPPS Behaviour Management Procedure (Appendix A).

At SPPS, discipline is concerned with maintaining a secure, healthy and respectful school community.

We aim to promote:

(a) Self-discipline and positive approaches to the development of acceptable behaviour in students.
(b) A united and consistent approach to behaviour management by staff and parents.
(c) A restorative approach in as many situations as appropriate.
(d) Resilience and problem solving

Principles

1. SPPS supports and gives expression to the belief that each individual is at the heart of Christ's teaching through fostering wellbeing and pastoral care.
2. Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective student behaviour management, as an element of pastoral care, is therefore recognized as promoting the achievement of learning outcomes and contributing positively to school improvement.
3. Student engagement and regular attendance assists in developing appropriate behaviours through the implementation of whole school strategies supported by targeted and individualised support when required.
4. Effective whole-of school approaches to behaviour management requires age appropriate education and skilling of students through processes focused on individual and community wellbeing, and on ensuring a just and reasonable balance of individual and community rights, needs and responsibilities.

5. Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. It will not include, under any circumstances, corporal punishment.
6. Actions and consequences 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 an important consideration in determining the actions and consequences to inappropriate behaviour.
- The school wide approach will be consistent with Catholic Education Ballarat's *Guidelines for Behaviour Support* (2016).
- SPPS respects privacy laws and will not divulge outcomes of actions or consequences other than to the individual student's parents.

Implementation

In light of our Behaviour Support Policy and these guiding principles at SPPS we will:

- Collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach based on restorative justice and processes that are consistent with the Catholic Education *Ballarat's Guidelines for Behaviour Support* (2016) which includes the processes for exclusion, suspension, assisted transfers and expulsion (in the case of serious offences).
- The School Wide Positive Behaviour Support Framework will be used to teach behavioral expectations in the same manner as any core curriculum subject.
- Ensure that the school's curriculum includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement
- Promote active participation in the life of the school and provide students with a sense of ownership in their school environment
- Support families to engage in their child's learning and build their capacity as active learners
- Promote active student participation as an avenue for improving student outcomes and facilitating school improvement
- Establish social/emotional and educational support for vulnerable students and monitor and evaluate progress
- Have processes in place to identify and respond to individual students who require additional assistance and support
- Build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students
- Fully implement the CEOB's "Guidelines for Behaviour Support" (2016).

Documentation and Data Analysis

Minor and Major incidents in the yard or during class are recorded in on a SWIS form. (See Appendix B)

The SWPBS team meet weekly, along with twice termly year level team meetings to analysis SWIS data.

DATA: What do we currently see and know?
Data based decision making (such as SWIS data, Insight SRC etc) guides selection and modification of all our practices, including intervention.
OUTCOMES: What do we want to see?
Clearly specified outcomes are related to academic achievement and social competence
PRACTICES: What practice could effectively, efficiently and relevantly achieve what we want to see?

Evidence-based practices have a high probability of outcome achievement for students
SYSTEMS: What needs to be in place to support • Practice adoption that is informed • Full implementation that is contextualised, accurate and sustainable?
Systems support adult adoption, high fidelity implementation and sustained use of effective practices

Consequences for Unacceptable Behaviour

In situations where it may be necessary to use restrictive interventions to protect the safety of a student and members of the school community, the school will follow procedures consistent with CECV Positive Behaviour Guidelines.

Restrictive interventions are only used in emergency situations and there are no other options in maintaining the safety of others. It must not be used as part of student management plan. Professional learning on appropriate use of restrictive interventions will be undertaken annually by all staff.

- The school will keep a register for indicating details of any suspensions, expulsions and exclusions. This will be maintained in SIMON and overseen by the principal. Relevant documentation will be stored electronically.
- Principal and wellbeing leader will discuss any penalties that imposed on students and will be recorded on the student behaviour tracking program in SIMON. Any penalties will be communicated to parents.

