



St Patrick's Primary School Fremantle

Behaviour Management Procedure

RATIONALE

St Patrick's Primary School's Positive Behaviour Management Plan is designed to minimise interruptions from inappropriate behaviour in order to maximise the teaching and learning process. The Behaviour Plan also acts as a pathway, in conjunction with parents, to guide our students to become active, responsible, considerate, giving members of the community.

St Patrick's Primary School works with students from the ages of three through to twelve years of age. Students in this age bracket come to school with a range of experiences and support.

Behaviour Management at St Patrick's School is based on the dignity of the human person. Created in the image and likeness of God, each human person has an innate dignity and a right to be treated with respect.

Gospel values such as honesty, justice, integrity, compassion and love must be apparent in all situations where behavioural issues are addressed.

Our role, as educators, is to support and assist students to demonstrate appropriate social and behavioural skills in line with their developmental stage. All students and staff members have the right to teach and learn at school, and all students, parents and staff, have the responsibility to create an environment conducive to learning.

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> • Learn in a positive and supportive environment; • Learn and play in a safe, secure and friendly environment; • Feel safe, respected, happy, included and motivated (Code of Conduct). 	<ul style="list-style-type: none"> • Behave in a way that promotes the safety and well-being of others; • Ensure that the school environment is kept neat, tidy and secure; • Ensure that they are punctual, polite, prepared and display a positive manner; • Ensure that their behaviour is not disruptive to the learning of others.
Staff have the right to:	Staff have the responsibility to:
<ul style="list-style-type: none"> • Teach in a safe, secure and clean environment; • Teach in a purposeful and non-disruptive environment; • Co-operation and support from parents and colleagues. 	<ul style="list-style-type: none"> • Model respectful, courteous and honest behavior; • Ensure that the school environment is kept neat, tidy and secure; • Establish positive relationships with students, parents and colleagues; • Ensure good organisation and planning; • Report student progress to parents.
Parents have the right to:	Parents have the responsibility to:
<ul style="list-style-type: none"> • Be informed of course and curriculum material, behaviour management procedures and decisions affecting their children's health and welfare; • Be heard in matters relating to their children. 	<ul style="list-style-type: none"> • Ensure that their children attend school; • Ensure that the physical and emotional condition of their children is at an optimum for effective learning (ie. sufficient sleep, healthy diet and watching age appropriate material); • Ensure that their children are provided with the appropriate materials; • Be supportive of the school.

WHOLE SCHOOL BEHAVIOUR STARTS WITH EVERY INDIVIDUAL

The Positive Behaviour Management Plan reflects St Patrick's Primary School Code of Conduct—Safe, Respected, Happy, Included and Motivated.

Safe—We will be careful with our words and our actions towards others.

Respected—We will treat other people fairly and see the unique gifts and talents we all have to offer.

Happy—We will show empathy and be polite to others.

Included—We will be welcoming, see the value in everyone and stand up for each other.

Motivated—We will contribute to, engage and interact with our learning.

The school aims to create an environment in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour.

The establishment of positive relationships is paramount in developing a sense of pride and commitment, which fosters positive self-concepts. St Patrick's Primary School is strongly committed to enabling students to fulfil their potential, by providing an environment which:

- fosters self-worth;
- encourages the pursuit of high personal standards;
- supports academic excellence;
- emphasises the importance of intrinsic motivation;
- promotes social and civic responsibility;
- maintains cultural harmony;
- develops self-regulation, resilience and personal responsibility.

LEARNING AND BEHAVIOUR STATEMENT

At St Patrick's Primary School, we are committed to implementing a school wide positive behaviour approach to the teaching and management of student behaviour. This approach means that we:

- use data to track progress and identify areas for intervention.
- use school wide expectations and rules in specific settings to explicitly teach appropriate behaviour;
- use a positive incentive program to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviour.

The Positive Behaviour Management Plan includes strategies to:

- maintain a positive school environment;
- promote effort;
- encourage positive behaviours;
- have students take personal responsibility for their actions;
- respond in a timely manner to negative behaviours.

GUIDING PRINCIPLES WILL BE DISPLAYED IN EACH CLASSROOM:

1. Every class will have a copy of the whole school Positive Behaviour Management Plan that is presented to students and parents. All staff members at St Patrick's Primary School will share a common understanding in the approach and implementation of this Plan;
2. Every class will endeavour to be a positive and supportive learning environment for all students;
3. Student/teacher relationships are key to every classroom in that they are positive and respectful;
4. Parent/teacher relationships are important in establishing behaviour and respect for education and educators.

