

St Philip's Blackburn North



BEHAVIOUR MANAGEMENT POLICY

VISION AND MISSION

Vision Statement

**Modelling the teachings of Christ,
St Philip's School community aspires to be a place of welcome that provides many learning
environments to meet the challenges of an ever-changing world.**

Mission Statements

Because we believe that Christ is the central focus of our school and we are witnesses to Him and His teachings we aim to:

- provide an atmosphere where all are made welcome, where they feel safe and have a sense of belonging
- provide a school environment that is positive and challenges all students to work to the best of their ability
- foster in all a realisation that they are responsible for their own learning
- develop a sense of justice by respecting the opinions and rights of others
- encourage all to be sensitive to others and respect their differences
- encourage all to use their physical environments in a respectful manner
- provide a learning environment that utilises the most effective and current approaches in education.

RATIONALE

At St Philip's we believe that behaviour, learning and wellbeing are inseparable. The science of behaviour has taught us that students learn better ways of behaving by being taught directly and receiving positive feedback. (*George Sugai and Robert Horner, 2001*) We promote self- managed, positive and responsible behaviour, and focus is on the unacceptable behaviour of a student rather than their moral character. We know that the best learning environments use a reflective and problem solving approach to repair relationships that have been damaged. We also know that students who feel good about themselves as learners and who feel respected and accepted by others, experience success at school. At St Philip's we have adopted elements of the *School Wide Positive Behaviour Support Framework* which reinforces this principle to all in our school community. SWPBS is a proactive, team-based framework for creating and sustaining safe and effective schools.

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Through our behaviour management plan our goals are to strengthen the repertoire of social skills for all students so that:

- All students feel safe in order to support their learning
- As a school, we proactively develop and maintain a positive school culture/climate
- We minimise challenging and or disruptive behaviours and increase effective instructional practices
- We can improve student academic outcomes
- Behaviour for learning is the focus

IMPLEMENTATION AND ORGANISATION

Using a Behaviour Management Framework, school wide systems are developed through the establishment of a:

- a) Common purpose and approach to behaviour management
- b) Clear set of positive expectations and behaviours
- c) Set of procedures for teaching expected behaviour
- d) Set of procedures for on-going monitoring and evaluation

a) Common purpose and approach to behaviour management

- Reference to School Improvement Plan and Annual Action Plan
- Access to external and internal PL for staff provided by CEM
- Regular meetings between the student wellbeing leader, principal and/or leadership team
- Regular staff meetings dedicated to student wellbeing at least once a term
- Student Wellbeing community information board

b) Clear set of positive expectations and behaviours

- Defined School Wide Expectations at St Philip's
 - Respect for self
 - Respect for others
 - Respect for the environment

c) Procedures for teaching expected behaviour

- The standards to be taught and assessed will come from the Victorian Curriculum Personal and Social Capabilities.
- Each year, classroom teachers will regularly reinforce and develop these school wide expectations which will be displayed around the school.

d) Continuum of procedures for encouraging expected behaviour

- Teach, model and acknowledge pro-social behaviour through feedback to students
- Class incentives/ recognition
- Assembly certificates and publication of awardees in school newsletter

e) Procedures for on-going monitoring and evaluation

- Teachers record behaviours of concern displayed in teaching settings (APPENDIX I) and on yard (APPENDIX II) using the relevant recording sheet. This information is passed onto the classroom teacher and Student Wellbeing Leader. Where necessary, parents are informed of the incident via a letter (APPENDIX III).

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- For those students who have displayed a series of inappropriate behaviours a reflection sheet (APPENDIX IV) may need to be used to assist them with identifying their difficulties. These sheets are sent home to parents with an accompanying letter (APPENDIX III).
- Follow up with parents may be required. Principal must be notified of instances where staff have requested a meeting with parents to discuss concerns.
- Behaviour Contracts (APPENDIX V) may need to be drawn up for those students requiring a higher level of intervention. Referrals to outside agencies may also be considered for these students.
- For incidents of a serious nature please refer to CEM Pastoral Care of Students in Catholic Schools Policy 2.26 and the Guidelines for Student Behaviour Management which accompany this policy. In regards to suspension and expulsion of students, St Philip's follows the guidelines set out by the CEM Pastoral Care of Students in Catholic Schools Policy 2.26 which states:
Suspension and expulsion of students. 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. This is to be avoided in Catholic schools wherever possible. Only the Principal has the authority to expel a student, having sought the prior approval of the diocesan Executive Director of Catholic Education.
- Behaviour data is periodically reviewed by Student Wellbeing Leader in conjunction with the Principal and School Leadership Team. The team analyse behaviour data – where does it occur, when, who – to inform actions e.g. reteach expectations, increase acknowledgement of desired behaviour, increase active supervision, consider if individual student needs secondary or tertiary level of interventions. Behaviour data summary shared with staff relevant to need e.g. class group, non-classroom setting, time of day, or teacher of individual student.
- **St Philip's does not use Corporal Punishment**

