



ST. COLUMBA'S SCHOOL

BALLARAT NORTH

POLICY TITLE:

POSITIVE BEHAVIOUR POLICY

(Behaviour Management Policy)

Vision Statement:

The St Columba's school is a learning community that is:

Engaging, inspiring, empowering

RATIONALE:

At St Columba's School, we believe that the Positive Behaviour policy should stem from our Gospel values, which permeate all that we do within our school. We believe that each person within our school community has the right to function safely. They should feel engaged, inspired and empowered through their relationships. We believe that these values and practices need to flow through into the intellectual, emotional, physical, spiritual and creative potential of all learning opportunities.

These are more than just behaviours and skills to be taught, they are aspirations of our Christ-centred community and are embedded in all our interactions. They have the potential to equip everyone within our community to be the best they can be. Consequently, our Progression of Discipline Procedures recognise that each member of the school community has certain rights and responsibilities. Self-discipline and positive approaches to the development of acceptable behaviour are supported through a consistent approach by the school community, in accordance with the Diocesan *Whole School Behaviour Management Guidelines*.

This Positive Behaviour Policy links to the areas of student academic achievement, the wellbeing of students, staff and parents and our Response to Intervention Approach used with children who require extra support. The positive behaviours promoted in this policy should minimize the occurrence of inappropriate behaviours such as harassment, bullying, discrimination and non-compliance. It should protect the safety and dignity of all.

SCRIPTURAL CONTEXT

"What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God"

Micah 6:8

POLICY STATEMENT:

At St. Columba's School, we honour the **rights** of individual students to experience an engaging, inspiring and empowering learning environment. We know student engagement is a critical element in developing positive behaviour. In order to develop a culture of positive behaviour we need to create structures that provide consistent guidelines and procedures. This supports the expectation that all members of our community will take **responsibility** for their actions to maintain and restore harmony in their relationships with others.

To support this policy we will:

1. Work within the KidsMatter Framework to address the four components:
 - Belonging and Connectedness
 - Social-Emotional Learning
 - Parents
 - Intervention Programs for students at risk
2. Identify the *Rights and Responsibilities* of all members of our community and *Guidelines for Positive Behaviour*. (Appendix 1 & 2)
3. Provide for the yearly review and development of *Guidelines for Effective Learning* for each classroom. (Appendix 3)

4. Implement a Progression of Procedures related to inappropriate or challenging student behaviour which contravenes the statement of school wide Rights and Responsibilities for example, consistent and on-going harassment, bullying, discrimination, non-compliance or behaviour which seriously threatens the safety or the dignity of others. (Appendix 4 & 5)
5. Implement a Personalized Learning Plan (Behaviour Management) for children exhibiting specific behaviours. (Appendix 6)

Statement of Intent:

- **Corporal Punishment is inappropriate within a Catholic school and will not be used.**
- Any form of violence will not be tolerated by any member of the school community.
- We have a zero tolerance to all forms of bullying.
- The wider school community will be informed the framework of this Positive Behaviour Policy.
- All procedures and consequences should comply with the Positive Behaviour Policy and be appropriate to the seriousness of the offending action.
- Positive Behaviour is a shared responsibility of all members of the school community.

REFLECTIVE MATERIALS:

Whole School Behaviour Management Guidelines

School Vision & Mission Statements

Reviewed: 2013

Ratified: 2013

Date of next Review: 2015



Appendix 1

Right & Responsibilities for Students

<ul style="list-style-type: none">• You have the right to be an individual at school	<p><i>You have a responsibility to let others be individuals at School</i></p> <p>- This means that you should not treat others unfairly because you consider them different to you</p>
<ul style="list-style-type: none">• You have the right to be respected	<p><i>You have the responsibility to respect others and treat them with kindness</i></p> <p>- This means that you should treat others as you hope to be treated.</p>
<ul style="list-style-type: none">• You have the right to express yourself with consideration for the feelings of others	<p><i>You have the responsibility to let others express themselves.</i></p> <p>- This means that you must give others the opportunity to talk freely about their ideas and feelings when it is appropriate and in an acceptable manner.</p>
<ul style="list-style-type: none">• You have the right to a safe school	<p><i>You have a responsibility to keep yourself, others and the school safe.</i></p> <p>- This means that you should make safe choices in the way you act and interact with others in the school environment.</p>
<ul style="list-style-type: none">• You have the right to learn at school	<p><i>You have the responsibility to create a positive learning environment for all.</i></p> <p>- This means that you engage in good learning and support and encourage and celebrate good learning in others.</p> <p>- This means that you care for the environment, the property of others and of the school.</p>



