

St George Preca Primary School

Student Behaviour Management & Positive Behaviour Support



St George Preca
Primary School

Introduction

The St George Precia student Behaviour Management Policy reflects the school community's shared expectations in relation to student engagement and behaviour. This Policy sets out the clear processes to be followed in order to support students' behavioural, educational and emotional engagement.

This Policy provides an overview of how the school will:

- promote positive behaviour in the school community;
- seek to prevent behavioural issues; and
- respond to challenging student behaviour occurring at school, at a school activity away from the school grounds or while travelling to or from school or a school activity.

Rationale

As a Catholic school St George Precia Primary School strives to be a community that exemplifies the gospel values of love, forgiveness, justice and truth. Our school community recognises that everyone has the right to be respected, to feel safe and be safe and, in turn, our school community acknowledges each member's own obligation to behave responsibly. We value inclusiveness and celebrate difference as part of the rich tapestry of our school community.

This Policy is intended to guide our school's actions. A safe and supportive environment respects the rights of all students to learn, the rights of all teachers to teach and the rights of all members of the school community to be safe.

Aims

Every person at the school has a right to feel safe, to be happy and to learn. Therefore our school aims:

- to promote the values of honesty, fairness and respect for others;
- to acknowledge the worth of all members of the community and their right to work and learn in a positive environment;
- to maintain good order and harmony;
- to affirm cooperation as well as responsible independence in learning; and
- to foster self-discipline and to develop responsibility for one's own behaviour.
- To set up a responsible behaviour plan that facilitates positive behaviours, prevents problem behaviours and responds to unacceptable behaviours.

Definitions

- **Behaviour** is defined as the way in which one acts or conducts oneself, especially towards others. In general terms, it can be considered to be anything we say or do.
- **Appropriate behaviour** is behaving in a manner that is *suitable* for a public gathering, respecting the other members of the forum (class, meeting, assembly, gathering) and treating others as you would wish to be treated. Members are encouraged to take responsibility for their actions and to show mutual respect, maturity, and common sense. In general, appropriate behaviour is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- **Inappropriate behaviour or unacceptable behaviour** (including bullying, harassment and victimisation), may involve actions, words or physical gestures that could reasonably be perceived to be the cause of another person's distress or discomfort. Unacceptable behaviour does not have to be face-to-face, and may take many forms such as written, telephone or e-mail communications or through social media.
- **Discriminatory conduct** is conduct whereby an individual is treated less favourably on the basis of a relevant attribute, including their sex, race, sexual orientation, age, disability, religion or belief or gender reassignment. Such action may constitute discriminatory conduct that is contrary to Commonwealth and Victorian anti-discrimination legislation.
- **Bullying** is a broad concept which may generally be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying generally involves a series or pattern of events in which one individual has demonstrated unacceptable behaviour towards another individual.
- **Challenging behaviour** is behaviour that significantly challenges the day to day functioning of the school. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.
- **At Risk behaviour** is any behaviour that has the potential to cause harm or injury to self or other. This includes physical, emotional or psychological harm.
- **Criminal offences refers to** forms of unacceptable behaviour that may be serious enough to constitute a criminal offence. If St Catherine of Siena Primary School becomes aware that an offence has been or may have been committed, these concerns will be reported to the police or other authorities, as appropriate.

Shared Behaviour Expectations

The School recognises the importance of providing clear guidance and expectations which are all applicable to all members of the school community.

The table below sets out the Rights and Responsibilities for students, parents and staff.

