



# Positive Behaviour Management Plan

2015

Reviewed 2017



# Brighton Catholic Primary

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### 1. Rationale

Brighton Catholic Primary School's Positive Student Behaviour 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. Brighton Catholic Primary School works with children from the ages of 4 through 12 years of age. Children in this age range come to school with a range of experiences and support. The school will need to promote a lasting sense of resilience. Children will make mistakes and it is the obligation of the school to support and assist these children. All children and staff members have the right to teach and learn at school, but all children, parents and staff, have the responsibility to create an environment for learning and these can be found in the behaviour philosophy:

## 2. Rights and Responsibilities

<p><b>Students have the Right to:</b></p> <ul style="list-style-type: none"> <li>• Learn in a positive and supportive environment</li> <li>• Work and play in a safe, secure, friendly environment</li> <li>• Respect, courtesy and honesty</li> </ul>	<p><b>Students have the Responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Behave in a way that promotes the safety and well-being of others</li> <li>• Ensure that the school environment is kept neat, tidy and secure</li> <li>• Ensure that they are punctual, polite, prepared and display a positive manner</li> <li>• Ensure that their behaviour is not disruptive to the learning of others</li> </ul>
<p><b>Staff have the Right to:</b></p> <ul style="list-style-type: none"> <li>• Respect, courtesy and honesty</li> <li>• Teach in a safe, secure and clean environment</li> <li>• Teach in a purposeful and non-disruptive environment</li> <li>• Co-operation and support from parents</li> </ul>	<p><b>Staff have the Responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Model respectful, courteous and honest behaviour</li> <li>• Ensure that the school environment is kept neat, tidy and secure</li> <li>• Establish positive relationships with students</li> <li>• Ensure good organisation and planning</li> <li>• Report student progress to parents</li> </ul>
<p><b>Parents have the Right to:</b></p> <ul style="list-style-type: none"> <li>• Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare</li> <li>• Access a meaningful and adequate education for their child</li> <li>• Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education</li> </ul>	<p><b>Parents have the Responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Ensure that their child attends school</li> <li>• Ensure that the physical and emotional condition of their child is at an optimum for effective learning</li> <li>• Ensure that their child is provided with appropriate materials to make effective use of the learning environment</li> <li>• Support the school in providing a meaningful and adequate education for their children</li> </ul>

### 3. Whole school behaviour starts with me

The policy reflects Brighton Catholic Primary Schools values of: Honesty, Responsibility, Respect and 21<sup>st</sup> Century Learners.

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. Brighton Catholic Primary School is strongly committed to enabling students to fulfil their potential, through its positive school initiative, by providing an environment which:

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

## 4. Learning and Behaviour statement

At Brighton Catholic Primary School we are committed to implementing a School Wide Positive Behaviour Support (SWPBS) approach to the teaching and management of student behaviour. SWPBS 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.

Behaviour Management Policy includes strategies to:

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

As children, parents and staff, if you behave responsibly with your peers to move towards a supportive environment. Three guiding principles should be found in each classroom:

1. Every class should have a Positive Behaviour Plan that is clearly understood by students and parents. Utilise essential skills for classroom management (Appendix A).
2. Every class should be a positive and supporting learning environment for all students
3. Student/Teacher relationships are key to every classroom in that they are positive and respectful. Parent/Teacher relationships are important, if not more important, in establishing behaviour and respect for education.

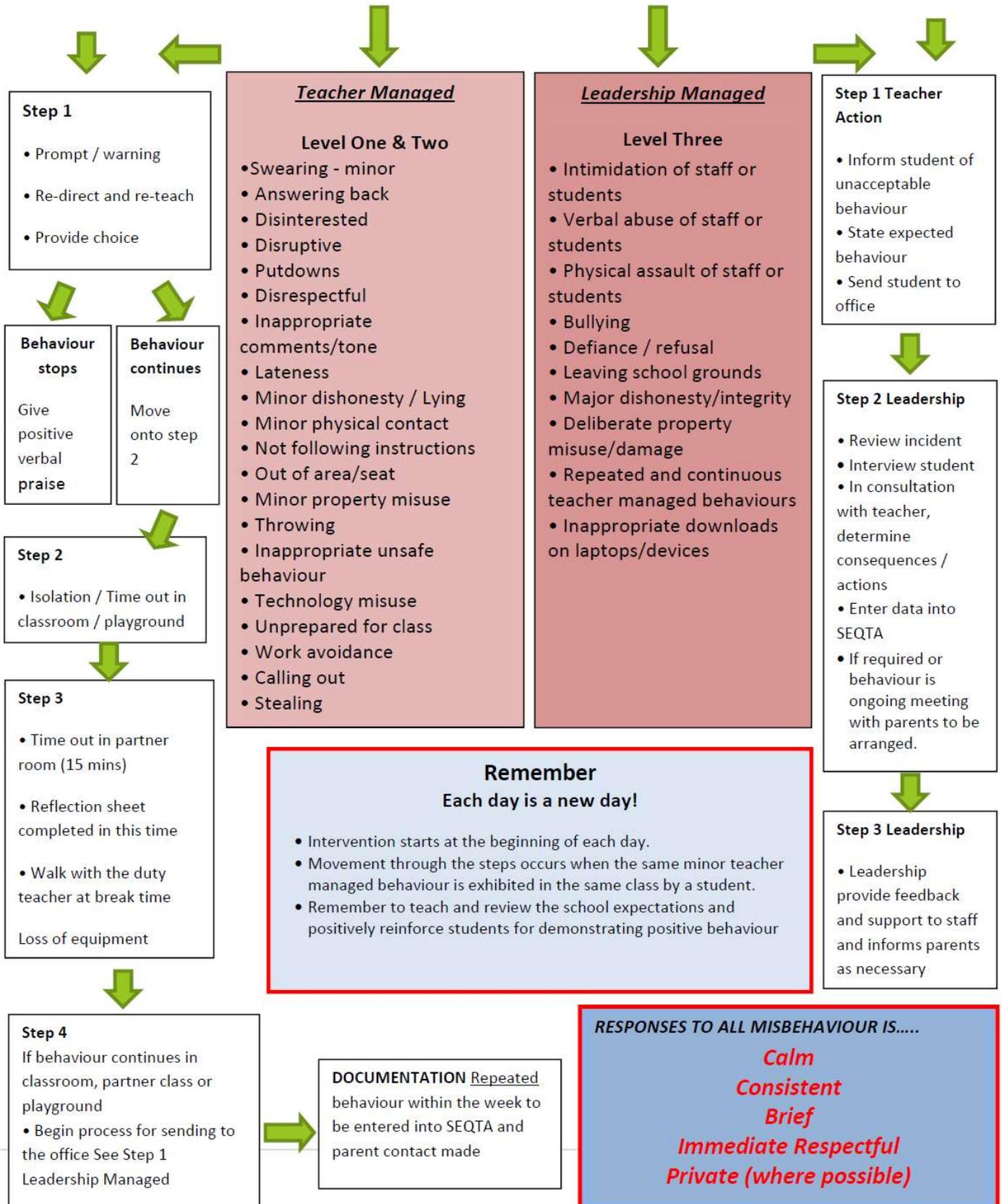
At Brighton Catholic Primary School we are purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of children to create a positive environment for all students, and to support and teach them. We wish them to be able to move to high school and achieve with a backpack full of academic skills and a raft of behaviour strategies.



