



ST MICHAEL'S SCHOOL

SPB4L

BEHAVIOURS FOR LEARNING POLICY



POLICY DATE 1st September 2014

REVIEWED 1st September 2015

St Michael's Vision Statement

Our Vision is:-

that all children who leave our school have a positive sense of community;
that they have an appreciation of and respect for themselves as a valuable person;
that they have respect for other people and the world in which they live;
that they have been given the opportunity to attain their academic potential;
and are aware that learning is a life-long experience.

St Michael's Mission Statement

Following the example of Saint Mary of the Cross MacKillop
the mission of our school community is
to build a relationship with Jesus and live it in our values and
relationships with each other

School Motto

which reflects the Josephite history of our school
'Pray and Labour'



PURPOSE

Behaviour Management means guiding, instructing and directing the child towards self-control and responsible decision-making. This can be achieved through a network of positive relationships, by having rules, rewards and consequences to allow children to take responsibility for their actions and develop greater self-discipline.

The explicit teaching of positive behaviours and social skills also assists children coping with a variety of situations appropriately.

Based on St Michael's Vision and Mission statement we strive to build a safe and supportive learning environment with a focus on creating quality, social and academic competencies within each student in our care.

St Michael's Catholic Primary School is committed to the implementation & sustainability of *School Wide Positive Behaviours for Learning Framework*, (SPB₄L). This framework addresses school-wide, non-classroom, classroom, and individual positive student behaviour support and management.

It offers preventative strategies for all students in our school, additional support for some students with identified needs, and more intensive support for a few students with identified specific behavioural needs.

The SPB₄L framework is evidenced-based and works for and with the whole school community. SPB₄L gives priority to quality research-based programs, systems and procedures that demonstrate effectiveness, efficiency and relevance. It builds a positive school environment where team building and problem solving skills are expected, taught and reinforced through agreed practices and a common language.

SCHOOL RULES

To ensure an optimal, positive learning environment is maintained for the benefit of all members of St Michael's community, we strive to follow our four school rules:

"We all have the responsibility to:

- *show respect*
- *co-operate*
- *be safe*
- *be a learner"*

PROCEDURES AND ROUTINES

At St Michael's School we believe it is important to establish and reinforce consistent procedures and routines. All community members are therefore familiar with the *non-classroom* and *classroom procedures, routines* and *behaviour expectations*. These *procedures, routines* and *behaviour expectations* are explicitly taught and regularly practised in all classroom and non-classroom settings. Regular daily reminders are given throughout the school year to remind all community members of the expected *procedures, routines* and *behaviours*.

Active Supervision is valued with the utmost importance. All staff have been trained in *Active Supervision* and the principles and procedures are reviewed regularly to ensure they are constantly carried out by all staff of St Michael's, in order to support student behaviour.

The behaviour expectations are outlined in the '*Behaviour Expectation*' Matrix, (see appendix Bi & Bii)

1. POSITIVE BEHAVIOUR EXPECTATIONS

School Wide Positive Behaviours for Learning framework has been implemented to provide a safe, supportive and predictable environment for all students at St Michael's.

The four school rules form the basis for all positive behaviours and are reviewed at the beginning of each week. The expected behaviours for each rule are taught according to the proposed timetable for each term based on data. Each week a specific school area becomes a focus point and the expected behaviours for this area are taught, demonstrated and practised.

Example of a Teaching Time Table of Order (see appendix A)

The students who fail to display appropriate behaviours are reminded of what is expected with the opportunity to correct their behaviour. Data is recorded following the agreed correction sequence. (see appendix Li & Lii)

Visual reminders of the four school rules are clearly displayed throughout the school for all to see and refer to. Staff promote the rules in all aspects of school life, to ensure they are embedded within the culture of St Michael's.

2. ENCOURAGING AND AFFIRMING EXPECTED BEHAVIOURS

Student positive behaviour is encouraged and affirmed by all members of St Michael's. Student's efforts are recognised at all times in all areas while at school.

