

Positive Behaviour Education Policy & Procedure

Policy developed in October 2018

Policy reviewed in October 2021

Identity Statement.

St. Joseph's School is a Catholic Community in the Josephine tradition where we learn and grow in the Spirit together.

Vision Statements.

St. Joseph's School strives to be an educating community:

Where the total development of each child is nurtured.

Where an environment of trust, respect, hope and safety is built.

Where families and the school work in partnership sharing the responsibility to education the child.

Where school life is an integral part of parish and the wider community.

Where the student learn in a challenging, enjoyable and cooperative way.

Where the teaching of Jesus are taught, modeled and lived.

Graduate Outcomes

St. Joseph's School students learn to become:

Problem solving, inquiring, critical thinkers with high competencies in literacy and numeracy.

Technologically competent and ethical users of technology.

Hope filled, independent, resilient and confident young people.

Knowledgeable and appreciative of the Catholic faith.

Socially adept, respectful, just, environmentally conscious and appreciative of diversity.

1.0 Introduction

St Joseph's School upholds the belief that the dignity of each person is paramount (Genesis 1:27), and that each person in our school community is entitled to the opportunity to flourish and live their life to the fullest (John 10:10). This policy aligns with St. Joseph's Pastoral Wellbeing Policy, which is based on traditional pastoral care principles of Catholic Social Teaching (CST) and the contemporary science of behaviour. The context of this policy is framed in light of a whole school behaviour framework called Positive Behaviour Intervention and Support (PBIS). PBIS is a whole school implementation framework designed to enhance academic and social behaviour outcomes for all students by creating and sustaining a safe, positive school environment.

PBIS has three levels of prevention, support and intervention. They are:

1. Primary Prevention which entails systems and practice that support all students in school-wide (classroom and non-classroom) settings;
2. Secondary Prevention which entails systems and practice that support some students (usually a specialised group) with identified needs
3. Tertiary Prevention which entails systems and practice that support a small number of students with specialised, individualised needs (APPENDIX I pyramid diagram)

The four elements of PBIS are:

1. Outcomes that support Social Competence, Emotional Literacy and Academic Achievement
2. Systems that support staff behaviour and practice
3. Practices that support student behaviour
4. Data that supports Decision-making
(refer to diagram – Appendix II)

The schoolwide universal behavioural expectations at St. Joseph's are:

- Being Friendly
- Being Respectful
- Being Positive Learners

2.0 Vision

Safe, positive school environments are based on positive, healthy relationships. Positive behaviour is the cornerstone of healthy individuals, respectful and connected relationships that ensure the wellbeing of all members of the school community. A safe and happy environment is crucial to making it possible for both students and adults to develop their emotional literacy, develop and practise positive relationships, evaluate risk and build resilience (CoSSI, Pastoral Wellbeing section, 2012)

3.0 Rationale

This policy ensures that at St. Joseph's the approach to behaviour is within a whole school behavioural framework which focuses on the positive emphasising what behaviour reflects the standards and expectations of all members of the school community, not just students. Positive Behaviour Education is the responsibility for all members of the school community as part of a philosophy of lifelong learning. This policy is designed to uphold three key principles:

- (1) Students need to participate, be respected and be empowered to have a voice, and to feel safe, affirmed and valued;
- (2) Behaviour is learnt and therefore needs to be explicitly taught;
- (3) The intention is to focus on the expected behaviour (by recognition and affirmation of positive behaviour) based on the maxim that "what you focus on/give attention to you will get more of"

4.0 Policy Statement

This policy highlights what is established in a large body of research, and identified in the new capabilities of the Victorian Curriculum (Personal and Social capabilities) that the education of standards (teaching of behavioural expectations) in conjunction with social and emotional learning is as important as the teaching of traditional academic subjects. Importantly, it is an education for life. It is acknowledged that traditional disciplinary approaches are not effective, and potentially harm relationship between students and adults and therefore have detrimental impact upon student learning.

When behaviour does not meet expectations the principles of natural justice and procedural fairness will apply. This means that students are given the opportunity to be heard and the opportunity to correct the behaviour that may need to be retaught. In no circumstances will corporal punishment be used or tolerated. Corporal punishment involves anything that causes a student to suffer significant physical and/or emotional distress. This policy encompasses a "no hands on" approach to any aggressive, non-compliant behaviour.

