Reviewed 2024

Positive Behaviour Management Plan

ST FRANCIS OF ASSISI

CATHOLIC PRIMARY SCHOOL

Positive Behaviour Management Plan

Contents

1. Rationale

St Francis of Assisi Catholic Primary School's Positive Student Behaviour Plan is designed to minimise interruptions from inappropriate behaviour in order to maximise the teaching and learning process. The Behaviour Plan also acts as a pathway, in conjunction with parents, to guide our students to become active, responsible, considerate, giving members of the community. St Francis of Assisi Catholic Primary School works with children from the ages of 4 through 12 years of age. Children in this age range come to school with a range of experiences and support. The school will need to promote a lasting sense of resilience. Children will make mistakes and it is the obligation of the school to support and assist these children. All children and staff members have the right to teach and learn at school, but all children, parents and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy.

St Francis of Assisi Catholic Primary School Positive Behaviour Management Plan reflects the Registration Standards for Non-Government Schools in Western Australia (Standard 12) for the management of student behaviour.

Standard 12: Management of student behaviour:

·   The administration of permitted forms of behaviour management conform to the rules of procedural fairness.

·   The school explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment, in accordance with the *Registration Standards and Other Requirements for Non-Government Schools in Western Australia*.

Child abuse: Four forms of child abuse are covered by Western Australian legislation and are defined by the Department of Communities:

1.   Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.

2.   Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:

(a) the child is the subject of bribery, coercion, a threat, exploitation or violence;

(b) the child has less power than another person involved in the behaviour; or

(c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

1.   Emotional abuse includes:

A). psychological abuse; and

B). being exposed to an act of family and domestic violence.

1.   Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Emotional abuse: Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

Psychological abuse: Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Procedural fairness: These rules require (a) a hearing appropriate to the circumstances, (b) lack of bias, (c) evidence to support a decision, and (d) inquiry into matters in dispute.

2. Rights and Responsibilities

Students have the Right to:	Students have the Responsibility to:
• Learn in a positive and supportive environment • Work and play in a safe, secure, friendly environment • Respect, courtesy and honesty	• Behave in a way that promotes the safety and well-being of others • Ensure that the school environment is kept neat, tidy and secure • Ensure that they are punctual, polite, prepared and display a positive manner • Ensure that their behaviour is not disruptive to the learning of others
Staff have the Right to:	**Staff have the Responsibility to:**
• Respect, courtesy and honesty • Teach in a safe, secure and clean environment • Teach in a purposeful and non-disruptive environment • Co-operation and support from parents	• Model respectful, courteous and honest behaviour • Ensure that the school environment is kept neat, tidy and secure • Establish positive relationships with students • Ensure good organisation and planning • Report student progress to parents
Parents have the Right to:	**Parents have the Responsibility to:**
• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare • Access a meaningful and adequate education for their child • Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education	• Ensure that their child attends school • Ensure that the physical and emotional condition of their child is at an optimum for effective learning • Ensure that their child is provided with appropriate materials to make effective use of the learning environment • Support the school in providing a meaningful and adequate education for their children

3. Whole school behaviour starts with me

The policy reflects St Francis of Assisi Catholic Primary Schools values of: Honesty, Responsibility, Respect and 21st Century Learners.

The school aims to create an environment in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour. The establishment of positive relationships is paramount in developing a sense of pride and commitment, which fosters positive self-concepts. St Francis of Assisi Catholic Primary School is strongly committed to enabling students to fulfil their potential, through its positive school initiative, by providing an environment which:

- fosters self-worth
- encourages the pursuit of high personal standards
- supports academic excellence
- promotes social and civic responsibility
- maintains cultural harmony
- develops self-regulation, resilience and personal responsibility.

4. Learning and Behaviour statement

At St Francis of Assisi Catholic Primary School we are committed to implementing a School Wide Positive Behaviour Support (SWPBS) approach to the teaching and management of student behaviour. SWPBS approach means that we: use data to track progress and identify areas for intervention; use school wide expectations and rules in specific settings to explicitly teach appropriate behaviour; use a positive incentive program to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviour.

Behaviour Management Policy includes strategies to:

- maintain a positive school environment
- promote effort
- encourage positive behaviours and personal best
- have students take personal responsibility for their actions
- respond in a timely manner to negative behaviours.