Guidelines for Positive Behaviours

At St Columba's School:

- We have the right to be an individual at school

We will include others in our work and in our play

- We have the right to be respected

We will use appropriate language and/or gestures

We will avoid using 'put downs'

We will only use correct names

We will follow and obey the classroom /Learning Community Codes of Conduct no matter which staff member asks

We will use positive language to everyone

- We have the right to express ourselves with consideration for the feelings of others

We will allow others to express themselves and respect their input

- We have the right to a safe school

We will walk in the school buildings at all times

We will play in ways that are safe and avoid causing harm to other people.

We will play games correctly to keep people safe

We will play safely on and with equipment

We will walk bicycles and skateboards etc in the schoolyard and on all surrounding footpaths and crossings

We will wait in supervised areas at the end of school

We will cross roads using designated crossings where applicable

We will only wear the correct items of to school

We will only be in the classroom under teacher supervision

We understand that we must have permission to leave school grounds

We will play in the areas in which students are allowed (areas such as the bike rack are out of bounds).

We will stay in appropriate areas under staff supervision on extreme weather days

We will stay out of the buildings before 8.30am and during recess or lunchtime unless otherwise instructed

- We have the right to learn at school

We will use other people's property only with their permission

We will care for and return any school equipment that is borrowed



Guidelines for Effective Learning

Students:

1. We listen appropriately in class	<ul style="list-style-type: none">• We listen appropriately in class and follow the routines and procedures• We allow other children to listen without disrupting them
2. We respect the opinions of others	<ul style="list-style-type: none">• We avoid using put-downs and negative comments to other students in the class• We encourage other children to voice their opinions and contribute their ideas
3. We follow the instructions of teachers	<ul style="list-style-type: none">• When asked to complete a reasonable task by a teacher or staff member, we follow the instructions we have been given in a respectful and appropriate manner
4. We allow other students the freedom to learn	<ul style="list-style-type: none">• We behave in a respectful manner• We avoid engaging behaviours that dominate the class and require the teacher to spend more time dealing with our behaviour
5. We have all the things we need to engage in learning	<ul style="list-style-type: none">• We have access to all the items and equipment we need to learn effectively• We allow others access to the resources they need to engage in the classroom learning• We respect the property of the school or others
6. We keep our learning area free of clutter	<ul style="list-style-type: none">• Our learning area is organized enough that we can find what we need when we need it.

Teachers:

1. We use a range of strategies to engage students in their learning	<ul style="list-style-type: none">• We use a range of tools to engage students such as:<ul style="list-style-type: none">• Digital devices• Literary resources• Film clips
2. We use a range of tools to engage students in their learning	<ul style="list-style-type: none">• We use a range of strategies to scaffold the learning of students:<ul style="list-style-type: none">• Conferencing• Modelling• Explicit teaching• Illustrations
3. We provide clear guidelines for students	<ul style="list-style-type: none">• We commence each lesson with careful instructions and clear Statements of Intent/Learning Intentions• We conclude each lesson by reflecting on the learning and looking at whether the success criteria have been achieved
4. We provide students with specific feedback	<ul style="list-style-type: none">• We ensure that each child has been given specific feedback on their learning, either verbally or in written form
5. We use data to drive student learning	<ul style="list-style-type: none">• We use a range of data sources to help us direct and target the learning for each student (standardized tests, observational analysis and student-teacher conferencing)• We work collaboratively with our Learning Community colleagues to ensure our plan for learning is carefully targeted to meet the needs of our students• We use a needs based approach to help students engage with the curriculum in literacy and maths
6. We collect data on the engagement levels of students	<ul style="list-style-type: none">• We understand that we need data to identify whether students are engaging with the learning in our classrooms
7. We work collaboratively to develop learning opportunities for students	<ul style="list-style-type: none">• We work with our colleagues to develop explicitly targeted learning opportunities• We work to implement a shared ownership model in planning so that knowledge, experience and ideas are shared between educators using professional conversations
8. We work build relationships with students	<ul style="list-style-type: none">• We use the focus student concept to build our relationship with students• We use regular conversation and conferencing as a tool to engage with students



