

St Cecilia's Catholic Primary School

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BEHAVIOUR MANAGEMENT SCHOOL POLICY

“All that happens in the Catholic School, the curriculum, the relationships, the priorities, the aims and objectives, the pastoral care and discipline has the potential to speak of God’s life”

[The Distinctive Nature of a Catholic School]

PURPOSE

We at St Cecilia's believe that all students, their families and staff have the right and responsibility to create and experience a safe, respectful and cooperative learning environment.

Therefore, we implement proactive strategies to teach and support appropriate student behaviours. This maximises students' learning and helps them self-manage their choices which empowers them to let their light shine.

POLICY FRAMEWORK

Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice.

Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy and the Student Discipline Policy in that our approach to discipline has its basis in our pastoral care for each other – students, staff and parents. Our school's Student Management Policy is grounded in our School Values that state:

To be a learner at St Cecilia's we make smart choices when we:

**Act Safely
Cooperate
Respect Others**

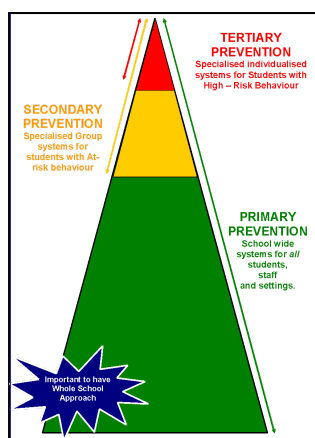
We believe that Pastoral Care:

- ☐ has the life of Jesus Christ as its focus;
- ☐ is concerned with the dignity and integral growth of the individual;
- ☐ is a responsibility entrusted to all members of the faith community;
- ☐ is a force for healing, reconciliation and liberation, and
- ☐ is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

DEFINITIONS

- *St Cecilia's Catholic Primary School community includes all staff, students, parents, carers, Parish Priests and visitors.*
- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment.
- *Inappropriate Behaviour* is any behaviour that does not meet the school rules and behaviour expectations.
- *Challenging Behaviour* is behaviour that significantly challenges the day to day functioning of schools. The behaviour impacts on learning and interrupts students' and staff capacity to function in a safe and orderly environment.
- *At Risk Behaviour* is any behaviour that could cause possible harm or injury to self or others. This includes physical, emotional or psychological harm.



St Cecilia's Catholic Primary School has adopted a whole school approach to bring about Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of support to bring about these positive behaviours.

“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”

Diocesan School Student Discipline Policy

Corporal punishment by any school person or non-school person is not permitted.

POLICY CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St Cecilia's Catholic Primary School's rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. Students at St Cecilia's Catholic Primary School will be taught, encouraged and supported to demonstrate these expected behaviours.



See APPENDIX A – matrix of behavioural expectations

PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

The St Cecilia's Primary School community is committed to:

- ☐ **Teach,**
- ☐ **Practise,**
- ☐ **Apply,** and
- ☐ **Acknowledge** appropriate behaviours

The St Cecilia's Positive Behaviour for Learning (PBL) Team (*outlined in Appendix E*) will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours.

Specific procedures and processes for teaching and practising Behavioural Expectations are outlined in Appendices B

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

St Cecilia's Catholic Primary School community is committed to *acknowledging* students in order to encourage the behavioural expectations and school rules. We endeavour to acknowledge students through a wide variety of means.

Acknowledging Appropriate Behaviours

- Body language strategies – smile, gestures, nod, thumbs up, proximity, etc
- Verbal acknowledgment – recognition of how behaviours affect others, single word utterances, praise, descriptive encouraging, etc
- Positive comments in student workbooks
- Being chosen for responsibilities
- Class visits, sharing of work / achievements
- Positive comments in school diary

- **PBL House Points** - The whole school has adopted a positive behaviour strategy which aims to 'acknowledge students demonstrating positive behaviour'. All staff at the school award students house points to acknowledge their positive behaviours. These points are accumulative over a two week period. At the end of the fortnight total points will be tallied and the winning house will be announced at the school's fortnightly assembly. The winning house flag will then be on display at the front of the assembly area to be acknowledged throughout the coming fortnight. Points are then cleared and will be restarted for the next fortnight. At the end of the term, fortnightly house points are tallied and the house that has the most points for the term wins a major reward (see reward examples below).
- **Class Champion awards –**
 - **Academic Achievement Awards –** Highlighting academic excellence in class tasks or KLAs
 - **Personal Best Awards –** Targeting student improvement in all areas - academically, socially and behaviourally.
 - **PBL Awards:** All staff (class teachers, librarians, office staff and canteen coordinator) to present at least one PBL award to a student for behaviour in regards to the weekly PBL focus.
- **'Light of Learning' Award:** Each month, teachers nominate six students for the 'Light of Learning' Award in their classroom. After a detailed discussion about the positive attributes of each of the candidates, students vote and the winner receives their award from the Principal at the next whole school Assembly.

