

Positive Behaviour Management - PBM -

*Student Wellbeing at St Francis Xavier
- Parent booklet -*

UPDATED JULY 2021



PBS Vision Statement

At St Francis Xavier Primary School Montmorency, we are committed to building an inclusive learning environment promoting academic achievement, personal growth and faith development. We strive for our community to be responsible, respectful, resilient and safe.



Safe

Respectful

Responsible

Resilient

What is School Wide Positive Behaviour Support (SWPBS)?

School Wide Positive Behaviour Support (SWPBS) or PBS for short, is a framework practice of recognising the importance of positive relationships among all members of our school community. The framework aims to develop positive, safe and supportive learning cultures.

The purpose of PBS is to enhance student wellbeing and learning by:

- Enhancing the school climate in all learning and social settings by establishing a common philosophy and purpose.
- Maximising academic achievement.
- Increasing proactive management resulting in decreasing reactive management through a clearly defined set of expected behaviours
- Supporting the diversity of all students, developing a continuum of procedures to discourage inappropriate behaviour
- Providing ongoing support for students with social-emotional and learning challenges.
- Using procedures for record-keeping, decision making and ongoing monitoring

We have implemented PBS at St Francis Xavier Primary school to:

- Establish and teach clear expectations of behaviour for all students in all settings.
- Equip all students with social skills, to make appropriate decisions about their behaviour.
- Model, acknowledge and reward clear expectations.
- Help all members of our community understand the clear expectations and support the diversity of students.
- Understand the physical and social context of behaviour
- Use data to drive and improve practice and support for all students.



Positive Behaviour Management (PBM)

Through review of the PBS model currently at St Francis Xavier (established in 2015), in 2020 the framework took on the acronym, PBM - Positive Behaviour Management. This change in terminology saw the introduction of six school rules alongside reviewed aims. These six rules align with the four values that continue to underpin our positive behaviour model; Respect, Responsible, Resilient and Safe

At St Francis Xavier we;

- Follow directions
- Use your hands, feet and objects in an appropriate way
- Listen without disruption
- Speak appropriately
- Treat all property with care
- Move safely around the school.

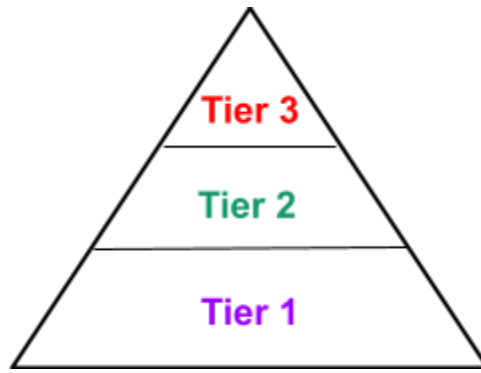


At St Francis Xavier we...	At St Francis Xavier we...	At St Francis Xavier we...	At St Francis Xavier we...	At St Francis Xavier we...	At St Francis Xavier we...
Use our hands, feet and objects in an appropriate way	Listen without interruption	Treat all property with care	Move safely around the school	Follow directions	Speak appropriately

These rules aim to;

- Build a school environment based on positive behaviour, mutual respect and cooperation
- Establish well understood rules, expectations and logical consequences for student behaviour
- Assist the students to make responsible choices, develop a sense of responsibility for their own actions and to accept the consequences

Tiers of Support: Leading to student success



Tier 1: Targeted at 100% of students

In Tier 1 some supplementary adjustments may be made, as part of regular classroom teaching. This primary tier of prevention involves support for all students, staff and settings. Students who are not able to experience success are provided with further and more intentional support through a 'second tier' of instruction.

Tier 2: Targeted (Group) Intervention

At this level, support is provided to meet the needs of a smaller and more targeted student group. This secondary prevention tier involves additional specialised group systems for students with at-risk behaviour. Should further support be required, students are able to access more intensive strategies through a 'third tier' of instruction and extensive adjustment.