# Brighton Catholic Primary Behaviour Management Flow Chart



Is it a Level One, Two or Three infraction?



## 8. Reactive Strategies

Reactive Behaviour Management is dealing with situations as they arise. It is a response to a child's inappropriate behaviour. Whilst we will be encouraging and focussing on the Positive Behaviours we will always experience the need to implement Reactive Strategies. These strategies are how we work with children to teach them accountability for their actions and choices. Any of the following strategies may be implemented:

- Restorative Justice
- Apology
- Restitution
- Time out
- Letter / email to parents
- Parent meeting
- Individual Behaviour Plan (IBP)
- Involvement of support staff
- Suspension
- Exclusion

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 be self-managing in terms of their behaviour.

## 9. Restorative Practices

### What are Restorative Practices?

The term 'Restorative Practices' refers to the way in which classrooms work to promote genuine relationships, resulting in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for, their behaviour and its effects on others. This approach endeavours to build a caring community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

### 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", this might take place informally in the classroom, corridors or playground when children 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?

## 10. Network of Student Support

To further support staff and students with regards to issues relating to school behaviour, Brighton Catholic Primary School is able to access support both within Catholic Education Western Australia and through the community. An outline of some of these includes:

<b>Internal support</b>	<b>External Support</b>	
<b>School Based</b>	<b>CEWA and other services</b>	<b>Community Services</b>
<ul style="list-style-type: none"><li>▪ School teaching and support staff</li><li>▪ School counselor</li><li>▪ School administration</li><li>▪ Parents</li></ul>	<ul style="list-style-type: none"><li>▪ School Psychologist</li><li>▪ Regional Officer</li><li>▪ CEWA Office staff</li><li>▪ Behaviour Centre</li></ul>	<ul style="list-style-type: none"><li>▪ Department of Child Protection</li><li>▪ Local Police</li><li>▪ Health Services (School Nurse)</li><li>▪ CAMHS Education Liaison Teacher</li><li>Counselling Services (Lifeline, St Vincent de Paul's), Behavioural Centre</li></ul>

## 12. Incentive Program

### Tier 1: Classroom rewards system – to be used everyday

Teachers to have a system in place that acknowledges positive behaviour eg Classcraft, Dojo's

- Children are to be acknowledged for general positive behaviors frequently.
- Class Rocket- K-2

### Tier 2: STUDENT OF THE WEEK – Intermittent - Awarded fortnightly

- Teachers are to select one student from their class that is demonstrating a standard of excellence in all aspects of classroom and/or school life.
- Students must be of an excellent standard and should be easily recognized by their class group for their achievement.
- This is **NOT** an award that every student will earn.
- Record student's achievement in School Newsletter fortnightly and Class Blog weekly.
- Students will receive a certificate to take home, in class on Wednesdays, and a raffle ticket to go in the draw for Junior and Senior prize.
- It is recorded what students receive student of the week, to be added up at the end of each term for a reward, such as a free dress day.

### Tier 3: AUSSIE OF THE MONTH – Awarded twice a term

- Aussie of the Month award recognises personal endeavour, achievement and contribution to the community. The award reflect some of the values we share as Australians, a sense of fair play, generosity of spirit, commitment to community participation and a real concern for the environment.
- Nominations for Aussie of the month are submitted and selected by the Leadership Team. The recipient's nomination will be included in the school newsletter.
- The staff member awarding the award needs to ask the class teacher to contact the parents.
- Student's will receive a certificate on Friday assembly
- Awards are presented as follows
  - Week 4 assembly Aussie of the Month – Senior
  - Week 8 assembly Aussie of the Month – Junior

### 13. APPENDIX A - Essential Skills for Classroom Management

The Essential Skills Core Learning Component emphasises teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher–student relationships developed through the learning process.

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