



ST FRANCIS XAVIER'S SCHOOL
MANUNDA

Positive Behaviour and Wellbeing Plan (PBWP) 2013 - 2018

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Positive Behaviour and Wellbeing Plan (PBWP)

The most effective discipline results from **positive relationships** between teachers, parents and students. Behaviour management should be based on the encouragement of constructive and positive behaviour, and the moulding of aspects of misbehaviour. Through reward, praise and encouragement we aim to enhance the development of a self-disciplined student.

Our mission is to provide a supportive challenging environment where children develop a sense of self-worth and accept responsibility for their own actions and learning through life. The St Francis Xavier's School community (students, staff, parents and carers) have resolved to work together to ensure a safe, responsible, respectful, supportive learning environment.

St Francis Xavier's is committed to providing an environment in which all members are treated with dignity and in which the rights of others are truly understood and respected.

Beliefs

As a learning community, we value and respect each individual's uniqueness and the gifts and talents they bring to our school. We acknowledge that all students are made in Christ's image and as such should be loved and cared for even in the face of adversity.

Values and Purpose

The decisions about the learning environment at St Francis Xavier's are guided by defined values and shared purposes.

At St Francis Xavier's we value:

- Respect –respect for self, others, property and environment
- Responsibility – accepting responsibility for individual actions and accepting the consequences; following the rules
- Compassion - Feeling and exhibiting concern and empathy for others
- Forgiveness – accepting that everyone makes mistakes and therefore deserves a second chance and therefore reach out a friendly hand
- Equity - developing tolerance, respecting difference and encouraging distinctiveness
- Integrity – acting honestly, ethically, and consistently
- Community – developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing collective responsibility and contributing to sustainable community development

Our shared purposes are that all St Francis Xavier's students are learning to:

- Live full, healthy lives
- Relate, participate and care
- Act ethically
- Create purposeful futures, and
- Think, know and understand

In addition to the recognised educational benefits of a supportive environment, St Francis Xavier's staff also acknowledge that, within school hours, parents/carers hand over the responsibility for their child's welfare to the school. For younger students especially, school can be a 'whole new world' and one which is experienced by the child without the immediate presence of parents/carers.

Aims

Our aim is to increase the conditions for each child to progress towards responsible self-management whilst learning about how and why people behave the way they do. We realize that all children will move towards this goal at their own pace and they will have individual needs along the way.

The Positive Behaviour and Wellbeing Plan (PBWP) intends to develop a whole school understanding and consistent approach to its students developing into happy, healthy and self-disciplined global citizens.

Guidelines

A **positive behaviour learning environment** is one where:

- Members of the school community feel safe and valued
- Social and academic learning outcomes are maximized for all through quality teaching and learning in the areas of curriculum, interpersonal relationships and school organization
- School practices involve a planned teaching of social skills and opportunities for resilience development
- Non-violent, non-coercive and non-discriminatory and inoffensive language and practices are defined, modelled and reinforced by all members of the school community
- Parental consultation, support and involvement are essential to the Positive Behaviour Wellbeing Plan (PBWP)

Positive Behaviours

It is important to focus on and build upon the positive and encourage the students to make responsible choices about their relationships and behaviour. Acknowledging children's appropriate behaviour is necessary, because it fosters positive self esteem and reinforces the importance of taking pride in their ability to act responsibly.

At St Francis Xavier's students are **acknowledged for their positive choice** making **through** the use of:

- ❖ Stickers and certificates, display work, name in newsletter, positive behaviour charts, free time,
- ❖ Positive feedback and reinforcement, for example verbal praise "I like the way ..."
- ❖ Class negotiated reward systems
- ❖ Assembly awards
- ❖ Being given responsibility
- ❖ Annual Awards
- ❖ 'You've Got Mail' – a postcard sent to students who have been behaving positively or achieving to the best of their ability
- ❖ I Spy – catching students being good
- ❖ Funtime Friday

Wellbeing Goals

At St Francis Xavier's we aim to promote a safe, secure, effective whole school environment. We aim to develop:

- ❖ Respect for the rights of others
- ❖ Responsibility for own behaviour
- ❖ Self-control and self-discipline
- ❖ Self-esteem
- ❖ Awareness of the consequences of own behaviour
- ❖ Skills in problem solving and conflict resolution

Our School Rules

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour: Are you being 'the four':

- ✓ **Be Safe**
- ✓ **Be Respectful**
- ✓ **Be a Learner**
- ✓ **Be Responsible**

Our school rules have been agreed upon and endorsed by all staff and our school Board and P & F. They are aligned with the values, beliefs and expected standards. These expectations apply at all times during the day, whether students are at school or representing the school at functions or excursions.