Rights and Responsibilities of all Students, Parents and Staff

Students have the right to: <ul style="list-style-type: none">• Learn in a purposeful, non - disruptive and supportive environment• Work and play in a safe, secure , friendly and clean environment• Respect, courtesy and honesty• Attend school, where pride in their school, work and appearance is valued and promoted	Students have the responsibility to: <ul style="list-style-type: none">• Accept responsibility for their own behaviour• Show courtesy and respect to all members of the school community• To value other students and to be inclusive of others• Not engage in behaviour that is disruptive to the learning of others• Respect personal belongings of self and others and school property• Be punctual and organised for school and display a positive attitude• Behave in a way that promotes the safety and wellbeing of others• Support other students eg. By reporting incidents of bullying
Staff have a right to : <ul style="list-style-type: none">• Respect, courtesy and honesty from the students and the school community• Teach in a safe, secure and clean environment• Teach in a purposeful and non-disruptive environment• Receive cooperation and support from parents	Staff have the responsibility to: <ul style="list-style-type: none">• Model respectful, courteous, honest and inclusive behaviour• Establish and maintain positive relationships with students and parents• Implement effective planning and delivery of curriculum• Report on student progress to parents – including academic, social, emotional and behaviour• Discuss school and class rules with students and explicitly teach expected behaviours• Consistently apply and reinforce the school's Positive Behaviour Support approach

	<ul style="list-style-type: none"> • Complete documentation, as required, regarding challenging behaviours, correctional strategies applied and consultation with parents <p>School Leadership Team have the responsibility to:</p> <ul style="list-style-type: none"> • Provide support for the health and wellbeing of staff and students • Develop and communicate clear guidelines for managing and responding to student behaviour • Support teachers with behaviour management • Offer support to parents who are concerned about their child's behaviour • Assist in designing Student Safety Plans for individual students who present with challenging behaviour • Offer leadership and direction in managing serious behaviour issues • Ensure consistency in the implementation and development of the school's behaviour management systems
<p>Parents have the right to:</p> <ul style="list-style-type: none"> • Ongoing open communication about the development of their child • Information about the school's policies and curriculum relating to their child's health, safety and wellbeing • Be heard in an appropriate forum on matters relating to the rights and wellbeing of their child • Be involved in consultation and decision making regarding their child's individual behaviour management strategies 	<p>Parents have the responsibility to:</p> <ul style="list-style-type: none"> • Model respectful, courteous, honest and inclusive behaviour • Ensure that their child attends school on a regular and punctual basis • Support their child in being physically and emotionally ready for each school day • Ensure that the child has the materials that they require in order to engage in classroom activities with confidence • Support the school in the academic, physical and social and emotional development of their child/children • Support and adhere to school rules and policies • Address any concerns about their child's behaviour or of the behaviour of others that has impacted on their child – in an appropriate forum as per the school's Policy regarding Grievances and Matters of Concern.

At St George Preca Primary School corporal punishment is not permitted under any circumstances.

Positive Behaviour Support

St George Preca Primary School offers an approach to behaviour management that is based on **positive support**. In this model - Positive Behaviour Support - it is understood that for the majority of time at school, the majority of students behave appropriately and do the right thing.

Our Positive Behaviour Support model offers a system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through the whole school plan, shared expectations for student behaviour are plain to everyone. This will assist St George Preca in creating and maintaining a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the learning environment.

These expectations are communicated to students and the school community in a number of ways:

- An integral aspect of this positive behaviour model is the explicit teaching of expected behaviours. Knowing what to do and what it looks like when you are doing the right thing.
- It will be a major focus for the school to support positive behaviours by recognition, acknowledgement and reinforcement of the positive behaviours.
- Reinforcement of learning from behaviour lessons at school and home group level assemblies and during active supervision by staff during classroom and non-classroom activities. It is important that the message is taught and reinforced in an ongoing way and with a consistency across the school.
- Staff will undertake ongoing professional learning in the Positive Behaviour Support model and the Berry Street Education Model so as develop the program in the school from the outset, and continue to expand the PBS model as the school progresses.
- Individual support files will be developed for students with high behavioural needs so as to enable staff to make the necessary adjustments to support these students.

The St George Precast School Way

In the spirit of St George Precast we strive to develop a welcoming community who are resilient, independent and lifelong learners.

At St George Precast School we are a family. We value the individuality of each member of our community and the unique gifts and talents they bring. These unique gifts and talents are celebrated in a variety of ways, including [High Five Awards](#).

Therefore, we value:

RESPECT - We will show respect for all people, property and the environment

We will show this by....

