Our Lady of Fatima

Dream Believe Achieve

Behaviour Support Policy

Rationale

Our Lady of Fatima is a school founded on Christian values and principles, we are committed to ensuring a safe and caring environment that promotes personal growth, high performance and positive self-esteem for all. We understand that teaching and learning becomes enjoyable and enriching when everyone knows what is expected. We understand that it is important to develop self-discipline among students and that this promotes well-being and good order in our school community. We recognise that children are in their formative years and need help and guidance to make appropriate decisions. We promote children restoring justice and have a proactive approach to solving disciplinary problems when they arise. This behaviour management plan determines acceptable student behaviour. It is related to the principles and values of the gospel and to the school's commitment to promote a respectful, secure and healthy environment in which our student's can prosper.

Aims

- We aim to promote a positive environment in which all members of our school community assume responsibility for their behaviour.
- We aim to provide a proactive approach to behaviour management whereby each person takes responsibility for his or her actions.
- We aim to foster positive relationships that promote Christian values, justice and pastoral care.
- We aim to develop a cooperative environment where all individuals are respected, feel safe and have the best opportunity to learn.
- We aim to develop considerate and polite individuals who show respect for themselves and others.
- We aim to create a school community that has a sense of belonging.

Implementation

The school community will continue to be educated as to what is acceptable behaviour through the School Wide Positive Behaviour Framework. Specific observable expectations have been established for students for both the classroom and the playground. Positive consequences have been established for the students to follow the correct expectations and a logical series of consequences have been put in place for inappropriate behaviour. A matrix has been developed outlining the schools expectations. (see appendix 1)

The behaviour matrix is under constant review and is updated as required

Our School Rights

Everyone has the right to feel safe
Everyone has the right to be treated with respect
Everyone has the right to learn

Social Expectations

1. **We follow in the teachings of Jesus.**

2. **Everyone has the right to be treated with respect.**

3. **Everyone has the right to be safe.**

4. **Everyone has the right to learn.**

5. **We believe everyone can achieve success.**

6. **We are responsible for our choices.**

7. **We respect the dignity and individuality of each person**

Responsibilities

Teachers have a responsibility to:

- Provide a safe, supportive Christian environment for our students
- Treat students with respect and consideration
- Support the schools mission and vision statement
- Provide high quality curriculum that reaches all of our students
- Nurture a positive relationship with our students and parents
- Value and support fellow staff
- Support and endorse school policies
- Support parents in implementation of strategies for children with special needs

Students have a responsibility to:

- Show respect to themselves, staff and to one another
- Take responsibility for their own actions
- Actively engage in the learning process
- Show care for belongings and school property
- Be prepared to solve a problem and restore justice

Parents have a responsibility to:

- Provide a safe, Christian and supportive environment for their children
- Treat their children with respect and consideration
- Nurture a positive relationship with their children and teachers
- Support and endorse school policies
- Support the schools mission and vision statement
- Support the staff in implementing behaviour management procedures
- Provide school with information about any special needs their child may have
- Inform the school when they have concerns about behavioural issues at school by following the processes outlined in appendix 4

Prevention

- Programs such as You Can Do It, The Berry Street Education Model, MPOWER, Rock and Water, the Secret Agency Society and MJR will teach appropriate skills enabling children to focus on how to interact with each other and be organised in their work. It will also teach them resilience to be able to bounce back and move on in difficult situations.

- There will be an expectation amongst staff, children and parents that we will live out our vision and follow our social expectations.

- Class teachers will ensure expectations are taught and modelled at the commencement of the school year and revisited periodically throughout the year.

- Teachers will implement individual behaviour plans for specific children when the need arises.

- Sporting and other lunchtime activities will be provided to ensure children are engaged in appropriate play.

- Alternative indoor activities will be available regularly throughout the week.

- Children's behaviour will be monitored in the yard through recording incidents in the yard duty books located in yard duty bags and then recorded on the data base.

- Rewards will be given to children displaying appropriate behaviours. This will include SWPB slips, raffle tickets in the playground, awards at assemblies, stickers etc.

- Children will be given specific feedback relating to the positive or negative behaviour. This will focus on the process not the product, will be sincere (no sarcasm) and will include no put downs eg: "You really cooperated well.'

- Teachers will be aware of children's special needs and will work with parents to ensure students are able to meet their potential.

- The REACT model of restoring justice will be taught to all children and staff. (appendix 2)

Intervention

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Functional Behaviour Assessments will be administered for students when required and a tailored intervention program will be developed following analysis of the behaviour function.

Yard duty books will be closely monitored and children appearing frequently in these books will be given guidance and support on how to play appropriately and their parents will be notified. This may extend to specific lessons – eg. Teaching a game then practising how to be a good loser, to take turns, to affirm other participants in the game.
Students who have difficulties managing anger or frustration which results in poor behaviour will be taught to recognise signs that they are escalating and given strategies to cope with their anger.

Initial investigations into playground incidents between children should encourage both parties to follow the Rethink - Resolving Problems and the REACT model: (see appendix 2)

Restoring Wellbeing (Postvention)

- REACT model used to help child work through issue.
  Consequences will be logically related to actions to restore or repair the harm done.
  Consequences may involved time out from class or the yard.