At St Patrick's Primary School we are purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of students to create a positive environment for all students, to support and educate them.

PROCESS FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO UNACCEPTABLE BEHAVIOUR

St Patrick's Primary School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of level one, two and three.

Level One

Minor infractions are to be managed by the teacher using classroom management strategies. The use of cues is more appropriate eg; stand beside student, quick hand signal, tap on the desk etc. The emphasis is on continuing the lesson uninterrupted.

Level Two

Official process commences. Teachers start by issuing a warning such as; speaking to the student about the inappropriateness of the behaviour, using the student's name, directing them to check in, linking zones with behaviour if appropriate, etc.

If the student behaviour persists they will be given time to reflect individually within the classroom or buddy class and given a reflection sheet to complete. Restorative practice between teacher and student begins at an appropriate time. This is the teacher's responsibility. If the situation warrants, the teacher is to call parents and advise the Leadership Team.

If a pattern of behaviour continues, communication with parents is initiated. Where possible, they are communicated with face-to-face or over the phone. A relationship is developed and strategies worked on together.

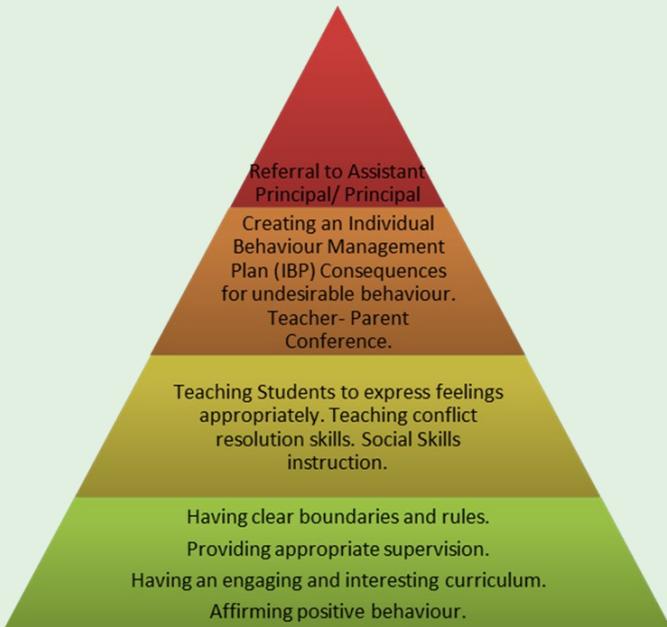
If parents are contacted, the teacher will record notes on SEQTA. Where possible this process should be completed within 24 hours.

Level Three

Consequences are usually discussed and made in consultation with the Leadership Team. Communication with parents and completion of SEQTA notes will be negotiated by the Leadership Team.

BEHAVIOUR MATRIX

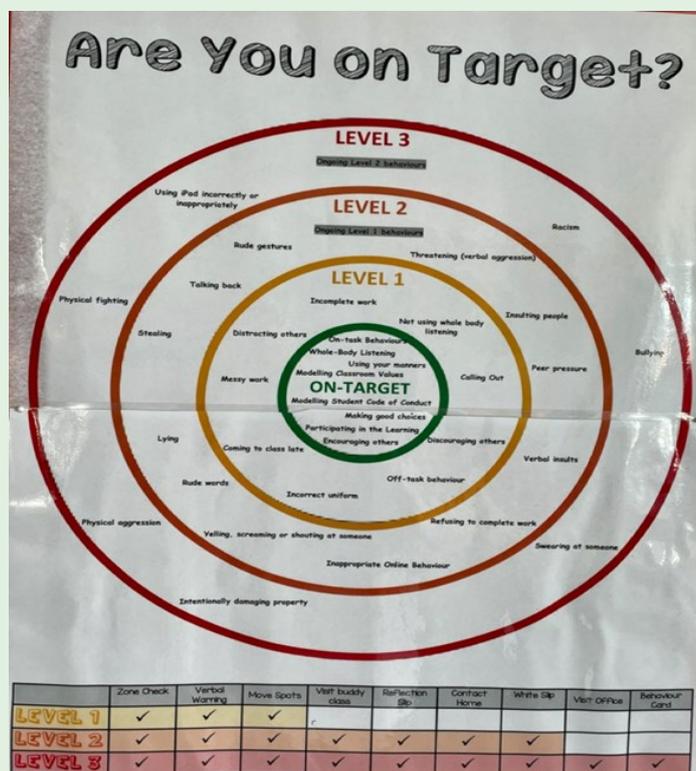
Below is the behaviour matrix that outlines behaviours that fall into each level. Please note this is dependent on the development age of the child and it is up to the teacher's discretion. Depending on the severity of the behaviour, the teacher may omit some of the steps. This is at the discretion of the teacher but only when deemed necessary eg; where the safety of others is at risk.



