



**SACRED HEART CATHOLIC SCHOOL**

**PYMBLE**

**Behaviour Management Policy**

## PURPOSE

**“We seek to nurture an inclusive and supportive network where relationships can be established and valued in an atmosphere of respect and dignity”**

**Sacred Heart Catholic Primary School, Mission Statement**

At Sacred Heart Catholic Primary School, we believe that all students, their families and staff have the right to a safe and supportive learning environment. Therefore all staff, students and families share a responsibility to teach, foster, promote and encourage positive behaviours from all students.

## POLICY FRAMEWORK

Our school Behaviour Management Policy takes into account the **Diocesan Pastoral Care Policy**, and **Student Discipline Policy for Diocesan Systemic Schools** in that our approach to discipline has its basis in our pastoral care for each other.

We believe that Pastoral Care:

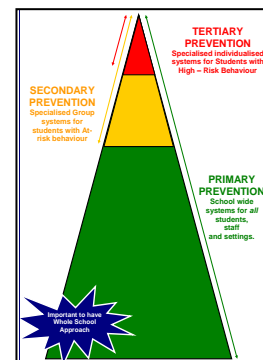
- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

Education is the process of helping each individual discover their own uniqueness, potential and responsibility. Responsibility is when we make informed choices about our behaviour and take control of our actions. Behaviour management at Sacred Heart is seen as teaching, guiding, leading, encouraging and demonstrating Christian behaviour within a framework of Catholic Gospel values.

## DEFINITIONS

- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- *Inappropriate Behaviour* is any behaviour that does not meet the school rules and behavioural 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 other. This includes physical, emotional or psychological harm.



Sacred Heart Catholic School has adopted a Whole School Approach to bring about positive behaviour; 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.

# CONTENT

## SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Sacred Heart Catholic School Rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at Sacred Heart Catholic School will be taught, encouraged and supported to demonstrate these expected behaviours.

## SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS:

At Sacred Heart Catholic School, **Care for Self, Care for Others and Care the Place for we are in**

<b>Care for Self</b>	<b>Care for Others</b>	<b>Care for the place we are in</b>
<ul style="list-style-type: none"><li>• Be a good listener</li><li>• Manage impulsivity - Stop, Think, Do!</li><li>• Be in the right place at the right time</li><li>• Care for your appearance</li></ul>	<ul style="list-style-type: none"><li>• Only including, no excluding</li><li>• Speak and act with kindness</li><li>• Remind others to follow school rules</li><li>• Safe and caring hands</li></ul>	<ul style="list-style-type: none"><li>• Care for belongings</li><li>• Care for property</li></ul>

See appendix A and B – for full matrix of behavioural expectations across other settings

## PROCEDURES FOR TEACHING AND COMMUNICATING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

Sacred Heart Catholic Primary School community is committed to:

- Teach,
- Practice,
- Apply, and
- Acknowledge the behavioural expectations as outlined above.

The Sacred Heart Positive Behaviour for Learning (PBL) Team will coordinate the process involved and support staff in teaching, practicing, 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.

See appendix C & E for Specific procedures and processes for TEACHING AND PRACTISING Behavioural Expectations

## PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

- Each class teacher develops their own systems of acknowledgement and reinforcement within their class for example extrinsic reward systems, points, stickers, star chart, intrinsic etc
- Body Language Strategies – smile, gestures, nod, thumbs up, proximity etc
- Verbal acknowledgment – recognition of how behaviours effect other, single word utterances, praise, descriptive encouraging etc
- Positive comments in student diary (years 2 -6)
- Class visits sharing of work / achievements
- Verbal recognition of individuals or groups of students after recess and lunch or school events
- Being chosen for responsibilities / jobs
- **Awards at school assembly (alternate weeks K-2, and 3-6)**

- Each teacher awards **2 Habits of Mind Awards** to students based on the focus for the week/ fortnight
- **Merit Award for academic achievements** - teachers allocate 2 students from each class.
- **PBL awards** – all staff (class teachers, admin staff, Teacher librarian, music teacher, Learning Support teachers and Aides and Canteen Manager) allocate at least 2 students for PBL awards for demonstrating Behavioural Expectations. These are given out at fortnightly assembly.
- **Reason to smile stickers for demonstrating appropriate behaviours (App.F)** – all staff make use of the Reasons to Smile Stickers during class and playtime to recognise children who are demonstrating appropriate behaviours. Each class teacher can devise their own method for storing / collating these to suit.
- **Sacred Heart Award** – end of year. Class Teachers nominate names of students who exemplify Behavioural Expectations and school values consistently throughout the year. Each grade nominates 2 students. These are endorsed by the School Principal and Leadership Team.

## PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS, RECORD KEEPING AND DECISION MAKING

Sacred Heart Behaviour Management Policy and 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 management of the school for the benefit of all.