Students who are observed acting out the appropriate behaviours are rewarded with a verbal affirmation and/or given a reward token. Affirmations of good behaviour in both class and playground are celebrated at weekly assemblies in the form of an *Award Token*, which is recorded and tallied weekly.

At the end of each week all students who have received a reward token are given 10 minutes free play.

Students are regularly awarded see Rewards Overview (Appendix C). In addition to this each class has a reward system specific to grade level as outlined in teaching programs.

3. DISCOURAGING AND DEALING WITH INAPPROPRIATE BEHAVIOURS

Student behaviour is consistently monitored, recorded and analysed by the SPB₄L team using the BART data system. Teachers gather data using the '*Minor Playground Behaviour Record*' and '*Classroom Minor Recording*' sheets. (see appendix Mi & Mii)

All recordings of behavioural incidents are entered into the database (BART) to use for further planning of discipline procedures and systems of behavior support.

When behaviour from students is inappropriate, all staff follow the agreed procedures outlined in the *The Playground Specific Request Sequence*, (see appendix Li) procedures for *Major Behaviours* (see appendix K) and the *Classroom Correction Sequence*, (see appendix Lii).

Major and Minor Problem Behaviour Definitions defined by staff for both classroom and non-classroom areas are used as a guide for correcting student's behaviour. All staff have a copy of these definitions in their SPB₄L folder. (see appendix E)

All staff in classrooms or any non-classroom areas have a responsibility to address incidents by referring to the *Major and Minor Problem Behaviour Definitions* and follow the agreed procedure. A 'Minor' incident may require being documented using the '*Minor Playground or Classroom Behaviour Record*' form. If a 'Major Incident' takes place then a member of the leadership team is notified and the '*Procedures For Major Behaviours*' is followed and parents notified.

Minor Behaviours

If a student receives 3 *Minors* within a two-week period or 1 *Major* the AP or Principal needs to be informed and the student will be required to participate in *Time Out*. The teacher referring the child to *Time Out* needs to complete the *Yellow Time Out form* (see appendix N) and have conferenced with the student. This form is attached to the *student reflection sheet*. (see appendix Oi & Oii)

The teacher on the duty roster supervises the *Time Out* during the afternoon tea break 1:10 – 1:40pm in their classroom.

During *Time Out* the student will complete the *Reflection Sheet* appropriate to their age level.

A copy of the reflection sheet will be sent home to the parents with a letter (see appendix F) explaining the issues. The other copies will be placed in the student's files.

Major Behaviours

When a student has a *Major* incident it is immediately referred to the Principal and/or AP using the "*Major Referral Form*" (see appendix G)

If a major incident occurs (also refer to the *Major and Minor Problem Behaviour Definitions*) the teacher on duty or the class teacher involved completes the '*Major Incidents Recording Sheet*' and refers to the Principal or the Assistant Principal.

The Principal/Assistant Principal will address the matter following the *Procedure for Major Behaviours*, which includes appropriate corrective learning opportunities. Parents are contacted (see appendix F) informing them of the incident and the Principal/Assistant Principal's actions

Booster training – additional practice of our "*Behaviour Expectations*" is offered to students with repeated behavioural offences needing additional support.

***Corporal Punishment* in any form by anyone is not allowed at
St Michael's Catholic Parish Primary School**

ONGOING MONITORING

The procedure for ongoing monitoring has two distinct sections:

1. DATA COLLECTION
2. DATA ANALYSIS

1. DATA COLLECTION

- Problem Behaviours, whether *minor* or *major*, are recorded daily on behaviour sheets. All staff record behaviour incidents following an agreed correction sequence – before school, after school, during lunchtime and afternoon tea.
- Problem Behaviours, whether *minor* or *major*, are also recorded in each classroom, the library and during music and P.E. lessons
- The recording sheets are collected weekly and information entered into the BART database.

2. DATA ANALYSIS

Data informs decision making for both affirmations and problem behaviour incidents.

Data is analysed weekly from various sources – as a result of this data analysis, current systems, guidelines and procedures are reviewed to make any necessary improvements.

