



St Peter's Coleambally

A Community of Faith

Positive Behaviour for Learning Policy

VISION STATEMENT

**St Peter's is a community of faith
built on the rock of Gospel Values empowering the individual to
contribute positively to an ever changing world.**

This Positive Behaviour for Learning Policy reflects the school's commitment to the Wagga Diocese Vision and Mission statement.

St Peter's School adheres to the Diocese of Wagga Wagga Discipline Policy. The policy can be accessed [here](#).

Purpose

As a Catholic educational community, centred on Christ and the values of the Gospel we are committed to the development of the whole person, recognising, valuing and celebrating the individuality of each member of our school community. This Behaviour Management policy functions within the School community through a system of relationships, rules, rewards and sanctions designed to progressively develop self-discipline within our pupils.

Policy Principles

The Positive Behaviour for Learning Policy at St. Peter's Primary School aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self-worth, respect and consideration for the feelings, rights and property of others. It also aims to maximise opportunities for learning and teaching.

At St. Peter's we aim to promote the religious, academic, physical and personal development of each student. We believe behaviour management plays an important part in the shaping of a child and that successful behaviour management needs to be supported by the school, parents and children.

We believe that positive behaviour can be developed and supported through:

- The provision of a relevant and age appropriate curriculum;
- The provision of opportunities to negotiate learning tasks;
- Encouraging students to make positive choices about how to satisfy their needs;
- High expectations for students and their learning;
- Empathy for students' out-of-school lives;
- Acknowledgement, reinforcement and feedback for appropriate behaviour;
- Norm-setting, and
- The provision of time out for students so that teachers can get on with teaching.

Expectations

- All members of staff model respectful behaviours to students at all times and explicitly teach positive behaviours.
- All behaviour is to be developed using affirmation or the level system. Teachers are required to follow the same process for behaviour choices in the classroom, playground and bus areas.

Corporal Punishment will not be used at St. Peter's School, Coleambally.

Corporal Punishment is not condoned by the school in out of school hours.

St Peter's School does not explicitly or implicitly sanction the use of corporal punishment by non-school persons, including parents, to enforce discipline at school.

Behaviour Expectations/Norms at St Peter's

1. Speak and Act with Kindness
2. Helping Hands, Not Hurting Hands
3. Right Time, Right Place, Right Task
4. Staying Safe, Playing Safe
5. Be Respectful

A. Promoting Positive Behaviour

Affirmation of positive behaviour supports motivation in each student to achieve their ultimate potential in all aspects of their school life.

Using the elements of fair process, positive relationships are modelled and developed.

Recognition of this affirmation can occur in a number of ways such as:

- verbal and written affirmation
- stickers and rewards
- visiting other classes/teachers to share their work
- recognition through presentation at assembly
- consultation with parents in informal discussions and parent/teacher interviews
- recognition by Principal
- end of year school awards at Presentation Night

Teachers are expected to explicitly teach the required behaviours to students ensuring that they understand what the desired and undesired behaviours entail.

The Behaviour expectations are written on the Posters displayed around the school, both inside and outside the classrooms.

Teachers will be on the look-out for positive behaviours in the classroom and playground and will reward these with recognition. Teachers on duty will give out raffle tickets to students who are displaying the norms in the playground.

All staff will follow the guidelines for promoting positive behaviour.

All staff will follow the steps for managing inappropriate behaviour.

B. Managing Inappropriate Behaviour

STEP 1

- Verbal warning given, student is reminded of the base expectations relevant to the inappropriate behaviour and student's name is removed from class display.

STEP 2

- If behaviour continues or another incident occurs in a learning session, the student is to be moved to the back of the classroom for in-class timeout (five minutes for K-2 and ten minutes for 3-6).
- Teacher completes the BMR form on the SPC site at earliest convenience (this is to keep a record of students behaviour). Teacher also talks with the student about the expected behaviour using restorative justice questions.
- If the inappropriate behaviour continues the student moves to Step 3.

STEP 3

- Teachers send the student to a buddy class where he/she sits at the back of the room without interrupting (Time out is to be five minutes for K-2 and ten minutes for 3-6). The student then attends lunchtime/recess to catch up on the work that they have not yet completed.
- Students are to be accompanied by another student to a buddy class.
- Teacher completes the BMR form on the SPC site at earliest convenience (this is to keep a record of students behaviour)
- If the inappropriate behaviour continues the student moves to Step 4.
- If a student reaches Step 3 more than three times within a fortnight they will be progressed to Step 4 for lunchtime time-out and behaviour coaching.

