



St Patrick's Catholic School Latrobe

School Wide Positive Behaviour Support Policy 2024

To be implemented in conjunction with the
Behaviour Management Policy 2024

VISION STATEMENT

St Patrick's Catholic School endeavours to be a Jesus-centred community in which staff, parents and students collaborate to provide an environment where the worth and dignity of each person is realised and appreciated through collectively living out and implementing the Gospel values of Jesus Christ.

MISSION STATEMENT

We will endeavour to support all learners in their right to grow and develop to their full potential in an atmosphere of love, belonging and security; We will remain determined to live out our faith as expressed through the sincerity of our efforts to realise our Mercy Charism by displaying hospitality, compassion, mercy, respect and aspiring for excellence.

OVERVIEW

A positive behaviour support policy incorporates the modelling and teaching of positive, proactive social behaviours across the school environment. Our School Wide Positive Behaviour Support framework is a data-based initiative that endeavours to adjust the environment and learning opportunities to fully support the whole child. This framework is implemented by collaborative, school-based teams using a student-centred approach to proactively support behaviour. School-wide expectations for behaviour are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behaviour incidents are comprehensively assessed; learning and behaviour challenges are linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based adjustments. Positive interventions that support adaptive and prosocial behaviour and build on the strengths of the student lead to an improved learning environment. Students are offered a variety of methods to help them learn and maintain appropriate behaviour.

RATIONALE

This School Wide Positive Behaviour Support Policy is an intrinsic part of our school governance as it gives information on managing less desirable behaviours and promoting acceptable behaviour.

All people have the right to be treated fairly and with kindness. We are all valued individuals and as such, deserve fair treatment. Students are encouraged to be kind, caring, and thoughtful people through discussion and appropriate modelling by the adults in the school community. We recognise that the role of the family is fundamental in the formation of positive student attitudes toward each other.

At St Patrick's Catholic School, we aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The strategies to deal with inappropriate behaviour are consistent, logical, and clear. Expectations and consequences are made familiar to all involved. The support of parents, teachers and children is needed to ensure the development of self-regulating students.

The use of the SWPBS framework is systematic, individualised and provides strategies for achieving important social and learning outcomes while preventing problem behaviour with all students. SWPBS is a combination of effective practices to teach and encourage respectful, responsible behaviours and uses data to support decision-making. It assists in creating an individualised and supportive school climate.

At St Patrick's Catholic School, the worth and dignity of each person is acknowledged, appreciated, and celebrated. Each student can grow and develop to their full potential in a Catholic atmosphere of love, through our **WEST** values of Welcoming, Encouraging, saying Sorry and saying Thanks and our **Mercy** charism of *Respect, Compassion, Mercy, Hospitality*.

Our WEST values and Mercy Charism are underpinned by our three School Wide Positive Behaviour expectations of 'Being Engaged, Responsible and Being Respectful'.

We focus on the three behavioural expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school focuses on and explicitly teaches the preferred behaviours.

Be Engaged

Students will:

- be ready for learning.
- look, listen and participate in learning in all curriculum areas.
- follow directions and agreed rules.
- manage their time in a way that facilitates learning.

Be Responsible

Students will:

- own their behaviour.
- take care of belongings and use equipment safely.
- follow and respond to directions.

Be Respectful

Students will:

- respect others' right to learn.
- use manners and kind words.
- be inclusive.
- keep hands and feet to themselves.
- being aware of others in a shared space and surroundings.

RIGHTS AND RESPONSIBILITIES

Students

The student has the right to a school education in an environment conducive to learning.

The student is expected to do the following:

- Attend school every day, arrive on time, and participate in learning.
- Understand and observe the rules of the school.
- Participate in the development of school rules.
- Respect the rights of other students to learn.
- Respect the right of the teacher to teach.

Parents

The parent has the right to expect that the school will address the learning needs of their child in an equitable way, respecting the individual differences of children. The parent has the right to be informed of their child's progress and areas where closer home-school cooperation is needed.

The parent is expected to do the following:

- Send their child to school every day, on time and prepared to learn.
- Communicate with the school should they have concerns pertaining to their child.
- Respond to communications from the school pertaining to their child.
- Cooperate with the school staff in solving behavioural problems.
- Encourage and help their children to respect the rights and property of other people.
- Show respect to students, school staff and other parents.