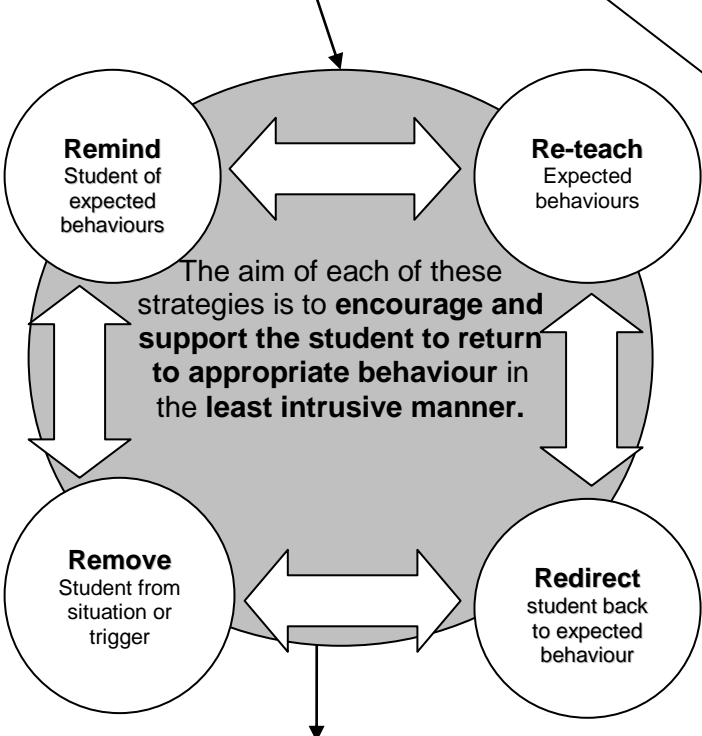
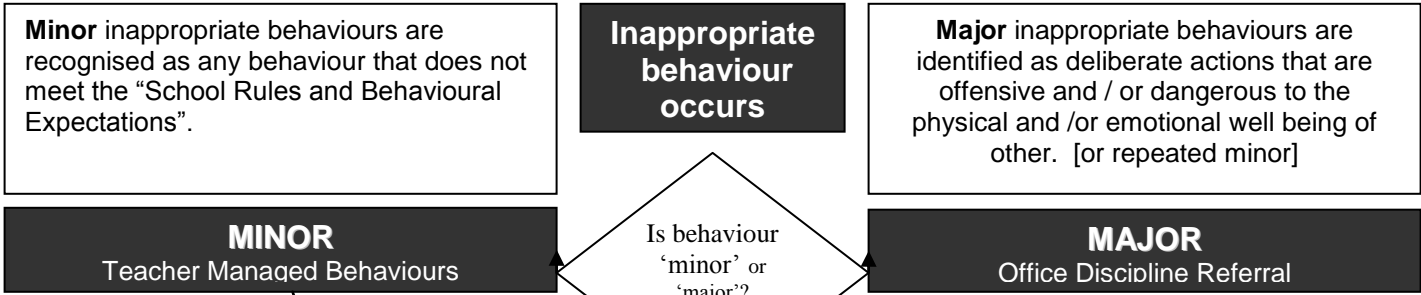
Staff are encouraged to remember the dignity of students when responding to inappropriate behaviour. When discouraging or correcting students behaviours, staff are encouraged to use the least intrusive methods possible.

**Minor [teacher managed behaviours - classroom / playground]** inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”

**Major inappropriate behaviours** are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours may also be considered as major. (App.G)

<b>Minor ‘Teacher Managed’ Behaviours</b> any behaviour that does not meet the “School Rules and Behavioural Expectations”.	<b>Major Behaviours</b> deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of other.
<b>Off task behaviours</b> - not engaging in learning activities, task refusal, task avoidance, calling out, wandering around room etc	<b>Repeated on going off – task behaviours</b> – off task behaviours occurring for long periods of time or repeated over time (ie long duration, high frequency)
<b>Disruption</b> - low intensity but inappropriate interruption to learning	<b>Disruption</b> - sustained or intense disruption of learning
<b>Inappropriate Language</b> – low-intensity use of inappropriate language	<b>Abusive Language</b> - verbal aggression such as swearing name calling, threats
<b>Physical contact</b> -non-serious but inappropriate physical contact	<b>Physical Aggression</b> - serious physical contact where injury may/ has occurred
<b>Defiance disrespect</b> - brief or low-intensity failure to respond to teacher request	<b>Defiance / disrespect</b> - repeated refusal to follow reasonable requests / directions
<b>Dress</b> - student wears clothing that is not within the expectations of school guidelines	<b>Theft</b> - having possession of or removing property belonging to someone else
<b>Property misuse</b> -low intensity misuse of school or personal property	<b>Property damage</b> - substantial destruction or disfigurement of property
<b>Technology misuse</b> - inappropriate but low-intensity misuse of technology (phone, iPod, camera, computer etc)	<b>Technology misuse</b> - misuse of technology (phone, iPod, camera, computer etc) which is sustained or (potentially) harmful to others
<b>Tardiness</b> - student arrives late after bell	<b>Repeated Tardiness</b> - repeated or sustained incidents of arriving late after the bell
<b>other</b> - any other inappropriate behaviour that has low intensity	<b>other</b> - any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others

Procedures are outlined in the flowchart below.



