

BEHAVIOUR SUPPORT POLICY AND PROCEDURES

Vision Statement:

At St Lawrence Primary School we strive to develop our relationship with God through positive and inclusive relationships with all members of the school community.

RATIONALE

Foundational to our Catholic school community and our work with students, families and communities is the building of genuine, authentic relationships. The development and promotion of high-quality relationships are responsibilities shared by all members of our school community. We all contribute to fostering life-affirming relationships that recognise and support the inherent dignity of each person.

AIM

The aim of this policy is to ensure that at St Lawrence Catholic Primary School we:

- value the student and support positive interaction
- have a clear data-informed strategy focused on preventing the occurrence of identified behaviour errors
- have a consistent school-wide approach to behaviour support
- focus on building skills and developing alternative preferred behaviours through explicit teaching
- consider the motivation for or functions of behaviours
- use the student's strengths and interests to increase success

IMPLEMENTATION

At St Lawrence Catholic Primary School our approach to behaviour support aims to provide a teaching and learning environment which develops students' knowledge, understanding and skills to enable them to:

- recognise, understand and evaluate the expression of emotions
- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
- understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
- work effectively in teams and develop strategies to manage unsafe situations constructively

At St Lawrence Primary School corporal punishment is not used at any time.

Positive Behaviour Expectations

Our schoolwide expectations are:

- Be safe
- Be responsible
- Be respectful

Support Systems

Our support systems include:

- Positive Behaviour for Learning (PBL) team
- Behaviour Matrix (Appendix 1)
- Positive Behaviour Lesson Plan for whole class

- Individual Behaviour Support plans
- Overview of PBL lessons
- Reinforcement System
- Collection of SWIS data
- Regular professional learning activities for all staff
- Branding

Consequences

Our consequences include:

- Behaviour Support Steps (Appendix 2)
- Flowchart
- Reflection Sheet
- Individual Behaviour Support Lesson

SERIOUS INCIDENT

A serious incident is a major behaviour where the student is not able to comply and the family needs to be contacted.

In circumstances which are extremely serious and the belief is formed that the student's attendance at school is a danger to themselves and/or others, the student may be *excluded (suspended)* from school for a period of time. The parents will be required to attend a meeting to discuss the student's behaviour at school. In consultation with the parents, a plan for assistance and support for the student and family will be developed. This could include referral to counselling services and medical practitioners/services.

Managing Challenging Behaviour

To support students with challenging behaviour, who are experiencing difficulties engaging in pro-social behaviour, an Individual Behaviour plan should be devised. This plan needs to be available for all staff working with the student.

Suspension

Suspension is a serious disciplinary measure and should only be implemented when other disciplinary measures have not produced a satisfactory outcome and an appropriate process has been followed. A student will not be suspended for more than 9 school days in a school year. Any suspension should be documented by the principal and a Notice of Suspension given to parents at a face-to-face meeting. A re-entry meeting will be scheduled following a suspension.

Negotiated transfer and expulsion

In some serious circumstances a change of school or move to an alternative setting may be judged the most appropriate means by which a student's wellbeing can be responsibly supported or restored. Such a change is referred to as negotiated transfer. This offers opportunity for personal growth and a fresh start in an environment more suited to the student's needs and circumstances. Negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student's continuing presence poses a threat to that community's safety).

Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. Although this is avoided as far as possible, it will occur with the prior approval of the Director of Catholic Education.

COMMUNICATING THE POLICY TO THE SCHOOL COMMUNITY

At the beginning of each school year staff will clarify the school policy as a group and review its implementation expectations. New staff to the school should be familiarised with the school's policy and its implementation through the Induction program. Families should be advised of the school's behaviour support policy through the school's website and reminders in the newsletter at regular intervals. At whole school assemblies, reminders are given to those present regarding the school's behaviour expectations.

References:

Catholic Education Commission of Victoria (CECV), Pastoral Care of Students in Catholic Schools CECV Policy 2.26

CECV Positive Behaviour Guidelines

CECV Safe and Sound Practice Guidelines (Occupational Violence)

Victorian Department of Education and Training 'School Policy and Advisory Guide'

Evaluation

This policy is evaluated in accordance with the School Improvement Plan.

The practice is evaluated on an ongoing basis by staff members and the Leadership Team.

APPENDIX 1

BEHAVIOUR MATRIX

	LEARNING SPACES	COMMON SPACES	PLAY SPACES	TOILETS
BE SAFE	USE positive physical actions USE equipment and spaces for their purpose WALK in and out of areas EAT your own food STAY within a teacher's view BE MINDFUL of others' space	USE positive physical actions USE equipment and spaces for their purpose WALK in and out of areas STAY with a partner EAT your own food BE MINDFUL of others' space	USE positive physical actions USE equipment and spaces for their purpose STAY in permitted spaces BE MINDFUL of others' space STAY within a teacher's view SEEK help when needed SAY 'Stop I don't like it'	USE positive physical actions USE equipment and spaces for their purpose WALK in and out of areas STAY with a partner WASH and dry hands GO into the cubicle by yourself and close the door
BE RESPONSIBLE	LISTEN with your whole body HAVE yourself and equipment ready for learning USE time efficiently FOLLOW instructions STAY on task STAND up for what is right ACCEPT the resolution ACCEPT rules and play fair BE a problem-solving person RETURN all equipment	LISTEN with your whole body FOLLOW instructions STAND up for what is right ACCEPT the resolution ACCEPT rules and play fair BE a problem-solving person RETURN all equipment	FOLLOW instructions MOVE when music starts to get a drink or go to the toilet BE on your line when the bell rings STAND up for what is right ACCEPT the resolution ACCEPT rules and play fair BE a problem-solving person RETURN all equipment	USE toilets during breaks BE a problem-solving person
BE RESPECTFUL	TAKE turns USE polite and positive language and actions USE appropriate noise level TELL the truth TREAT property with respect BE MINDFUL of others INCLUDE others	TAKE turns USE polite and positive language and actions USE appropriate noise level TELL the truth TREAT property with respect BE MINDFUL of others INCLUDE others	TAKE turns USE polite and positive language and actions USE appropriate noise level TELL the truth TREAT property with respect BE MINDFUL of others INCLUDE others	USE polite and positive language and actions USE appropriate noise level TREAT property with respect BE MINDFUL of others

APPENDIX 2

BEHAVIOUR SUPPORT STEPS

For minor behaviours

1st Reminder of expected behaviour

This is your first reminder about **STATE EXPECTATION**,
and **STATE BEHAVIOUR SKILL**

This is your first reminder about being responsible by listening with
your whole body



Reposition to another place in the room & 2nd Reminder of expected behaviour

Ask the child to move to another space in the room to continue the task. This is your second reminder about **STATE EXPECTATION**, and **STATE BEHAVIOUR SKILL**

For example: This is your second reminder about being responsible by listening with your whole body, can I ask you to move to.....to support you to make a better choice



Formal Thinking Time

Explain to the child that you would like for them to think about the choices they have made and think about how they could change this behaviour and make a better choice.

Put a timer on and allow the child to have 5-15 minutes to reflect. Once this time is up, you may want to ask the child about the choices they are going to make.

Removal & Reflection

Explain to the child that you can see they are finding it challenging to manage their behaviours and remind them that they have already had reminders and thinking time. Explain that you would like them to move to another classroom and reflect on their choices.

Children then move to another space and complete the reflection sheet. **What did I do? What could I do differently? What will I do next time?** Discuss this with children at an appropriate, non-teaching time.

