



SPBL

School-Wide Positive Behaviour for Learning Policy

Our Mission

At St Therese Catholic Primary School our purpose is to:

- Enliven Faith
- Inspire Learning
- Nurture Community

PROVISIONS:

This policy:

- o is endorsed by the Staff of St Therese, Padstow
- o is available on the school's website at: <https://www.sttpadstow.catholic.edu.au/>
- o was created in 2010 and updated 23rd March 2016 and reviewed 4th June 2020

Section 1

1.1 Purpose

St Therese Catholic Primary School aims to actively promote and maintain a safe, respectful and orderly learning environment for all students and staff. To provide all students with an opportunity to acquire the knowledge, skills and values to continue their education, and to be respectful, active citizens who serve and positively contribute to the community.

1.2 Consultations and Data Review

From mid-2010, the community of St Therese Catholic Primary School were involved in the initial creation of the SPBL plan for the school through community meetings to discuss expectations and standards. In late 2010, at a staff development day, the initial plan was developed in what was the first phase of implementation. Data review processes are built into the school system and assists the team to make informed decisions regarding future needs and actions.

1.3 Learning and Behaviour Statement

At St Therese Catholic Primary School we are committed to implementing a School-Wide Positive Behaviour for learning (SPBL) approach to the teaching and management of student behaviour.

SPBL 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.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be Respectful
- Be a Learner

Corporal punishment is expressly prohibited in St Therese Sydney Catholic Schools (SCS) does not sanction administration of corporal punishment by all employees and non-school persons, including parents, to enforce discipline in the school.

1.4 Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

St Therese Catholic Primary School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

Universal Behaviour Support

St Therese Catholic Primary School implements the following proactive and preventative processes and strategies to support student behaviour:

- Ongoing implementation of the SPBL process through regular staff meeting opportunities to review current practice with the provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the St Therese Catholic School's SPBL plan delivered to new students at enrolment as well as ALL new and relief staff.
- Explicit teaching of expectations.

- Universal incentive program.
- Development of specific policies to address:
 - Procedures for Preventing and Responding to Incidents of Bullying.

Targeted Behaviour Support

St Therese Catholic Primary School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data to accurately identify students requiring targeted support
- In-school referral process for teachers seeking assistance to support students with targeted-level needs
- Team approach to supporting students on targeted support programs
- Use of data-based criteria for evaluation and exit from targeted support program
- Making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring)

Intensive Behaviour Support

St Therese Catholic Primary School implements the following processes and strategies to respond to chronic problem behaviour:

- Individual Positive Behaviour Plans (IPBP) developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- In-school referral process for teachers seeking assistance to support students with intensive-level needs
- Use of behaviour data to accurately identify students requiring individualised support
- Use of functional behaviour analysis process to investigate patterns of behaviour
- Flexible and or alternative learning options
- Referral to SCS Wellbeing Team
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Aspect)

Section 2

St Therese Catholic Primary School Expectations

Be Safe Be Respectful Be a Learner

St. Therese Catholic Primary School Padstow				
Matrix of Expectations				
Ozzie Says ...	All School Settings	Classroom	Eating Areas	Before/After School
Be Respectful	<ul style="list-style-type: none"> Look after: <ul style="list-style-type: none"> self others environment school property Use friendly words or actions Be honest Use good manners Allow others to be different 	<ul style="list-style-type: none"> Respect others' right to learn Raise your hand to speak Use good manners Take pride in all you do Care for your learning environment 	<ul style="list-style-type: none"> Place rubbish in bins when finished Keep your area clean 	<ul style="list-style-type: none"> Sit and wait quietly
Be Safe	<ul style="list-style-type: none"> Keep your hands and feet to yourself Walk calmly Follow directions Support each other 	<ul style="list-style-type: none"> Walk calmly Sit correctly Use equipment carefully Keep your body to yourself Support each other 	<ul style="list-style-type: none"> Put lunch boxes away Eat your own food Sit quietly and eat 	<ul style="list-style-type: none"> Keep your body to yourself Be in the right place
Be a Learner	<ul style="list-style-type: none"> Do your best Be prepared to learn Use self-control Listen to others 	<ul style="list-style-type: none"> Listen attentively Challenge yourself Be prepared and organised Stay on task Do your best 	<ul style="list-style-type: none"> Wait and listen for directions 	<ul style="list-style-type: none"> Follow expectations and routines