See appendix C for a sample of our awards.

PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

St Cecilia's Behaviour Management Policy and practices are based on our school rule:

To be a learner at St Cecilia's we make smart choices when we:

**Act Safely
Cooperate
Respect Others**

They are also respectful of the dignity, rights and fundamental freedom of individual students. At the same time this policy focuses on the effective running of the school for the benefit of all.

Staff are encouraged to remember the dignity of the student and therefore avoid any practices that single out students for inappropriate behaviour. When discouraging or correcting student behaviours, staff are encouraged to use the least intrusive method possible.

Inappropriate Behaviours

Minor inappropriate behaviours [teacher managed behaviours] are recognised as any behaviour that does not meet the "School Rules and Behavioural Expectations".

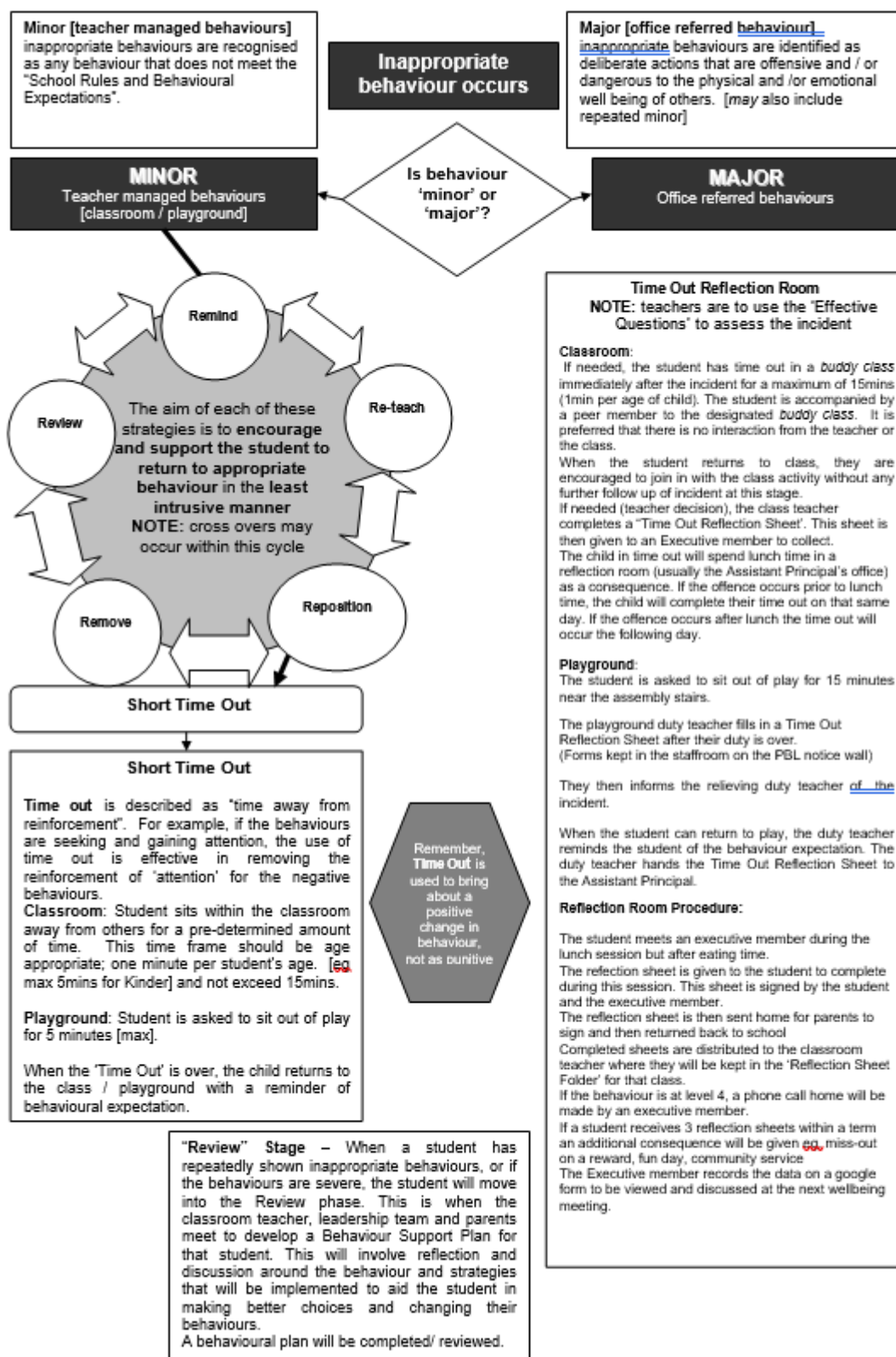
Major inappropriate behaviours [office referred behaviours] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others. The consistent and repeated occurrence of minor behaviours may also be considered as major.