PROMOTING SCHOOL ATTENDANCE

Whilst student attendance at school is a legal obligation of parents/carers, staff members at St Philip's Primary School community are committed to providing active support for full student attendance. St Philip's Primary School utilises the following whole-school strategies to promote school attendance:

- setting and communicating high expectations for attendance to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and immediate supportive intervention for students at risk of non-attendance.

Parents/carers are required to:

- ensure that their child is on time for school each day.
- promote and provide organisational support to their child for full attendance and participation at school on all designated school days.
- inform the school of their child's absence via:
 1. The Skoolbag App. Parents/guardians need to go to the home page of the app and press eforms. From this menu they must select Absentee Form. The form must be filled in and signed at the bottom using a finger. Press 'View Summary and

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Submit'. The School Office will receive a copy of this form via email which will be passed on to the relevant teacher.

2. Calling the School Office before 9:30am informing the school of their child's absence and the reason for it.
 3. Emailing the school or the classroom teacher/s with the details of the absence.
 4. If the school isn't informed of a student's absence by 9:30am, an SMS will go out to the parent/guardian asking them to contact the school informing them of the student's absence.
 5. If the Parent/Guardian does not contact the school after the SMS contact with an explanation of the student's absence, the School Office will contact the parent/guardian as soon as practicable on the same day.
- notify the school in advance if an absence of any period is planned.
 - work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school.

Students are expected to:

- attend school at all times when the school is open for instruction
- arrive on time to school and to every class
- remain on the school premises during school time unless they have permission to leave from both the school and their parents/carers.

REVIEW

Last reviewed: March 2017

This Review: November 2019

Ratified by the Education Board: 3rd December, 2019

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APPENDIX I - LEARNING AREAS BEHAVIOUR SHEET

CHILD'S NAME: _____

Date: _____ **Grade:** _____

Time of Incident: _____

Location: Classroom Assembly Italian P.E. Music Library

Other: _____

Behaviour	Students Involved	Resolution
<input type="checkbox"/> Annoying/Distracting others <input type="checkbox"/> Fighting <input type="checkbox"/> Hitting/punching/kicking <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Leaving class without permission <input type="checkbox"/> Not Listening to Teacher <input type="checkbox"/> Not staying on task <input type="checkbox"/> Not using equipment appropriately <input type="checkbox"/> Refusal <input type="checkbox"/> Teasing (that demeans)		<input type="checkbox"/> Teacher reminds child of the school wide expectation <input type="checkbox"/> Apology – written/verbal <input type="checkbox"/> Discussion <input type="checkbox"/> Reflection Sheet <u>Consequences</u> <input type="checkbox"/> Time Out <input type="checkbox"/> Reflection Sheet <input type="checkbox"/> Parents notified <u>Action Taken</u> <input type="checkbox"/> Advised Classroom teacher <input type="checkbox"/> Referred to Principal/ D. P. <input type="checkbox"/> Meeting with parents <input type="checkbox"/> N/A

Teacher Signature:

Comments:

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ST. PHILIP'S PRIMARY SCHOOL



60 JUNCTION ROAD
BLACKBURN NORTH, VIC., 3130
TELEPHONE: (03) 9878 6501
EMAIL: principal@stphilipbbn.catholic.edu.au

Date

Dear

On _____, your child _____ was involved in an incident on/in the playground/classroom. As a consequence, your child has been given some time to reflect on the appropriateness of his/her behaviour.

In line with our School's Positive Behaviour Policy, your child was asked to write/draw an account of the incident explaining what happened, who was involved and which school wide expectation was broken. He/She also had a follow up action in reparation for not following our school wide expectations.

We would appreciate you taking the time to discuss this with your child. Once you have done this, we would appreciate your signature on the bottom of the sheet which needs to be returned to school.

If you would like to discuss this further, please feel free to make an appointment.

Yours sincerely,

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APPENDIX IV - BEHAVIOUR REFLECTION SHEET (Middle/Senior students)

Name: _____

Date: _____

- Can you explain what happened?
- How did it happen?
- How did you act in this situation?
- Who do you think has been affected by this?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again, what could you do differently?