Ozzie Says ...	Toilets	Passive Play Area	Canteen	Assembly Areas
Be Respectful	<ul style="list-style-type: none"> Allow for privacy of others Use facilities appropriately 	<ul style="list-style-type: none"> Pack up equipment Use friendly words and actions Respect passive play 	<ul style="list-style-type: none"> Use manners Wait patiently Place rubbish in the bins 	<ul style="list-style-type: none"> Listen to performers and/or speakers Sing the anthem/school song with pride
Be Safe	<ul style="list-style-type: none"> Wash hands Walk calmly 	<ul style="list-style-type: none"> Walk calmly Use equipment carefully 	<ul style="list-style-type: none"> Wait at the bottom of the stairs Keep your body to yourself 	<ul style="list-style-type: none"> Sit Wait Watch Keep your hands and feet to yourself Move off to class quietly and calmly
Be a Learner	<ul style="list-style-type: none"> Return to class promptly 	<ul style="list-style-type: none"> Share equipment Help others learn the games played 	<ul style="list-style-type: none"> Follow instructions 	<ul style="list-style-type: none"> Follow instructions Move quickly and quietly

Ozzie Says ...	Be Respectful	Be Safe	Be a Learner
Church	<ul style="list-style-type: none"> Sit quietly Enter and leave the church prayerfully Participate reverently 	<ul style="list-style-type: none"> Use technology with care 	<ul style="list-style-type: none"> Participate in the liturgy Have patience and follow instructions

Minor Incidents

Minor Incidents are to be managed in the situation by the staff member or teacher

It is important however; once a pattern of minor incidents emerge to log a student chronicle on Compass and inform a Leadership Team member.

Incident	Definition	Regular Strategy	Possible Consequences
Inappropriate Language	Non threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way	<p><u>Classroom/General</u></p> <p>Step 1: Redirection (Warning)</p> <p>Step 2: Final Warning</p> <p>Step 3: Time Out in Class (Teacher asks: - <i>Why are you in time out</i> - <i>What can you do to move forward?</i>)</p> <p>Step 4: Stage Buddy Class with work to complete</p> <p>Step 5: Office Referral with work to complete</p> <p><u>Playground:</u></p> <p>Step 1 : Redirection (Warning)</p> <p>Step 2: Time Out next to the duty teacher</p> <p>Step 3: Time Out in a supervised space</p> <p>Step 4: Office Referral</p>	<ul style="list-style-type: none"> - Clean up duty - Moved to another area - Separation - Time Out/Cool down - Reflection time with class teacher - Assigned play area - Parent Contact - Letter Home
Defiance/ disrespect	Refusal to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions		
Disruption	Intentional behaviour causing an interruption in class or activity.		
Rough play	Non threatening physical interactions		
Lying	Student delivers message that is untrue and or deliberately violates rules		
Dress Code Violation	Not wearing the appropriate school uniform		

This applies to each session of the day

Three minor incidents will trigger a Reflection Time to be served by the child. The Assistant Principal/ Principal should be notified when a student has received 3 minor incident notifications.

Major Incidents

Consequences usually given and managed by the administrator.

All major Incidents MUST be referred to the administrator and be recorded on Compass

Incident	Definition	Possible Consequences
Abusive/Inappropriate interactions with Peers and Adults	Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way.	- Restorative Justice - Apology
Fighting/Physical Aggression	Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.)	- Restitution
Harassment	Student delivers disrespectful messages (electronically, verbally, or gesturally) to another person that includes threats, intimidation or written notes. Disrespectful messages include negative comments based on race, ethnicity, disability and gender.	- Lunch time reflection - Letter email to parents
Deliberate Disruption/Defiance	Behaviour causing an interruption in a class, building or playground activity where the student is not responsive to repeated directions.	- Parent meeting
Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	- Individual Behaviour Plan
Theft	Student is in possession of, having passed on, or has been responsible for removing a possession or has used identifying information from another person.	- Involvement of support staff
Violation/Misuse of IT equipment	Student deliberately breaks the principles and responsibilities outlined in the 'student acceptable user agreement form'.	- Suspension - Exclude

All major and minor incidents need to be recorded by the teacher responsible via a Chronicle in Compass. The Assistant Principal/Principal need to be notified. The parents will automatically receive a Compass notification if their child has received a Reflection Time. Teachers should make contact with the parents to discuss the Reflection Time with the parents and student.

