



POSITIVE BEHAVIOUR POLICY AND PRACTICES

It is our aim to provide a supportive and positive school environment for all members of our school community. Such an environment can be defined as one that strives to provide for the personal and social needs and special characteristics of all our community members within the context of the school experience. Our Positive Behaviour policy is an intrinsic part of our supportive school policy as it gives information on controlling less desirable behaviours and promoting acceptable behaviour.

Rationale:

All people have the right to be treated fairly and with kindness, and respect. We are all valued individuals and as such deserve fair treatment. Students are encouraged to be kind, caring, thoughtful people through discussion and appropriate modelling by the adults in the school community. Parental involvement is an integral part of life at St Brigid's Catholic School. We recognise that the role of the family is fundamental in the formation of positive student attitudes and behaviours.

Behaviour Management Plan:

Behaviour management is more than just a process of responding to behavioural problems after they have occurred. The key to effective behaviour management is the quality of the relationships between teachers, students and parents. A comprehensive behaviour management plan requires as much attention to the recognition and development of good behaviour as it does to effective sanctions for inappropriate behaviour.

It is believed that a positive approach to discipline will ensure that the majority of students will accept responsibility for their behaviour and develop self-discipline.

The development of good social skills is encouraged at St Brigid's School and students are consistently reminded of this by teachers through explicit teaching and modelling of the expected behaviours of Making Smart Choices, Trying our Best, Showing Care and Respect and Being Safe.

Teachers are encouraged to use a variety of approaches to enhance positive interaction between students, catering for different levels of ability and maturity with the aim of developing positive social behaviours and interactions with students and families.

Aims:

- To protect the rights of students, staff and members of the school community.
- To build a safe, friendly and supportive school environment.
- To achieve a fair, positive and consistent discipline approach for all students.
- To emphasise the uniqueness and value of every individual in the school community.
- To provide a rationale for appropriate behaviour in the school.

Implementation:

At the beginning of each school year and on a regular basis throughout the year, the staff will discuss with students the School Wide Behaviour Teaching Matrix for behaviours in different areas of the school.

- Younger children may require more time to become familiar with expectations in regard to their behaviour at school and the four expectations of Smart, Best, Care and Respect and Safe.
- The School Wide Behaviour Management Plan will be promoted and evaluated at Staff Meetings on a regular basis.
- Classroom meetings and circle time are encouraged as a way of establishing and reviewing class rules and consequences for undesirable behaviours.
- The four expectations will be taught explicitly in all classroom and regularly at whole school assemblies.

Rights and Responsibilities

Students have the right to:

- Have their educational needs met at their own level.
- Work without distraction.
- Feel happy and safe.
- Be treated fairly and kindly.
- Be listened to.
- Be treated with courtesy and respect.
- Receive help and assistance.
- A tidy and hygienic environment.
- Have their property kept safe and free from interference.
- Be able to talk to others about their problems and concerns.

Students have the responsibility to:

- Understand the school Behaviour Expectations – Smart, Best, Care and Respect and Safe
- Take full advantage of the educational and learning opportunities provided and presented to them.

- Not distract others who are working.
- Help make a safe and happy environment for all.
- Be fair and kind to others.
- Listen to others and respect the opinion of others.
- Respect and be courteous to others.
- Co-operate and support others.
- Keep the school tidy and clean.
- Report any dangerous situations immediately to teachers.
- Respect school and others' property.
- Respect the feelings of others.
- Let others know about their feelings or concerns.

Classroom Behaviour:

- Students and teachers together discuss and identify appropriate classroom behaviours that will contribute to a safe, harmonious and productive teaching and learning environment.
- A set of basic rules agreed upon by classes to achieve the above will be discussed and displayed.

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Recognition of Good Behaviour

It is important that students are recognised for displaying the behaviours that we encourage.

This is achieved in the following ways.

- Use of yellow dojos where the students can buy items through their classroom bonus points shop. Dojos are recorded on classroom dojo app.
- End of term Principal's lunch for the student with the most dojos in the class and another student that the teacher decides has made an effort with positive behaviour expectations throughout the term.
- End of year Big day out - the five student in each class who have the most dojos at the end of the year attend an activities day.
- Postcards to Parents – Teachers send home postcards throughout the year to students in their class to acknowledge their efforts in following our positive behaviour expectations.
- Merit Cards – students who receive five merit cards for academic achievement receive a Principal's award in assembly.
- Class awards in assembly.
- End of term awards for each class in the areas of Academic Achievement, Most Improved and Christian Living.
- Non-verbal, verbal or written praise by teachers.
- Classroom recognition by peers.
- Dob in a good deed certificates in assembly.
- Positive parent/teacher communication.
- Acknowledgement at school assemblies and in school newsletters.
- Lantern Awards

Consequences of Inappropriate Behaviours

Teachers work collaboratively to establish a range of minor and major behaviours and the strategies and consequences to deal with each one.

A consequences matrix was devised by staff in 2015 to deal with both minor and major behaviours. This is revised each year by staff.

Minor behaviours are to be managed by the teacher or other staff member. A member of the leadership team generally manages major behaviours.

Reflection forms are completed by the students at the teachers discretion. These forms can be sent home if necessary for the parent to view and send back to school. Copies of these forms are kept in the workroom.

An office referral system is used for both minor and major behaviours. Staff record all behaviours on an app on their phones. Relief staff can complete a paper office referral which is available from the office.

Data from the office referral system is reviewed by the SWPBS team leader and leadership team members on a regular basis.

Team Teach

In August 2018 all teaching and ancillary staff participated in a Team Teach course. Team teach is a behaviour management and safe manual handling course.

SWPBS meetings

SWPBS meetings are held twice a term at 8 am for all staff to attend. Meeting times are placed on the staff calendar at the beginning of each term.

Ready to Learn

At the beginning of the school year in 2018 a program called Ready to Learn was implemented. For the first five days of the school year the students participated in activities in vertical groups.

The aims of the RTL program for the students are to build emotional intelligence; develop self-awareness; minimize symptoms of anxiety and stress; build emotional resilience and to empower children to self-regulate.

Every second Tuesday afternoon the students from Prep to grade 6 work in their vertical groups to continue this social and emotional learning.