 As children, parents and staff, if you behave responsibly with your peers to move towards a supportive environment. Three guiding principles should be found in each classroom:

1. Every class should have a Positive Behaviour Plan that is clearly understood by students and parents. Utilise essential skills for classroom management (Appendix A).

2. Every class should be a positive and supporting learning environment for all students

3. Student/Teacher relationships are key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

At St Francis of Assisi Catholic Primary School we are purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children to create a positive environment for all students, and to support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.

5. Process for facilitating standards of positive behaviour and responding to unacceptable behaviour

St Francis of Assisi Catholic Primary School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of level one, two and three.

Level One

Minor Infractions are to be managed by the teacher using classroom management strategies. Bumps 1-4 are used to support classroom management (Appendix B).

The emphasis is on continuing the lesson uninterrupted.

Level Two

Repeated Level 1 behaviours.

If the student behaviour persists they will be given time to reflect individually and given a reflection sheet to fill out. Begin restorative practice between teacher and student at an appropriate time. This is the teacher's responsibility. If the situation warrants, the teacher informs the parents and documents in Seqta.

Level Three

Consequences usually given and managed by the Leadership Team. These behaviours are non-negotiable and will be directed to the Leadership Team.

6. Behaviour Matrix

Below is the behaviour matrix that outlines behaviours that fall into each level. Please note this is dependant on development age of the child and is up to teacher discretion. Depending on the severity of the behaviour, the teacher may omit some of the steps. This is at the discretion of the teacher but only when deemed necessary e.g. where the safety of others is at risk.
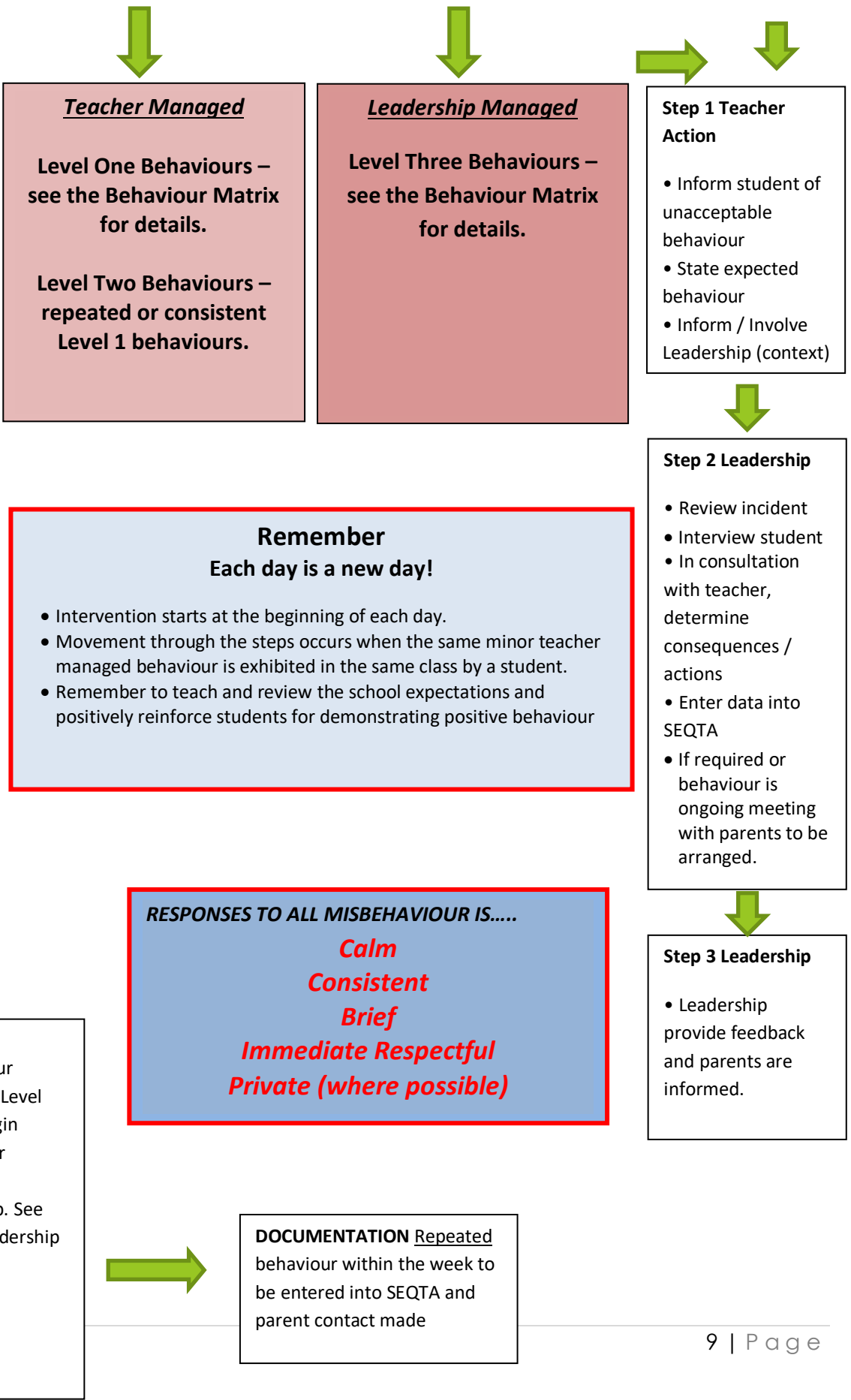
Behaviour Matrix