Behavioural Three Dimensions Triangle (preventative, supportive, and correctional).

Our goal is to focus our time and energy on the first two – Preventative and Supportive Management. We recognise that the need for Corrective Management will reduce if the balance is correct.

"Are You on Target?" links to the Behaviour Matrix.



Behaviour Matrix

Level 1

Respect	Happy	Safe	Motivated	Included
<p>Ignoring instructions</p> <p>Talking while someone else is talking</p> <p>Not addressing staff appropriately or at all</p> <p>Not following game rules</p> <p>Not using manners</p> <p>Dropping rubbish in playground</p> <p>Talking during prayer, mass or assembly</p> <p>Name calling</p> <p>Unnecessary negative gestures/comments to others</p> <p>Answering a teacher back after a request</p> <p>Throwing objects around the room</p> <p>Pushing in</p>	<p>Falsely dobbing on other students to deliberately getting them into trouble</p> <p>Not admitting to doing wrong</p>	<p>Laughing when someone is hurt</p> <p>Not following instructions with iPads/computers</p> <p>Keep out hands and feet to ourselves</p>	<p>Not taking care of your equipment</p> <p>Not prepared for class –leaving things at home – laptop, homework, readers</p> <p>Not putting equipment away</p> <p>Not lining up when bell rings, late to class</p> <p>Not bringing library bag</p> <p>Not following instructions/ off-task</p> <p>Not doing homework?</p> <p>Incorrect uniform</p> <p>Improper use of equipment</p> <p>Moving from prescribed area without permission</p>	<p>Making fun of someone when they give a wrong answer</p> <p>Not making allowances for children with special needs.</p> <p>Not letting others join in games</p> <p>Not letting others join in groups</p> <p>Insulting others, putting others down</p>

Level 2

<p>Stealing</p> <p>Constantly dobbing with intent to get others into trouble</p> <p>Student delivers message that is untrue</p> <p>Deliberate lying</p> <p>Copying somebody else's work and presenting it as your own.</p> <p>Consistently wearing incorrect uniform</p> <p>Misbehaving when representing school offsite</p> <p>Consistently not following teachers instructions</p> <p>Consistently and purposely interrupting and distracting others on the mat or at desks</p> <p>Consistently back chatting the teacher</p>	<p>Swearing and using rude gestures</p> <p>Belittling others because of ability, race, gender or socio-economic differences.</p>	<p>Taking someone's hat deliberately/ maliciously</p> <p>Repeated rough play</p> <p>Biting</p> <p>Pushing others repeatedly</p> <p>Spitting at a person</p> <p>Throwing equipment inappropriately and in a dangerous manner</p> <p>Repeatedly using equipment/ materials in unsafe way</p> <p>Kicking</p> <p>Slapping</p> <p>Repeatedly pushing people dangerously</p>	<p>Consistently leaving things at home</p> <p>Consistently being off task</p> <p>Consistently not doing homework</p> <p>Consistently leaving things at home</p>	<p>Consistently making fun others</p> <p>Repeatedly excluding others</p> <p>Consistently and deliberately excluding others</p>
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Level 3

<p>Student deliberately shares sensitive information about another person.</p> <p>Leaving the school grounds during school hours without permission</p> <p>Cheating during assessments and formal exams</p>	<p>Consistent bullying – physical or verbal</p> <p>Swearing aggressively at staff or students</p> <p>Deliberate aggressive physical behaviors eg punching</p> <p>Repeatedly putting self or others in harm's way</p> <p>Deliberately targeting someone physically or verbally</p> <p>Deliberately hurting a person with equipment</p> <p>Aggressive and/or cruel verbal behaviors</p> <p>Not following the school's ICT Policy.</p> <p>Vandalism</p>	<p><u>Targetting and bullying others</u></p> <p>Engaging in racist behavior</p> <p>Cyber bullying</p> <p>Encouraging others to exclude a student/s</p>	<p>Downloading inappropriate content on laptops or iPads</p> <p>Repeated malicious misuse of equipment and materials</p> <p>Rough treatment of your own or other people's iPad/ laptop</p>	
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ACTIVE STRATEGIES