Tier 3: Intensive Intervention

This level of intervention is designed to provide intensive support for students presenting with complex, ongoing difficulties and who are considered significantly at risk. Individualised, intensive interventions that support development for positive replacement behaviours are developed and implemented. It is expected that students will move between and within the tiers of instruction.

Our School Values

Our four school values are;
Respectful, Responsible, Resilient and **Safe.**

St Francis Xavier Primary School Behaviour Expectations

We are Respectful

We value ourselves, others and our belongings.



We are Responsible

We take ownership for our behaviour, our actions and our words.



We are Resilient.

We accept challenging situations as learning opportunities, enabling us to move forward.



We are Safe

Our choices, actions and words affect the physical and emotional wellbeing of everyone.



Our Values Mascots

The children at St Francis Xavier were invited to recommend names for the school mascots when they were introduced. A final decision was formed following a short list and student vote.



Waddles



Splash



Spike



Aussie

Responding to Appropriate Behaviour

- Whole School Acknowledgement -

At St Francis Xavier, students are acknowledged for their positive behaviour as a means of reward and as inspiration for their peers to do the same. This acknowledgment is received particularly when students demonstrate the four school values as we believe their positive behaviour should be acknowledged as they are adding to the positive culture present within the school. This positive consequence is received at both an individual, class and school level.

'GOTCHA'

What is a GOTCHA?



A GOTCHA is a token and point system used by all St Francis Xavier staff to acknowledge appropriate behaviour in response to the school values.





Within the classroom, students are awarded Gotcha points which are added to a class tally. Each fortnight these points are collected and a winning class is

nominated across the school.

When on the yard, children are given a Gotcha token which they take with them back to the classroom to add to their tally.

How GOTCHAS are used?

GOTCHAs can be used to acknowledge any behaviour that staff observe that is **Safe**, **Respectful**, **Responsible** or **Resilient**. Staff will give feedback to the child about why they are receiving the GOTCHA, for example, thank you for walking safely to your classroom.

GOTCHA! TALLY PREP LA <small>Thank you for showing our school values!</small>			
 SAFE	 RESPONSIBLE	 RESPECTFUL	 RESILIENT
THIS FORTNIGHT'S TOTAL _____			
<small>PLEASE TALLY YOUR POINTS EVERY 'ASSEMBLY FRIDAY' MORNING READY FOR THE SEN LEADERS TO COLLECT</small>			



- Whole School Rewards -

The points collected in each class across the school, including specialist classes, are added to a whole school Gotcha Tally. Once the target amount is reached, students are rewarded with a whole school reward because as a school they have presented a consistent approach to displaying school values.

Encompassing student voice, the SRC and PBM Leaders (2021) surveyed the students and came up with a list of acknowledgements they may choose from;

- Icy pole
- Crazy Hair Day
- Extra Play
- Year Level Movie
- Dress Up
- Free Time Roster
- Incursion

A Spinning wheel was then designed to spin at assembly once the whole school reaches 5000 points in a term.



- Individual Acknowledgement -

- BUCKET FILLER AWARDS -

Students are encouraged to be Bucket Fillers, where they go to the effort to fill someone else's 'bucket' through their words and actions. Throughout the week students can nominate a classmate that did something to fill their bucket.

Each week, teachers choose one nomination from the class bucket and this child is awarded a Bucket Filler Award.



Students are acknowledged by;

- Name and reason for award presented in the weekly Newsletter.
- Recognition at Whole School Assembly; Recipient announced and reason for award read aloud
- 5 Gotcha points received

Responding to Inappropriate Behaviour

-Behaviour and Bullying Incident Reports -

Behaviour Incident Reports (also known as Pink Slips) are issued where a student has received a number or warnings relating to not following a school rule. Pinks Slips are completed by students and the teacher assigning it, and taken home to be read and signed by parents. This signed form is then to be returned to school. This process enables a conversation to be had with the student and their teacher, Principal and parent about the inappropriate behaviour demonstrated and how to improve. Where three pink slips are given in one term, a formal meeting is organised with the student's parents.