**Long Time Out**  
**Classroom:** Student has time out in 'buddy' class immediately after the incident for a maximum period of 15mins. Student is given 'long time out' card and is accompanied by a buddy to the designated class. The buddy class teacher is to direct the student to a suitable space where the student can sit with no interaction from others. When student returns to class, they are encouraged to join in class activity without any further follow up of incident at this stage. Before the end of the day, the class teacher completes a "Long Time Out" Data Slip [see appendix G1]. Parents contacted by teacher.

**Long Time Out**  
**Playground:** Student is asked to sit out of play for maximum 15minutes.  
 1. Playground duty teacher informs relieving duty teacher of incident.  
 2. before the end of the day completes details in "Playground Long Time Out Data Slip" (App.G.1) Class teacher is asked to sign. Data slip is placed in tray above pigeon holes.  
 3. When student is returned to play, duty teacher reminds student of the behaviour expectation. Eg "Off you go and play and remember to Speak and Act with Kindness"  
 4. Parents contacted by duty teacher.

When all efforts at re-teaching, redirecting, removing and reminding have been exhausted, **Short Time Out** should be used.

**Short Time Out**  
**Time out** is described as "time away from reinforcement". Eg:-if the behaviours are seeking and gaining attention, the use of time out is effective in removing the reinforcement of 'attention' for the negative behaviours. This time frame should be age appropriate; 1min per student's age and not exceed 15mins.

**Classroom:** Student sits within the classroom away from others for a pre-determined amount of time. This time frame should be age appropriate; one minute per student's age. [eg max 5mins for Kinder] and not exceed 15mins.  
**Playground:** Student is asked to sit out of play for 5minutes [max].  
 When the 'Time Out' is over, the student returns to the class / playground with a reminder of behavioural expectation.

**Remember, Time Out is used to bring about a positive change in behaviour, not purely as punitive action –'circuit breaker'**

When inappropriate behaviours continue, or a serious incident occurs, the Principal or delegate may facilitate a session with the student using **The Habits of Mind Think Paper – Appendix H**. This practice is aimed at restoring relationships and also to facilitate initial ‘investigations’ as to understanding possible reasons for the behaviours.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the **“Students Presenting Challenging Behaviour Form 1”** [Diocesan Behaviour Management – Support Class page] in order to write and implement a **“Behaviour Support Plan”**. The purpose of both being about teaching the student appropriate replacement behaviours.

## **SUPPORT DOCUMENTS**

- Sacred Heart Catholic Primary School Pastoral Care Policy
- Sacred Heart Catholic Primary School Anti – Bullying Policy
- Student Discipline Policy for Diocesan Systemic Schools
- Pastoral Care Policy for Diocesan Systemic Schools
- Students Presenting Challenging Behaviour Form 1 [Diocesan Behaviour Management – Support Classpage]
- Behaviour Support Plan Form 1A [Diocesan Behaviour Management – Support Class page]
- Students Presenting At-Risk Behaviour Form 2 [Diocesan Behaviour Management – Support Classpage]
- At – Risk Behaviour Management Plan Form 2A [Diocesan Behaviour Management – Support Classpage]
- Crisis Management (App. )

## **POLICY REVIEW**

The school Behaviour Management Policy [and related Policies] are to be reviewed periodically and not less frequently than once every three years from the date of implementation of policy.

## **EVALUATION**


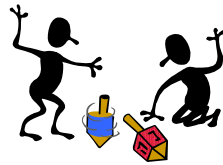










**Date of Policy August 2010**

**Date for Review 2011**

## **LIST OF APPENDICES**


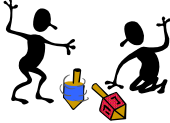

- Appendix A – School rules and behavioural expectations – all areas at all times
- Appendix B – School Rules and behavioural expectations – full matrix
- Appendix C – Procedures for Teaching & Communication School rules & Behavioural expectations
- Appendix D – Lesson Plan Schedule
- Appendix E - PBL Team roles and responsibilities
- Appendix F - Procedures for encouraging expected behaviours – examples of awards
- Appendix G – Procedures for discouraging inappropriate behaviours and data collection and decision making.
- Appendix H – Habits of Mind think paper
- Appendix I – Active Supervision
- Appendix J – Emergency Critical Incident Procedure