Minor Teacher Managed Behaviours any behaviour that does not meet the "School Rules and Behavioural Expectations".	Major Office Referred Behaviours deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of other.
Off task behaviours- not engaging in learning activities, task refusal, task avoidance, calling out, wandering around room etc	Repeated ongoing, off task behaviours – off task behaviours occurring for long periods of time or repeated over time (i.e. long duration, high frequency)
Disruption - low intensity but inappropriate interruption to learning	Disruption - sustained and/or intense disruption of learning

Inappropriate Language – low-intensity use of inappropriate language	Abusive Language - verbal aggression such as swearing, name calling, threats
Physical contact -non-serious but inappropriate physical contact	Physical Aggression - serious physical contact where injury may/ has occurred
Defiance/disrespect - brief or low-intensity failure to respond to teacher request	Defiance / disrespect - repeated refusal to follow reasonable requests / directions
Dress – the wearing of clothing that is not within the expectations of school guidelines	Theft - having possession of or removing property belonging to someone else
Property misuse -low intensity misuse of school or personal property	Property damage - substantial destruction or disfigurement of property
Technology misuse - low-intensity but inappropriate misuse of technology (phone, iPod, camera, computer etc)	Technology misuse - misuse of technology (phone, iPod, camera, computer, etc) which is sustained and/or has the potential to be harmful to others
Tardiness – arrival to school after the commencement of the school day	Repeated Tardiness - repeated or sustained incidents of arriving to school after the commencement of the school day
other – low-intensity, inappropriate behaviours which have not previously been classified	other - any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others

Procedures for responding to inappropriate behaviours are outlined in the following diagram.

The flowchart to 'Pathways to Positive Choices' that is displayed in each classroom can be found in Appendix D.



In order to analyse ongoing inappropriate behaviours, the school may also make use of the **"Students Presenting Challenging Behaviour Guidelines"** [Diocesan Behaviour Management – Support Class page] in order to write and implement a **"Behaviour Support Plan"**. The purpose of both being about teaching and supporting the student to develop more appropriate replacement behaviours.

Major disciplinary sanctions including suspension, suspension pending negotiated transfer, negotiated transfer and expulsion are outlined in the Diocesan Student Behaviour Management and Discipline Policy.

APPENDIX A

See [link](#) to access PBL matrix & individual posters

APPENDIX B - PROCEDURES FOR TEACHING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Teach



PBL TEAM will:-

- prepare the PBL lesson plans, visual supports and home tasks for behaviour expectations following the yearly lesson plan schedule [Appendix B].
- dedicate regular time for PBL communication with staff at weekly briefing meetings
- distribute lesson plans, visuals and other resources necessary for the PBL lessons to staff at the beginning of each term. These will be kept up to date on the Staff Share in the PBL folder'
- review annotated lesson plans in teachers' programs

STAFF will:-

- *explicitly* teach expected behaviours using PBL lesson plans and visual supports embedding it into their teaching program [before end of Monday and throughout the fortnight]
- *use perspective tracking sheet (in programs)* to record lessons and links to KLAs
- include their lesson plans in PBL section of Teaching Learning Program
- review / critique / evaluate the PBL lesson plans

WHOLE SCHOOL COMMUNITY will:-

- use language of behaviour – eg PBL section in school newsletter, weekly focus announced at assembly, language of “At St Cecilia’s we let our light shine by being respectful, being cooperative and being Safe ” used when teaching, acknowledging or reminding students of appropriate behaviours.