Behaviour Incident Report	
To: _____	Date: _____
Dear Parents, I am sorry to advise that your child _____ (Class: _____) has not fulfilled expectations.	
Description Of Incident	School Rule Broken
	1. Follow directions 2. Use your hands, feet and objects in an appropriate way 3. Listen without interruption 4. Speak appropriately 5. Treat all property with care 6. Move safely around the school
Action Taken: Verbal Apology Written Apology Teacher Walk Time-Out Exclusion/Rest Other: _____ I ask you to please read this report with your child & discuss strategies he/she can use to make more appropriate choices in the future. Please contact me should you have any queries on this matter.	
Thank you for your cooperation. <div style="float: right;"> Copy to: Principal Deputy Class Teacher: _____ </div>	
(Teacher Signature) _____ (Principal Signature) _____ Parents to complete: (please return this form to staff member tomorrow) To: _____ (staff member) I have read and discussed this incident report with my child: _____ Signed: _____ Date: _____	

PINK SLIP

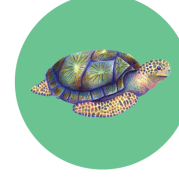
Bullying Incident Report	
To: _____	Date: _____
Dear Parents, I am sorry to advise that your child _____ (Class: _____) has not fulfilled expectations and has been involved in a bullying incident. At our school, bullying is considered a serious expectation.	
Details: _____	

Action taken: verbal apology written apology teacher walk time-out problem-report detention other: _____	
I ask you to please read this report with your child & discuss strategies he/she can use to make more appropriate choices in the future. Please contact me should you have any queries on this matter.	
Thank you for your cooperation. <div style="float: right;"> Copy to: Principal Deputy Class Teacher: _____ </div>	
(Teacher Signature) _____ (Principal Signature) _____ Parents to complete: (please return this form to staff member tomorrow) To: _____ (staff member) I have read and discussed this incident report with my child: _____ Signed: _____ Date: _____	

RED SLIP

St Francis Xavier adopts a zero-tolerance and no warnings issued in an incidence of bullying.

Where an incident of bullying is presented, it will be fully investigated with all students involved. If substantiated, all incidents will be followed with a red slip and a formal meeting will be organised with the parent/guardian to discuss the incident and how to rectify and improve the behaviour.



- School consequence hierarchy -

A school consequence hierarchy is in place across the school to manage behaviour that is not in line with our school rules and values.



School consequence hierarchy -

During class time:

1. Warning (rule reminder)
2. Time out in designated area in classroom, continue working
3. Removal from class to neighbouring teacher. Complete a Behaviour Incident Report (Pink slip) and make up lost time at recess/lunch
4. Sent to Principal
5. Student meeting with principal. Possible involvement of parents
6. Parents may be contacted and student sent home with suspension (in the event of a serious incident)

Where a child is being openly defiant or aggressive, the Principal is contacted immediately

School consequence hierarchy - During recess and lunch:

1. Warning and reminder of rule broken
2. Time walking with teacher on yard duty
3. Time out in designated area and discussion of school rule broken
4. Time out in designated area and completion of a Behaviour Incident report (Pink Slip)/Bullying Incident Report (Red Slip)
5. Parents may be contacted and student sent home with suspension (in the event of a serious incident)




- Student Management and Anti-Bullying Policy -

Further information regarding St Francis Xavier's Student Management and Anti-bullying procedures are outlined in greater detail in the *Student Management and Anti-Bullying Policy*. This can be found on the school website under Policy - Student Wellbeing.
<https://www.sfxmontmorency.catholic.edu.au/page/226/Policies>