Appendix A – School Rules and Behavioural Expectations – ALL AREAS AT ALLTIMES

<p>SACRED HEART CATHOLIC PRIMARY SCHOOL, PYMBLE <i>Esse Non Videri</i></p>	<p><b>Care for Self</b></p> 	<p><b>Care for Others</b></p> 	<p><b>Care for the place we are in</b></p> 
<p><b>All Areas at All times</b></p>	<p><b>Be a good listener</b></p> 	<p><b>Speak and act with kindness</b></p> 	
	<p><b>Manage impulsivity - Stop, Think, Do!</b></p> 	<p><b>Remind others to follow school rules</b></p>	<p><b>Care for belongings</b></p> 
	<p><b>Be in the right place at the right time</b></p> 	<p><b>Safe and caring hands</b></p> 	<p><b>Care for property</b></p> 
<p><b>Care for your appearance</b></p> 	<p><b>Only including , no excluding</b></p> 		

Appendix B School Rules and Behavioural Expectations – Full matrix

**School Rules and Behavioural Expectations**

<p>SACRED HEART CATHOLIC PRIMARY SCHOOL, PYMBLE <i>Esse Non Videri</i></p>	<p><b>Care for Self</b></p> 	<p><b>Care for Others</b></p> 	<p><b>Care for the place we are in</b></p> 
<p><b>All Areas at All times</b></p>	<ul style="list-style-type: none"> <li>• <b>Be a good listener</b></li> <li>• <b>Manage impulsivity - Stop, Think, Do!</b></li> <li>• <b>Be in the right place at the right time</b></li> <li>• <b>Care for your appearance</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speak and act with kindness</b></li> <li>• <b>Remind others to follow school rules</b></li> <li>• <b>Safe and caring hands</b></li> <li>• <b>Only including, no excluding</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Care for belongings</b></li> <li>• <b>Care for property</b></li> </ul>
<p><b>Classroom</b></p>	<ul style="list-style-type: none"> <li>• Learn all you can</li> <li>• Always walk</li> <li>• Sit safely</li> </ul>	<ul style="list-style-type: none"> <li>• Let others learn</li> <li>• Put your hand up when you have something to say</li> </ul>	<ul style="list-style-type: none"> <li>• Help keep our classroom tidy</li> <li>• Everything has it's place</li> </ul>
<p><b>Playground</b></p>	<ul style="list-style-type: none"> <li>• Wear a hat when outside</li> <li>• Sit down when eating lunch</li> <li>• Walk on paths and concrete areas</li> </ul>	<ul style="list-style-type: none"> <li>• Fair and cooperative play</li> <li>• Be a good sport</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Care for our gardens</li> <li>• All rubbish in the bins</li> </ul>
<p><b>Toilets</b></p>	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Wash hands</li> <li>• Leave the toilet promptly, no playing in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>• Give people privacy</li> <li>• Use quiet voices</li> <li>• Knock on stall door</li> <li>• Take a buddy with you</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilet after use</li> <li>• Use water with care</li> </ul>
<p><b>Canteen</b></p>	<ul style="list-style-type: none"> <li>• Line up quietly</li> <li>• Keep a distance from the person in front of you</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Keep the volume down</li> <li>• Use 'please and 'thankyou'</li> </ul>	<ul style="list-style-type: none"> <li>• All rubbish in the bins</li> </ul>
<p><b>Assembly</b></p>	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Sit in class lines</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and leave the hall quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the hall tidy</li> </ul>
<p><b>Line up</b></p>	<ul style="list-style-type: none"> <li>• Respond promptly to the bell</li> <li>• Line up in two lines</li> </ul>	<ul style="list-style-type: none"> <li>• Help others to find their places</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the area tidy</li> </ul>
<p><b>Walkways</b></p>	<ul style="list-style-type: none"> <li>• Always walk</li> <li>• Stay in two lines</li> </ul>	<ul style="list-style-type: none"> <li>• Keep distance from the person in front of you</li> <li>• Allow others to pass</li> </ul>	<ul style="list-style-type: none"> <li>• Bags stored out of walkway</li> </ul>
<p><b>Arrivals and dismissals</b></p>	<ul style="list-style-type: none"> <li>• Listen for instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Be prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Put your bag in your line up area</li> </ul>
<p><b>Church</b></p>	<ul style="list-style-type: none"> <li>• Be reverent and prayerful</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and leave the Church silently</li> </ul>	<ul style="list-style-type: none"> <li>• Care for Church property</li> </ul>
<p><b>Stairwell and Stairways</b></p>	<ul style="list-style-type: none"> <li>• Always walk on the left</li> <li>• Hold the handrail</li> <li>• One stair at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Speak quietly</li> <li>• Single file</li> </ul>	<ul style="list-style-type: none"> <li>• Keep stairwell clear of rubbish</li> <li>• Keep paint on the railings</li> </ul>
<p><b>Train</b></p>	<ul style="list-style-type: none"> <li>• Remain seated in your allocated group.</li> <li>• Hold onto poles/handles when train is moving.</li> <li>• Put your bag at your feet.</li> <li>• Carefully step onto train and platform.</li> <li>• Always stand behind the yellow line on the platform.</li> <li>• Watch for your stop</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Keep aisle clear</li> <li>• No eating on train</li> </ul>	<ul style="list-style-type: none"> <li>• Take your belongings with you</li> <li>• No eating on the train</li> <li>• Keep train clean</li> </ul>
<p><b>Bus</b></p>	<ul style="list-style-type: none"> <li>• Remain seated</li> <li>• Hold on to handrails</li> <li>• Put your bag at your feet.</li> <li>• Watch for your stop</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Keep aisle clear</li> </ul>	<ul style="list-style-type: none"> <li>• Take your belongings with you</li> <li>• No eating on the bus</li> </ul>