PBL TEAM will:-

- include practising strategies in lesson plans for class teachers to implement
- [may] call for whole school practice times to re-teach expected behaviours as need arises

STAFF will:-

- practise within the explicit teaching time as outlined in lesson plan and throughout the week as needed

WHOLE SCHOOL COMMUNITY will:-

- encourage expected behaviours to be practised across all settings [eg library, Music, PE, Church, excursions]

Apply



PBL TEAM will:-

- support staff in the application of these behaviours eg feedback at staff meeting regarding lessons, distribution of resources etc

STAFF will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings eg excursions, library, Church, hall etc

WHOLE SCHOOL COMMUNITY will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings within explicit teaching
- encourage families to support students when completing PBL home tasks

Acknowledge



PBL TEAM:-

- acknowledge staff members who are following processes

STAFF:-

- appropriate student behaviours are to be acknowledged through a variety of means [verbally, non-verbally, extrinsic, etc]
- refer Appendix D for detailed school wide processes for acknowledging appropriate behaviours.

WHOLE SCHOOL COMMUNITY:

- appropriate behaviours are to be acknowledged within the whole school setting

Rewards and Acknowledgements

St Cecilia's Catholic Primary School

St Cecilia's Catholic Primary School is a community that continually aims to promote, support and maintain a positive approach to education. We believe that all students, their families and staff have the right and responsibility to create and experience a safe, respectful and cooperative learning environment. Therefore, we implement proactive strategies to teach and support appropriate student behaviours. This maximises students' learning and helps them self-manage their choices which empowers them to let their light shine.

As stated in our Behaviour Management policy, the St Cecilia's Primary School community is committed to:

- ☐ **Teach,**
- ☐ **Practise,**
- ☐ **Apply,** and
- ☐ **Acknowledge** appropriate behaviours

Part of this process involves the acknowledgement of students who are doing their personal best, both academically and behaviourally. Below is a basic outline of the three whole school methods used to positively acknowledge these student achievements:

- 1) **PBL House Points**
- 2) **Class Champion Awards**
 - **Academic Achievement Award**
 - **Personal Best Award**
 - **PBL Award**
- 3) **The 'Light of Learning' Awards**

Whilst all of these whole school award systems target different behaviours or achievements, they are all connected to the school rules and Behaviour Matrix. Each award system not only aims to acknowledge the efforts of our students but is used as a valuable teaching tool to further promote and maintain these desirable behaviours.

Minor reward ideas for classroom use	Major reward ideas for end of term use
<ul style="list-style-type: none">● Mindfulness colouring in● Have a dance off/ listen to music● Jokes afternoon - write one or research one to share● Free time afternoon● Extra sports afternoon● IT games afternoon● Craft afternoon● Slipper day● Paper aeroplane competition● Movie afternoon	<ul style="list-style-type: none">● Mufti day● End of day disco● Sausage sandwich/ hot dog lunch● Sports afternoon at Baker Park● Movie and munchies in the hall

PBL - House Points



To promote desirable behaviours within our school community, we have adopted a house point system.

Mackillop House (Gold): to remember Mary Mackillop who founded the Sisters of St Joseph.

Joseph House (Blue): to recognise the Sisters of St Joseph, founded of our school.

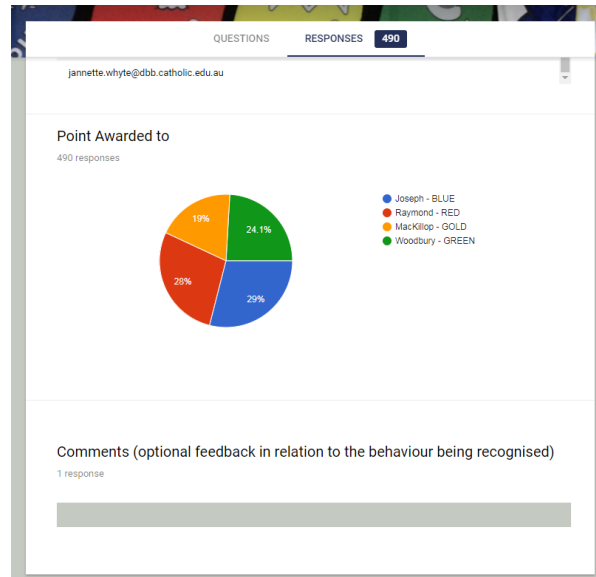
Raymond House (Red): to acknowledge one of the first leaders of our school community Sister Raymond.