Contact information for St Therese Padstow school:

(1) NSW School Liaison Police. Phone Number: Phil Smith: 9783 2261 or 0411 430 670

(2) School Counsellor. Venessa Diab (venessa.diab@syd.catholic.edu.au)

(3) Community Services Helpline: Phone Number: 133 627

(4) NSW Health. Phone Number: 02 9391 9000

Explicit Teaching

During the weekly assembly, a rule reminder will be announced. Teachers are required to have an explicit teaching session (approx 15mins) following assembly each week to further teach the skill. Teachers are encouraged to use their professional skills to 'teach' it in an interesting and challenging manner. During the week a photograph/ picture of the children will be added onto the "Skill" sheet thereby personalising the document.

Sample Overview for Term

Week	Lesson
1	<i>Be Safe, Be Respectful and Be a Learner</i> – one to be covered each day so the children have a general understanding of each expectation. The use of a Y Chart is suggested as a way to introduce them your classes.
2	<i>Be Respectful</i> - Greeting Each Other
3	<i>Be Respectful</i> - Lining Up
4	<i>Be a Learner</i> - Listening
5	<i>Be Respectful</i> - Speak Respectfully
6	<i>Be Safe</i> - Walking Around the School
7	<i>Be Respectful</i> – Managing lost Property
8	<i>Be a Learner</i> - Setting Goals
9	<i>Be Respectful</i> – Taking Turns and Sharing
10	<i>Be Respectful</i> - Considering and Caring for our Environment

Incentive Program

The following school wide Incentive Program is expected to increase the percentage of children identified in the Green Zone of the Behaviour triangle, while decreasing the numbers of students identified in the Yellow and Red zones.

Type 1:

Ozzie Playground 'Gotcha' cards



Be Safe
Be Respectful
Be a Learner

- Children are to be given 'Ozzie Gotcha Cards' for any display of general positive behaviours on the playground.
- The child takes the 'Ozzie Gotcha' card back to their classroom where the teacher records the award on a class list
- Once children have collected 10 playground 'Ozzie Gotcha' cards they are awarded with a Bronze Ozzie Award at assembly.

Type 2:

Ozzie Classroom Reward Systems

When children consistently follow class rules and try his/her best, the child will be awarded with a stamp or token. Once the child has received 20 stamps on their 'Ozzie Class Chart', they will be awarded with a Bronze Ozzie Award at Assembly.

Silver Ozzie Awards

When a child has earned 4 BRONZE OZZIE Awards (from the classroom and/or playground) they can be presented to the Principal in exchange for a SILVER OZZIE Award. The bronze certificates are stapled together and indelibly marked to avoid being reused.

Gold Ozzie Award and Ozzie Badge

The Gold Ozzie Award and Ozzie Badge will be an 'ultimate' reward given to students who continually do the right thing in the classroom and the playground. An Ozzie Badge and Gold Award can only be awarded after earning 4 Silver Ozzie Awards.



Section 3

3.1 Reactive Strategies

Reactive Positive 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. As outlined in the Matrix of Expectations the following strategies may be implemented in the event of a Major incident:

Restorative Justice:

- Apology
- Restitution (Time out)
- Lunch time detention
- Phone Call/Letter/Email to parents
- Parent meeting
- Individual Positive Behaviour Plan (IPBP)
- Involvement of support staff
- Transfer/Suspension (refer to SCS policy on [Student Management: Suspension, Transfer and Exclusion](#))

When students choose to behave in an unacceptable or disruptive manner, the following whole school procedures may be implemented to assist students to be self-managing in terms of their behaviour.

Individual Behaviour Management Plans

- Students who are identified as working in the 'red' zone **ARE REQUIRED** to be supported with an Individual Positive Behaviour Plan (Class / Playground / Both).
- Students who have been involved in three or more major incidents should be considered for an Individual Behaviour Management Plan.
- The format for the IPBP will be discussed with the class teacher and the school leadership team.

Functional Behaviour Analysis

Functional Behaviour Analysis is a process of examining the function that a particular behaviour plays for a student that includes an analysis of the frequency, intensity and duration of a behaviour. The end result of the FBA is an Individual Behaviour Management Plan (IBMP) which is a plan to implement intervention for specific behaviours as identified. These plans are usually developed in consultation with SCS Well Being Staff.

3.2 Emergency Responses to Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

- **Avoid escalating the problem behaviour**
 - Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**
 - Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner**
 - Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- **Follow through**
 - If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- **Debrief**
 - Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

3.3 Consideration of Individual Circumstances

Through our curriculum, interpersonal relationships and organisational practices, St Therese Catholic Primary School uses strategies that take into account the different abilities, skills and life experiences of students. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

Consequences for breaking the rules or breaching the school's *SPBL Policy* vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse

10 Essential Skills for Classroom Management

1. The 10 Essential Skills for Classroom Management are:

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