	Honesty	BE RESPECTFUL	BE RESPONSIBLE	21st Century Learners
LEVEL 1	• Dobbing to get others into trouble • Taking other peoples belongings without permission • Lying by omission	• Calling out or interrupting during lesson • Ignoring instructions • Talking while someone else is talking • Not packing away equipment • Not addressing staff appropriately • Gossiping • Not following game rules • Not using manners • Talking during prayer, mass or assembly • Disrespectful language and gestures • Answering a teacher back after a request • Throwing objects around the room • Pushing in line • Use of inappropriate language • Rough play	• Not putting equipment away • Not lining up when bell rings, late to class • Not knowing where your possessions are • Littering • Not following instructions/ off-task • Not doing homework • Incorrect uniform ** *Consideration needs to be given - context* • Improper use of equipment • Moving from prescribed area without permission	• Not following instructions with iPads/computers • Not taking care of your equipment • Not prepared for class –leaving things at home – iPad, homework, readers
LEVEL 2	*Repeated or consistent Level 1 behaviours*	*Repeated or consistent Level 1 behaviours*	*Repeated or consistent Level 1 behaviours*	*Repeated or consistent Level 1 behaviours*
LEVEL 3	• Stealing	• Bullying – physical or verbal • Aggressive physical behaviours e.g. punching, biting, kicking, slapping, using equipment as a weapon against a person, deliberately hurting a person with equipment • Putting others in harm's way • Swearing and using rude gestures • Spitting at a person	• Misbehaving when representing school on excursion on interschool carnival	• Viewing or downloading inappropriate content on laptops or iPads • Malicious misuse of equipment and materials

St Francis of Assisi Catholic Primary Behaviour Management Flow Chart

Is it a Level One, Two or Three infraction?

Teacher Managed

Level One Behaviours – see the Behaviour Matrix for details.

Level Two Behaviours – repeated or consistent Level 1 behaviours.

Leadership Managed

Level Three Behaviours – see the Behaviour Matrix for details.

Step 1

- Prompt / warning
- Re-direct and re-teach
- Provide choice

Behaviour stops

Give positive verbal praise

Behaviour continues

Move onto step 2

Step 2

- Time out in classroom / playground
- Restorative discussion

Step 3

- Time out
- Reflection sheet completed in this time, scanned and entered into Seqta
- Loss of equipment

Step 4a
If behaviours continue, repeat steps 1-3, phone parent and document in Seqta.

Step 4b
If behaviour escalates (Level Three) begin process for involving Leadership. See Step 1 Leadership Managed

Step 1 Teacher Action

- Inform student of unacceptable behaviour
- State expected behaviour
- Inform / Involve Leadership (context)

Step 2 Leadership

- Review incident
- Interview student
- In consultation with teacher, determine consequences / actions
- Enter data into SEQTA
- If required or behaviour is ongoing meeting with parents to be arranged.

Step 3 Leadership

- Leadership provide feedback and parents are informed.

Remember
Each day is a new day!