Woodbury House (Green): to honour of Miss Cecilia Woodbury, who raised most of the funds to erect the parish church

These houses were named in 2016 to represent the land we reside on, the significant people of our past, a link to our faith and a connection to care and outreach to others. Each classroom has a large house flag display board displayed, alongside a 'Behaviour

Matrix' poster outlining the expectations of our school community. Each flag represents our school sports houses.

A whole school point system, a google form, is used by all staff at St Cecilia's. This form is accessed through google drive. The google form is shared with all staff who will have access to a device to award house points.



When a student is 'caught' demonstrating any desirable behaviour, both in the classroom and on the playground, they will be awarded with a house point which can be added to the whole schools point system. It is vital that the teacher clearly states why the student received the house point and how this affected their learning or our school community in a positive way. House points can be given for any reason - both for academic achievement and for their behaviour. They can also be related to the PBL fortnightly focus to further promote this behaviour expectation. If teachers have their own unique in-class behaviour strategies, they are encouraged to marry these strategies with the house point system in some way, to maintain a consistent whole school approach.

House points are tallied, collated and recorded at the end of each fortnight where the winning house will be announced at the whole school assembly. The winning house flag is then on display in the main quad area to be acknowledged for their hard work individually and as a team. The house points are then refreshed and restarted ready for the next fortnight.

Total fortnightly house points are recorded and the house with the most number of points at the end of the term, wins a reward from the 'major reward' selection (see above).

Teachers may choose to have their own individual reward system. This system should have some connection to the whole school house point system to be consistent with the whole school.

In class rewards can be given out, at teacher discretion. Teachers should choose a reward from the 'minor reward ideas' (see above). These rewards have been agreed upon by the staff to keep the rewards fair among classes.

At every effort, staff will recognise and acknowledge the efforts from all students in their class whether it is in the academic, sporting, social or behavioural areas. A major focus will be on the PBL focus for that particular fortnight with staff handing out house points.

Our Pathways to Positive Choices flowchart (see Appendix D) is linked to our Time Out Reflection Sheets. If a student has received a Time Out Reflection Sheet, either on the playground or in the classroom, it is understood that that child (in most cases) would have been reminded of their behaviour, been through the stages of re-teach and being repositioned, and have been removed from the area due to repeated undesirable behaviours. Students who have received a Time Out Reflection Sheet will spend some time off the playground completing their reflection questions. If a student receives 3 or more Time Out Reflection Sheets in 1 term they then miss out on a House Reward (at the end of the term), a gala day or a class reward. All students are aware of this penalty associated with the Time Out Reflection Sheets and a discussion occurs with that child before the reward is given. All students are aware of this process and teachers are encouraged to entice students who missed out on a previous reward by acknowledging positive behaviour and helping them to make the necessary improvements.

All classrooms will have on display a St Cecilia's Behaviour Consequence Matrix (see Appendix G). Students will be introduced/ reminded of the different behavioural stages and their matching consequences at the commencement of each year. When a less desirable behaviour is displayed, the student will be asked to identify what level their behaviour is and the appropriate consequence.

The matrix consists of 4 levelled behaviours – 2 for short time out (yellow) and 2 for long time out (red). Under each levelled behaviour are the appropriate matching consequences for students.

This matrix was developed in consultation with students, parents and staff within the school community.

Class Champion Awards

Academic Achievement, Personal Best and the PBL Awards

Each fortnight, three students are selected by their classroom teachers for three Class Champion Awards. The three awards have very different focuses and are presented to those students who have shown outstanding success in each of the three areas.

Academic Achievement Award

This award is presented to a student in each teacher's classroom to recognise outstanding **academic success** in their work each fortnight. The award is given to a student who has produced excellent results in any of the Key Learning Areas or has shown excellent results in a task or series of tasks.



Personal Best Award



This award is given to a student who **has tried their personal best** throughout the fortnight and **aims to acknowledge their improvement**. It acknowledges the learning and social achievements with consideration to where they were and where they are now. They may have shown excellent improvement in a piece of work or a demonstrated a more pleasing effort and attitude towards the learning. The award may also be given for students who have demonstrated improved leadership skills in groups, contributing more regularly and appropriately to class discussions or who organises themselves better for learning.