SCHOOL CODE OF BEHAVIOUR

Be Safe

| All Settings | Inside Classrooms | Walkways & Verandahs | Eating Areas | Toilets | Playground | Assembly | HomeTime/Kiss & Go | Off Campus Activities |
|--|---|---|---|---|---|--|--|--|
| <ul style="list-style-type: none"> * Report any problems * Ask permission to leave * Make safe choices * Keep hands and feet to yourselves * Follow directions * Cooperate with others * Wear uniform in a safe and correct manner * Advise office staff of relevant medical needs * Move safely through the school and classrooms * Solve problems without violence or obscene language | <ul style="list-style-type: none"> * Enter and exit rooms calmly * Maintain personal space * Walk * Sit correctly on chairs * Use equipment safely and appropriately * Enter and leave a classroom and/or school grounds only with teacher permission * Wear uniform * Ensure that personal grooming (hair tied back) is not a safety issue * Advise office staff of relevant urgent cases | <ul style="list-style-type: none"> * Stay calm in lines and move safely * Stay to the left of stairs * Walk * Line up in designated areas * Bags and eskies packed away neatly * Keep doorways and steps clear * Play suitable games * Walk on concrete | <ul style="list-style-type: none"> * Wash hands before eating * Place rubbish in the bin. Recycle where necessary * Eat in designated areas * Sit down while eating * Clean up your area * Make healthy food choices * Walk from the eating area when you have been released | <ul style="list-style-type: none"> * Flush toilet * Wash Hands with soap and water * Put rubbish in bin * Use toilet area properly (ie no games) * One person per cubicle * Utilise the buddy system in the younger years for going to the toilet * Report any problems immediately * Record when you leave to go to the toilet | <ul style="list-style-type: none"> * Use equipment for intended purpose * Play school approved games only * Stay in approved areas * Wear hats and be sun smart – no hat, no play * Seek help when needed * If hurt, see teacher on duty or go to First Aid room * Keep hands and feet to yourselves | <ul style="list-style-type: none"> * Sit quietly * Sit in designated area * Enter and exit area from the end of the row * Enter and exit quietly | <ul style="list-style-type: none"> * Listen to and follow instructions from duty teacher * Sit quietly in assembled area * Walk to gates for pick up at Kiss and Go Zone * Do not dawdle * Watch for traffic and cross at the lights * Walk bikes, scooters etc to school gate * Wear helmets | <ul style="list-style-type: none"> * Be sun smart * Be on time * Stay with adult supervisors * Remain seated in the vehicle * Follow all instructions * Use buddy system * Wear uniform correctly * Wear appropriate clothing for events |

SCHOOL CODE OF BEHAVIOUR

Be Respectful

| All Settings | Inside Classrooms | Walkways & Verandahs | Eating Areas | Toilets | Playground | Assembly | HomeTime/Kiss & Go | Off Campus Activities |
|--|--|--|--|---|---|--|--|--|
| <ul style="list-style-type: none"> * Be honest * Be an active listener * Use positive language * Take pride in your school * Use polite language including manners – to all staff * Follow directions * Always treating personal, school and others' property with care and respect * Care for our school * Help others to learn * Cooperate with school staff and other students *When entering another room, knock and wait quietly *Respecting the traditions and practices of the Church and behaving in a reverend and respectful manner during religious worship | <ul style="list-style-type: none"> * Enter and exit rooms calmly * Be understanding of other's feelings, opinions, rights and personal space * Be tidy * Use inside voice * Take care of yourself * Cooperate with others * Show tolerance of others * Raise hands to speak * Mobile phones and electronic devices are to be switched off and handed in for safekeeping * Speak politely and appropriately to others | <ul style="list-style-type: none"> * Use quiet voice so others can continue learning * Stay to the left of stairs * Walk * Line up in designated areas * Bags and Eskies packed away neatly * Be courteous and say hello * Walk quietly outside classrooms * Put hats away | <ul style="list-style-type: none"> * Eat your food * Talk quietly *Use eating manners * Wait politely in line for tuckshop * Respect the personal space of others * Be considerate of different food choices * Ask permission to leave the eating area * Once released walk quietly but quickly to designated play areas | <ul style="list-style-type: none"> * Respect the privacy of others * Leave toilet areas clean | <ul style="list-style-type: none"> * Line up when final bell is sounded * Invite others to join in games * Share * Play fairly and take turns * use appropriate language * Respect all staff on duty * Display good sportsmanship * Return equipment * Wash hands before heading back to class | <ul style="list-style-type: none"> * Look at the speaker * Applaud appropriately * Be on time * Listen attentively * Stand reverently for the National Anthem | <ul style="list-style-type: none"> * Go straight to your area * Wait in lines * Walk to gates for pick up at Kiss and Go Zone * Follow the duty teacher's directions *Move in an orderly manner | <ul style="list-style-type: none"> * Show appreciation * Be helpful * Use appropriate language * Follow all directions * Display good sportsmanship * Have respect for all equipment and the environment * Always treat others with respect |