Active Behaviour Management is dealing with situations as they arise. It is a response to a child's inappropriate behaviour. Whilst we encourage and focus on positive behaviours we will always experience the need to implement reactive strategies. These strategies are how we work with students to teach them accountability for their actions and choices. Any of the following strategies may be implemented:

- Restorative Practice
- Apology
- Restitution
- Time out
- Letter /email to parents
- Parent meeting
- Individual Behaviour Plan (IBP)
- Involvement of support staff
- Suspension (consultation with parents and Principal)
- Exclusion (CEWA Process for Exclusion of students for Disciplinary Reasons)

When students choose to behave in an unacceptable or disruptive manner, the behaviour matrix and flow chart or above strategies may be implemented to assist students to self-manage their behaviour.

RESTORATIVE PRACTICES

What are Restorative Practices?

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

How are conflicts solved using Restorative Practices?

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - though it may still involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible and any contributing problems are identified for follow up.

A typical "Restorative Chat" may take place informally in the classroom, or playground when students have caused some harm or significant disruption. For more serious situations, a similar outline of questions is used but in a more formal setting.

Typical questions asked during the meeting would be:

- What happened?
- What were you thinking at the time or what made you decide to do this?
- Whom did you affect when you did this? How were they affected?
- How were you feeling when you acted as you did?
- What can you do to fix this?
- How can I help you?

NETWORK OF STUDENT SUPPORT

To further support staff and students with regards to issues relating to student behaviour, St Patrick's Primary School is able to access support both within Catholic Education Western Australia and through the community.

Internal support	External Support	
School Based	CEWA and other services	Community Services
<ul style="list-style-type: none">• School teaching and support staff• Student mentor• School administration• Parents	<ul style="list-style-type: none">• School Psychologist• Regional Officer	<ul style="list-style-type: none">• Department of Child Protection• Local Police

POSITIVE REINFORCEMENT OF BEHAVIOUR

"The early childhood years are crucial for establishing robust intrinsic motivational orientations which will last a lifetime. By the time many children reach school, much of their motivation has been lost or replaced with extrinsically motivated learning strategies. Preschools and elementary schools have been criticized for contributing to such negative motivational patterns in children. This can be changed. Early child care situations and preschools can instead be instrumental in the strengthening of children's motivation." (Latorre & Winsler, 1998, p.159)

"Motivation plays a significant role in a student's learning and development. It is part of teachers' pedagogy to develop in students the desire for new knowledge and understandings, known as intrinsic motivation. All students are unique; educators, through implementing a variety of motivational techniques, can have considerable influence on students' participation and self-expression. Individual teachers have the capability of making learning empowering, thus allowing the energy of the classroom to be filled with excitement and anticipation." (Valerio, 2012, p.29)

"Incentives play a part in the classroom, incentives such as these should only be used if they are linked to the development of students' competencies, or to enhance intrinsic motivation" (Schunk, Pintrich & Meece, 2002).

TIER 1—POSITIVE REINFORCEMENT

Staff at St Patrick's Primary School are encouraged to give praise for positive behaviours. Fostering a child's innate desire to learn and behave underpins our code of conduct.

CLASSROOM REWARDS

Although our focus is to nurture the intrinsic motivation of students to learn and behave, it is acknowledged that staff may use extrinsic motivation within their classes. These extrinsic motivators are not the 'be all' and 'end all' of positive reinforcement; however, unfortunately, we live in a world immersed in materialism. It is the school's goal that each student leaves with an innate desire to learn and act in a socially acceptable manner through their own volition.

TIER 2—BLUE SLIPS AND MERIT AWARDS

Teachers are to look for opportunities within their class to identify a student demonstrating a standard of excellence. This is **NOT** an award that every student will earn. Student achievement may be celebrated during the Friday assembly.