- Praying in a reverent and respectful manner
- Speaking and listening respectfully to all members of the school community
- Using our manners, by saying 'please' and 'thank you'
- Caring for communal work spaces, by keeping them clean and tidy
- Treating school property with respect
- Placing school property away in a designated location
- Resetting the learning space after a learning activity has ended
- Respecting the learning experiences of other students throughout the school day, including students in other Learning Studios in our level and at the school
- Offering to help others
- Valuing the opinions, ideas, gifts and talents of others
- Greeting each other daily
- Greeting a teacher before speaking to them
- Having respect for yourself (eating healthy food, wearing your hat, knowing your own emotions, etc.)
- Welcoming visitors and new children to the school
- Displaying the behaviours of a positive role model
- Sitting down quietly, facing the teacher and eating during eating time whilst listening to a book or watching a clip
- Signing in/out school sports equipment, following our Learning Studio procedures

Therefore, we value:

SAFETY – We care for our own safety and the safety of others

We show this by...

- Keeping our hands and feet to ourselves
- Moving carefully and safely in and around all areas of our school
- Responsibly reporting unsafe situations and behaviours to a teacher
- Responsibly reporting injuries to the nearest teacher
- Making responsible decisions about the games we play and the spaces we use
- Caring for our friends when they are hurt
- Using property and equipment safely and appropriately
- Listening to and following instructions
- Following the directions of a teacher in an emergency
- Regularly practising drills and emergency procedures
- Taking turns when using school equipment
- Placing all of our bags and personal belongings away correctly in our tubs and lockers
- Working where we can be seen by a teacher
- Following the terms outlined in the SGP Responsible Usage Policy and the SGP One to One User Agreement
- Being aware that some people have allergies and therefore we don't share food
- Staying inside the school grounds
- Playing on designated play areas before school ie, adventure playground, basketball courts and oval only
- Playing with balls on designated areas during break times ie; Playground P-2 at first break, Whole school at second break; down ball on blue area only; only netball or basketball on the netball/basketball courts
- Making sure we have everything we need before we leave the Learning Studio to go to recess or Specialist lessons

Therefore, we value:

COOPERATION – We work together to make our school a place of learning and fun for all

We show this by...

- Encouraging others
- Sharing our ideas
- Taking turns and sharing with others
- Acknowledging the importance of others and respecting differences

- Seeing others as talented
- Sharing the workload evenly when collaborating in teams
- Working together in pairs, groups, teams and the whole school community, using encouraging language to support others
- Offering constructive criticism in a positive and meaningful context/way/manner etc
- Listening to others and including their ideas
- Asking others for help
- Offering to help others
- Playing with and including others, providing the opportunity for all to contribute
- Discussing the expectations and rules of a game before starting
- Being patient
- Being trustworthy

Therefore, we value:

‘HAVE – A – GO’ ATTITUDE – We always try our best and have a go at new and different things

We do this by...

- Having a positive attitude and using positive body language
- Having the courage to have a go at anything, even if it is hard for us
- Trying our best because we learn from our mistakes
- Reminding ourselves when we think we can’t do something, that we can’t do it yet (a growth mindset)
- Never giving up
- Bouncing back when things don’t turn out as we expected
- Sometimes stepping out of our comfort zone and allowing others the opportunity to do the same
- Embracing opportunities and challenges
- Using encouraging language such as, “You can do it!”
- Acknowledging and congratulating the achievements of others
- Being a gracious winner when participating in games