## APPENDIX C - PROCEDURES FOR TEACHING AND COMMUNICATING 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 Briefings
- 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'
- 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
- *use tracking cover sheet* 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
- save any modified lesson plans to Staff share [eg Be a good listener YEAR4 2009]

#### **WHOLE SCHOOL COMMUNITY will:-**

- use language of behaviour – eg PBL section in school newsletter, weekly focus announced at assembly, language of "At Sacred Heart we Care for Self, Care for Others and Care for the place we're in" used when teaching, acknowledging or reminding students of appropriate behaviours.

### Practice



#### **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
- organise demonstration / role plays of behaviours at assemblies eg student leadership

#### **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

#### **PBL TEAM will:-**

- acknowledge staff members who are following processes

#### **STAFF will:-**

- appropriate student behaviours are to be acknowledged on a ratio of approx 10:1 [acknowledge vs correction] 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 will:**

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

### Acknowledge



## APPENDIX D – LESSON PLAN SCHEDULE - 2012 Lesson Plan Overview

Term 1	Rule	Skill	Date taught	Evaluation
Week 2	Care for self	Be a good listener		
Week 3	Care for self	Be a good listener		
Week 4	Care for self	Manage Impulsivity		
Week 5	Care for self	Manage Impulsivity		
Week 6	Care for others	Safe and caring hands		
Week 7	Care for others	Safe and caring hands		
Week 8	Care for the place we are in	Care for belongings		
Week 9	Care for the place we are in	Care for belongings		
Week 10	Care for self	Be in the right place at the right time		
Week 11	Care for self	Be in the right place at the right time		

Term 2	Rule	Skill	Date taught	Grade / Team
Week 1	Care for others	Speak and act with kindness		
Week 2	Care for others	Speak and act with kindness		
Week 3	Care for self	Care for your appearance		
Week 4	Care for self	Care for your appearance		
Week 5	Care for the place we are in	Care for property		
Week 6	Care for the place we are in	Care for property		
Week 7	Care for others	Only including, no excluding		
Week 8	Care for others	Only including, no excluding		
Week 9	Care for others	Remind others to follow the rules		
Week 10	Care for others	Remind others to follow the rules		

Term 3	Rule	Skill	Display Boards	Grade/Team
Week 1	Care for self	Be a good listener	Student reception	
Week 2	Care for self	Be a good listener		
Week 3	Care for self	Manage Impulsivity	Girls toilets	
Week 4	Care for self	Manage Impulsivity		
Week 5	Care for others	Safe and caring hands	Canteen	
Week 6	Care for others	Safe and caring hands		
Week 7	Care for the place we are in	Care for belongings	Student reception	
Week 8	Care for the place we are in	Care for belongings		
Week 9	Care for self	Be in the right place at the right time	Girls toilets	
Week 10	Care for self	Be in the right place at the right time		

Term 4	Rule	Skill	Display Boards	Grade/ Team
Week 1	Care for others	Speak and act with kindness	Canteen	
Week 2	Care for others	Speak and act with kindness		
Week 3	Care for self	Care for your appearance	Student reception	
Week 4	Care for self	Care for your appearance		
Week 5	Care for the place we are in	Care for property	Girls toilets	
Week 6	Care for the place we are in	Care for property		
Week 7	Care for others	Only including, no excluding	Canteen	
Week 8	Care for others	Only including, no excluding		
Week 9	Care for others	Remind others to follow the rules	Student reception	
Week 10	Care for others	Remind others to follow the rules		