APPENDIX A

Essential Skills for Classroom Management

The Essential Skills emphasise a teacher's language, both verbal and non-verbal, to focus students' attention, as well as the importance of positive teacher-student relationships. Essential Skills for classroom management are:

Essential Skill	Description
1. Establish a good rapport	Take the time to know your students
2. Establishing expectations	Making rules
3. Giving instructions	Telling students what to do
4. Waiting and scanning	Stopping to assess what is happening
5. Cueing with parallel acknowledgment	Praising a particular student to prompt others
6. Body language encouraging	Smiling, nodding, gesturing and moving near
7. Descriptive encouraging	Praise describing behaviour
8. Selective attending	Not obviously reacting to certain behaviours
9. Redirecting to the learning	Prompting on-task behaviour
10. Giving a choice	Describing the student's options and likely consequences of their behaviour
11. Following through	Doing what you said you would

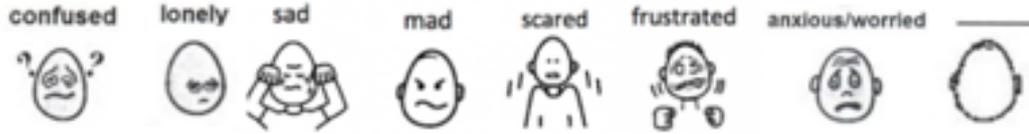
Lower Primary Reflection Sheet

_____ 's Think Sheet

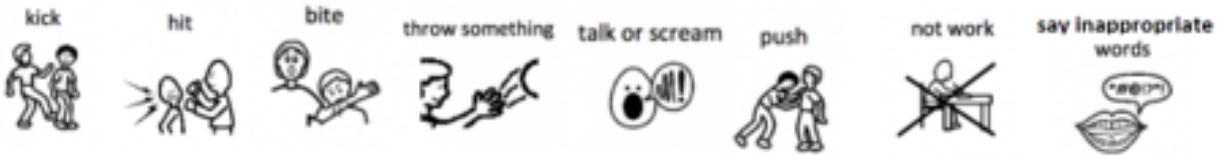


I can think about my choices and how they affect ME and others.

When I was feeling...



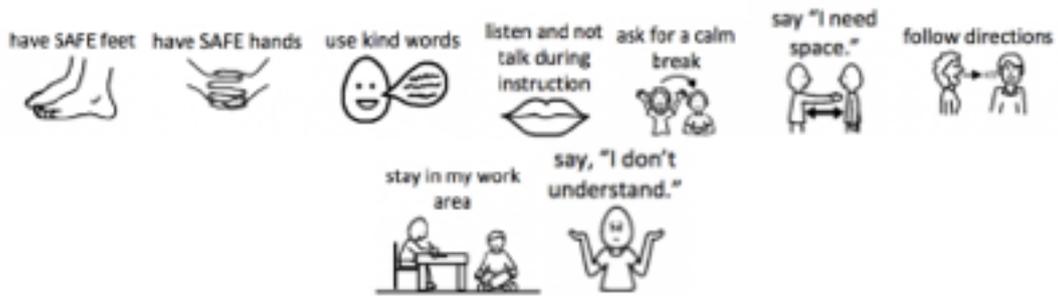
I chose to...



This made my friends feel...



Next time I can choose to...



When I make a positive choice...



I will say sorry to these people for my behaviour...

St Patrick's Primary

Upper Primary Reflection Sheet

Name _____

Year _____

List the poor behaviour choice/s you made.

What should I have been doing?

1. _____
2. _____
3. _____

What will you do differently next time?

The purpose of this reflection sheet is to allow you to consider why this behavior is inappropriate so that it doesn't happen again. Please have a parent sign below, as well as your teacher and yourself, so that we are all aware of what has been happening. Thank you for your honesty.

Student Signature _____

Teacher Signature _____

Parent Teacher Interview Required: YES / NO

Principal/Leadership signature:

Parent/Guardian signature:

References

CEWA Pastoral Care and Wellbeing Framework

CEWA Process for Exclusion of students for Disciplinary Reasons

Carlton Latorre, Martha & Winsler, Adam. (1998). Fostering Intrinsic Motivation in Early Childhood Classrooms. *Early Childhood Education Journal*. 25. 159-166. 10.1023/A:1025601110383.

Schunk, D., Pintrich, P. & Meece, J. (2002). *Motivation in Education: Theory, research and applications* (3rd edn). Upper Saddle River, NJ: Pearson-Merrill.

Valerio, Krystle, Intrinsic motivation in the classroom, *Journal of Student Engagement: Education Matters*, 2(1), 2012, 30-35.

Available at: <https://ro.uow.edu.au/jseem/vol2/iss1/6>