**Expectations for daily learning block routines:
Student Arrival to School (8.40 – 9.00 am)**

Time Frame	Expected Student Behaviour
8.40 – 8.55 am	<p><u>All Learning Studio Doors are all locked until 8.40: Students are not to enter the school grounds or buildings before this time. Students remain the legal responsibility of parents and carers or “Before School Carers”</u></p> <p><u>All gates to remain locked until they are opened by an SGP Staff Member and admits students</u></p> <ul style="list-style-type: none"> • All teachers are to be in the Learning Studios. Children may enter the Learning Studios to drop off their school bag and go to play in the playground. • A teacher is rostered for Yard Duty and is to supervise the school playground. On wet days, the children remain in the school building. • A teacher is rostered for duty at the school gates and car park to supervise children as they are dropped off to school. See Yard Duty Policy for precise details. <p>Students to go outside to play:</p> <ul style="list-style-type: none"> • Ball Games on the Oval or Basketball Courts • All other play is on the playground
8.55 am (music begins)	<p>Music is played and all children line up outside their Learning Studio, where they will be met by their teacher each morning and led inside to get ready for morning prayer.</p> <p>Parents are to leave Learning Studio/Buildings when the music begins</p> <p>Students are to complete environment set up</p> <p>Students prepare for morning prayer</p> <p>Any notes are handed to the teacher or placed in the Home Group tub</p>

Expectations for daily learning block routines:

Curriculum Expectations Per Fortnight (9 Days)

- 18 hours of Literacy (2 hours daily)
- 9 hours of Mathematics (1 hour of Maths daily)
- 2 hours Years 3-6 an additional 6 x 20 minute fluency sessions (x3 per week)
- 3 hours of RE per week (be negotiated with REL)
- 2 hours per fortnight (Wellbeing each Monday afternoon)
- 7 hours of ERP per fortnight

First 4 hours of the Day must include Mathematics and English

Morning Block (9.00 – 11.00 am)

Time Frame	Curriculum Focus
9.00 – 9.10am	<p><u>Learning Studio Doors to be locked. All late arrivals to report to the office. Later arrivals are to get a 'late pass' from the office and enter quietly without parents / carers. Only rostered Learning Studio Helpers are to remain in Learning Studio.</u></p> <p>Manual and electronic roll to be completed Class discussion and administration Quiet prayer or meditation</p>
10 – 11 am	<p>English, Mathematics or RE (as per classroom timetable)</p> <p>Working noise to be kept to an appropriate level and monitored by all staff</p> <p>Brain food (vegetables or fruit only, nothing processed or packaged) can be eaten during this time either as group, quietly and quickly, or while students are independently working; but not whilst using ICT.</p>

Middle Block (11:45- 1:45)

11:45-1:45am	<p>English, Mathematics or RE (as per classroom timetable)</p> <p>9 day fortnight where we have 2 hours of Literacy, 1 hour of Maths (Years 3-6 an additional x3 20 minute fluency sessions) 3 hours of RE per week</p> <p>Working noise to be kept to an appropriate level and monitored by all staff</p> <p>Brain food (vegetables or fruit only, nothing processed or packaged) can be eaten during this time either as group, quietly and quickly, or while students are independently working; but not whilst using ICT.</p>
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Last Block (2:30- 3:30)

2:30-3:30	Wellbeing, ERP, Assemblies, other areas of learning to be addressed
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Eating Times (11 – 11.15 am / 1.45 – 2.00pm)

Time Frame	Expected Student Behaviour
11 - 11:15am & 1:45 - 2:00pm	<p>Participate in SGP Prayer before meals. Students get their lunch box, sit quietly and begin eating.</p> <p>Student movement should be limited, eg. Rubbish taken to the bin at the end of eating time.</p> <p>Home Group teachers to supervise their own Home Group during both eating times</p> <p>Specialist teachers to supervise the Home Group that they have prior to each break</p>
11:13am / 1:58pm	Send all students to put their lunch box away and to then come back to the floor to clean up ALL RUBBISH. Students line up facing their exit door and WALK outside from the nearest exit. Students are only sent

	outside after the bell rings and after the Learning Studio has been cleaned up.
<u>Eating outside:</u> Students sit in a circle with a bin in the middle. Ensure all rubbish is contained. Students return their lunchbox to their bag before the bell rings. Supervising teacher to bring the Home Group bin back into the Learning Studio.	
<u>Popcorn/Icypole Mondays/Thursdays (2nd break)</u> Senior students can buy popcorn/icypoles from 1:50pm Junior students can buy popcorn/icypoles from 2pm	

Wet Day Program (11:15 – 11.45 am / 2.00 – 2.30pm)