Staged Response Checklist

Stage 1: Prevention and early intervention – Creating a positive school culture	
Suggested strategies	School actions
Define and teach school-wide expectations for all	Non-Negotiable: Circle time Development of a visible and known Positive Behaviour Policy Parent-Teacher conferences for students at risk Development of class/learning community Codes of Conduct (based on Rights & Responsibilities & Guidelines for Effective Learning, Guidelines for Positive Behaviour) Goal of 90/10 Positive Reinforcement Tracking Record Book Restorative Practice Negotiable (Suggested Practices): Incentive Programs Positive Pathways Use of student diary for communication with home to highlight use of positive behaviours as well as areas to address OR Specific communication book if required
Establish relevant school-wide prevention programs	Development and implementation of Walker Learning Approach to develop social-emotional learning Development and implementation of the KidsMatter Framework Problem Solving Team Meetings
Establish consistent school-wide processes to identify students at risk of disengagement from learning	Teacher referral sheets for students at risk (RtI) Teacher referral sheets for Student Welfare Worker Personalised Learning Plans (Behaviour Management) Tracking & data collection (Duty Behaviour Reports, classroom tracking record book, teacher assessment records, anecdotal records & observations, SPA, Engagement Surveys)
Establish consistent school-wide processes and programs for early intervention	<ol style="list-style-type: none"> 1. Teacher observations, tracking sheets 2. Teacher referral to SN coordinator/ student welfare officer (Principal to be consulted) 3. Problem-Solving Team Meetings 4. Parent-teacher conference (three-way conferencing) 5. Possible referral to external consultants or agencies 6. Development of Personalised Learning Plans (Behaviour Management) 7. Termly Student Support Group Meetings

Stage 2: Intervention: a targeted response for individual students	
Suggested strategies	School actions
Establish an understanding of the life circumstances of the child/young person and how they feel.	Class conferences Teacher-student conference Restorative conversations Parent-Teacher conference (three-way depending on circumstance) Problem-Solving Team Meetings (these may include specialist support staff or external agencies)
Establish data collection strategies.	Tracking & data collection (Duty Behaviour Reports, classroom tracking record book, teacher assessment records, anecdotal records & observations)
Develop the plan for improvement based on data and review regularly.	School student tracking spreadsheet Personalised Learning Plans (Behaviour Management) Scheduled SSG's each term (or more regularly if required)
Explicitly teach and/or build replacement behaviours.	Modeling and teaching of social emotional learning skills/ targeted lessons Using advice from specialist support staff or external agencies