- Intervention starts at the beginning of each day.
- Movement through the steps occurs when the same minor teacher managed behaviour is exhibited in the same class by a student.
- Remember to teach and review the school expectations and positively reinforce students for demonstrating positive behaviour

---

RESPONSES TO ALL MISBEHAVIOUR IS…..
Calm
Consistent
Brief
Immediate Respectful
Private (where possible)

DOCUMENTATION Repeated behaviour within the week to be entered into SEQTA and parent contact made

8. Reactive Strategies

Reactive Behaviour Management is dealing with situations as they arise. It is a response to a child's inappropriate behaviour. Whilst we will be encouraging and focussing on the Positive Behaviours we will always experience the need to implement Reactive Strategies. These strategies are how we work with children to teach them accountability for their actions and choices. Any of the following strategies may be implemented:

- Low key responses (Bumps 1-4 – Appendix B)
- Restorative justice
- Apology
- Time out (eg. In-class, recess, lunch)
- Involvement of support staff
- Parent contact
- Parent meeting
- Loss of privileges (eg. Excursions, incursions, sporting events)
- Individual Behaviour Plan (IBP)
- In-school suspension
- Exclusion
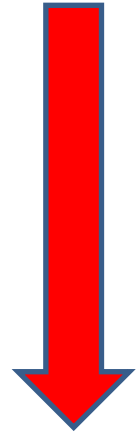
When students choose to behave in an unacceptable or disruptive manner, the behaviour matrix and flow chart or above strategies may be implemented to assist students to be self-managing in terms of their behaviour.

9. Restorative Practices

What are Restorative Practices?

The term 'Restorative Practices' refers to the way in which classrooms work to promote genuine relationships, resulting in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

How are conflicts solved using Restorative Practices?

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - though it may still involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible and any contributing problems are identified for follow up.

A typical "Restorative Chat", this might take place informally in the classroom, corridors or playground when children have caused some harm or significant disruption. For more serious situations, a similar outline of questions is used but in a more formal setting.

Typical questions asked during the meeting would be:

- What happened?
- What were you thinking at the time or what made you decide to do this?
- Whom did you affect when you did this? How were they affected?
- How were you feeling when you acted as you did?
- What can you do to fix this?
- How can I help you?

10. Network of Student Support

To further support staff and students with regards to issues relating to school behaviour, St Francis of Assisi Catholic Primary School is able to access support both within Catholic Education Western Australia and through the community. An outline of some of these includes:

Internal support	External Support	
School Based	**CEWA and other services**	**Community Services**
▪ School teaching and support staff ▪ School counselor ▪ School administration ▪ Parents	▪ School Psychologist ▪ Regional Officer ▪ CEWA Office staff ▪ Behaviour Centre	▪ Department of Child Protection ▪ Local Police ▪ Health Services (School Nurse) ▪ CAMHS Education Liaison Teacher Counselling Services (Lifeline, St Vincent de Paul's), Behavioural Centre

11. Explicit Delivery

Each week, teachers will introduce the rule of the week. Teachers are required to have an explicit teaching session (approx 15mins) which can be incorporated into Health lessons. Teachers are encouraged to use their professional skills to engage the students in an interesting and challenging manner.

Week	Lesson
1	**School Rules** • Speak, act and listen with respect • Hands, feet and objects to self • Wear the uniform correctly and with pride • Move thoughtfully • Respect your own, others and the school's property
2	*Be Respectful* - Greeting Each Other
3	*Be Respectful* - Lining Up
4	*Be Respectful* - Listening
5	*Be Respectful* - Speak Respectfully
6	*Honesty - Lying*
7	*Wearing the school uniform correctly* – clean shoes, correct socks, etc
8	*Honesty – Stealing*
9	*21st Century Learners* – Correct use of technology
10	*Be Responsible* - Considering and Caring for our Environment

12. Incentive Program

Tier 1: Classroom rewards system – to be used everyday

Teachers to have a system in place that acknowledges positive behaviour eg Classcraft, Dojo's

- Children are to be acknowledged for general positive behaviors frequently.
- Class Rocket- K-2

Tier 2: STUDENT OF THE WEEK – Intermittent - Awarded fortnightly

- Teachers are to select one student from their class that is demonstrating a standard of excellence in all aspects of classroom and/or school life.
- Students must be of an excellent standard and should be easily recognized by their class group for their achievement.
- This is **NOT** an award that every student will earn.
- Record student's achievement in School Newsletter fortnightly and Class Blog weekly.
- Students will receive a certificate to take home, in class on Wednesdays, and a raffle ticket to go in the draw for Junior and Senior prize.
- It is recorded what students receive student of the week, to be added up at the end of each term for a reward, such as a free dress day.