Signed

Student: _____

Parent: _____

Teacher: _____

Principal: _____

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APPENDIX IV - BEHAVIOUR REFLECTION SHEET (Junior)

Name: _____

Date: _____

I did not show... Respect for Self Respect for Environment Respect for Others

Draw what happened?



Draw what I should have done?



Student: _____

Teacher: _____

Parent: _____

Principal: _____

Date: _____

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APPENDIX V - Sample of a Negotiated Behaviour Contract

SAMPLE A

NAME _____

Classroom and School Yard Contract

THINGS I SHOULD DO	THINGS I SHOULD NOT DO

I, _____ agree that if I follow these instructions I have set for myself, I will...

Signed:

(Student)

(Teacher)

(Parents/Guardians)

Date: _____

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SAMPLE B

BEHAVIOUR CONTRACT

I _____ will make the following positive behaviour changes to help me follow better our School-Wide Expectations.

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-

I need to make these changes because

We will review my contract on this date: _____

Child's signature: _____

Teacher's signature: _____

Parent's signature: _____

Date: _____

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APPENDIX VI - Behaviour Management Hierarchy

(i) IMPLEMENTATION - (Teaching/Learning settings)

Step One	Warnings	Teacher names the behaviour and issues a warning. "Calling out in learning time is not showing respect to yourself and the other students. Please try to show respect (self/others/environment). This is your warning!" Students are given 1 warning. Teacher will give acknowledgement for behaviour reflective of School Wide expectations.
Step Two	First Time Out	If behaviour is repeated, teacher names the behaviour and removes student from the situation or group to a designated area in the classroom.
Step Three	Second Time Out	If behaviour is repeated, the teacher names the behaviour. The student is directed to an adjacent/nominated classroom (5-15 minutes dependent on the age of the student). The teacher completes <i>Behaviour form</i> . (Appendix I) in a timely manner. The student then completes the <i>Behaviour Reflection form</i> (Appendix 4). The form, together with the letter from Appendix III is to be sent home for parents to sign and return to school. The returned form will be stored in the student's file.
Step Four	Withdrawal	Principal/Deputy involved in discussion/ supervision and actions/consequences determined. Parent meeting organised and the development of a behaviour contract (Appendix V) may be required.

(ii) IMPLEMENTATION – (Yard/Playground settings)

Step One	Verbal Warning	Teacher names the behaviour and issues a verbal warning. (When you pushed.... you hurt him, this is not showing respect for others. Please show respect for others by following our 'hands off' expectation.) This is your first warning.
Step Two	First Time Out	If behaviour is repeated, teacher names the behaviour and removes student from the situation or group to a designated area on the playground.
Step Three	Time Out	If the student continues with inappropriate behaviour, teacher names the behaviour. Removal from the situation or group to the designated area -Office Area- to be supervised by staff member (First Aid) to complete <i>Behaviour Reflection form</i> . Teacher on yard completes playground behaviour form. Child's Form, together with a letter to be sent home for parents to sign and return to school. (Form filed in student's file).
Step Three	Withdrawal	Ongoing inappropriate behaviours of a serious nature, Principal/Deputy involved in discussion/ supervision and actions/consequences determined. Parent Meeting organised and the development of a Behaviour contract may be required.

Teachers can seek support from the Student Wellbeing Leader and the student's prior teachers when determining goals for students who require further support.

No corporal punishment is to be used under any circumstance.

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APPENDIX VII - Minor and Major Behaviours Described

St Philip's Major and Minor Behaviour Record

Major Behaviour	Minor Behaviour
<ul style="list-style-type: none"> • Physical Aggression (intention to cause harm) • Defiance/Disrespect/Non-compliance (continual) • Abusive Language (repeated) • Disruptive Behaviour (significant repetition to cause disruption) • Bullying (repeated, intentional) • Lying/Cheating • Skipping Class/Truancy • Out of Bounds/Off School location • Vandalism/ Property Damage (intentional) • Inappropriate behaviour (sexual nature) • Theft • Leaving school premises without permission • Out of Uniform (refusal to comply with policy) • ICT/other electronic devices violation (Misuse of devices) • Cyber Bullying (using technology as a medium to bully others. Please refer to the Cyber-Bullying Policy) 	<ul style="list-style-type: none"> • Inappropriate verbal language • Teasing (causes others distress) • Defiance/disrespect/non-compliance (not following instructions given by teacher) • Disrupting class • Misuse of school resources • Lying/Cheating (not involving others) • Leaving class (without seeking permission) • Inappropriate behaviour (not following instructions, not remaining on task.) • Physical contact (not following hands off rule)