SCHOOL CODE OF BEHAVIOUR

Be A Learner

| All Settings | Inside Classrooms | Walkways & Verandahs | Eating Areas | Toilets | Playground | Assembly | HomeTime/Kiss & Go | Off Campus Activities |
|--|--|---|--|--|--|--|--|---|
| <ul style="list-style-type: none"> * Be an active participant * Give full effort * Make an honest effort to complete all set tasks, activities/assignments * Be a team player * Take responsibility for your own learning * Be in the right place at the right time * Follow directions * Cooperate with school staff and other students * Be prepared for activities * Think before acting * Be accountable for your decisions | <ul style="list-style-type: none"> * Have a go at new activities * Challenge yourself * Be organised * Be on time * Focus on your own work * Stay on task * Think * Listen * Seek help when needed * Help others when able and permitted by a teacher * Accepting additional roles/responsibilities when able * Showing pride in work * Come prepared | <ul style="list-style-type: none"> * Return to class promptly * Organise required equipment before lessons * Walk to class * Walk on concrete | <ul style="list-style-type: none"> * think about healthy lunch choices * Eat healthy foods first | <ul style="list-style-type: none"> * Use break time when possible * think about hygiene * Sign out when leaving the classroom | <ul style="list-style-type: none"> * Be a problem solver * Try new games and activities * Think about how you would like to be treated in the playground * think about good sportsmanship * play fairly and be respectful to each other | <ul style="list-style-type: none"> * Keep comments and questions on topic * Listen to all speakers | <ul style="list-style-type: none"> * Know road safety rules * Be aware of bike, bus, crossing rules * Walk bike/scooter off school premises | <ul style="list-style-type: none"> * Read the excursion note/s * Be organised * Be an active participant * Give full effort * Listen to presenters or hosts * Ask appropriate questions |

SCHOOL CODE OF BEHAVIOUR

Be Responsible

| All Settings | Inside Classrooms | Walkways & Verandahs | Eating Areas | Toilets | Playground | Assembly | HomeTime/Kiss & Go | Off Campus Activities |
|---|--|---|--|---|---|--|---|--|
| <ul style="list-style-type: none"> *Accept responsibility for your behaviour * Requiring no prompting to behave * Working and playing in an appropriate manner * Being prepared and punctual for learning and teaching activities * Ensure that personal grooming is consistent with school uniform guidelines * To follow school expectations/rules *To respect the property of every member of the school *To be honest | <ul style="list-style-type: none"> * Catch up on issued work * Be responsible by taking pride in my work * Seek help when need * To make the most of opportunities provided and not restrict the opportunities of others * To listen to others * To do one's best in all aspects of learning * To accept individual differences * Organise required equipment before lessons *To learn to the best of my ability *Respect property and classroom | <ul style="list-style-type: none"> * to be responsible and not be on the verandahs during breaks *no running on verandahs *do not take anything from anyone's bag without permission * do not put anything in anyone else's bag and/or esky | <ul style="list-style-type: none"> * To maintain a clean, safe environment *To respect others belongings | <ul style="list-style-type: none"> * To maintain a clean, safe environment | <ul style="list-style-type: none"> * To act in a manner which will ensure safety * to play and work safely *to resolve conflict peacefully using the four steps to create positive behaviour | <ul style="list-style-type: none"> * to participate positively and cooperatively * To listen * Depart assembly in an orderly manner | <ul style="list-style-type: none"> * To be at Kiss & Go at the required time * To know how and when you are to be picked up * report to the office if you have not been picked up by the designated time | <ul style="list-style-type: none"> * To treat staff, community members, visitors and each other with respect and dignity * to build positive relationships *To thank staff/parents/care rs for being a part of the excursion/ function attended |

Rights and Responsibilities of our School Community

Staff Responsibilities

- To care for and respect the students, staff, community, physically, emotionally and academically
- To provide a forum for others to express ideas and be listened to
- To act in a manner which will ensure safety
- To listen to others
- To work professionally and provide duty of care at all time
- To keep community members informed
- To fulfill all duties as a staff member

Staff Rights

- To be treated with respect and dignity
- To be given equal opportunities
- Not to be discriminated against
- 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

Student Responsibilities

- To treat staff, community members, visitors and each other with respect and dignity
- 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 expectations/rules
- To do one's best in all aspects of learning
- To respect the property of every member of the school
- To maintain a clean, safe environment
- To contribute to a positive learning environment

Student Rights

- To be treated with respect and dignity
- To be given equal opportunities
- To live within the school community free of verbal, physical, discriminatory and emotional hurt
- To work in a clean and safe environment
- To be listened to
- To express oneself, share opinions and ideas and to ask questions freely
- To work in a positive learning environment
- To achieve one's best in aspects of learning
- To have their property respected
- To feel proud to belong to St Francis Xavier's