Tier 3: AUSSIE OF THE MONTH – Awarded twice a term

- Aussie of the Month award recognises personal endeavour, achievement and contribution to the community. The award reflect some of the values we share as Australians, a sense of fair play, generosity of spirit, commitment to community participation and a real concern for the environment.
- Nominations for Aussie of the month are submitted and selected by the Leadership Team. The recipient's nomination will be included in the school newsletter.
- The staff member awarding the award needs to ask the class teacher to contact the parents.
- Student's will receive a certificate on Friday assembly
- Awards are presented as follows
    o Week 4   assembly   Aussie of the Month – Senior
    o Week 8   assembly   Aussie of the Month – Junior

13. APPENDIX A - Essential Skills for Classroom Management

The Essential Skills Core Learning Component emphasises teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher–student relationships developed through the learning process.

Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establish a good rapport	Take the time to know your students
2. Establishing expectations	Making rules
3. Giving instructions	Telling students what to do
4. Waiting and scanning	Stopping to assess what is happening
5. Cueing with parallel acknowledgment	Praising a particular student to prompt others
6. Body language encouraging	Smiling, nodding, gesturing and moving near
7. Descriptive encouraging	Praise describing behaviour
8. Selective attending	Not obviously reacting to certain behaviours
9. Redirecting to the learning	Prompting on-task behaviour
10. Giving a choice	Describing the student's options and likely consequences of their behaviour
11. Following through	Doing what you said you would

13. APPENDIX B – Low Key Responses (Bumps 1-4)

Bump 1:

- Proximity
- Touch (light, quick)
- Student's name (quick, quiet)
- Gesture (Finger on mouth)
- The look (eye contact, quick)
- The pause (pause—Scan the class, wait for compliance)
- Ignore (Turns it back on student)
- Signal (to begin)

Bump 2:

1. Pause
2. Turn toward the student (square off)
3. Give a minimal verbal request (Are you finished?)
4. Give a polite thank you and keep going with lesson.

Bump 3: The choice – a technique for presenting options:

1. Stop teaching, turn to the student (or approach privately)
2. Offer an appropriate choice, or just say "Decision please."
3. Wait for an answer, verbal or non-verbal.
4. Finish with "Thank you."
5. Move to Bump 4 if it doesn't work.

Bump 4: Following through

1. Following through on the choice you gave earlier.
Implied choice — A choice you gave one student applies to all students if they heard the choice.

St Francis of Assisi Catholic Primary School

Think Sheet Junior School

Name: **Date:**   **Class:**

I was feeling….

😢😳😩	😐😊😀	😁😛😂	😡😬😮
sad left out disappointed bored	happy calm relaxed patient	excited energetic distracted enthusiastic	angry afraid frustrated annoyed

Draw a picture or write what happened

Do you think the other person felt…

FRANCIS FIVE WE WANT TO FEEL — WELCOMED

FRANCIS FIVE WE WANT TO FEEL — INCLUDED

FRANCIS FIVE WE WANT TO FEEL — HAPPY

FRANCIS FIVE WE WANT TO FEEL — CARED FOR

FRANCIS FIVE WE WANT TO FEEL — SAFE
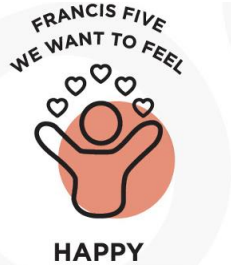
What will you do next time to follow our Francis Five?

Teacher/Leadership Signed:_____   Parent Signed:_____

To be sent home: YES / NO

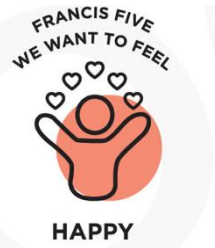# St Francis of Assisi Catholic Primary School

Reflection Sheet Senior School

Name _____   Date _____   Class_____

How were you feeling at the time…..

😢😫😩 sad left out disappointed bored lonely	😐😊😃 happy calm relaxed patient comfortable	😁😛😂 excited energetic distracted enthusiastic elated	😡😬😲 angry afraid frustrated annoyed offended

Write what happened.

_____

_____

_____

How were other people affected by your actions? Do you think they felt..

FRANCIS FIVE WE WANT TO FEEL — WELCOMED   INCLUDED   HAPPY   CARED FOR   SAFE

_____

_____

_____

What do you think you need to do to make things right?

_____

_____

What will you do differently next time to follow our Francis Five?

_____

_____

Student signature: _____

Teacher/Leadership signature_____

Parent/Guardian signature_____

To be sent home: YES / NO?