

SUPPORTING BEHAVIOUR

We are proactive in supporting behaviour. We work to ensure that

- The focus and emphasis is on positive behaviour.
- There are clearly defined expectations.
- Behaviour expectations are explicitly taught, modelled and re-taught.
- Natural consequences (both positive and negative) occur.
- Parents and teachers have an open platform for clear communication and work together to support student behaviour.

RESPONSE TO MINOR BEHAVIOURS

There is a response all behaviour, whether positive or negative, such as

- Formal rule reminders and further teaching and learning of expectations in the classroom.
- Rewards, praise and specific feedback.
- In class time out with possible removal of privileges.
- Time out in 'buddy class' or Office with removal of privileges.
- Individual negotiation of future steps with all stakeholders. Parents will be contacted.

It is the responsibility of the class teacher to inform parents of any behaviours in class that disrupts learning. If a child is sent to the Office the referring teacher must make contact with the parents by phone or in person. (NO EMAIL)

If a parent or carer has a concern about behaviour we request that they discuss their concerns in person or over the phone. Appointments can be made by contacting the Office.

OUR SCHOOL CULTURE

We are building a community where we strive to make Jesus real.

We encourage a culture in which positive behaviour is rewarded and becomes the dominant attitude.

We desire to spend more time teaching the curriculum and less time managing behaviour.

We promote open communication with parents.

We support taking responsibility for our own actions, so all behaviour has natural consequences.

We aim to develop a safe, supportive and happy learning environment for all!

FOOD FOR THOUGHT

If a student doesn't know how to read,
we teach.

If a student doesn't know how to swim,
we teach.

If a student doesn't know how to multiply,
we teach.

If a student doesn't know how to behave,
we punish?

John Herner

Major behaviours will be dealt with on an individual basis in consultation with all stakeholders. It is the responsibility of the Leadership Team to inform and meet with all stakeholders should a student require support with repeated or major misbehaviour. Major behaviours may result in suspension or exclusion.



St Mary's Primary
School

Positive Behaviour
4 Learning
(PB4L)

OUR VISION

VISION FOR BEHAVIOUR DEVELOPMENT

St. Mary's Primary School will provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are a feature of a dynamic, Christ centred community.

All members of our community are called upon to make Jesus real in their relationships with others.

ST MARY'S POSITIVE BEHAVIOUR 4 LEARNING

Within our school community our Positive Behaviour 4 Learning Framework provides the foundation for enhancing our positive school ethos and promoting effective learning by establishing:

- **Clearly stated expectations of what constitutes acceptable behavior - see Behaviour Matrix 2017**
- **Effective teaching of desired behaviours**
- **Processes to recognize, reward and celebrate positive behaviour**
- **Individually designed behaviour support strategies, negotiated with all stakeholders, should a student require extra support**
- **Processes, rules and sanctions to deal with unacceptable behaviour**

As a staff we value and base all our decisions and actions on respect for ourselves, for others and for the environment. This universal respect, and care for the dignity of others and all God's creation, is our Christian responsibility and lies at the heart of all our relationships. It is a prerequisite for promoting positive behaviour in our school.

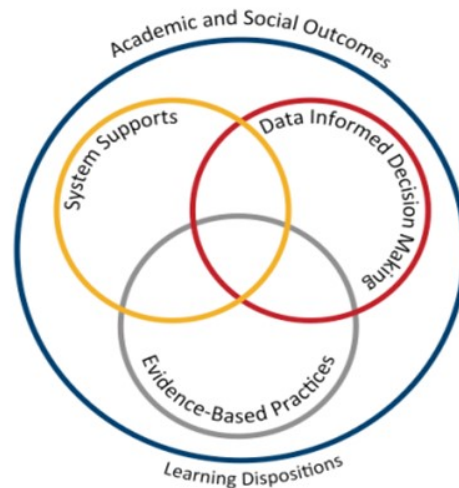
WHAT THE SCIENCE OF BEHAVIOUR HAS TAUGHT US

- Students are not born with undesirable behaviour.
- To learn better ways of behaving, students must be directly taught desired behaviours.
- To retain new behaviours, students must be given specific positive feedback and opportunities to practise in a variety of locations.
- Behaviour communicates need.
- Behaviour can be taught.
- Behaviour is learnt in the same way students learn any other subject.

WHAT IS POSITIVE BEHAVIOUR 4 LEARNING?

PB4L is about people, practices and learning. It focuses on learning, capability building and the wise and thorough use of data to inform practices.

It aims to enhance academic and social competencies and learning dispositions, by using data informed decisions, evidence-based practices and a range of system supports.



RIGHTS AND RESPONSIBILITIES

All members of the school community have rights and corresponding responsibilities.

STUDENTS

- **To be safe:** to behave in a way that keeps myself and others safe
- **To be treated with respect:** to behave respectfully
- **To learn:** to be willing to learn and to allow others to learn
- **To make mistakes:** to own mistakes and to allow others to make mistakes

TEACHERS

- **To be safe:** to behave in a way that keeps oneself and others safe
- **To be treated courteously by all in the school community:** to model courteous behaviour and to recognise and acknowledge courteous behaviour
- **To use the Essential Skills of Teaching:** to develop teaching skills in providing and enhancing a safe, courteous, supportive and academically focused classroom

PARENTS

- **To be treated with respect:** to behave respectfully
- **To be informed about student progress:** to talk to their children and children's teachers about any concerns
- **To have concerns taken seriously:** to share concerns constructively and listen to feedback respectfully
- **To have access to information on the school's approach to behaviour:** to keep themselves informed about the school's behaviour framework