Determine strategies for the monitoring and measurement of student progress	<p>Classroom tracking spreadsheet</p> <p>Personalised Learning Plans (Behaviour Management)</p> <p>Review Problem-Solving Team Meetings (these may include specialist support staff or external agencies)</p> <p>Scheduled SSG's each term (or more regularly if required)</p>
Establish inclusive and consistent classroom/Learning Community strategies	<p>Implementation of school Positive Behaviour Policy</p> <p>Development of classroom/Learning Community Codes of Conduct and reflection on stated Rights & Responsibilities & Guidelines for Effective Learning</p> <p>Focus on goal of 90/10 positive reinforcement</p> <p>Use of Circle Time</p> <p>Data collection using Tracking Sheets</p> <p>Using Restorative Practices as required</p> <p>Use of student diary for communication with home or specific communication book if required</p> <p>Implementing suggestions made through Problem-Solving Team meetings and SSG's</p>
Establish out-of-class support strategies	<p>Tracking & monitoring of behaviour at recess and lunchtime</p> <p>Discussion at staff meetings</p> <p>Implementation of specific recommendations at Problem-Solving Team Meetings and SSG's</p> <p>Monitoring of students by staff as required</p> <p>Use of targeted intervention programs (EMU, Reading Recovery, Multilit, ERIK, Cued Articulation)</p> <p>Use of Student Welfare Worker</p> <p>Consultation with outside agencies</p>
Establish a Behaviour Management Support Group/Student Support Group	<p>Development of Behaviour Management Support group consisting of:</p> <p>Principal or representative</p> <p>Welfare Coordinator</p> <p>SN coordinator</p> <p>Classroom Teacher</p> <p>(May also include relevant LSO's/Student Welfare Officer)</p>



Progression of Procedures

The following plan is used if a teacher believes a child's behaviour is inappropriate. This also includes behaviour that includes harassment, bullying, discrimination or non-compliance. In order to achieve positive behaviours it is vital that all teachers consistently implement the consequences as outlined.

BEHAVIOUR	PROCEDURE	CONSEQUENCES
Inappropriate behaviour and minor offences observed by teacher..... <ul style="list-style-type: none"> careless non-targeted unintentional infrequent 	Managed by the teacher. Responses include: <ul style="list-style-type: none"> stop, listen, speak and clarify RESTORATIVE PRACTICE: talk with child talk with others involved review school's Codes of Conduct child completes self-reflection sheet which is then filed (Appendix 6a-c) record file kept of playground behaviour management file and self-reflection sheets 	Responses include: <ul style="list-style-type: none"> time to reflect verbal or written apology child to stay with teacher (in yard)
If the issue is resolved, the matter rests here. If the behaviour persists then the next level of this policy is followed.		






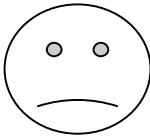

The relationship is not restored, or the behaviour is a more serious offence: <ul style="list-style-type: none"> deliberate/defiant intentional physical or verbal abuse directed against students and/or teachers disrespecting authority 	Managed by the teacher. Responses include: <ul style="list-style-type: none"> development of a Personalised Learning Plan (Behaviour Management – see Appendix 5) ensure the safety of all parties children complete an age appropriate self-reflection account of what happened (records kept) talk with child(ren)'s class teacher RESTORATIVE PRACTICE: discuss the issue negotiate a resolution communication with parents of all parties establish a Student Support Group inform the Principal 	Responses include: <ul style="list-style-type: none"> 'cool-off'/supervised 'time-in' (class) child may be asked to write a letter to his/her parents apology to relevant parties (verbal or written) restitution (property) 'Community Service' (sweeping, picking up papers etc) directly related to specific incidence of inappropriate behaviour rather than being used as a general 'punishment/
If the issue is resolved, the matter rests here. If the behaviour persists then the next level of this policy is followed.		



<p>The inappropriate behaviour continues (including harassment, bullying, discrimination and non-compliance)</p> <p>or</p> <p>the behaviour seriously threatens the safety and the dignity of others</p> <p>or</p> <p>the relationship needs further restoration</p>	<p>Managed by the Principal, working with teachers.</p> <p>Responses include:</p> <ul style="list-style-type: none"> • communication with parents of all parties • if necessary, consultation with another staff member or a member of the Leadership Team or CEOB consultant • document the incident • Record kept in Behaviour Management File 	<p>Responses include:</p> <ul style="list-style-type: none"> • supervised time-in (class/office) • suspension of privileges related to specific behaviour i.e. loss of digital education privileges linked to poor choices when using these devices • Development Personalised Learning Plan (Behaviour Management) (see Appendix 5) and • restorative response (small group conference) • in-house counselling
	<p>If the issue is resolved, the matter rests here.</p> <p>If the behaviour persists then the next level of this policy is followed.</p>	
	<p>Options include:</p> <ul style="list-style-type: none"> • continued discussion with the Principal • continued communication with parents of all parties • involve CEO personnel • inform/update staff and Canonical Administrator 	<p>Options include:</p> <ul style="list-style-type: none"> • supervised time-in • take part in special program • restorative response • work with a mentor • professional counselling
	<p>If the issue is resolved, the matter rests here.</p> <p>If the behaviour persists then the next level of this policy is followed.</p>	
	<ul style="list-style-type: none"> • refer to Appendices 7-12. All steps from here will follow the Diocesan guidelines in relation to suspension and expulsion <p>Options might include:</p> <ul style="list-style-type: none"> • short-term suspension from school • long-term suspension from school • exclusion (this will only be used in extreme circumstances with the permission of the Canonical Administrator and Director of Catholic Education) 	