PBL Award

Each fortnight, a PBL focus is selected and lessons are taught in each classroom around this whole school focus. Within classrooms, as part of structured lessons, students and teachers identify the key components of the fortnightly focus, present role-plays and discuss in-depth. During Monday morning assemblies at the end of each fortnight, a PBL Award is handed out by each staff member, including the leadership team, administration staff, the librarians, learning support staff, the canteen coordinator and RFF staff members. The PBL award **targets student behaviour, both in the classroom and on the playground, in accordance with this specific fortnightly goal**. It is acknowledged as a whole school community to reiterate that their behaviour has positively affected us all and we celebrate their efforts together.



'Light of Learning' Award

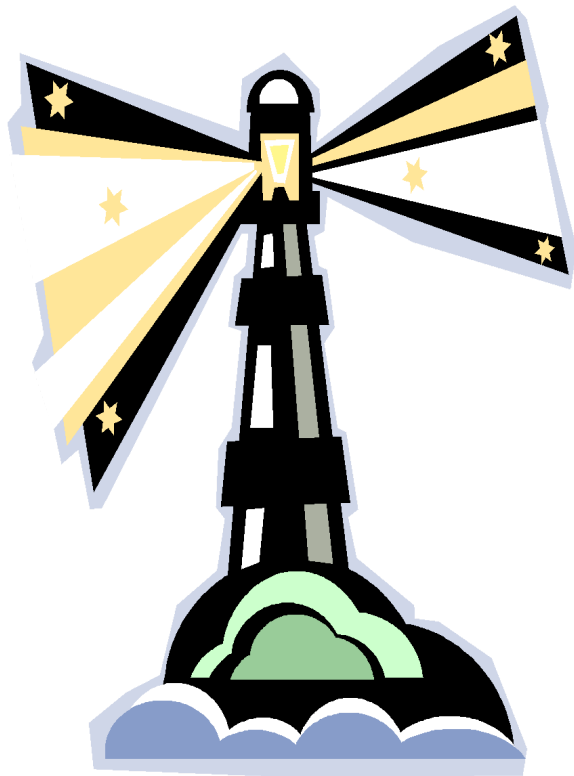
The main school rule at St Cecilia's Catholic Primary School is:

To be a learner at St Cecilia's we make smart choices when we are:

**Act Safely
Cooperate
Respect Others**

Coupled with this rule, is our school motto 'Let Your Light Shine'. Therefore, the 'Light of Learning' Award is an award that acknowledges those students who let their light of learning shine by being safe, cooperative, respectful citizens of our community.

Towards the end of each month, the Principal gives the 'Light of Learning Award' to one student from each class, Kindergarten to Year Six, for being a shining example of excellence to our school community.



Each classroom teacher will nominate six students from their class - a mixture of boys and girls - who they deem appropriate to receive such a prestigious award. The teacher acknowledges with the students that even being nominated is a huge achievement and that they have been 'caught' by our community for being outstanding citizens.

The class will have **an in-depth discussion regarding the qualities that each of the nominated students possesses and identify the reasons as to why they were nominated initially.** It is also at this point, before students place their votes and decide which of the six nominees will receive the award, that the criteria for voting is emphasised. Referring back to our main school rule, **teachers highlight that the student selected must be demonstrating behaviours in line with our Behaviour Matrix – being safe, cooperative and respectful.**

After ample discussion, shared equally over the six nominees, students are invited to cast their votes. This could be in the form of hands ups for infants' classes, tally marks on the board beside names, or a secret ballot that is counted afterwards.

The result of the voting is announced and the class congratulates the award recipient. The class then discusses the main reasons why they voted for this child and from these contributions, a clear, concise reason is written in the 'Light of Learning' Award book which is then sent to the office.

Administration staff will fill in each class' certificate and these will be presented at the next school assembly at the end of each month to celebrate together as a community. Award recipients will also be published in the previous fortnight's newsletter.