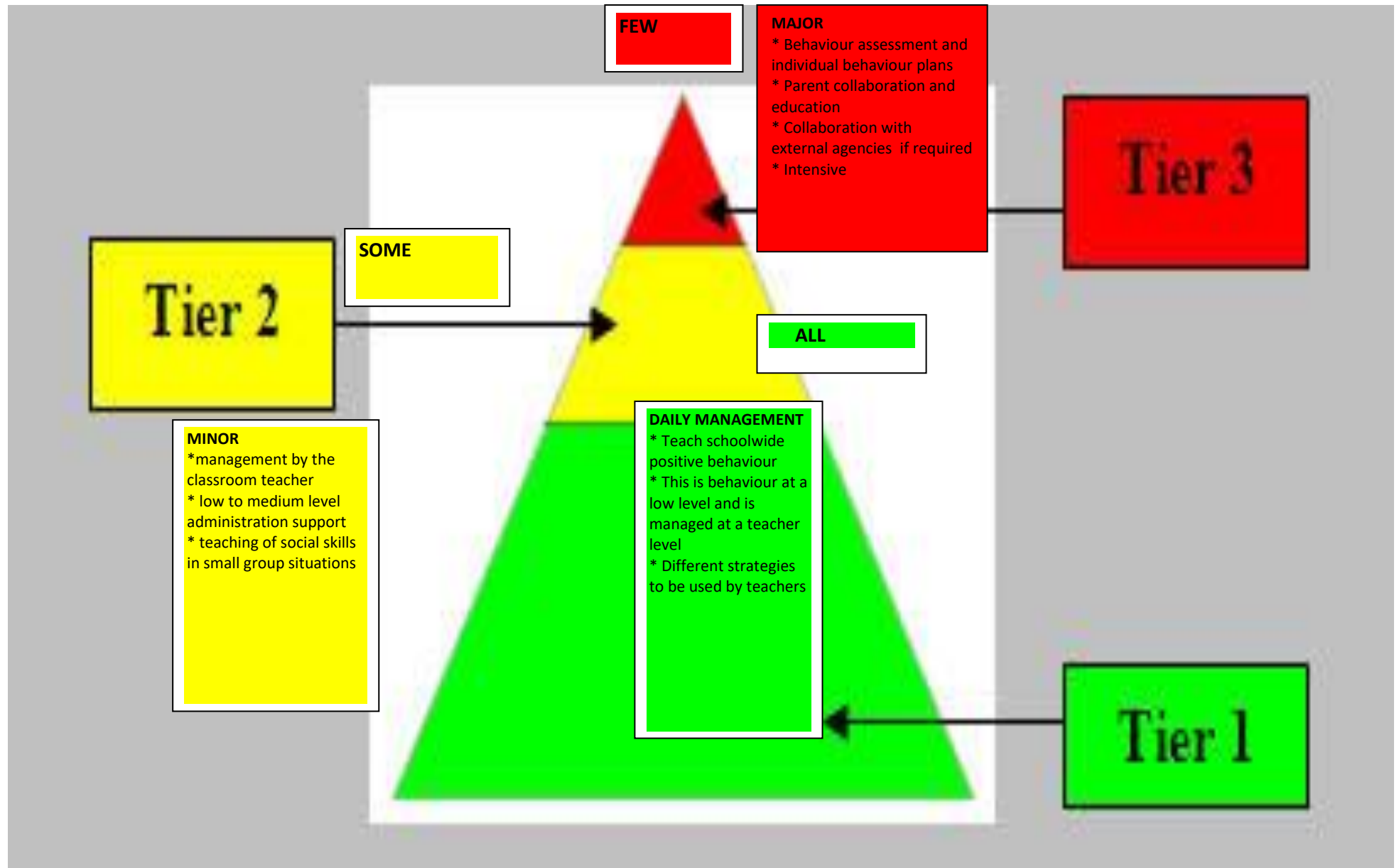
Parent/Carer/Community members' and Visitors Responsibilities

- To treat staff/students/ each other with respect and dignity
- Maintain confidentiality
- Go through appropriate channels of communication. Contact the class teacher/s in the first instance then the Assistant Principal/ APRE then Principal
- Respect the role of the teacher
- Follow school protocols/rules ie sign in/road use etc
- Read communication
- Attend meetings/functions
- To listen objectively to others
- Support policies ie home learning
- To inform school of issues that affect student behaviour

Parent/Carer/Community members' and Visitors Rights

- To be treated with respect and dignity
- 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

TIER STRUCTURE - POSITIVE BEHAVIOUR AND WELLBEING POLICY



THE THREE TIER STRUCTURE

St Francis Xavier's is aware that the practice of teaching and reinforcing students for displaying the school-wide expectations is considered to be a universal intervention, delivered to every student in every setting. By teaching and reinforcing expected behaviours, teachers and other professionals increase the probability that the majority of students will act according to the expectations, and acts as a proactive intervention for students with a history of problem behaviour. When universal **intervention is carried out with fidelity**, schools can begin to identify students who are in need of additional support. These are the students who, in spite of receiving assistance that has been successful with a majority of other students, continue to display academic and/or social problems.

Students in the first tier have had 0-3 referrals in a school year; students in the second tier have had 4-8 referrals; students in the third tier have had 9 or more referrals. The third tier referrals represent major discipline problems that present harm to self or others, property damage, illegal behaviour, or behaviour that significantly disrupts ongoing instruction. The proportion of students at each of the three levels in any particular school can vary depending on the demographics of the school and grade levels.

St Francis Xavier will look at six essential elements:

- Identification of 'be the four' behaviour expectations for the school that are positively stated.
- Explicit instruction in high priority positive behaviour expectations.
- High levels of positive reinforcement, including positive teacher attention to strengthen those behaviours.
- Enforcement of predictable consequences consistently and fairly.
- Prevention of problems by modifying situations that are known to produce high levels of problem behaviour.
- Use of discipline data to plan, evaluate, and improve the positive behaviour and well being policy implementation process.