## APPENDIX E - School Wide Positive Behaviour for Learning (PBL)

## TEAM ROLES AND RESPONSIBILITIES As at February 2013

<b>Chairperson</b>	<ul style="list-style-type: none"> <li>Develop agenda</li> <li>Facilitate meeting</li> <li>Follow up on assigned tasks</li> <li>Seek input from staff and other committees</li> <li>Monitor team roles and responsibilities</li> </ul>
<b>Recorder</b>	<ul style="list-style-type: none"> <li>Keep minutes - accuracy, brevity, clarity</li> <li>purpose of minutes: written record of events and decisions for future use, absent members and items to be carried forward to next meeting</li> <li>distribute minutes to members</li> <li>notify / remind team members of meeting time and location</li> <li>distribute rewards to staff</li> </ul>
<b>Data-base manager</b>	<ul style="list-style-type: none"> <li>Summarise student data from previous month</li> <li>Present update on standard data (eg office referrals by behaviour, locations, grade etc)</li> <li>Summarise data necessary for any pending decisions (eg effectiveness of new routines / structures)</li> <li>Weekly newsletter items</li> </ul>
<b>Communication Coordinators Staff:</b>	<ul style="list-style-type: none"> <li>Report progress and data-based feedback to staff</li> <li>Newsletters, bulletins, staff room display board</li> <li>Maintain systems of communication with staff</li> </ul>
<b>Students:</b>	<ul style="list-style-type: none"> <li>Public postings of expectations</li> <li>SRC meetings and activities</li> </ul>
<b>Parents Communication: (in Newsletter)</b>	<ul style="list-style-type: none"> <li>Organisation of Reasons to Smile</li> <li>Newsletter updates for parents</li> </ul>
<b>Time keeper / task master</b>	<ul style="list-style-type: none"> <li>Monitor agenda items and topics</li> <li>Keep the group focused and moving during meeting time</li> <li>Monitor start and finish time</li> </ul>
<b>PBL Coach</b>	<ul style="list-style-type: none"> <li>Attend all PBL Team meetings</li> <li>Inform and advise of current practice within PBL principles</li> <li>Keep in communication with PBL Coordinator</li> <li>Coordinates team self assessment and SET Data</li> </ul>
<b>Reference Personnel</b>	<ul style="list-style-type: none"> <li>Communicate PBL initiatives with staff members of that stage group.</li> <li>Checks in that rules are being taught explicitly.</li> <li>All information circulated to various</li> </ul>
	Early Stage 1, Music Teacher, School Band, (TSA – Teaching Services Australia).
	Stage 1, SRC
	Learning Support, Teachers Assist, office staff
	Stage 2, (SRC)
	Stage 3, Library, Canteen, Uniform Shop
	Casual Teachers, Art xpress, Aquabliss, Dance Fever
	Chess Club, Italian/French, Piano, Flute, Violin, External Sport, Student Teachers, Before & After School Care


### ELEMENTS OF SUCCESS FOR PBL TEAMS

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

**APPENDIX F - PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOURS – EXAMPLES OF AWARDS**

**POSITIVE BEHAVIOUR  
FOR LEARNING**

**RULE – CARE FOR SELF**



THIS CERTIFICATE IS AWARDED TO

\_\_\_\_\_

*Manage impulsivity - Stop, Think, Do! .....*

.....


\_\_\_\_\_

**Signature**                      **Date**


**REASONS TO SMILE STICKERS**



**APPENDIX G - PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS AND DATA COLLECTION AND DECISION MAKING**

	<b>PLAYGROUND Long Time Out Data Collection Slip</b>	<b>Care for Self Care for Others Care for the Place we're in</b>
Date:	Student Name /s:	Class:
<b>Location WHERE</b>  <input type="checkbox"/> Oval <input type="checkbox"/> Shade area <input type="checkbox"/> Toilets <input type="checkbox"/> Bitumen <input type="checkbox"/> Tuckshop <input type="checkbox"/> Play equipment <input type="checkbox"/> Other _____	<b>Time WHEN</b>  <input type="checkbox"/> Before school <input type="checkbox"/> Recess <input type="checkbox"/> 1 <sup>st</sup> half lunch <input type="checkbox"/> 2 <sup>nd</sup> half lunch <input type="checkbox"/> After school / dismissal  <b>Time:</b> _____ am/pm	<b>Incident WHAT HAPPENED</b>  <input type="checkbox"/> <b>MAJOR INAPPROPRIATE BEHAVIOUR –</b> Deliberate actions that are offensive or dangerous to the physical or emotional well being of other <input type="checkbox"/> Physical <input type="checkbox"/> Verbal <input type="checkbox"/> other  <b>OR</b> <input type="checkbox"/> <b>REPEATED MINOR INAPPROPRIATE BEHAVIOUR</b> All efforts at <b>re-teaching, redirecting, removing and reminding</b> have been exhausted AND <b>short time outs</b> have not brought about appropriate behaviours.  <input type="checkbox"/> Remind ..... <input type="checkbox"/> Re-teach ..... <input type="checkbox"/> Re-direct .....  <b>Please include a brief description of incident including the lead up to the event:</b>        
<b>Possible motivation:</b> "All behaviours meet a need". What do you <i>think the possible purpose / function</i> of the behaviour was? <input type="checkbox"/> Get? (attention, if so, what kind of attention, who from, power, control?) ..... <input type="checkbox"/> Avoid / evade / escape (people, task, situation, setting...) ..... <input type="checkbox"/> Communicate (trying to tell us something?) .....		
<b>Action / Follow Up</b>  <input type="checkbox"/> Restorative Actions ..... <input type="checkbox"/> Time out ..... <input type="checkbox"/> Phone call to parents of child / children involved ..... <input type="checkbox"/> Data entered [PBL team] ..... <input type="checkbox"/> Other: .....		
Staff member on playground duty: (Please print).....  Signature Class Teacher:.....  Signature Principal / AP: .....		

