



Holy Saviour School – Vermont South

Positive Behaviour Support Policy 2018

HOLY SAVIOUR PRIMARY SCHOOL RATIONALE

Holy Saviour is a Catholic Parish Primary School where we aim to nurture the development of all within our care to grow in the likeness of Christ and to “Live, Love and Learn in the Spirit of the Good News.”

Our Behaviour Support Policy is developed to provide all members of the school community with a clear, consistent framework of relationships. It aims to provide a safe, harmonious, stimulating environment where we foster and recognise a responsibility for our own actions.

At Holy Saviour School we believe ...

- that our Behaviour Support Policy adheres to the Gospel values which we try to instil in our students.
- that students learn more effectively if they feel safe and have clearly stated and consistent expectations.
- that our Behaviour Support Policy aims to provide a supportive learning environment for all students.
- that expectations of all community members need to be clear and explicit and that all need to be made aware of their rights and responsibilities.
- a consistent approach to positive behaviour support encourages co-operative behaviour among students.

Corporal punishment is not used at Holy Saviour school.

HOLY SAVIOUR PRIMARY SCHOOL GOALS
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At Holy Saviour School we aim to promote a safe, secure, effective whole school environment.

We aim to develop:

- respect for the rights of others and self respect
- responsibility for behaviour.
- self control and self discipline.
- self esteem.
- awareness of the consequences of one's behaviour.
- skills in problem solving and conflict resolution.

RIGHTS AND RESPONSIBILITIES

Staff Responsibilities:

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| <ul style="list-style-type: none">▪ To care for the children, staff, community, physically, spiritually, emotionally and academically.▪ To provide a forum for others to express ideas and be listened to.▪ Fulfill all duties as a staff member.▪ Work professionally.▪ Keep community members informed. |
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Staff Rights:

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| <ul style="list-style-type: none">▪ To be treated with respect by community.▪ To work in a safe environment.▪ To be listened to.▪ To develop ourselves personally, professionally and spiritually.▪ To be supported and nurtured in a pastoral environment. |
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Student Responsibilities:

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| <ul style="list-style-type: none">▪ To respect staff, community members, visitors and each other.▪ To make the most of opportunities provided and not restrict the opportunities of others.▪ To accept individual differences.▪ To act in a manner which will ensure safety.▪ To listen to others.▪ To follow school rules. |
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Student Rights

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| <ul style="list-style-type: none">▪ To be treated with respect▪ To be given equal opportunities.▪ Not to be discriminated against. |
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- To feel safe.
- To be listened to.
- To be provided with an optimum learning environment.
- To be catered for individually.
- To expect success (in their learning).

Community Members' and Visitors' Responsibilities:

- To treat staff/students/each other with respect.
- Maintain confidentiality.
- Go through appropriate channels.
- Respect and trust the role of the teacher.
- Follow school protocols/rules including signing in and out as well as signing permission forms to attend excursions
- Obey all road signs and rules within and around the immediate boundaries of the school.
- Read communications.
- Attend meetings/functions.
- To listen objectively to others.
- Support policies ie homework/discipline.
- To inform school of issues impacting on student behaviour.

Community Members' and Visitors' Rights

- To be treated with respect by staff, students and each other.
- To feel welcomed.
- To be confident in children's safety while in our care.
- To be informed.
- To feel safe in our grounds/buildings.
- To be heard.
- To expect a quality education for their child.

HOLY SAVIOUR PRIMARY SCHOOL EXPECTATIONS

Devised by Holy Saviour school staff in consultation with Patrice Wiseman (Larmenier Child and Family Services, CEO) August 2009

Together we live love and learn in the Spirit of the Good News

Holy Saviour School Expectations

At Holy Saviour we are a welcoming, inclusive community. We believe that every person deserves to be treated with respect therefore we:

1. Follow directions
2. Listen to the speaker without interrupting
3. Use friendly words
4. Hands off *(keep hands, feet and objects to yourself)*
5. Move Safely
6. Take care of all property and the environment

Consequences

1. Re-state rule and reminder
2. Time away (within learning group)
3. Formal time away in learning group (eg., work alone table)
4. Exit from learning group (another classroom to complete work or reflection sheet)
5. Office to principal/DP to complete a 4W sheet and parents will be contacted

BEHAVIOUR SUPPORT PROCESS

- Prompt
- Re-direct
- Re-teach
- Provide Choice
- Conference

<u>If Behaviour Stops</u>	<u>If Behaviour Continues</u> <u>Apply Behaviour Consequences</u>	<u>Teacher Managed</u> <u>Minor</u>	<u>Admin. Managed</u> <u>Major</u>
Give positive verbal / social acknowledgement	<p>Classroom</p> <ul style="list-style-type: none"> *Time alone In class *Partner room (5 min Jnr) (10 min Snr) *Recess / lunchtime time out (complete work not done in class) *Notification to parents (if required) *Reflection sheet 4W form to be sent home to parents (if required) **Broken Record Technique may be used to support a child in redirecting behaviour. <p>Playground</p> <ul style="list-style-type: none"> *Sit out of play *Walk with teacher *Loss of privilege *Conference *Other 	<ul style="list-style-type: none"> *Answering back *Not following instructions *Out of area / seat *Rough play *Minor physical contact *Touching (hands off) *Cheating / Integrity *Disinterested *Disruption *Dress code *Inappropriate comments *Inattentive *Lateness eg;from line or to specialist lessons *Minor dishonesty *Property misuse *Technology misuse *Throwing objects *Unprepared *Unsafe behaviour *Work avoidance 	<ul style="list-style-type: none"> *Bullying *Defiance / refusal *Dishonesty / Integrity *Intimidation -Staff -Students -Visitors *Physical assault -Staff -Students -Visitors *Property misuse / damage *<u>Repeated minors (3-5)</u> *Verbal Abuse -Staff -Students -Visitors (Discretion used by class teacher here) Student complete Reflection Sheet

Teacher to document behaviours and what follow up occurred.