Related School Based Policies

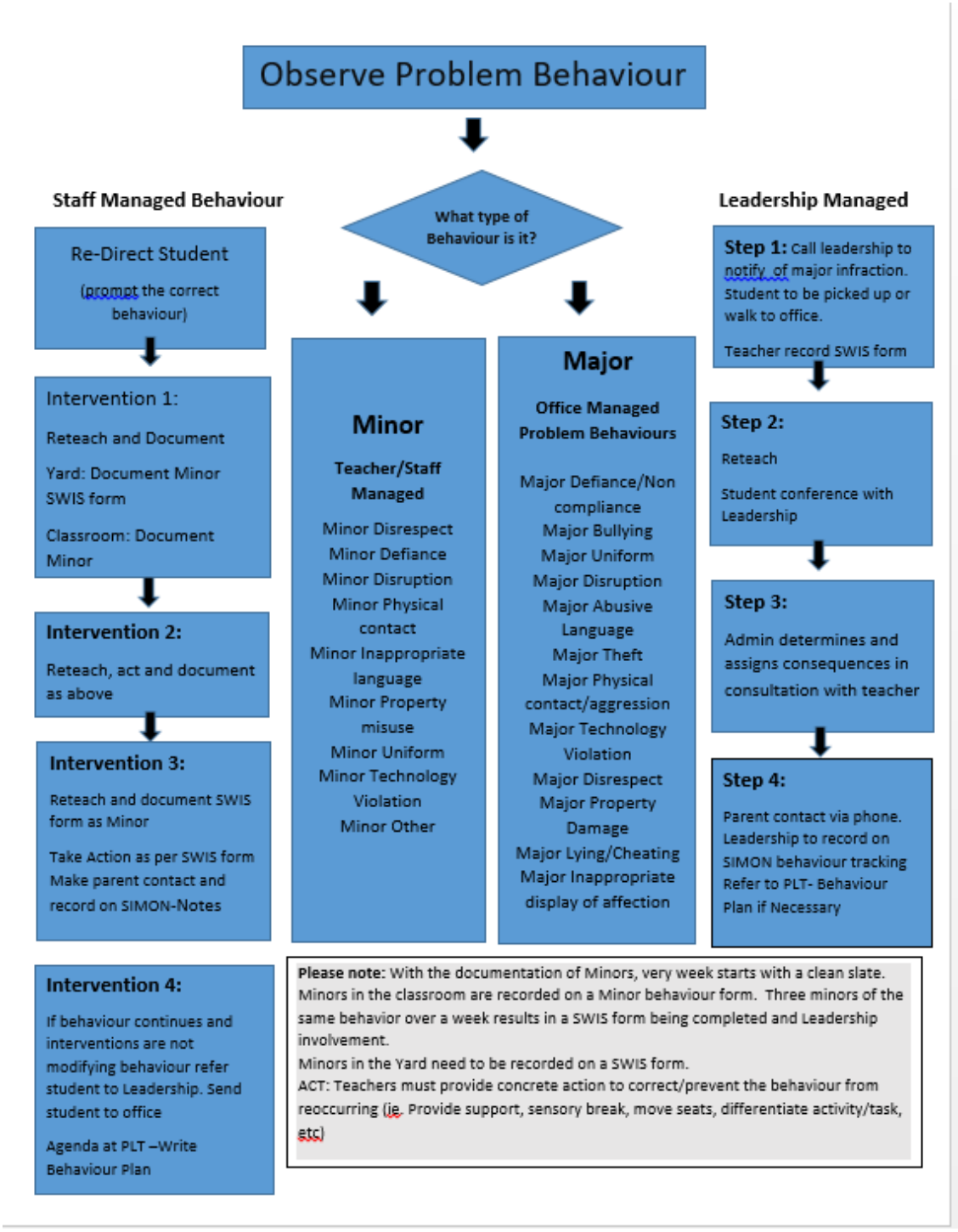
- Pastoral Care & Wellbeing Policy
- Child Safety Policy
- Code of Conduct
- Duty of Care Policy
- Safe School Policy - Anti Bullying & Harassment