APPENDIX G1 -

	<b>Class time Long Time Out Data Collection Slip</b>	<b>Care for Self Care for Others Care for the Place we're in</b>
Date:	Student Name /s:	Class:
<b>Location WHERE</b>  <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> PE <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> other	<b>Time WHEN</b>  <input type="checkbox"/> Morning Block <input type="checkbox"/> Middle session <input type="checkbox"/> Afternoon block  <b>Time:</b> _____ am/pm	<b>Incident WHAT HAPPENED</b>  <input type="checkbox"/> <b>MAJOR INAPPROPRIATE BEHAVIOUR –</b> Deliberate actions that are offensive or dangerous to the physical or emotional well being of other <input type="checkbox"/> Physical <input type="checkbox"/> Verbal <input type="checkbox"/> other <div style="text-align: center; font-size: 2em; font-weight: bold; margin: 10px 0;">OR</div> <input type="checkbox"/> <b>REPEATED MINOR INAPPROPRIATE BEHAVIOUR</b> All efforts at <b>re-teaching, redirecting, removing and reminding</b> have been exhausted AND <b>short time outs</b> have not brought about appropriate behaviours.  <input type="checkbox"/> Remind ..... <input type="checkbox"/> Re-teach ..... <input type="checkbox"/> Re-direct .....  <b>Please include a brief description of incident including the lead up to the event:</b>  <div style="height: 100px;"></div>
<b>Possible motivation:</b> "All behaviours meet a need". What do you <i>think the possible purpose / function</i> of the behaviour was? <input type="checkbox"/> Get? (attention?; if so, what kind of attention, who from? Power, control?)..... <input type="checkbox"/> Avoid / evade / escape (people, task, situation, setting...) ..... <input type="checkbox"/> Communicate (trying to tell us something?) .....		
<b>Action / Follow Up</b>  <input type="checkbox"/> Restorative action ..... <input type="checkbox"/> Time out ..... <input type="checkbox"/> Phone call to parents of child / children involved ..... <input type="checkbox"/> Data entered [PBL team] ..... <input type="checkbox"/> Other: .....		
Staff member completing data slip: (Please print).....  Signature Class Teacher:.....  Signature Principal / AP: .....		

## APPENDIX G.2

### [2] CLASSROOM “LONGTIME OUT” CARD



### Buddy Classes for LONG TIME OUT during class time.

KM	⇔	1M
KW	⇔	1W
2M	⇔	KM
2W	⇔	KW
3W	⇔	5/6W
3M	⇔	5/6W
4W	⇔	5/6M
4M	⇔	5/6G

**NB** If a classroom is vacant (ie class is at library / music / sport / church etc), the student is to return to class and the class teacher makes arrangement for another class for the child to have time out.

APPENDIX H

HABITS OF MIND THINK PAPER



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> <b>Care for Self</b>                    | <input type="checkbox"/> <b>Care for Others</b>               | <input type="checkbox"/> <b>Care for the place we are in</b> |
| <input type="checkbox"/> Be a good listener                      | <input type="checkbox"/> Remind others to follow school rules |  |
| <input type="checkbox"/> Manage impulsivity - Stop, Think, Do!   | <input type="checkbox"/> Safe and caring hands                |  |
| <input type="checkbox"/> Be in the right place at the right time | <input type="checkbox"/> Care for belongings                  |  |
| <input type="checkbox"/> Care for your appearance                | <input type="checkbox"/> Care for property                    |  |
| <input type="checkbox"/> Speak and act with kindness             |   |  |



**1. Managing Impulsivity -** Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.

Explain what you did. How was your behaviour inappropriate? \_\_\_\_\_

Which of the **School Rules** did you **not** follow? \_\_\_\_\_

**Care for Self**

**Care for Others**

**Care for the place we are in**

Which behaviour expectation was not followed? [refer to matrix] \_\_\_\_\_



**2. Thinking About Your Thinking -**

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

**Care for Self**

What caused you to behave this way? \_\_\_\_\_

What were you thinking at the time? \_\_\_\_\_



**3. Listen with empathy and understanding –**

Understand Others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions

**Care for Others**

**Care for the place we are in**

How might others be affected by your actions? \_\_\_\_\_





**4. Applying Past Knowledge** - Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

How could you do things differently next time? \_\_\_\_\_

What have you learned? \_\_\_\_\_



**5. Thinking Flexibly** - Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.

**Restitution** means seeking to make amends with another person or correct an error. \_\_\_\_\_

What can you do to help **restore** right relationships? How might you help 'fix the problem'? \_\_\_\_\_

What could be an appropriate consequence for you as a result of your behaviour? \_\_\_\_\_



**7. Thinking Interdependently Work together!** Being able to work with and learn from others in reciprocal situations. Team work.