St Francis Xavier will implement the following:

1. Work as a team and discuss expectations regularly
2. Understand the Positive and Well Being Plan
3. Profile and gather data. Present the data to continue growth and improvements.
4. Establish and teach positive behaviours
5. Develop the visuals
6. Teach the expectations
7. Positive teacher attention, positive acknowledgement visuals (eg Card that says - Wild Cats were acting terrific today)
8. Rewards – Give and Expect the Best
9. Digest and dissect the data regularly

How to Set a Positive Tone and Increase Direction-Following

- Use direct requests—not questions.
- Acknowledge publicly, correct privately.
- Establish eye contact.
- Give time to respond.
- Use start requests more than stop requests.
- Don't nag—follow through.
- Don't yell. Don't argue.
- Acknowledge compliance.

Minor and Major Behaviours

When responding to problem behaviour the staff member first determines if the problem is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff at the time it happens
- Major problem behaviour is referral directly to the School Administration team

Minor Behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement or specialist support staff or Administration

Minor problems behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- A re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

- Significantly violate the rights of other
- Put other/self at risk of harm
- Require the involvement of school Administration

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration

Major problem behaviours may result in the following consequences:

- Level Two: Time in office, removal to another room, alternate lunchtimes, loss of privilege, restitution, loss of break times, warning regarding future consequences and repeat offence, referral to guidance officer, parent contact, suspension from school
- Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the supply of weapons or drugs, use of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension

The following table outlines examples of major and minor problem behaviours and possible strategies:

| Daily Management | | Consequences (dealt with by supervising staff member) |
|-------------------------|--|--|
| Be Safe | Miss-use of equipment Swinging on chairs Unwanted physical contact eg slapping, wrestling Running on verandah, walkways | 3Ws Buddy System Stay in (miss out on some play) Walk with staff member on playground duty Pick up litter Microskills eg tactical ignoring, physical proximity, restate rules Time out Re -Direct Stop/Think/Do Teachers to inform parents of ongoing behaviour |
| Be Respectful | Calling out Harassment/teasing Spitting Property Misuse Inappropriate language Use of Mobile Phones or other electronic devices | |
| Be a Learner | Disrespect, defiance, non-compliance | |
| Be Responsible | Refusal to follow instructions Refusal/reluctance to complete task Neglecting equipment and property | |

| Minor | | Consequences/Strategies (ADMIN SUPPORT) |
|----------------------|--|---|
| Be Safe | Higher level physical contact eg biting Improper behavior towards property eg damaging or destroying property | Continue, adapt or modify Level 1 strategies Office notified of inappropriate choices (at a convenient time) Referral completed (referral to Assistant Principal) Parent/Carer contact made by teacher |
| Be Respectful | Spitting at people High level inappropriate language/swearing | |
| Be a Learner | Persistent behaviour from level 1 not responding to strategies | |

| | | |
|-----------------------|--|--|
| Be Responsible | Damaging property Mishandling and misusing IT equipment | |
|-----------------------|--|--|

| Major | | Consequences/Strategies (refer directly to ADMIN) |
|-----------------------|--|--|
| Be Safe | Fighting Physical Aggression Possession of Weapons Destructive Behaviour of expensive equipment, furniture and fittings Endangering others Repeated high level physical contact | Immediate referral to office with completed Office Referral Form (temporary staff), note or phone call. Enter data on Behaviour system with compulsory referral to Assistant Principal Admin or RE (regular teachers to enter data on behalf of relief staff) Admin Decision <ul style="list-style-type: none"> • Withdrawal from Funtime Friday • Loss of privilege/recess • Buddy classroom • Time in office • Parents notified • Restitution • Individualized instruction • In-school withdrawal from class - Internal suspension • Out of school – external suspension |
| Be Respectful | Abusive language Bullying behaviours – multiple reports | |
| Be a Learner | Continued defiance, disrespectful or non-compliance (requires documentation eg anecdotal notes, reflection sheets, referral to admin) | |
| Be Responsible | Use of a digital device in any part of the school for voicemail, email, text messaging, or filming purposes without authorization Refusal to following instructions from teachers multiple times Transitions | |

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have student:

- Articulate the relevant expected school behaviour
- Explain how their behaviour differs from expected school behaviour,
- Describe the likely consequences if the problem continues; and
- Identify what they will do to change their behaviour in line with expected school behaviour

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement or specialist support staff or Administration

Classroom Procedures

Students will strive to achieve social responsibility, self control and social competency, and be prepared to do their best by:

1. Participating in the creation of a class behaviour plan/class set of rules and consequences which:

- Identify positive behaviour
- Identify negative behaviour
- Identify strategies to encourage positive behaviour
- Identify consequences for negative behaviour
- Agree to be bound by the class behaviour plan/class set of rules and its consequences which include respecting the property and safety of others

CLASSROOM EXPECTATIONS

Be Respectful:

- Follow all adult directions and instructions
- Use positive/appropriate language
- Pay attention
- Demonstrate appropriate behaviour
- Respect others and respect belongings

Be Responsible:

- Enter/exit in orderly lines
- Report problems to an adult
- For belongings
- Keeping classroom clean/chairbag and desk

Be Safe:

- Walk to and from seat
- Wait for permission to leave
- Keep hands and feet to yourself
- Carry and use equipment safely

Be a Learner:

- Be ready with equipment
- Listen at all times
- Be responsible for your learning
- Make the right choices
- Catch up on your work

2. Being actively involved in creating positive behaviour by:

- **Using the 'four steps' to deal with annoying behaviour**

- I Ignore
- II Ask them to stop by putting your hand up and using words to explain what you want stopped
- III Tell them to stop by putting your hand up again and using words to explain what you want stopped
- IIII Tell an adult

3. To assist with behaviour the PBWP Flowchart will be prominently displayed in each classroom and available to students and parents for their information.