- Rewards and regular affirmation will be given for positive behaviour

- If problems with a particular child following all the intervention steps, there will be continual monitoring and implementation of reviewed individual behaviour plans, implementation of pro social skills teaching, regular meetings with class teacher, parents and Principal.

- If problem is of a serious nature and causing danger to self or others, further consequences may have to be implemented. These will be negotiated with the parent with the view to keeping all members of the community safe.

- Corporal Punishment is not to be used in any circumstances.

- Suspension and Expulsion are considered only in extreme circumstances as detailed below

Suspension, Expulsion and Negotiated Transfer
Our student behaviour management policy has been formulated based on the Catholic Education Melbourne Guidelines for Behaviour Support. It aims to protect personal and school community safety, heal destructive behaviours, restore relationships, encourage reconciliation, enhance wellbeing, foster responsibility, enable personal growth, and promote the common good. In the event of extremely serious breaches of
behaviour when all other avenues have been fully explored the following may apply.

Negotiated transfer of students in circumstances of a serious nature. In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student's wellbeing can be responsibly supported or restored. Such a change, known as negotiated transfer, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student's continuing presence poses a threat to that community's safety).

Student wrongful behaviour of a serious nature

Suspension and expulsion of students. Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. This is to be avoided in Catholic schools wherever possible. Only the principal has the authority to expel a student, having sought the prior approval of the diocesan Executive Director of Catholic Education.

Policy review conducted 2016
To be reviewed annually during School Wide Positive Behaviour Project

Appendix 2

Re-Think

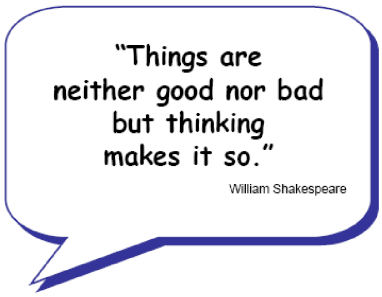
Rethink is an important component of the You Can Do It Program. The emphasis in our school is on re-education knowing our children are in the formative years of their education. They are aware of our position on appropriate behaviour and that failing to abide by the schools behaviour code has its consequences. Most importantly the children know "why" they do what they do, that they do not blame others and they know "how" to make a change.

Happening→Thinking→Feeling→Behaving

By reconstructing an incident using the above framework children can go through the process of'New Thinking' to identify how new behaviour outcomes can be achieved.

The following are **suggested activities** allowing children to re-think a situation.

- Sit with another child and rethink a situation.
- Sit with a small group of children and brainstorm different ways of thinking and feeling about a situation.
- Role-playing a situation using different modes of thinking and then evaluating the situation and discussing the options and preferred thinking.
- Revisit the Habits of the Mind for the key of Getting Along. These include being tolerant of others, thinking first and accepting oneself.



Helpful and Unhelpful Thinking

Self Talk tells us about what we are thinking.
The following suggestions are to help children recognise, challenge and replace faulty thinking according to Dr. Ellis's Rational Emotive Therapy model. Children will become more aware of how self talk can determine how we feel and effect the choices of action we take.

- Who or what caused our feelings?
- Why have we behaved in the way we have?
- Can we blame others for the way we feel?
- Have we let other people take responsibility for our own actions by blaming someone else?
- How can we take responsibility for the way we feel and act and take control of our thinking and actions?

FIGHTING FAIR –

HOW YOU CAN BOTH WIN

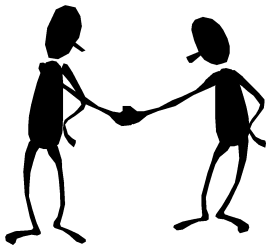
1. **BE WILLING TO FIX THE PROBLEM**
2. **SAY WHAT THE PROBLEM IS FOR YOU**
3. **ATTACK THE PROBLEM, NOT THE PERSON**
4. **LOOK FOR ANSWERS SO EVERYONE GETS WHAT THEY NEED**

FOUL
No name-calling
No put downs
No sneering - blaming
No Threats – hitting
No bringing up the past
No making excuses
No not listening

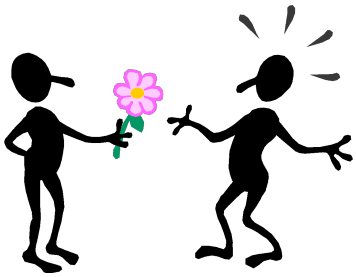
Appendix 3

R **Repair the harm done**

It is very important that the harm done is repaired.

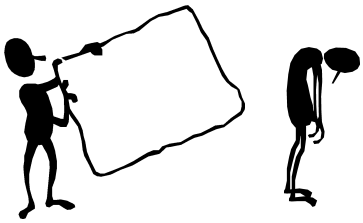


E **Expect the best from others**



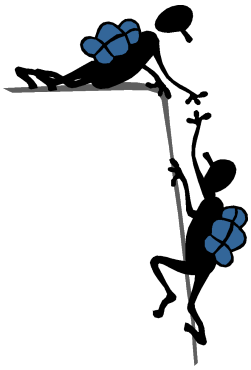
When people behave poorly they can change their behaviour

A **Acknowledge feelings or harm done**



Any harm done to ourselves or others must be acknowledged

C **Care for others**



We are all valued members of the school community.
We can strengthen our ties with others by participating in communities of care.

T **Take responsibility for behaviour and feelings**

We can address actions that are wrong without putting down those involved