

ASSUMPTION CATHOLIC PRIMARY SCHOOL



Positive Behaviour Procedure

EFFECTIVE DATE:	January 2023
DATE LAST UPDATED:	January 2023
FREQUENCY OF REVIEW:	Every Two Years
DATE FOR REVIEW:	January 2025

INTRODUCTION:

At Assumption Catholic Primary School our Positive Behaviour Procedure supports the National Safe Schools Framework and the CEWA Executive Directive – Student Safety, Wellbeing and Behaviour, promoting and providing a supportive learning environment in which all students can expect to feel safe and be safe.

We believe that optimal learning occurs when behaviours allow for a safe learning environment for all:

- Students, families and school acknowledge that education is a collaborative partnership with high attendance and appropriate behaviour.
 - The student feels safe, valued and supported in an orderly environment, through a whole school approach with established parameters.
 - Students are held accountable for their behaviours, actions and inactions through metacognitive processes.
 - All parties involved in the education process are committed to continuous improvement and set high expectations for each other and themselves in and out of the classroom.
 - Students perceive themselves as motivated learners that are able to take risks, solve problems, accept challenges and accept reward in an intrinsic form.
 - Students are engaged in purposeful, meaningful, learning experiences with behaviours that reflect the spirit of Jesus.
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PRINCIPLES

At Assumption, we aim to create an atmosphere which protects the rights of each individual and group within our community. Fairness and responsibility for one's actions is encouraged through the development of self-discipline and self-management. Behaviour management in a Catholic school is a natural extension of the evangelical ministry of the church. It is the responsibility of all, requires cooperation and permeates every aspect of school life; it is based on Catholic values and affirms the dignity and worth of each person.

This procedure aims to develop a comprehensive, whole-school response to behaviour management to ensure all children, parents and staff feel respected, safe and valued.

- To promote awareness and consistency Assumption will be following the principles of the whole school program 1,2,3, Magic. It is important that all teachers make time to teach school expectations and likely consequences, to their students in the first two weeks of term one and revise in the first week of terms two, three and four. Throughout each term a teacher may need to revise the rules to target specific behaviours. Relief staff also need to be made aware of the rules when working in the school, a copy of the rules and consequences will be left with the daily work pad.
- Copies of the behaviour consequences will be posted in all areas of the school, for example, classrooms, canteen, library to support staff and student understanding of the processes.
- Whilst it is important that the rules are consistent throughout the school, on occasion an individual student may need to be managed in accordance with their individual needs, which may differ from the whole school approach; in which case an individual behaviour plan will be implemented by a teacher in collaboration with the school leadership and parents.
- It is important to note that these rules apply to every member of the school community. It is through the correct modelling of our school rules by staff and parents alike, that the children will learn best.

PROCEDURES

School Rules (Behaviour Norms)

1. Show respect for self, others, property and the environment.
2. Always follow directions from staff.
3. Be kind and courteous at all times.
4. Wear the school uniform correctly.
5. Walk on all paved areas.

The behaviour norms are those behaviours that we expect all students at Assumption to demonstrate in and out of the classroom so that staff are able to maximise the learning opportunities for all students in their classroom. These must be explicitly taught to students and revised regularly. Staff will follow the principles of 1, 2, 3 Magic in their classrooms.

INSIDE THE CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Positive Reinforcement

All teachers strive to create a positive, rewarding and enriching learning environment. Each teacher will use strategies identified from the low variance behaviours list below to create a consistent approach across the school towards the behaviour management of students;

- Non volunteer strategies (popsticks)
- Visual timetable for the day
- Behaviour warning recording on teacher's desk. (No name and shame)
- Strategic seating plan
- Consistent transitions
- Brain breaks
- Calm down area
- Consistent boundaries
- Provide two choices only – this OR this Consequences
- Merit certificate, stamps and stickers

Consequences

Action Steps for Kindy – Year Six (For misbehaviours occurring in 1 day)

1st occasion	"That's 1" verbal warning
2nd occasion	"That's 2" second verbal warning and teacher records the student's behaviour privately in the class. Teacher to speak quietly to student about their behaviour and remind them of the rules.
3rd occasion	"That's 3" third verbal warning and the child moves to 'Thinking Area' for up to five minutes.

When a student gets to this stage (or further), parents will be informed of the behaviour at the end of the day via a **phone call. Teachers to SEQTA behaviour and call to parents.**

4 th occasion	If behaviour continues then 10 minute 'thinking time' in a Year level Buddy Class. <ul style="list-style-type: none">• Year 3 to 6 children complete a reflection sheet during this time (Appendix One)• PK to 2 will occasionally use a reflection sheet. However, will mainly have a chat about the behaviour taken place.• The reflection sheet is signed by the classroom teacher, copied and uploaded to SEQTA.
5 th occasion	Child sent to the Assistant Principal for up to 10 minutes or until they have deescalated then are returned to class. Assistant Principal will then ring the parent to arrange a meeting for the parent, teacher and child.