ST FRANCIS XAVIER SCHOOL POSITIVE BEHAVIOUR MANAGEMENT		
<p>Introduction</p> <p>At St Francis Xavier Primary School we are committed to building an inclusive learning environment, which supports positive relationships among all members of our school community. We strive for our student community to be Respectful, Responsible, Resilient and Safe.</p> <p>Aims</p> <p>At St Francis Xavier Primary School we aim to:</p> <ul style="list-style-type: none"> • build a school environment based on positive behaviour, mutual respect and cooperation; • establish well understood rules, expectations and logical consequences for student behaviour; • assist the students to make responsible choices, develop a sense of responsibility for their own actions and to accept the consequences. <p>Implementation</p> <p>Therefore, at St Francis Xavier Primary School our approach to behaviour management aims to:</p> <ul style="list-style-type: none"> • have consistent school rules and expectations that students follow and are displayed in all classrooms • establish and explicitly teach the school rules and clear expectations for students in all settings • model and reward expected behaviours regularly • support of students so that they are better equipped with the social capabilities and skills to make good decisions about their behaviour • establish a positive school environment with positive relationships between members 		
<p>Key Behaviour Expectations</p> <p>Respect: Following instructions, others and belongings</p> <p>Responsible: Taking ownership for behaviour, actions and words</p> <p>Resilient: To accept challenging situations or learning opportunities, making use of those forward</p> <p>Safe: Our choices, actions and words affect the physical and emotional wellbeing of everyone</p>		
Positive Behaviours	Key Behaviour Expectations	Clear Behavioural Expectations
Follow instructions	Respect, Responsible, Resilient, Safe	Time to respond, listening instructions, OHT rules, Disruption to other students learning, Not following game rules, Not wearing school uniform, Not changing games after the bell goes, Not using inappropriate physical contact, Bully gestures, Throwing equipment, Lack of personal space, Not entering school yard during dismissal period, Not waiting their turn
Use your hands, feet and objects in an appropriate way	Respect, Responsible, Resilient, Safe	Not using aggression to the speaker, Not waiting their turn, Disrespectful, Bullying others when speaking, Not respecting boundaries and safety
Listen without interruption	Respect, Responsible, Resilient	Disrupting others by talking during quiet learning time, Bullying, Calling out, Being loud when using an inside voice, Not doing, Noise calling, Noted urgently, Leaving, Rude comments
Speak appropriately	Respect, Responsible, Resilient	Running or skidding, Littering, Throwing objects, Not making other equipment, Using inappropriate language, Not using school when collecting rules, Chasing, Teasing
Treat all property with care	Respect, Responsible, Safe	Not moving around the school safely and quietly, Useless movement in the classroom and around learning spaces (eg. running, leaving classroom without permission, not using as with adults partner), Not leaving, Swearing, Use of objects, Calling
Move safely around the school	Respect, Responsible, Safe	

St Francis Primary School Montmorency



Anti-bullying Policy (including Cyberbullying)

Introduction

At St Francis Xavier Primary School the dignity of the human person is the foundation of all Catholic social teaching and is intrinsic to our education ministry. Consequently, the principle that the person is made in the image and likeness of God is central to the mission of our parish school.

This policy identifies the interconnectedness of the characteristics of quality Catholic learning and teaching. It is intended to value, respect and promote the self-esteem and dignity of each student. The school will actively promote anti-bullying messages, alerting students and staff of the need to be vigilant.

It is essential that we create and maintain a respectful, safe and supportive learning environment that promotes student wellbeing, personal growth and positive self-esteem amongst our diverse range of learners (*Gifted Wellbeing for learning in Catholic school communities*).

The prevention of and responses to incidents of bullying, inappropriate use of technology and disrespectful behaviour are more readily achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Bullying, cyber-bullying, harassment, aggression and violence disregard core values of our faith, including dignity, respect, justice, equity, compassion, trust and courage. Importantly, such actions adversely affect the wellbeing of our students and are therefore unacceptable.

Purpose

This policy:

- encourages a culture that is firm about unacceptable behaviour
- articulates how bullying is defined and addressed; including the means taken to prevent incidents and the response taken when an incident occurs
- supports the school's Mission and Vision Statement and guidelines of Melbourne Archdiocese Catholic Schools (MACS)
- actively promotes anti-bullying messages, alerting students and staff of the need to be vigilant.