Supervision of eating time as per eating time structure Supervision of break time to be shared between Home Group teachers or Specialist teachers on planning days Supervision to be 1 teacher per 2 Home Groups minimum
Students to be involved in quiet, organised activities eg. read to self, drawing, writing, board/card games, (no iPads) Videos can be played but students are to choose between the video or quiet activity to limit student movement

Expected Student Behaviour:

Expected Student Behaviour
Students <ul style="list-style-type: none"> • Gather on the floor for teacher led discussion (quiet time) • Show the 5Ls • Raise hands to contribute • Actively participate in activities • Speak at an appropriate volume • Work cooperatively in group work tasks • Work independently when required • ‘Have-a-go’ the best they can and challenge themselves • Avoid interrupting the teacher focus group • Gather for reflection time to listen and reflect • Share their learning using an audible voice and appropriate vocabulary

- Clean up their area, assist others and put equipment away (including chairs pushed in)

Expectations for daily learning block routines: Other

- No food outside except for popcorn/icy poles.
- Students are to finish their food indoors during eating time - they are not to be seated outside the staffroom to finish their food
- Library (students to select books for approx. 10mins). Walk students down to the nearest scanner, to borrow. Students are to be supervised by a teacher in the Learning Street (book area)
- Toilet trips (in pairs with a student of the opposite gender if walking to another building)
- Follow the *One to One Agreement Policy* and our *SGP Responsible Usage Policy*
- iPads to be put in the designated storage cabinet on arrival
- At the end of the day, iPads are to be put in their school bag. iPads are not to be taken out until under supervision of a parent. Student to walk to and from school with iPad in their bag
- iPads are to remain in the student's school bag whilst waiting/walking to After School Care
- Specialist Teachers are to supervise the movement of the Home Group to and from the Learning Studio for specialist lessons
- **In exceptional circumstances parents may inform the HG teacher that their child is unable to participate in outdoor activities. Where this is the case, notification is required in writing and agreement from the Principal or delegate must be obtained. The child is then to sit outside the staff room during break times. Students are ONLY to read a book at this time (No iPads)**

Learning Studio Consequences

Step 1: Verbal Warning with explanation of which expectation has not been followed.

"You have chosen to (behaviour) which is not following the SGP Way of.....This is your first warning"

Step 2: Second and final verbal warning with explanation of which expectation has not been followed

"You have chosen to (behaviour) which is not following the SGP Way of...This is your final warning. If you choose not to follow the SGP Way again, you will be removed from the activity".

Step 3: Removal from the activity or redirection to another group/space within the Learning Studio.

"You have been warned twice about your behaviour. You have now chosen to miss the activity / or be removed from the area"

Teacher discretion for time frame in a designated area

Prep - 2 (3-5 minutes)

3 - 6 (5-8 minutes)

OR

Children removed from the distraction to work independently

Step 4: Removal from the Learning Studio to another Learning Studio

"You have chosen now to leave the Learning Studio"

Student to be directed to another Learning Studio within the Year Level

Students to complete reflection sheet whilst away from their Learning Studio

1. Teacher to make expectations of the time and area clear to the student
2. Teacher to meet with the child at end of the designated time

AND/OR Supervised time away

1. Supervised time away for part of recess break (No more than half the break 15 mins)
2. Teacher to make expectations of the time and area clear to the student

Students to be sent to the Yard Duty Teacher in Area 1 (Blue area) to be supervised for the first 15 mins of the break (eg walk with the teacher, sit on sand pit bench, or sit on the outdoor table seat)

- Record of student reaching this step to be recorded on the [Staff: Student Incident Report Form](#)
- Reflection sheet to be signed by the teacher, Leadership and then sent home to be signed by the parents
- The Home Group Teacher / Specialist Teacher notifies the parent via a phone call to inform them of the incident and the reflection sheet
- Once returned a copy of the reflection sheet is to be sent to the Wellbeing Leader, with the original to be kept in the student's file

Step 5: Severe Incident (Danger to self and others)

Immediately **Step 5** and removal from Learning Studio

Leadership notified about the incident and student sent to a member of school leadership team for supervision

Leadership to notify parents and deal with the incident

Leadership to organise a parent meeting (Home Group teacher to be present)

Other notes:

At the end of each block (Morning Block, Middle Block etc.) students to revert back to Step 1 from the beginning of that session.