A child will be sent immediately to the office if they hurt someone or themselves, threaten another person or threaten to harm themselves or dangerously throw objects around the classroom.

The Principal and/or the Assistant Principal at their discretion may not permit the child to return to the class that day and will contact the parent to inform them of the behaviour and the reasons for the withdrawal.

Class teachers to inform Specialist Teachers of students who have a 1-2-3; and support the classroom teachers by continuing with the process outlined at each step.

OUTSIDE THE CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES

Positive Reinforcement

- **Westie Raffle Tickets** - are given to students behaving well at recess times. These tickets are handed to the class teacher at the conclusion of lunch time and collected on a Friday by Year Six leaders.
- **Virtuous Class Of The Week” certificate** given to class with most raffle tickets, is presented at Monday morning briefing.

Minor Unproductive Behaviours (see Appendix Two)

Procedures for staff to follow when students break a school rule outside the classroom.

1st occasion “That’s 1” verbal warning. Child is to walk with the duty teacher for two to five minutes and have a discussion regarding their behaviour as per MJR. Teacher to explicitly discuss school rules and expectations.

2nd occasion during the same duty : “That’s 2” Child walks with the duty teacher for a further five minutes. SEQTA incident and tag classroom teacher.

If there are consistent infractions of that nature, **the classroom teacher will arrange a meeting with the parent and the child.**

Major Unproductive Behaviours (see Appendix Two)

Students will be taken immediately to the front office with the duty teacher where the situation will be managed by an Assistant Principal.

Consequences for serious incidents will be at the discretion of the Leadership Team and may involve any one or a combination of the following consequences.

- Class teacher and parents informed
- Meeting with teacher
- Implementation of an Action Plan (i.e. referral to Social Worker, individual contract, extra support)
- In-school suspension with different recess and lunch arrangements for 1 - 3 days
- Out of School suspension or other appropriate action.

- Exclusion

School Suspension

Assumption's policy on School Suspension is guided by the policy of the Catholic Education Commission of WA, which states: "Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school." (Catholic Education Commission WA Policy, July 2001)

Parents will be notified of a pending or proposed suspension so that steps can be taken to avoid this course of action.

The Principal will take into account all previous circumstances and will consult with key staff prior to invoking a suspension. A meeting with the parents, student and the Principal will be held prior to the student returning to class to reinforce the school's position on inappropriate behaviour.

Exclusion

Exclusion means total withdrawal of a student's right to attend a particular school. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules or behaviour that is persistently disruptive or contrary to the mission statement of the school.

Exclusion is a sanction to be applied only as a last resort normally after all other measures have failed. The Principal will refer to the CECWA Policy Statement Exclusion for Students for Disciplinary Reasons 2-C7 in the Handbook for Catholic Schools, if exclusion is being considered.

At Assumption the use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is explicitly forbidden. These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

Child abuse: Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances (a) the child is the subject of bribery, coercion, a threat, exploitation or violence; (b) the child has less power than another person involved in the behaviour; or (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - (a) psychological abuse; and
 - (b) being exposed to an act of family and domestic violence.

4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:

(a) adequate care for the child; or

(b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

APPENDIX ONE:

Assumption Catholic Primary School Reflection Sheet

Name _____

Date _____

First, read the prayer then complete the reflection sections.

Dear God,

I have made some poor choices, and I need your help to reflect on my behaviour.

Help me to think about what I have done and what I can do better next time.

I want to be a better friend and, with your help, I will be able to Make Jesus Real every day.

Amen

What happened? What did I do?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Student signature: _____

Parent signature: _____

Teacher signature: _____

Assumption Catholic Primary School
Appendix Two: Minor and Major Unproductive Behaviour

Behaviours	Minor Teacher handled infringements with 123 magic Incident entered onto SEQTA	Major Office/ Leadership Referral Referring teacher to SEQTA
Inappropriate language	<ul style="list-style-type: none"> ● Non-threatening ● Non directed verbal or gestural messages ● One off swearing or name calling 	<ul style="list-style-type: none"> ● Offensive language ● Deliberate repeated swearing ● Deliberate repeated gestures ● Deliberate repeated name calling ● Racist or sexual comments
Non-compliance / disrespect / defiance	<ul style="list-style-type: none"> ● Under the breath comments ● Refusal to follow teacher instruction and school/class rules ● Out of bounds ● Poor sportspersonship ● Running on bricks ● Interrupting the learning of others ● Lying ● Not following the rules of play ● Littering ● Not wearing a school hat term one and four (must play undercover) ● Taking someone's hat ● Playing after school and not going directly to pick up zones 	<ul style="list-style-type: none"> ● Sustained arguing with teacher ● Threatening or rude body language ● Repeated refusal to follow instructions ● Leaving school grounds
Physical contact / aggression	<ul style="list-style-type: none"> ● Push, shove, pull, trip, pinch ● Play/ pretend body contact in games 	<ul style="list-style-type: none"> ● Deliberately hurting or injuring another student or staff member ● Deliberate body contact in games ● Repeated minor physical behaviours
Disruption	<ul style="list-style-type: none"> ● Running through games ● Interrupting teaching or instructions ● Late to class 	
Harassment / Bullying / Threatening	<ul style="list-style-type: none"> ● Bystanders encouraging anti-social behaviour ● Excluding others ● One off name calling ● Dominating games ● Teasing or threatening as a joke 	<ul style="list-style-type: none"> ● Cyber bullying ● Repeated harassment; intimidation, name calling, teasing, exclusion, gestures ● Discrimination (race, gender etc) ● Intentional abusive comments and threats