APPENDIX D

Click on the [link](#) to view the Pathways to Positive Choices

APPENDIX E - PBL TEAM ROLES AND RESPONSIBILITIES

Chairperson	<ul style="list-style-type: none"> • Develop agenda • Facilitate meeting • Follow up on assigned tasks • Seek input from staff and other committees • Monitor team roles and responsibilities
Recorder	<ul style="list-style-type: none"> • Keep minutes - accuracy, brevity, clarity • purpose of minutes: written record of events and decisions for future use, absent members and items to be carried forward to next meeting • distribute minutes to members • notify / remind team members of meeting time and location • Update community PBL notice board
Data-based manager	<ul style="list-style-type: none"> • Summarise data from previous month • Present update on standard data (eg office referrals by behaviour, locations, grade etc) • Summarise data necessary for any pending decisions (eg effectiveness of new routines / structures) • Report progress and data-based feedback to staff
Communication Coordinator	<ul style="list-style-type: none"> • Newsletters, bulletins, staff room display board • Maintain systems of communication with staff • Monitor Staff Share PBL folder • Update reward cards for staff to use
Time keeper / task master	<ul style="list-style-type: none"> • Monitor agenda items and topics • Keep the group focused and moving during meeting time • Monitor start and finish time
COACH	<ul style="list-style-type: none"> • Attend all PBL Team meetings • Inform and advise of current practice within PBL principles • Keep in communication with PBL Coordinator • Coordinates team self assessment and SET Data

ELEMENTS OF SUCCESS FOR PBL TEAMS

PBS Team Meetings	<ul style="list-style-type: none"> • Scheduled regularly [at least monthly] • Use standardised agenda format • During meetings – <ul style="list-style-type: none"> - Clearly define goal/s for the meeting - include follow up from previous tasks - use a format for acknowledging all participant contributions
Develop agenda	<ul style="list-style-type: none"> • time schedule - allocate time for each order of business <ul style="list-style-type: none"> - when time is up decide what to do and develop action plan, assign task or table til next meeting
Follow up	<ul style="list-style-type: none"> • do it and do it promptly
Team Self – assessment	<ul style="list-style-type: none"> • assess how you are functioning as a team TIC – Team Implementation • Refer coach [team self assessment survey]
Communication	<ul style="list-style-type: none"> • Set up / maintain PBL notice board in staff room <ul style="list-style-type: none"> - Important notices, General information, Graphic display of data • Create system to 'group' staff [eg grade levels, teams etc]
Key points	<ul style="list-style-type: none"> • Frequent, regular meetings • Work from efficient agenda • Use data to guide direction . decisions • Follow each decision with an action plan • Translate decision into policy • Communicate, communicate, communicate • Celebrate

Office Communication - Tag System

In every classroom and in the bum bags for three playground duties, there will be a series of tags to help communicate with the office when assistance is required. When in the classroom, this tag system, combined with the intercom, will ensure the safety of the children is met. When in the playground, this is the primary form of communication used in a critical incident.

Blue Tag

If a child has been sick or suffered a minor injury that requires attention please send to the sick bay immediately. If they have complained of feeling sick, before you send them, attempt the 'normal remedies' like going to the toilet, have a rest etc. When they have done this make sure you finish off with a comment reminding the child to come and see you if they are still not feeling well. It is your judgment call. If you do choose to send the child to the sick bay please send another responsible child with the patient to help that child, and to return the Blue Tag to the teacher.

Red Tag

In event of an emergency/ unusual occurrence: for example a person suffering from epilepsy or a person behaving in a manner which is endangering the safety of others.

1. Evacuate the children to a safe place - ie. the classroom next door, playground or library. If the incident occurs on the playground, remove all other students to a safe place well away from the incident.
2. Send the Red Tag to the office or staff room with an older child or ask a neighboring teacher to contact the office.
3. In case of illness/injury, remain close to the person and render assistance if required.
4. If a person is exhibiting threatening or aggressive behaviour, keep a safe distance nearby an exit or doorway.
 - a. Do not attempt to block the doorway
 - b. Do not attempt to touch or restrain the person (unless the student is placing themselves or others in immediate danger)
 - c. Do not attempt to prevent the person leaving the room - observe and if necessary, follow at a discreet distance

Orange Tag

If there is a child with an anaphylactic reaction who requires the epipen, please send two senior children to the office with this tag. Remain with the child and keep him/ her calm.

Date of Policy - November 2011 (first created)

Date for Review – November 2012

Update– December 2015

Date for Review - 2017

Updated – September 2019

Updated - December 2020

Updated - March 2021