DATA is used in the following ways:

- SPB₄L team uses data to lead staff in improving systems and procedures.
- SPB₄L team uses data to lead staff in progress monitoring.
- For mapping of resources and action planning.
- To provide specific feedback, where appropriate, to students and parents.
- Identification of students who need additional support.
- To celebrate progress when goals are met.
- Shared with all staff throughout each term so that common misbehaviours can be monitored and addressed.

ANTI-BULLYING PLAN AND PROCEDURES

St Michael's Catholic Parish Primary School does not tolerate bullying in any form. Guided by our leadership team, all members of the school community are committed to ensuring a safe, supportive and caring environment, which promotes positive behaviours and personal growth intellectually, physically, socially, emotionally, aesthetically and morally.

This plan has been developed with reference to *Path to Life*, A Framework for Pastoral Care and Wellbeing for Systemic Catholic schools in the Diocese of Wollongong, the *Student Anti-Bullying Policy* for Systemic Catholic schools in the Diocese of Wollongong, St Michael's *Positive Behaviour Policy*, *Pastoral Care Policy* and *Responsible Use of Technology Policy*.

Definition

Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not defined as bullying. Mutual arguments or disagreements are upsetting, but usually everyone involved wants to solve the problem and there is no power imbalance. A mutual argument or disagreement is not bullying.

Single acts of meanness, spite, conflict, rejection, exclusion, physical harm and emotional aggression hurt people causing great distress and may require intervention from the school, however, these are not examples of bullying unless they are **deliberate** and **repeated**.

Types of Bullying

Physical bullying involves harmful actions against a person's body. Some examples are hitting, pushing, pinching, biting and kicking. It may also involve interference with another person's property.

Verbal bullying is speaking to a person or about a person in a way that is unkind and hurtful. Some examples are teasing, name calling, spreading rumours, whispering and racist remarks.

Covert bullying is often harder to recognise and can be carried out behind the victim's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes lying and spreading rumours, negative facial or gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.

Cyber-bullying refers to bullying carried out using digital technologies. Some examples include harassment via a mobile phone, setting up a defamatory person website or deliberately excluding someone from social networking spaces. Cyber-bullying can happen at any time, however, can have an impact at school.

Communication

St Michael's *School-wide Positive Behaviour for Learning* (SPB₄L) Team as well as the Leadership Team and all staff communicate Anti-Bullying plans and procedures to parents and the wider community through annual information nights, weekly newsletters, regular staff meetings, whole school assemblies as well as publishing information on the school website.

Anti-Bullying Procedures

In order to decrease incidents of bullying and to continue to build safe and supportive environments the school implements the following strategies:

- Within the implementation of the SPB₄L framework, all staff will be involved in
 - Teaching pro-social behaviours as outlined in our Behaviour Expectation Matrix (see appendix Bi)
 - Using the agreed correction procedures for both *minor* and *major* problem behaviours (see appendix K)
 - Collecting student behaviour data, which will be used to improve systems and procedures in order to support students' behaviour and conduct
- Survey parents, staff and students annually as part of data collection. Results of these surveys will be collated by the Leadership Team implications and suitable actions discussed with staff, students and parents at appropriate meetings.
- Appropriate procedures for students to respond to bullying situations will be taught in each classroom by classroom teachers. These procedures include:

THE THREE STEP PLAN FOR CHILDREN BEING BULLIED:

- 1. Tell the bully to stop eg 'Please stop' or 'Please leave me alone'.*
 - 2. If the bullying continues say 'If you don't stop, I will tell an adult (a teacher)'.*
 - 3. If the bullying continues, immediately find a trusted adult with the authority to intervene, describe the situation and say how you have responded to the situation.*
- Specific and sequential classroom activities that will improve student learning on anti-bullying will be taught each year to every class. These activities may be incorporated into the Religious Education and / or Personal Development Physical and Health Education Program. (Refer to specific classroom programs)
 - Representatives from the Australian Communications and Media Authority (ACMA) are available to visit Stages 2 and 3 for Digital Citizenship Workshops.
 - The School's Learning/Communication Technology Co-ordinator will present an information session annually on Best Practice in Using Technology.
 - The students in Stages 2 and 3 have the opportunity to participate annually in anti-bullying workshops conducted by CEO.
 - All staff are given the opportunity to attend Professional Learning on current Anti-Bullying strategies, procedures and programs.
 - Parents are informed of the above procedures during Parent Information Sessions at the beginning of each year and regularly updated via the newsletter.
 - The parents have the opportunity to participate annually in Digital Citizenship workshops conducted by CEO.

Reporting of Bullying Incidents

- All students are constantly encouraged by staff and parents to speak to any trusted adult with whom they feel comfortable regarding any bullying incidents. Students will also have the opportunity to report bullying incidents anonymously via a drop box system.
- Parents are informed at Parent Information Sessions at the beginning of the year to report any bullying incidents immediately to the classroom teacher or any leadership team member, in person, via email or by telephone.

In line with SPB₄L correction procedures as outlined in the *Positive Behaviour Policy* consequences and disciplinary action will be enforced for students who continually ignore school rules.

A more detailed investigation may be undertaken if bullying is suspected using the *Alleged Bullying Initial Action Tool* (see Student Anti-Bullying Policy and Guidelines For Implementation from the Catholic Education Office Diocese of Wollongong).

- St Michael's follows the Diocese of Wollongong Anti-Bullying Procedures for Primary Staff Flow Chart. (see Student Anti-Bullying Policy and Guidelines For Implementation from the Catholic Education Office Diocese of Wollongong)
- All reported incidents are documented on the *Alleged Bullying Initial Action Tool* by staff as well as entered into the *Behaviour Analysis Reporting Tool* (BART) following the school's data collection procedures.
- The Leadership Team will investigate all reported incidents with all persons involved including the victim, alleged perpetrator, bystanders and will notify Parent/Carers of bullying incidents involving their children and subsequent actions taken.
- The principal will report to the police and / or Community Services any serious criminal offence identified and investigated by the school.

Police Liaison Officer

School Liaison Officer
S/C Gary Mutton

Youth Liaison Officer
S/C Barbara Beard

Suite 2, Level 1,
Cnr of Auburn and Montague Streets
GOULBURN 2580
Phone: 02 4823 0399
Fax: 02 4823 0311

The school allows an annual budget for the acquisition of resources to support the school-wide implementation of anti-bullying procedures through learning and teaching practices.

Supporting Documents

- *Path to Life, A Framework for Pastoral Care and Wellbeing for Systemic Catholic schools in the Diocese of Wollongong.*
- *Student Anti-Bullying Policy for Systemic Catholic schools in the Diocese of Wollongong.*
- *St Michael's Pastoral Care Policy and Responsible Use of Technology Policy.*

RIGHTS & RESPONSIBILITIES

At St Michael's School we have four school rules that apply to all stakeholders.

Parents and staff have rights and responsibilities along with the students.

These rights and responsibilities are outlined below.

STUDENTS' RIGHTS AND RESPONSIBILITIES

All students at St Michael's School have the right to

- be immersed in Catholic values and practices
- a primary education in a safe and supportive environment
- be treated with a respect
- receive recognition for positive behaviour and academic work

With these rights come the responsibility to follow the school rules and behaviour expectations as outlined in the non-classroom and classroom behaviour expectations matrixes, (Appendix Ei & Eii).

STAFF RIGHTS AND RESPONSIBILITIES

I have the RIGHT to experience my Christian faith.	I have the RESPONSIBILITY be a witness of my faith as far as possible and to provide a model of Christian life-style for the students in my care.
I have the RIGHT to be respected and treated with consideration at school by peers, parents and students.	I have the RESPONSIBILITY to make school a positive place by being thoughtful, respectful and courteous.
I have the RIGHT to privacy.	I have the RESPONSIBILITY to respect the privacy of others and to maintain confidentiality.
I have the RIGHT to a safe school environment.	I have the RESPONSIBILITY to provide a duty of care for the students and to assist in providing a safe environment for all.
I have the RIGHT to work in a supportive and collegial environment.	I have the RESPONSIBILITY to provide a stimulating learning environment and assist in providing a meaningful program to meet the needs of each student.
I have the RIGHT to expect my property to be safe.	I have the RESPONSIBILITY to take care of personal and school property.
I have the RIGHT to express myself and be heard.	I have the RESPONSIBILITY to listen to others.