In the classroom when student behaviour needs to be addressed the following steps are a guide:

- PBWP is clearly displayed, defined and discussed
- Appropriate behaviours are taught
- Specific inappropriate behaviours are clearly defined and discussed to avoid confusion
- Role plays, Circle Solutions are used, if necessary, to reinforce student understanding
- Reminders and re-teaching of the PBWP and students are supported and encouraged throughout their learning
- Positive reinforcement/encouragement is used fairly and consistently
- All non-compliant behaviours shall be "made right " with an apology and supportive action

4. When working with the above it must be stated that staff must consistently follow fairness, respect, firmness and consistency. Staff model, promote, focus on and reward appropriate behaviour.

Classroom Behaviour Management Plan

Every staff member needs to become familiar with this Classroom Behaviour Management Plan/Hierarchy of Consequences for managing breaches of behaviour, and revisit with their class (refer to Rainbow Chart). At each step of the plan, outlined below, the student is informed which step they have reached. This plan is for the duration of one learning session. A new plan begins with each learning session.

STEP ONE

Yellow Zone – Verbal/non-verbal reminder/warning and redirection to task. Eg, '#name# you need to

STEP TWO

Orange Zone – Verbal/non-verbal warning to redirect to the task or appropriate behaviour. Eg, '#name# you need to Or close proximity, 'What should you be doing? I know that you can do this You have a choice...'

STEP THREE

Red Zone 1 – formal time out in the classroom. Teacher focused discussion with student on choices being made. The use of effective questions to be used here. Once students have been placed in time out, a red card is also given to the student and the student completes a Responsible Thinking Sheet (RTS). If students in P -2 receive three (3) red cards they are withdrawn from Funtime Friday. Students in Years 3 – 6 and receive two red cards, are withdrawn from Funtime Friday. Regular offenders have a letter sent home and parent interview with leadership.

STEP FOUR

Red Zone 2 – If the student repeats the behavior after or during timeout they are withdrawn to a designated area. Completion of a second time out responsible thinking sheet is done.

STEP FIVE

Red Zone 3 – if the behavior continues after the student has been withdrawn or the student refuses to comply with instructions, the student is to see the Assistant Principal APRE (3 – 6) and Assistant Principal APA (P -2). The breaches are discussed and expectations for improved behaviour are set. Behaviour Management/Reflection is revisited with the Assistant Principal and parents.

STEP SIX

SEVERE CLAUSE: A student will be removed from a class/playground if displaying violence, aggression towards anyone or if he/she destroys property or refuses to follow instructions.

Discretion needs to be exercised at all times as to:

- ❖ The process with which the student works through the steps
- ❖ When contact with the parent is made

- ❖ When a consequence or suspension is deemed necessary

Implementation of Behaviour – In the Classroom

To assist with the implementation of this plan the “Be The Four Expectations” are to be prominently displayed in each classroom and available to students and parents for their information. This procedure is designed to assist the teachers to create an effective and safe learning environment. The primary responsibility for in-class behaviour rests with the class teacher, who may call upon administrators for support through advice and assistance.

Education Plan – Classroom

Teachers use the classroom management strategies of winning over, cohesiveness, inclusiveness, and safe environment, even while responding to a student’s misbehaviour. They keep the emotional content of interaction low, using non or minimal verbal, low-key responses that do not interrupt the learning flow of the classroom and that do not invite escalation from the student.

- School ‘Be The Four is clearly displayed, defined and discussed
- Developing a list of class rules and consequences around Y Chart – Looks like, Sounds Like, Feels Like
- Appropriate behaviours are modelled, explicitly taught and displayed
- Specific inappropriate behaviours are clearly defined and discussed to avoid confusion
- Using a common language of choice about behaviour which brings appropriate consequences.
- Holding class meetings and utilizing ‘Circle Solutions’ time to teach or involve students in restorative practices, problem solving issues and relationship building
- Following up and following through incidents – being consistent
- Providing feedback, celebration and acknowledgement when students do the right thing and model respect and consideration (assemblies, certificates, rewards, or informally)
- Role-plays are used, if necessary, to reinforce student understanding
- Reminders and re-teaching of the “Be The Four” occurs and students are supported and encouraged throughout their learning
- Positive reinforcement/encouragement is used fairly and consistently
- All non-compliant behaviours shall be “made right” with an apology and supportive action
- Target weekly focus behaviours for whole class

Restitution Plan

Blue Zone - Restitution or re-entry will occur when a student has been withdrawn from regular school activities due to inappropriate behaviour.