STEP 4

- In cases of continuous inappropriate behaviour or serious misbehaviour, teachers should refer the student to the principal/senior teacher in charge.
- The principal/senior teacher will meet with the student and student will complete a reflection sheet based on the appropriate stage.
- Parents will be contacted by the Principal to discuss ways of assisting the student. This is to be done in consultation with the student's teacher.
- Both student and principal will implement appropriate behaviour modification strategies and give feedback to the teacher who has sent the child.
- As appropriate, the practise of desired behaviour is conducted in a lunch break and will be conducted by the principal. This is intended as time out/coaching (missing out on play time) for a student to reflect on his/her behaviour and consider alternative behaviours and the means of achieving these. Class teachers are to be informed of outcome.
- All Step Four documentation is to be filed in students files.
- If the child has required THREE coaching sessions within a fortnight or inappropriate behaviour continues the student is placed on Step 5.

STEP 5- Behaviour Plan Implemented

- Should serious unacceptable behaviour (Either through physical violence or threats, verbally abusive behaviour Vandalises school property) continue, a student is placed on weekly reporting to the Principal/Senior teacher for a two-week period.
- As part of this process parents meet with the Principal/ teacher and student.
- Parents are informed by letter of a student's move to Step 5 and the seriousness of the matter.
- The student in consultation with the Principal and class teacher sets goals for the week. These are documented on an 'Improvement plan'.
- While a student is on Step 5 he/she will be removed from the playground during break times. They will spend their time with the Principal/teacher in charge.
- On a designated day each week the student reports to the Principal/Senior teacher to discuss progress and to evaluate attainment of set goals.

- The student's teacher/s prepares a weekly report, in consultation with other staff as necessary.
- The student evaluates his/her progress against the set goals.
- A copy of the report and a summary from the Principal is sent home weekly for the parents to comment on and sign and return to the school.
- It may be necessary to consider consulting outside agencies for advice/support for the student.
- While a student is on Step Five of the Behaviour Management Plan he/she will not be permitted to represent the school or attend extra-curricula activities.
- If no improvement is evident at the end of the two week period and/or serious misbehaviour continues the Principal may consider it necessary to suspend the student. **Principal to discuss:-** The legal pastoral responsibilities of the parents during the time of the suspension. School responsibility for providing learning materials.the student moves to step six (possible suspension).

**In the case of severe verbal abuse or grave misbehaviour which puts the safety of others at risk or another's property, it may be necessary to suspend the student immediately or accelerate a student to an action step that is most appropriate to deal with the misconduct.*

It is essential to refer to the Wagga CSO's Suspension, Exclusion and Expulsion [Policy](#) and [Procedures](#).

C. Managing Serious Offences

Managing Serious Offences is to be read in conjunction with the Anti-Bullying Policy and the Pastoral Care Policy.

A serious offence is defined in terms of activities or behaviour which seriously:

1. Endangers the physical and/or emotional welfare of the students and/or teachers.

Procedure for managing serious offence:

- Classroom teachers should notify the Principal immediately they become concerned about a child's behaviour.
- Consultation from appropriate agencies is to be sought to identify any behaviour needs and underlying factors for the behaviour as soon as practical.
- At the earliest time convenient counselling should be arranged for 'at risk' students.
- Support group to be established to enable all parties affected to meet and work together to prevent the possibility of the situation escalating. A support group consists of Principal, parents, classroom teacher, support personnel and as appropriate the child. Details of meetings are to be documented.
- The Director of Schools is to be notified as soon as the school realises that it has a potentially serious problem. He/she co-ordinates the provision of the Diocesan support agencies.
- Corporal punishment is never to be used as a form of punishment.
- Prior to the suspension of a student, the Principal must obtain the permission of the Director of Schools. The conditions of re-admittance are to be made clear to the parent and child at the time of the suspension. A student may not be suspended for any more than three consecutive school days.
- Should all processes fail or the degree of the offence is so critical, it may be necessary for a student to be expelled. Should this circumstance eventuate the rights of all individuals must be respected.

Accurate documentation must be maintained.

- Prior to the expulsion of a student, the Principal is obliged to seek the permission of the Director of Schools.

POLICY ADMINISTRATION

This policy will be reviewed periodically, or in the event of any information or incident that indicates the need for a review, or following relevant legislative or organisational change.

Date of Implementation	September 4 th 2017
Date of Last Review	September 4 th 2018
Date for Next Review	February 2019