Online Incident (outside of school hours)

In the instance when a serious online incident has occurred outside of school hours and has been brought to the teacher's attention, the notified teacher is to complete the [Staff: Student Incident Report Form](#)

At St George Preca Primary School corporal punishment is not permitted under any circumstances.

Playground Consequences

The following procedure is to be used for students in the playground exhibiting unacceptable behaviour. Each step is to be considered carefully, but not necessarily followed in this order depending on the severity of the student's behaviour.

NOTE: At the end of each stage, **reconnection** with each student is essential

Step 1: Verbal Warning with explanation of which expectation has not been followed.

"You have chosen to (behaviour) which is not following the SGP Way of..... This is your warning. If you choose not to follow the SGP Way again, you will walk with me (the teacher)".

Step 2: Explanation of which expectation has not been followed and the student walks with the teacher

"You have now chosen to (behaviour) which is not following the SGP Way of..... This means you have now chosen to walk with me (the teacher). If you choose not to follow the SGP Way again, you will lose your right to the playground"

Step 3: Loss of right to playground (Student to sit in Passive Play)



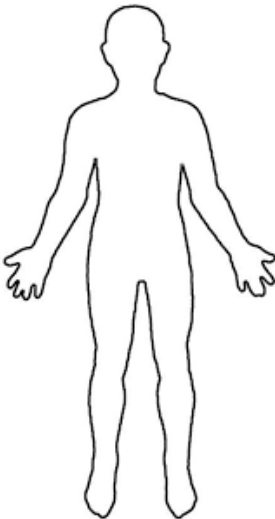


"You have now chosen to (behaviour) which is not following the SGP Way of This means you have now chosen to lose your right to play."

Consequences for Severe Incidents - Danger to self and others

1. School Leadership are notified via **Severe Incident Card**, kept in the Yard Duty bum-bags
2. Home Group Teacher notified
3. The Home Group Teacher / Specialist Teacher notifies the parent via a phone call and parent meeting arranged
4. Parents notified by phone call or in person about the incident and the reflection sheet
5. Reflection sheet to be completed by student in the Learning Studio, after the break: Prep to Two – a drawing; Three to Six – a letter. The completed reflection sheet is to be scanned by the Home Group Teacher and emailed to the SWL. The original is sent home to the parent who signs it and returns it to the issuing teacher
6. Teacher records on the [Staff: Student Incident Report Form](#)

At St George Preca Primary School corporal punishment is not permitted under any circumstances.

Student Reflection Sheet (Prep - Two)

Choose the picture that shows what happened		Where did you feel the escalation in your body?
		
<u>Verbal</u> Name calling, bad language, put downs, threats	<u>Physical</u> Pushing, punching, throwing objects, damaging property	
		
<u>Social</u> Ignoring, excluding	<u>Psychological</u> Dirty looks, hiding objects, following	
You behaviour did not follow the SGP Way of: (circle)		
Respect Safety Cooperation Have-A-Go-Attitude		
What de-escalation strategies could you have used? (circle)		
Go get a drink Talk to someone (teacher/friend)		
Belly breathes Read/listen to music		
Find a calm space Other:		

Date of Incident: _____ **Student Name:** _____

Teacher: _____ **Leadership:** _____

Parent/Guardian: _____

Teacher to write a description of the incident in the online Staff: Student Incident Form

Student Reflection Sheet (Years 3-6)

Write a letter to your parents that addresses the follow questions.

Describe what happened?
Who was affected? And how did your behaviour make the other person feel?
What de-escalation strategy could you have used?
You did not follow the SGP Way of: (circle)
Respect Safety Cooperation Have-A-Go-Attitude

Date of Incident: _____

Student Name: _____

Teacher: _____

Leadership: _____

Parent/Guardian: _____

** Teacher to write a description of the incident in the online Staff: Student Incident Form*

Ratified: 2018

Review Date: 2022