The re-entry procedure will involve:

1. Student taking on responsibility for their own actions/behaviour
2. Student being engaged in problem solving and goal setting
3. Student having the school behaviour expectations and consequences reinforced accordingly
4. Student demonstrating willingness to learn from their mistakes and make restitution

The re-entry procedure will also involve:

1. Dialogue between the student, teacher, leadership, parent (any combination of these)
2. A verbal, written or drawn response to the incident
3. An undertaking by the student to the teacher, leadership, parent (any combination of these) to abide by rules upon re-entry
4. Acceptance of consequences should a similar incident occur again

Threatening, continued or serious misbehaviour

A student will be removed as soon as possible from class or playground at teacher's recommendation, by Principal or APA or APRE or colleagues for serious behaviour. (eg. Physical aggression, vulgarities or any behaviours that are threatening or violating towards self or others).

Procedure

- A behaviour entry (documented evidence) is recorded by Leadership
- Parents are informed and behaviours are discussed
- If necessary, a personal behaviour plan is prepared usually in consultation with the class teacher, student, parent/caregiver, school counselor, Leadership and if required the Learning Support Teacher
- Child may be suspended internally at school or externally for a nominated time with a re-entry process for class. Student may be sent home with a re-entry process for class. The duration of the suspension is at the Principal's discretion in consultation with the parents, leadership team and if necessary care support team and/or teacher
- Ongoing inappropriate behaviour will lead to 5 to 10 day suspensions and/or exclusion. Exclusion will be done in consultation with the Schools Assistant Executive Director, Cairns Diocese and in accordance with the suspension/exclusion Diocesan Policy.

Physical Intervention

School staff may use physical contact to care for a student or to manage their behaviour. The degree of physical contact must be in proportion to the seriousness of the behaviour or the circumstances it is intended to prevent or manage. Examples of physical contact include escorting a student by the arm or hand, holding, carrying, guiding or shepherding.

Staff will only consider physical restraint of students once other less intrusive alternatives have failed or been deemed to be inappropriate. Physical restraint must only be used if a student is acting in a manner that places at risk the safety of any person or there is a risk of damage to property.

Consideration of Children with Special Needs

Students with special needs fit within the broader aspects of the Positive Behaviour & Wellbeing Plan (PBWP), the main focus of which is risk-management of unsafe behaviours. A modified behaviour plan, meeting the needs of each particular child and cooperatively developed by staff and parents may be required. This Positive Behaviour & Wellbeing Plan (PBWP) must be communicated to the Principal and the entire staff.

Out of justice and duty of care to the child, all staff have a responsibility to cooperate in the consistent application of this special behaviour management plan. However, if inappropriate behaviours by the child occur as a result of 'choice or motivation' they are treated in a similar method as with other students.

Playground Behaviour

Students demonstrating inappropriate behaviour in the playground will **receive a yellow playground slip**. This slip will be placed in the students' teachers pigeon hole so that the teacher is aware of the incident that has occurred. Playground rules will be discussed at the beginning of each school year by whole staff and in classrooms. The teacher is to monitor the number of times that children in their class have received slips and if need be inform Leadership if behavior is ongoing.

Playground Rules

- ❖ Walk, don't run on the cement
- ❖ Move in one direction only on monkey bar, down slide, down the pole
- ❖ Line up for a turn on monkey bar and slide – no pushing
- ❖ No hanging upside down from equipment
- ❖ 3 points of contact must be maintained
- ❖ No throwing sand or mulch
- ❖ Play safely at all times
- ❖ When playing a game – set up the rules – the rules cannot change
- ❖ Respect each other and take turns
- ❖ Do not hit, punch, slap, kick anyone
- ❖ Demonstrate sportsman like behaviours

I SPY SLIP (SAMPLE)

The I Spy Awards are acknowledgement of respectful, responsible, and safe behaviours demonstrated in the playground. These are given to students by staff members. The green slip is for students from Prep – Year 3. The orange slip is for students from Years 4 – 6. Staff complete these awards and the student places them into the I Spy buckets in the Library. These are drawn out like a raffle prize on assembly each week.

I SPY SLIP

Name: Class:

I spied this student

.....

.....

Teacher: Date:

Playground Behaviour Flowchart

Step One Reminder and redirection

A child not complying with the PBWP is verbally reminded that consequences will be applied if non-compliance continues.

Step Two "Removal from Activity"

Student is removed from playground – sent to sit in observable place in shade away from play activities for 2 -3 minutes to think about his/her actions. Child is reinstated by duty teacher/officer to playground for another chance.

Step Three "Removal from Playground"

If non-compliance continues after reinstatement to playground then the student is removed from playground. The student is sent to sit in an observable place in shade away from play activities for DURATION OF BREAK. A yellow slip will be made out and placed in the class teacher's pigeon hole. A red card can be issued at teacher discretion. If so, student completes a Responsible Thinking Sheet in class.

Step Four Behavioural Monitoring

St Francis Xavier's classroom teachers will be record behavior if ongoing infringements of behaviour continue to occur in the playground. If a student receives a number of infringements the classroom teacher is to consult with Leadership to decide further actions. Funtime Friday data is also to be consulted and contact is made with parents by the classroom teacher.

Step Five Continuous Playground Infringement

Classroom teachers (in conjunction with Leadership) are to notify parents of continuous playground infringements. The infringement is to be noted as a behavior on the child's behavior record.