[illegible]



Thinking Sheet (Junior)			
Name:	Home Room:	Date:	
This is a picture of what happened:			
What did I do?			
I was feeling...			
This would have made the other person feel...			
			
What can I do to make things better?			
Next time I will...			



Thinking Sheet

(Senior)



Name:

Home Room:

Date:

What happened:

What did this happen?

What was I thinking at the time?

What choices did I make?

Who was affected?

How would this have made them feel?

What can I do to make things right?

Which of the *Rights and Responsibilities for Students* did I not follow?

-You have the right to be an individual at school

- You have the right to be respected

- You have the right to express yourself with consideration for the feelings of others

- You have the right to a safe school

- You have the right to learn at school

Next time I will...



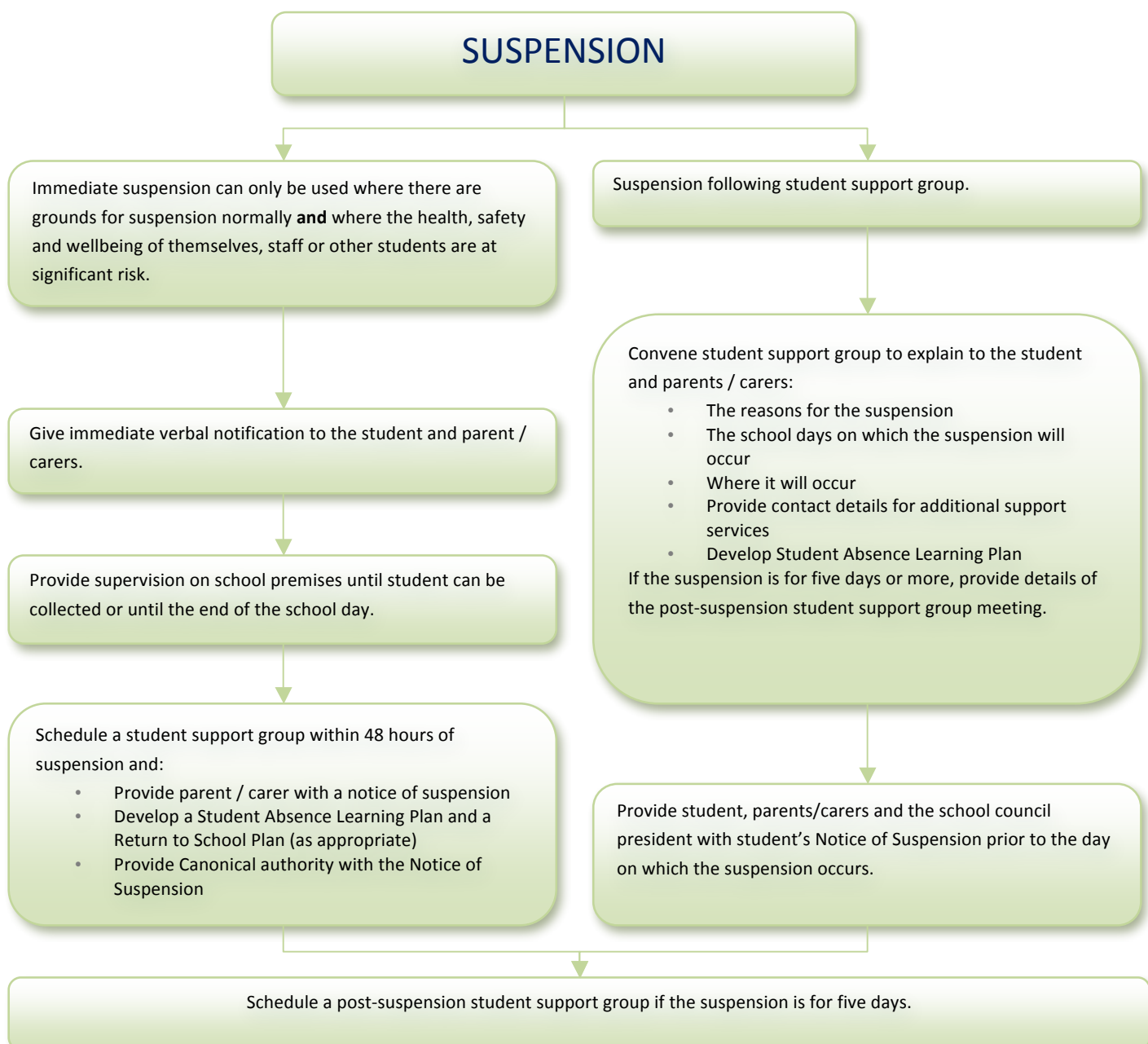
Suspension Process Flow Chart

Note: In determining whether to suspend a student the principal must ensure that suspension is appropriate to the student's:

- Behaviour for which the student is being suspended
- Educational needs
- Disability or additional learning needs
- Age
- Residential and social circumstances

Suspension being considered

- Student support group convened to inform the student and their parents / carers that a suspension is being considered
- Student support group should develop a range of strategies to support the student and parents / carers to address the area of concern and avoid suspension where possible



**Notice of Suspension Proforma**

School name:	
School number:	School phone number:
Contact person name and number:	

Student contact information

Name:	Year Level:
Address:	
Date of birth:	Phone:
Email:	

Parent/carers details

Name	Relationship to student
Address	
	Phone
Email	

Suspension details

Current suspension		
Previous suspension/s (if any) in this school year	From	to (inclusive)
Previous suspension/s (if any) in previous school years	From	to (inclusive)
Secondary consultation and/or direct intervention support must be sought from the diocesan office to address the behavioural for a student who has been suspended for five days in a school year.		

Reason for suspension

Under Ministerial Order 184, this student was suspended for (please circle):