What can the teachers in our school do to help you remember our school rules and behaviour expectations? \_\_\_\_\_

What help do you need from others to remember our school rules and behaviour expectations? \_\_\_\_\_

**Student:** \_\_\_\_\_ **Principal:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_  
*Signature Signature Signature*

Parents, please take the time to talk to your child about the inappropriate behaviours and the Habits of Mind Think Paper. Once you have signed this form, please return it to the school office ASAP.

- Follow up meeting requested by parent. Please call \_\_\_\_\_ to arrange a time.  
Contact no. for parent
- Follow up meeting requested by school. Please call the school 9440 8056 to arrange a time.

**Parent:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Signature*




## APPENDIX I

### ENCOURAGING APPROPRIATE BEHAVIOUR EXPECTATIONS IN NON – CLASSROOM SETTINGS (PLAYGROUND, ASSEMBLY, EXCURSIONS, BUS DUTY etc)

#### PLAYGROUND SUPERVISION (extract from Staff Handbook p15)

Children are to be supervised at all times and duty of care is owed to all children enrolled in the school at all times. Children are not to be left unsupervised in the classroom or playground. Supervision commences at 8.20a.m each morning. Staff are rostered on for playground duty and each staff member is responsible for his or her own knowledge of the duty roster.

Staff are asked to be prompt when turning up to duty, actively supervise the area they are responsible for, monitor ‘high risk areas’ and be proactive in preventing incidents.

Sacred Heart Catholic Primary School, Pymble Esse Non Videri	Care for Self 	Care for Others 	Care for the place we are in 
Playground Duty	<ul style="list-style-type: none"> <li>• Turn up to duty on time - Demonstrating Professionalism</li> <li>• Respond to bells and ‘line up’ promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Turn up to duty on time - Allow your workmates their break</li> <li>• Respond to bells and ‘line up’ promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Care for school -Ensure area is left clean and tidy</li> </ul>
	<ul style="list-style-type: none"> <li>• Provide active supervision - duty of care</li> <li>• Engage with kids</li> </ul>	<ul style="list-style-type: none"> <li>• Provide active supervision - consistency of practice</li> <li>• Carry the bum bag</li> </ul>	<ul style="list-style-type: none"> <li>• Be vigilant - student safety</li> <li>• Roam – active supervision</li> </ul>
	<ul style="list-style-type: none"> <li>• Be visible</li> <li>• Wear Flouro Vest</li> <li>• Wear name badge</li> <li>• Wear a hat</li> </ul>	<ul style="list-style-type: none"> <li>• Greet children</li> <li>• Be proactive</li> <li>• 1.55pm – ask children to move up to shade area, ready for line up</li> </ul>	<ul style="list-style-type: none"> <li>• Roam - Visit target areas</li> </ul>

- Staff are to be active and vigilant in their supervision. Supervision is to be constant and consistent. Teachers are to communicate with colleagues at ‘hand over’ time for any relevant information.
- “Hot Spots” such as toilets, stair wells, walk ways and out of bounds areas are to be regularly patrolled by the teacher on duty.
- Duty of care exists if students turn up very early or stay very late.
- Playground rules are to be regularly taught (see Behaviour Management Policy PBL) and staff on duty are to be proactive when promoting these expectations.
- Staff are to wear a hat, a yellow vest and name badge at all times while on playground duty.
- Should a student have in their possession any ‘dangerous items’, staff are to remove the item from the student and inform Principal.
- Staff are not to leave their designated playground duty area until relieved of duty. In the event a teacher does not turn up to relieve another, a message is to be sent to the office so that supervision can be arranged.

Coffee/ Tea is to be consumed in the staffroom only. No hot liquids are to be taken out on to the playground. Glassware and crockery also are to remain in the staffroom for safety of all. Teachers are encouraged to use environmentally friendly water bottles and travel mugs with lid.

## APPENDIX J

### Sacred Heart Catholic Primary School Emergency Critical Incident Procedure

In the event of an emergency/unusual occurrence – for example a person is suffering from epilepsy or similar illness or a person behaving in a manner which is endangering the safety of the other members of the class.

1. **Evacuate the students to a safe place** – ie the classroom next door, the playground or the library. (If incident occurs on the playground, remove all other students to a safe place well away from incident.)
2. **Contact the office** / ask neighbouring teacher to contact office / send for help.
3. In the case of illness, remain close to the person and render assistance if required.
4. If a person is demonstrating **threatening or aggressive behaviour** keep a safe distance nearby near an exit / doorway.
  - do not block the doorway
  - do not attempt to touch or restrain the person
  - do not attempt to prevent the person leaving the room – observe and, if necessary, follow at a discreet distance.