Step Six Repeated Infringements

If there are four repeated infringements and teachers have notified parents, leadership are to be informed and parent interview will be conducted. Consequences will be determined from the interview. Behaviour will be recorded on student file.

Bullying Rationale

Bullying is contrary to our Vision and our Positive Behaviour Wellbeing Plan. We acknowledge the wide-ranging effects of bullying and believe that everyone has the right to feel safe and be safe at St Francis Xavier's. It is unacceptable and therefore not tolerated. The whole school community (including staff, bystanders and families) have the responsibility to ensure that bullying behaviour does not occur. Bullying will be addressed using the 'Assertive Discipline' approach that underpins how situations are handled in difficult circumstances (refer to Procedures to Address Incidents of Bullying).

Definition of Bullying

Bullying is deliberate, unprovoked, repetitive and where an imbalance of power by an individual or group of people is directed towards another person. This behaviour can be physical, psychological, verbal, racial, or sexual abuse and is intended to hurt the victim. Bullying can be direct, where there are relatively open attacks on the victims or indirect, as in the form of exclusion.

Responsibilities for children, parents and teachers

The St Francis Xavier's community all share the responsibility in promoting and implementing a 'bully-free' environment and culture, by ...

- Explicit teaching of skills and strategies to understand and overcome bullying behaviour
- Explicit teaching of Social competencies through Second Step Program
- Review of Assertive Discipline procedures and rules at beginning of every year by staff and in classroom
- Immediate notification of bullying behaviour and appropriate procedures followed

ASSERTIVE DISCIPLINE

- ❖ Calm
- ❖ Controlled
- ❖ Few Words
- ❖ Immediate
- ❖ Short
- ❖ Mild
- ❖ Consistent
- ❖ Predictable
- ❖ Contingent
- ❖ Fair – appropriate for incident
- ❖ Action based consequence

INEFFECTIVE DISCIPLINE

- ❖ Negative emotion
- ❖ Out of Control
- ❖ Nagging/Lecturing
- ❖ Delayed
- ❖ Lengthy
- ❖ Excessive
- ❖ Variable
- ❖ Unpredictable
- ❖ No Follow Through
- ❖ Unfair
- ❖ Physical/Threatening

What are we doing to eliminate bullying?

We aim to eliminate bullying through:

- The implementation of 'zero' tolerance
- The use of the curriculum to work on aspects of bullying wherever possible, particularly in Religious Education, Health & Physical Education and Civics and Citizenship.
- Discussion of anti-bullying policy in the classrooms
- Explanation and information disseminated through newsletters, and assemblies
- Observations of students by staff, both inside and outside the classroom
- Discussions with and encouragement of all students to practice assertive and friendly behaviours
- Encouragement of students, staff, parents and carers to be role models in words and actions
- Continual professional development of staff

School Procedures for Managing Bullying

Depending on the circumstance, staff will do the following:

- Ensure the victim is safe
- Interview the victim/s
- Interview the alleged bully/ies and witnesses
- Notify the class teacher/s of students involved
- Record details
- Set up a monitoring process for the victim/s and bully/ies
- Try to identify the cause/s of the bullying with both the bully and victim
- Refer the bully and victim to relevant professionals required
- Parents/Carers of the bully and victim will be advised if necessary and a meeting with a member of the School Leadership Team and Class Teacher may follow
- Consequences of bullying will be explained and enacted
- The bully and the victim will be offered assistance if necessary
- A behavior plan will be formulated
- Opportunity for reconciliation will be provided
- The bully may be withdrawn for the classroom/playground
- Offenses could result in suspension or exclusion

Definitions

For the purpose of this plan:

A Responsible Thinking Sheet (RTS) is a written account of the incident. The student takes this to timeout or to the relocation area. This provides the student with timeout before the student returns to class.

A red card is a figurative card given to the student when a RTS is needed to be completed.

A yellow slip is a slip used in the playground to record playground incident. This yellow slip is placed in the class teacher's pigeon hole. The class teacher at their discretion can issue a red card depending on the playground behavior.

A individual behaviour plan is a plan developed with the classroom teacher, leadership team, councillor (if required), learning support teacher (if required) and parents, to redirect student towards positive behaviour. It defines required behaviour, and has targets and rewards.

Relaxed vigilance refers to adult presence which leads to restraint from students when considering behaviour choices, Eg. Walking towards a group of students who are crowding around an item

A time out class is a class that students are sent to for a supervised time out.

Relocation refers to a student being moved within the classroom or to a time out classroom for thinking time about behaviour choices, for a defined time. After three relocations, the parent/carer is contacted by the teacher to discuss a possible behaviour plan. Leadership team is informed and included in possible plan and interview with parents.

Funtime Friday refers to rewarding students who have made 'smart choices' throughout the week. On Friday, at 1.30 pm students receive a 10 minute SEL/pastoral extension whereby all staff participate.

Funtime Friday Withdrawal - P – 2, students who receive three red cards are withdrawn from Funtime Friday. Yr 3 – Yr 6, students who receive two red cards are also withdrawn from Funtime Friday. Students are sent by the classroom teacher at 1.00 pm to the LOTE room for withdrawal.