- threatening or endangering the health, safety or wellbeing of others
- committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- possessing, using or assisting another person to use prohibited drugs or substances
- failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
- consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

Explanation of the circumstances leading to suspension**Outcomes of the student support groups**

Date/s of student support groups

Attendees

Strategies discussed

Supports (school based or internal) provided to the student

Date of post-suspension student support group (only required if suspension is for five school days)

Additional information (if required)

Checklist:

Each of these boxes must be ticked and the Notice of Suspension endorsed by the principal before the student can be suspended. Refer to Element 3 of the CEOB Whole School Behaviour Guidelines: for more information.

Student absence learning plan agreed upon at student support group is attached (for documentation purposes) and has been provided to the student and their parents/carers.	Yes / no
All other relevant information is attached	Yes / no
A copy of the Notice of Suspension has been provided to the student, their parents/carers and the Canonical Administrator.	Yes / no



Expulsion Flow Chart Process

Note: Where the Principal considers that due to the severity of the situation and the possibility of immediate threat to another person, that an immediate action is required, the principal may implement an immediate suspension prior to a student support group being convened.

PRIOR TO EXPULSION

Principal ensures a range of strategies consistent with a stage response have been implemented.

Despite these strategies the student's inappropriate behaviour persists.

PROCEDURE FOR EXPULSION

Principal is responsible for the student's expulsion. Principal notifies the Canonical authority that a student support group is being convened to discuss expulsion

Convene student support group to provide the student and their parents / carers with:

- Notice of Expulsion
- Expulsion Appeal Proforma
- Opportunity to be heard
- Identification of future educational and / or employment opportunities

Student support group comprises all relevant school and professional staff, the student (if appropriate) and the parent / carers.