5.0 Related Documents

1. Anti-Bullying and Harassment Policy
2. Staff Handbook
3. Bullying Prevention and Intervention Policy

6.0 References

- Charter of Sandhurst Schools Improvement (CoSSI) – Pastoral Wellbeing Section, 2012
- Victorian Curriculum (2016) Victoria Education and Training (DET)

7.0 Review

This policy will be reviewed in three years

Policy Ratified date: (October) 2018

Policy Review date: (October) 2021

8.0 Procedure

This procedure is subject to change and updating as required to ensure ongoing effective outcomes designed to ensure that students experience success at school.

8.1 Three Levels of Responses and Strategies

There are three levels of staff responses and strategies, two designed to teach and encourage expected behaviour, and one designed to discourage problem behaviour.

Level 1 – Teaching Expected Behaviour

Level 2 – Encouraging Expected Behaviour

Level 3 – Discouraging Problem Behaviour

1. Staff possess a menu of choices (responses and strategies) when dealing with problem behaviours:

These may include (but not limited to):

- Decide to keep teaching and deal with it later
- Teach student how to be successful
- Say something straight away (always reference school wide expectations &/or matrix - https://docs.google.com/document/d/1qz9LbHTXyB7Lph1JDCKK8h6CJbRRnlbQ8DX7_ZzP9Tk/edit)
- Wait until the end of the session/day
- Notify parents (call/text/email/letter)
- Send student to another room
- Have someone from office come to class
- Arrange a meeting with parents

2. If problem behaviour persists, the following steps are available to staff:

1. Consult and seek support from other staff
 - Staff member reports to another staff member that problem behaviour still persists
2. Consult and seek support from leadership / CEO
 - Staff member reports to leadership / CEO that problem behaviour still persists
 - Leadership / CEO may develop a Support Plan and a Safety Plan if escalation is an issue
 - Inform parents that a plan is in place

9.2 Responses and Strategies on YARD DUTY

Level 1 – Teaching Expected Behaviour

Expected behaviour in the yard (see Matrix) is explicitly taught (see 9.1 Level 1), and staff on yard duty refer to them frequently.

Level 2 – Encouraging Expected Behaviour

Staff (on Yard Duty) employ a range of responses and strategies to encourage expected behaviour in the yard. In particular, staff:

- Practise ‘Active Supervision’ at all times while on yard duty
- Greet students warmly and engage with them respectfully
- Look for the positive and what students do correctly
- ‘Pre-correct’ (usually in the classroom) those students who need it before the start of recess and/or lunch

Level 3 – Discouraging Problem Behaviour

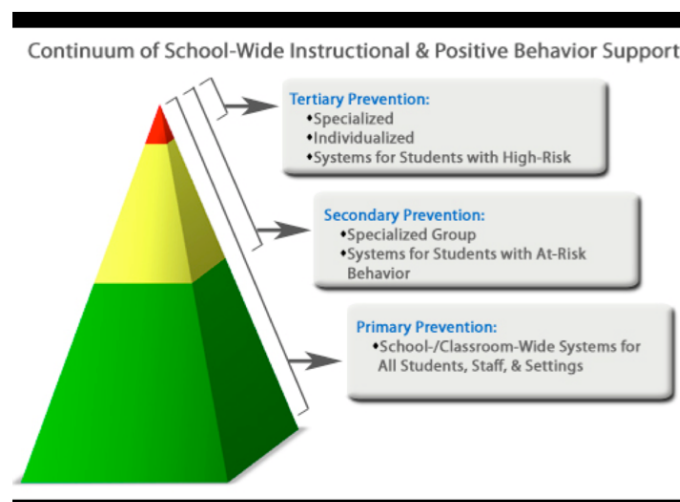
Staff employ above Levels 1 & 2, and Level 3 and if the problem behaviour persists:

1. Invite student to “walk with you”
2. Ask student to remain in particular area
3. Say: “when you are ready come to me” (if student not cooperating)
4. The incident is recorded on Google Form (major) or Google Doc (minor) for data and the class teacher is notified
5. If the student is removed from the yard, a Support Plan (to return to yard) is developed with leadership / CEO and is communicated to Class Teacher, leadership and all staff on yard duty

9.3 Behaviour Data

1. Staff ensure all incidents (minor and major) are recorded
2. PBIS staff meetings occur regularly, and a Data Report is a standing agenda item – there are two categories: Issues arising from classrooms/learning spaces and the yard/other non-classroom/learning spaces settings
3. Classroom/learning space and Yard and non-classroom issues arising are referred to the respective Learning Community
4. If the issue escalated, the respective Learning Community consults with leadership / CEO

APPENDIX I



APPENDIX