All staff responding to minor problem behaviours

“For a child to unlearn an old behaviour and replace it with a new behaviour, you need to repeat the new behaviour, on the average, twenty-eight times. Twenty of those times are used to eliminate the old behaviour and eight of those times are used to learn the new behaviour.”

Harry Wong

Minor Behaviours - Continuum of Response

**CALM * CONSISTENT * BRIEF * IMMEDIATE *
RESPECTFUL * PRIVATE**

<p>PROMPT (Use a low key response to signal the occurrence of the behaviour)</p>	<p>eye contact; proximity; gesture; minimal verbal; non-verbal; the pause; ignore; private dialogue; responding to appropriate behaviour; modelling appropriate behaviour; behaviour not student</p>
<p>RE-DIRECT</p>	<p>State the expected behaviour (from school expectations)</p>
<p>RE- TEACH (Tell, show, practise and acknowledge the expected behaviour)</p>	<p>State and demonstrate the expected behaviour Have student demonstrate the behaviour Provide immediate feedback</p>
<p>PROVIDE CHOICE (Give the students options of behaviours to do next)</p>	<p>Give the student a choice: *accomplish the task in another location *in the order of task completion *in using alternate materials to complete the task *for a different type of activity that accomplishes the same instructional objective</p>
<p>CONFERENCE (Have a private conversation with the student to problem solve together to plan how the student can meet the expectations.)</p>	<p>*describe the problem *describe the alternate behaviour *tell why the alternate behaviour is better *practise *provide feedback</p>

- **Teacher to document if student does not respond to pre correction or re-direction.**
- **Take action to correct behaviour**
- **Consequences need to relate to behaviour being corrected**

Administration Managed

- *Inform student of rule violation
- *Discuss expected behaviour/s with restorative questions
- *Student completes reflection sheet (if required)
- *Parents contacted (if required)

*Document the incident and follow up that occurred

*If repeated offences occur (2-3 times) or behaviour escalated, parent interview or phone conference will be held.

*With any serious breach of behaviour, Reflection sheets will be completed and parent interview / phone conference will be held.

Discretion needs to be exercised at all times by the staff in the implementation of this process. Student Wellbeing will be of high priority with all decisions made as teachers attempt to understand the “meaning behind the behaviour”.

When behaviours are continually challenged, the **Broken record technique and choices are offered**. They may be used to support a child in redirecting behaviour as many times as is needed. Avoid statements that may further escalate the student.

1. I can see you're upset or angry or frustrated etc (name and acknowledge their struggle with the challenging emotions) you need to.....
- 2.....you need to
3. You need to... OR for as long as it takes you to you will be required to be with me in your play time ...

SEVERE CLAUSE: IMMEDIATE REMOVAL WHEN A CHILD DISPLAYS: violence and aggression used towards a teacher, student, aide, parent helper, if a student destroys property or refuses to follow directions.

Devised by Holy Saviour Staff and Patrice Wiseman (Larmenier) 2009

SAFETY PLANS

A safety plan is a pre -arranged deal between a student and teacher to provide a student with de-escalating and self regulating strategies. It is very difficult for a student to think rationally when they are highly stressed or anxious. When the student is calm they need help to identify Safety Plan strategies they can apply as preventative measures and also to de-escalate from stressed states. Safety Plan strategies should be used repeatedly until these become an automatic response and revise as required (*Berry Street Childhood Institute Domain 1 Body*) It is the decision of the school staff, in consultation with parents of the student needing a safety plan, to decide if this is required.

It is important to identify key triggers that escalate individual, class or whole of school behaviours and monitor the use of interventions to de - escalate individual, class or whole of school behaviours.

Safety Plan

Helpful De-Escalations Strategies

humour, games such as silent ball, meditation, breathing exercises, art activities, patterned sports games or activities such as walking

THINKING/REFLECTION SHEET

4W Form

Positive Behaviour Support Management Strategies

Restorative Practices

Circle Time - to support and build positive relationships

Restorative Questions - if conflict occurs to help students reflect on their behaviours, how their behaviour can affect others and what they could do differently next time.

Whole school Reconciliation program and participation in the Parish Sacrament

Morning Circles

Prayer, behaviour expectations, values, celebrations, meditation,

Social and Emotional Learning

Bounce Back Resilience Program

Values Education

Values and Aussie of the Month

Examples of Classroom/Individual reward

Marbles in jar, dojo points, stickers, house points

Reviewed and edited Rose Wray-McCann (Student Wellbeing Leader) and Annie Herbison (Principal) in consultation with the Parish Education Board 2018
This policy will be reviewed annually.