Principal provides Canonical authority with the Notice of Expulsion and all relevant attachments.

Principal schedules a meeting with destination school or the registered training organisation. Principal provides a destination school or training organisation with all relevant documentation.



Appendix 11

Notice of Expulsion Proforma

School information	
School name	
School number	School phone number
Contact person name and number	

Student contact information	
Name:	Year level:
Address:	Date of birth:
	Phone::
Email :	

Parent/carers details	
Name	Year level
Address	
	Phone
Email	

Expulsion details
Commencement of date of expulsion
<p>Reason for expulsion</p> <p>Under Ministerial Order 184, this student was expelled for:</p> <ul style="list-style-type: none">• threatening or endangering the health, safety or wellbeing of others• committing an act of significant violence against a person or property or being knowingly involved in the theft of property• possessing, using or assisting another person to use prohibited drugs or substances• failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member• consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student• consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person
<p>Explanation of the circumstances leading to expulsion</p>

Outcomes of the student support groups
Date/s of student support groups for this year (attach minutes of all previous meetings)
Date of final student support group
Attendees
Transition arrangements, including details of receiving school, registered training organisation or employer
Details of any transition supports provided
Additional information (if required)

☐ All relevant information is attached.

☐ A copy of the Notice of Expulsion has been provided to the student, their parents/carers and the Canonical Administrator.

Principal's name:

Date:



Expulsion Report Proforma

This expulsion report must be completed by the principal and forwarded, with a copy of the Notice of Expulsion, to the diocesan director within 24 hours of the commencement of the expulsion.

School Information	
School name	
School number	
Student Details	
Name	
Year Level	
Date of birth	
Expulsion Details	
Commencement date of expulsion	
Background Information	
Please provide a brief history of the student's time at school	
What, if any, representations have been made by the parents/carers?	
Summary of prior or intervention strategies implemented	
Further considerations in support of expulsion	
Further Action	
Outline transition arrangement and any further action required	
Other considerations (if appropriate)	



Expulsion Appeal Proforma

This Expulsion Appeal proforma should be filled out by students or parents/carers wishing to appeal an expulsion from school. A copy of this expulsion appeal must be provided to the canonical authority of the school within 10 days of the start of the expulsion via mail, fax or email. It is advisable that you contact the canonical authority to confirm they received the expulsion appeal and you should keep a copy of the expulsion appeal for your records.

If you need assistance in filling out this expulsion appeal you can seek help from a friend or family member. For additional support you may wish to contact Parents Victoria on 9380 2158 or 1800 032 023 (rural callers only) or visit their website at www.parentsvictoria.asn.au

School Information	
Primary school name (must be completed even if student is at secondary school)	
Secondary school name	
Current school principal name	
Student Details	
Name:	Date of birth:
Year level:	
Expulsion Details	
Start date of expulsion	
Background Information	
Please provide a brief history of the student's time at school	
Has more than one student support group been held for the student? Yes / No (please circle one)	
Have you participated in more than one student support group in the past year? Yes / No (please circle one)	
What was the outcome of the final student support group (for example student will be enrolled in another school, student will begin full time employment etc)	
Has the school provided you with a written notice of expulsion? Yes / No (please circle one)	
Signature of parent/carer/student (if appropriate)	



ACCEPTABLE BEHAVIOURS CONTRACT

Name: _____

Duration of Contract: _____ to _____

Acceptable Behaviours to be addressed:

1. _____
2. _____
3. _____
4. _____
5. _____

Consequences of not achieving Acceptable Behaviours:

1. _____
2. _____
3. _____

By signing this Acceptable Behaviours contract I am taking responsibility for my own behaviours. I understand the positive and negative consequences of my behaviour as outlined in this contract and will do my best to achieve the acceptable behaviours listed above.

Child: _____

Parent: _____

Teacher: _____