		<ul style="list-style-type: none">● Coercion of money or food from another student● Spitting at someone
Misuse / destruction of property	<ul style="list-style-type: none">● Using property without permission● Taking/keeping property	<ul style="list-style-type: none">● Deliberate breaking of property● Vandalism, graffiti and wilful damage● Deliberate misuse of property● Stealing● Unauthorised or inappropriate use of school property● Kicking or throwing equipment

APPENDIX THREE: PROACTIVE & REACTIVE RESPONSES TO CHALLENGING BEHAVIOURS

	BEHAVIOUR	PROACTIVE RESPONSE	REACTIVE RESPONSE
RED	<ul style="list-style-type: none"> • Physical violence towards staff, student or self • Swearing at staff • Spitting at staff/student • Defiance of school staff • Vandalism/damaging school property or others • Screaming/yelling at staff • Running away from school grounds • Threatening staff/student 	<ul style="list-style-type: none"> • Restorative meeting with Principal/Teacher/Student/Parent • Behaviour Plan • Individual Behaviour Contract: goal setting • Referral to School Psychologist • Modified timetable • Check-in meeting with Principal/AP • Referral to an outside agency e.g. GP, counselling service 	<ul style="list-style-type: none"> • Suspension off site • Suspension on site • Withdrawal from class – extended period of time e.g. remainder of day • Withdrawal from recess and lunch – extended period of time e.g. three days • Non-attendance of an off-site activity
AMBER	<p>Persistently demonstrating the following:</p> <ul style="list-style-type: none"> • Leaving designated area (classroom/office etc) without permission • Inappropriate moving around classroom/school • Inappropriate calling out • Play fighting/name calling • Rude hand gestures • Touching other people/invading personal space • Not following staff instructions • Swearing • Not being prepared for task/day – including not bringing equipment • Slow to start work • Distracting others/dobbing on others • Giving up – before or during a task • Interrupting staff/student or answering back • Not acknowledging others (please/thank you/ barging through people) • Lying to staff/others 	<ul style="list-style-type: none"> • Complete reflection activity around the behaviour • Read social story • Goal setting • Behaviour plan • Meeting with parent to discuss behaviour • Calm down area • Behaviour contract • Written apology (student initiated) • Community Service 	<ul style="list-style-type: none"> • “That's 2”, “That's 3” (1, 2, 3 Magic) • Withdrawal from class – short period e.g. fifteen minutes • Withdrawal from recess and lunch – short period e.g. one break session • Withdrawal from a given activity • Litter duty

YELLOW	<ul style="list-style-type: none"> • Vandalism of own property • Not use hands and feet appropriately • Not displaying a growth mindset or attempting to problem solve before seeking assistance • Not being a WESTIE • Play fighting/name calling • Not following staff instructions • Vandalism of own property/swinging on chair • Littering • Incorrect uniform • Interruptive behaviours in the classroom 	<ul style="list-style-type: none"> • Proximity • Re-direct • Non-verbal signal/cue • Provide choice – this OR this • Re-teach desired behaviour • Keeping Safe activity • Encourage the desired behaviour 	<ul style="list-style-type: none"> • "That's One" (1, 2, 3 Magic) • Sitting out the rest of an activity/game
GREEN	<ul style="list-style-type: none"> • Use their manners • Helpful to other students and staff • Begins work immediately • Takes care of their own property • Takes care of school property • Is a WESTIE • Honest • Takes responsibility for own actions and inactions • Follows instructions • Kind to other students, staff and self • Uses appropriate language • Uses school equipment appropriately • Organised in the classroom and out of the classroom • Wears correct uniform • Reports inappropriate behaviour of others appropriately to staff • Asks questions appropriately: hand up, doesn't interrupt • Appropriately interacts with others and at appropriate times 	<ul style="list-style-type: none"> • Praise for the desired behaviour – minimal words • Reward • Classroom teacher to contact family for positives – email, phone call, in person • Randomising strategies – pop sticks in a cup, raffle ticket • Visual timetable • Merit certificate • Seating plan • Consistent transitions • Brain breaks • Consistent boundaries • Provide choice • Classroom routine • Model forgiveness/apologies/gratefulness • Use student name • Private dialogue • Scripted responses: same message to all student 	