Teachers

The teacher has the right to teach in an atmosphere that fosters accomplishment and satisfaction in their work with the support and guidance of the administration to maintain high professional standards.

The teacher is expected to do the following:

- Work with students so they understand what they are expected to learn.
- Help each student realise that as an individual, they are important and that they should act in a responsible way.
- Encourage and help each student understand and support school rules.
- Know and enforce the expectations and policies of the school consistently.

- Use procedures appropriate for age, background and level of maturity in dealing with inappropriate behaviour from students.
- Seek conferences with parents and other school personnel in an effort to help students who present behaviour problems and maintain an atmosphere of ongoing reciprocal communication.
- Communicate respectfully with all members of the school community.
- Respond to student behaviour in a sensitive and respectful manner.
- Use a variety of strategies to manage and respond to student behaviour.
- Model respectful interactions with students, using verbal and non-verbal behaviours, including expressing interest in students' thoughts and opinions.
- Teach and model listening, sharing and communication skills, with the aim of developing respectful interaction.
- Draw on a range of strategies to redirect behaviour without any consequent loss of learning time.
- Show respect to students, parents, and other school staff.
- Seek assistance from leadership when a major incident has occurred.

Support Staff

The support staff have the right to perform their daily tasks/responsibilities in an atmosphere that fosters satisfaction in their work with the support and guidance of the administration in maintaining high professional standards.

Each support staff member is expected to do the following:

- Encourage and help students understand and support school rules.
- Know and enforce the rules and policies of the school consistently.
- Seek guidance from leadership in an effort to help students learn, achieve and be successful in the school environment.
- Use procedures appropriate for age, background, and level of maturity in dealing with inappropriate behaviour from students.
- Help each student realise that as an individual, they are important, and they should act in responsible and respectful ways.
- Show respect to students, parents and to other school staff.

Leadership

The leadership team has the right to expect the cooperation of staff, students and parents, and seek to facilitate the school's function as a learning institution. They also have the same responsibilities as teachers.

The leadership team is expected to do the following:

- Review and revise school policies periodically.
- Support all school staff in the implementation of SWPBS.
- Provide staff with support and assistance in managing major behaviour incidents.
- Ensure staff are aware of AITSL standards and support them to achieve the relevant standards regarding classroom management.
- Be available for conferencing.
- Communicate actions taken with relevant parties.
- Show respect to students, parents, and other school staff.

WHAT DOES SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT LOOK LIKE?

At a School Wide Level:

- Has a common purpose and approach to discipline.
- Clear set of positive expectations and behaviours.
- Procedures to teaching expected behaviour.
- Continuum of procedures for discouraging inappropriate behaviour.
- Procedures for ongoing monitoring and evaluation.
- Students are able to state the expectations.
- Students are recognised for appropriate behaviours.
- All staff know and use the expectations.
- Data is collected and used for decision making.
- It is a team-based process.
- Expectations are displayed clearly around the school - Engagement, Responsibility, Respectful.
- The Matrix with the three expectations is displayed and evident throughout the school.
- A flow chart is used as a guide for decision making for staff when dealing with behaviour.

At Classroom Level:

- Classroom-wide positive expectations are taught and encouraged.
- Teaching classroom routines and cues are taught and encouraged.
- A ratio of 6 positive affirmations to 1 rule reminder in adult-student interaction is ideal. These are based across the whole class, not individual students.
- Active supervision is evident.
- Re-directions for minor, infrequent behaviour errors.
- Effective academic instruction and curriculum.

In Non Classroom Setting:

- Positive expectations and routines are taught and encouraged.
- Active supervision by all staff (scan, move, interact).
- Pre - corrections and reminders.
- Positive reinforcement.

Individual Student Support Systems:

1. Behaviour support planning for targeted students.
2. Team and data based decision making.
3. Targeted social skills and self management instruction.
4. Support from outside agencies as appropriate when required.

Parents are kept informed of recurring and/or serious inappropriate behaviour by using student diaries for messages, a phone call by a member of the leadership team and/or parent interviews and knowledge of the implementation of consequences; this applies to both the parents/carers of students who are non-compliant and any student who has been adversely affected by the non-compliance of another or others.