PARENTS' RIGHTS AND RESPONSIBILITIES

I have the RIGHT to be supported in developing my faith.	I have the RESPONSIBILITY to deepen my faith as far as possible and to provide a model of Christian lifestyle for my children.
I have the RIGHT to ensure that my children receive the best possible education.	I have the RESPONSIBILITY to accept, with the school, joint responsibility for the education of my children.
I have the RIGHT to privacy.	I have the RESPONSIBILITY to respect the privacy of others and to maintain confidentiality.
I have the RIGHT to be respected and treated with consideration at school by staff, students and other parents.	I have the RESPONSIBILITY to make the school a positive place by being thoughtful, respectful and courteous.
I have the RIGHT to ensure my children's welfare is provided at school.	I have the RESPONSIBILITY to support the schools procedures to ensure that every child can work and play in a safe, happy and secure environment.
I have the RIGHT to discuss my children's education with their teachers.	I have the RESPONSIBILITY to inform the school of any information that may assist in catering for their needs, to attend meetings as requested and to be realistic about the strengths and limitations of my children.
I have the RIGHT to be informed of my children's progress.	I have the RESPONSIBILITY to consider teachers' opinions as being professional and objective.
I have the RIGHT to be informed of my children's behaviour and attitude to classroom and school rules.	I have the RESPONSIBILITY to ensure that my children support all class and school rules.
I have the RIGHT to be made welcome at the school.	I have the RESPONSIBILITY to welcome others to our school community.

EVALUATION

This policy will be evaluated and reviewed annually. It is also updated & amended when needed by the SPB₄L team in consultation with staff, parents and students. This regular evaluation will ensure that a safe and supportive optimal learning environment is created and maintained for the benefit of all members of St Michael's Catholic Primary School Community.

Any amendments and adjustments will be made as required.

APPENDICES

Appendices A, B, C, E, F, G, K, L, M and N can be found in the green SPB4L Information and Procedure Folder.

Appendices D, H, I and J can be found in the 'Student Anti-Bullying Policy and Guidelines For Implementation' from the Catholic Education Office Diocese of Wollongong.

APPENDIX

Appendix (A)	Teaching Expectations of Non-Classroom (School)
Appendix:	School Rules and Behaviour Expectation Matrix (School)
(Bi)	- Non-classroom
(Bii)	- Classroom
Appendix (C)	Rewards and Affirmation Overview (School and Parents)
Appendix (D)	<ul style="list-style-type: none"> i. <i>Behaviour Action Plan</i> ii. <i>Definition of Discipline Procedure</i> iii. <i>Minor Response Sequence for the Classroom</i> (School and Parents).
Appendix (E)	Classroom and Non-Classroom Definitions (School and Parents)
Appendix (F)	Incident Letters Minor/Major (School)
Appendix (G)	Major Referral Form (School)
Appendix (H)	Anti-Bullying Procedures for Primary Staff (School and Parents)
Appendix (I)	Cybersafety (School)
Appendix (J)	Alleged Bullying Initial Action Tool
Appendix (K)	Procedure for Major Behaviour
Appendix (li)	Correction Sequence → Playground
(lii)	Correction Sequence → Classroom
Appendix (Mi)	Playground Minor Recording Sheet
(Mii)	Classroom Minor Recording Sheet
Appendix (N)	Yellow Time Out Forms
Appendix (Oi)	Behaviour Reflection Sheet (K-2)
(Oii)	Behaviour Reflection Sheet (Years 3 – 6)