

ST FRANCIS XAVIER SCHOOL POSITIVE BEHAVIOUR MANAGEMENT

Rationale:

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 **Responsible, Respectful, Resilient and Safe**.

Aims:

At St Francis Xavier Primary School we 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.

Implementation

Therefore, at St Francis Xavier Primary School our approach to behaviour management aims to:

- 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 all 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.

PBS Behaviour Expectation

Respect: Valuing ourselves, others and belongings

Responsible: Taking ownership for behaviour, actions and words

Resilient: To accept challenging situations as learning opportunities, enabling us to move forward

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

School Rules	PBS Behaviour Expectation	Poor Behavioural Choice Example
Follow Directions	Respect, Responsible, Resilient, Safe	Slow to respond, Ignoring instructions Off task, Disruption to other students' learning, Not following game rules, Not wearing school uniform, Not stopping games when the bell goes, Defiance,
Use your hands, feet and objects in an appropriate way	Respect, Responsible, Resilient, Safe	Inappropriate physical contact, Rude gestures, Throwing equipment, Lack of personal space, Not wearing school hat during Sunsmart period, Not washing hands
Listen without interruption	Respect, Responsible, Resilient	Not paying attention to the speaker, Not waiting turn, Disrespectful, Talking whilst others are speaking, Not accepting decisions and advice,
Speak appropriately	Respect, Responsible, Resilient	Distracting others by talking during quiet learning time, Rudeness, Calling out, Being loud/Not using an inside voice, Put downs, Name calling, Verbal arguing, Swearing, Racist comments
Treat all property with care	Respect, Responsible, Safe	Rocking on a chair, Littering, Throwing objects, Not looking after equipment, Using taps and toilets inappropriately, Not being careful when collecting tubs, Stealing, Vandalism
Move safely around the school	Respect, Responsible, Safe	Not moving around the school calmly and quietly, Unsafe movement in the classroom and around learning spaces (e.g. running, leaving classroom without permission, not lining up with safety partner), Not lining up, Dawdling, Out of bounds, Fighting,

Rewards /Positive Recognition (Negotiated by teacher and class)

- Praise comes first always!!!
- Encourages appropriate behaviour and reduces inappropriate behaviour
- Helps to establish a positive classroom environment with positive relationship between students and teacher.
- May be individual or whole class, or both.

- Some examples are: Behaviour Gotchas, Stickers/Certificates, 5-15 mins activity of choice, e.g. free time, computer time, quiet play, drawing, art activity, Positive note to parent, Send to principal/deputy for positive recognition, praise, sticker, etc

School Consequence Hierarchy (During class time)

- Warning (Rule Reminder)
- Time out in designated area in class, continue working.
- Removal from class to neighbouring teacher, complete a Behaviour Incident Report/Reflection sheet(pink), and make up lost time during recess / lunch. (Photocopy, send original home for signing by parent/guardian and return to school)
- Send to Principal (1st option) / Deputy Principal (2nd option)
- Meeting with student and Principal/ Deputy Principal. Possible involvement of parents
- Parents may be contacted and student sent home in the event of a serious incident (Suspension)
- N.B If a student is openly defiant, unresponsive or aggressive, send for the Principal/Deputy Principal immediately.**

School Consequence Hierarchy (During recess & lunch)

- Warning about behaviour and identification of school rule broken (Rule Reminder)
- Time walking with teacher on yard duty/redirect to another area
- Time out in designated area and identification of school rule broken
- Time out on yard with either a pink or red Behaviour Incident Report completed.

Inform student this will be happening. If feasible do immediately after recess/lunch with student.

(Behaviour Incident Report must be photocopied and a copy given to the Classroom Teacher & Principal or Deputy Principal and sent home for signing by parent/guardian and returned to school)

- Parents may be contacted and student sent home in the event of a serious incident (Suspension)

In the event of a child receiving THREE pink slips in one term, then a formal meeting will be organised with the child's parent/guardian to discuss the child's behaviour and continuing enrolment at St. Francis Xavier School.

BULLYING

St Francis Xavier Primary School provides a culture where bullying is not accepted and in doing so, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

The school adopts a zero-tolerance approach and no warnings will be issued in matters of bullying. A formal meeting will be organised with the parent/guardian as soon as a red slip is issued to discuss the bullying incident.

The school will properly investigate the facts including discussing the incident with the victim, the bully and any bystanders. If substantiated, all incidents of bullying will result in immediate issue of a Bullying Incident Report (Red) and communication with the student's parent or guardian, including a meeting with Principal and Deputy Principal will immediately follow.

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 Reflection Sheet
 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, _____
 Copy to: Principal Deputy
 Class Teacher: _____

(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: _____

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 ~~guideline~~ **guideline**.

Details: _____

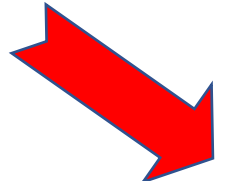
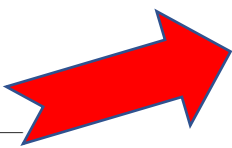
Action taken: verbal apology written apology teacher-walk time-out problem-report
 detention other: _____

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, _____
 Copy to: Principal Deputy
 Class Teacher: _____

(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: _____



Think Sheet

What rule did I break? (List it)

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

The great advice I was given:

The great advice I need to hear:

How can I make things right?

Name: _____ Date: _____
 Teacher: _____ Parent Signature: _____

Think Sheet

What rule did I break? (List it)

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

The great advice I was given (submitted to teacher):

How did my great advice make other people feel? (submitted to teacher):

Does/Writes what you should have been doing:

How can I make things right?

Name: _____ Date: _____
 Teacher: _____ Parent Signature: _____

PINK SLIP

RED SLIP

Behaviour Incident Report

To: _____

Date: _____

Dear Parents,

I am sorry to advise that your child _____ (Class: _____) has not fulfilled behaviour expectations.

Description Of Incident	School Rule Broken
	<ol style="list-style-type: none"> 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 Reflection Sheet

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.

Thankyou for your cooperation,

(Teacher Signature)

(Principal Signature)

Copy to:
Principal

Deputy

Class Teacher:

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: _____

Think Sheet

(Reflection Sheet Year Prep -2)

What rule did I break? (circle)

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

The poor choice ☹ I made was: (assisted by teacher)

How did my poor choice make other people feel? (assisted by teacher)

Draw/Write what you should have been doing

How can I make things right?

Name: _____

Date: _____

Teacher: _____

Parent Signature _____

Think Sheet

(Reflection Sheet Year 3-6)

What rule did I break? (circle)

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

The poor choice I made was:

This poor choice happened because:

A better choice would have been:

How can I make things right?

Name: _____

Date: _____

Teacher: _____

Parent Signature _____

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 misdemeanor.

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.

Thankyou for your cooperation,

(Teacher Signature)

(Principal Signature)

<p>Copy to: Principal Deputy Class Teacher: _____</p>
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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: _____