IMPLEMENTING AND REVIEWING SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

At the beginning of each school year and on a regular basis throughout the year, the staff will discuss with students the expectations for and consequences of behaviour both within the classroom and elsewhere in the school. These are explicitly taught to students through the sharing and explicit teaching of our matrix. The teacher will address minor behaviours as teachable moments. When inappropriate behaviour from a particular student continues to occur or is a major event, intervention by senior staff will be necessary.

- Younger children may require more time to become familiar with expectations in regard to their behaviour at school.
- The *School Wide Positive Behaviour Support Policy* will be promoted and evaluated at Staff Meetings, as required.

SWPBS MATRIX

The Behaviour Expectation Matrix translates St Patrick's Catholic School's three key expectations into expected behaviours. The Behaviour Expectation Matrix clarifies what our behaviours should look, sound and feel like in all classroom and non-classroom areas. Our expected behaviours are explicitly taught in every classroom and consistently reinforced throughout the school. Our Behaviour Expectation Matrix is displayed and positioned in many locations around the school and is referred to and discussed regularly with all students at St Patrick's Catholic School.

POSITIVES

Balance positive /negative adult/student contacts.

Adult to student positive interactions should exceed negatives by 6 to 1. Remember 6:1 can happen in a range of different ways across the whole class... - verbal, non-verbal, written, formal

Well done on...

Thanks for your help with...

I really appreciate when you...

I noticed ...

It's nice the way you...

You did a fantastic job with...

ACKNOWLEDGMENT SYSTEM

Raffle tickets are used to acknowledge students for their positive interactions by any staff member. These are placed into the draw for their House teams. At assembly, a student's ticket is drawn from each house and acknowledged by others, as well as choosing a prize from the draw. Acknowledgement in assemblies and classroom-based systems.

SWPBS REFERRAL FORM

A teacher or staff member fills out SWPBS Referral Forms or 'White Cards' when Minor or Major behaviours are observed.

White referral forms can be found in the staffroom. These forms should not be filled out in view of students. It is important these forms are filled out accurately so that data can be collected and behavioural issues can be identified and a possible solution put in place.

SWPBS Referral Rates and Patterns:

Minor Incident Events - Staff Managed

- ☐ Careless/Rough play
- ☐ Inappropriate language
- ☐ Property misuse or littering
- ☐ Disruption in class
- ☐ Late for line
- ☐ Work avoidance in class, incomplete work or time wasting
- ☐ Other

Minor behaviours are undesirable behaviours that students may display when in class or in the school yard. These behaviours may negatively impact the students' learning or relationships with their peers and staff. Minor behaviours can be managed by a classroom teacher or a yard duty teacher. Minor behaviours are teachable moments. Parents are informed of minor behaviours through the student's diary.

Should a student be spoken to twice about a persistent minor behaviour, teachers must have a conversation with parents about the continued behaviour. The classroom teacher must call a member of the leadership team about the continued behaviour. The presence of leadership supports the teacher by checking in and talking to the student if necessary. Should a student continue with the behaviour, the incidents will be raised to a major referral and incur a consequence with a member of the Leadership Team. The form is given to the Leadership Team and the student is reminded to attend time out by the classroom teacher. For major referrals that have been escalated by the classroom teacher, a phone call conversation to parents is necessary by the classroom teacher to inform them about the continued behaviour.

Major Incident Events - Leadership Managed

- ☐ Swearing/Verbal abuse/Put-downs
- ☐ Deliberate physical violence
- ☐ Stealing
- ☐ Bullying/Harassment/Threatening behaviour
- ☐ Defiance/Non-Compliance
- ☐ High level attention-seeking
- ☐ Vandalism
- ☐ Inappropriate use of ICT
- ☐ Leaving supervision without permission
- ☐ Lying
- ☐ Other

Major Incidents are intentional acts - these are handed over to a member of the Leadership Team. The student is reminded by the classroom teacher to attend

timeout at lunchtime. A member of the Leadership Team will call the parent to inform parents of the incident and the consequence.

SWPBS CHRONICLES ON COMPASS

All referrals are entered into the SWPBS Referral Form on COMPASS by the Administration staff. Minor behaviours can be entered by the classroom teacher if they wish instead of filling in the 'white' referral form.

School Wide Positive Behaviour Support Flow Chart