Other References/Supporting Documents

This policy should be read in conjunction with:

- “Pastoral Care Policy” - Ballarat Diocesan School’s 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
- “Guidelines for Behaviour Support” (2016) - Catholic Education Office Ballarat
- SPPS SWPBS Handbook
- Catholic Education Ballarat Guidelines for Behaviour Support (2017)
- CECV Positive Behaviour Guidelines

Appendix A


Observe Problem Behaviour
What type of Behaviour is it?
Staff Managed Behaviour
Re-Direct Student
(prompt the correct behaviour)
Intervention 1:
Reteach and Document
Yard: Document Minor SWIS form
Classroom: Document Minor
Intervention 2:
Reteach, act and document as above
Intervention 3:
Reteach and document SWIS form as Minor
Take Action as per SWIS form
Make parent contact and record on SIMON-Notes
Intervention 4:
If behaviour continues and interventions are not modifying behaviour refer student to Leadership. Send student to office
Agenda at PLT –Write Behaviour Plan
Minor
Teacher/Staff Managed
Minor Disrespect
Minor Defiance
Minor Disruption
Minor Physical contact
Minor Inappropriate language
Minor Property misuse
Minor Uniform
Minor Technology Violation
Minor Other
Major
Office Managed Problem Behaviours
Major Defiance/Non compliance
Major Bullying
Major Uniform
Major Disruption
Major Abusive Language
Major Theft
Major Physical contact/aggression
Major Technology Violation
Major Disrespect
Major Property Damage
Major Lying/Cheating
Major Inappropriate display of affection
Leadership Managed
Step 1: Call leadership to notify of major infraction. Student to be picked up or walk to office.
Teacher record SWIS form
Step 2:
Reteach
Student conference with Leadership
Step 3:
Admin determines and assigns consequences in consultation with teacher
Step 4:
Parent contact via phone. Leadership to record on SIMON behaviour tracking
Refer to PLT- Behaviour Plan if Necessary
Please note: With the documentation of Minors, very week starts with a clean slate. Minors in the classroom are recorded on a Minor behaviour form. Three minors of the same behavior over a week results in a SWIS form being completed and Leadership involvement.
Minors in the Yard need to be recorded on a SWIS form.
ACT: Teachers must provide concrete action to correct/prevent the behaviour from reoccurring (ie. Provide support, sensory break, move seats, differentiate activity/task, etc)

Appendix B

St Paul's Office Referral Form

Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: F 1 2 3 4 5 6 Referring Staff: _____	**Location** ☐ Classroom ☐ Line Up ☐ Oval ☐ Hallway ☐ Playground ☐ Canteen ☐ Toilets ☐ Library ☐ Basketball Courts ☐ Other _____

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
☐ Defiance ☐ Disruption ☐ Disrespect ☐ Physical Contact ☐ Inappropriate Language ☐ Property Misuse ☐ Uniform ☐ Technology Violation ☐ Other _____	☐ Defiance/Non Compliance ☐ Disruption ☐ Disrespect ☐ Abusive Language ☐ Physical Contact/Aggression ☐ Technology Violation ☐ Property Damage ☐ Lying/ Cheating ☐ Bullying ☐ Uniform ☐ Theft ☐ Inappropriate Display of Affection ☐ Other _____	Get: ☐ Peer Attention ☐ Adult Attention ☐ Item/Activity Avoid ☐ Peer Attention ☐ Adult Attention ☐ Item/Activity

Action Taken	
☐ Alternative Placement ☐ Time in Office ☐ Community Service ☐ Loss of Privileges ☐ Parent Contact ☐ Individualised Instruction	☐ In-School Suspension **(Principal Only)** ☐ Out-of-School Suspension **(Principal Only)** ☐ Action Pending ☐ Other _____

Others involved in incident: ☐ None ☐ Teacher ☐ CRT ☐ Learning Support Officer ☐ Students ☐ Staff ☐ Other _____

Summary of Incident_____

_____