

ST PETER'S

CATHOLIC SCHOOL HALIFAX

St Peter's Catholic School School Wide Behaviour Engagement Policy

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The **Positive School Wide Behaviour Engagement Plan** at St Peter's Catholic School reflects the school's Vision and Mission Statements and our Core Principles.

Vision Statement

St Peter's Catholic School is an inclusive learning community where all are welcomed and valued, experience the joy of learning and are challenged to live the gospel of Jesus.

Mission Statement

Inspired by the gospel of Jesus and the example of Catherine McAuley and Francis of Assisi, St Peter's Catholic School aims to be a place of welcome, respect, learning and justice. The St Peter's school community strives to unite the school, home and parish in the mission of developing the whole child; academically, socially, culturally, emotionally, physically and spiritually, communicating through their daily interactions, Jesus' care and concern for all.

Core Principles

St Peter's is a place of...

Welcome

Respect

Learning

Justice

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School Wide Positive Behaviour Support (SWPBS)

School wide positive behaviour support is a process for developing and explicitly teaching appropriate and positive behaviours. It is comprised of a broad range of systemic and individualised strategies for achieving important social and learning outcomes in our school while preventing problem behaviour. The key attributes of SWPBS include preventive activities, data-based decision making, and a problem-solving orientation. SWPBS counteracts the “wait-to-fail” model of other frameworks and moves us to a prevention-based approach. Research shows that SWPBS:

- Reduces problem behaviour
- Increases academic performance
- Improved perception of safety
- Reduces bullying behaviours
- Increases time of instructional leadership
- Reduces staff turnover
- Improves social-emotional competence
- Increases positive school climate and culture

SWPBS is a technology with four core defining features:

1. Outcomes: supporting social competence and academic achievement
2. Systems: supporting staff behaviour
3. Data: supporting decision making
4. Practices: supporting student behaviour

To support the implantation of SWBPS, St Peter’s has committed to actively teaching students emotional regulation skills and resilience. One of the key school wide programs we are using to achieve this goal is the **Zones of Regulation** (Kuypers, 2011).

This school wide program is designed to support our whole school to regulate their own behaviour. This is a classroom-based way of approaching emotional regulation and provides teachers and students with a shared language they can use to identify and work through challenging situations. It is also about empowering students to take control of their own responses to big emotions and learn that everyone experiences life differently but to be happy, safe learners ultimately, we all need to stay in the ‘Green Zone’. Teachers will need to be aware of the specific needs of the children in their classroom and the challenges that some of them may experience regulating their own emotions and empathising with others. The Zones are intended to be a living, breathing strategy that is implemented daily.



A Whole School Approach

- Three positively stated expectations are explicitly taught, reviewed, prompted and supervised (Be Respectful, Be Responsible, Be Safe)
- Disruptive behaviour and rule breaking will be dealt with using positive discipline with the goal of teaching students' responsible behaviour
- Staff maintain active supervision at all times (for example, scan. move. interact)
- Staff give pre-corrections and reminders to students at risk of displaying inappropriate behaviour
- Appropriate behaviour is acknowledged appropriately and rewarded with a "Praise Note"
- Staff use a continuum of strategies to acknowledge displays of appropriate behaviour
- Staff use a continuum of strategies for responding to inappropriate behaviour

General Guidelines

- In the first instance, teachers are responsible for the management of student behaviours within their class.
- Prior to a referral to the Principal, teachers should have implemented a range of strategies according to the behaviour levels within the school behaviour management plan and have communicated with parents.
- Major behaviour levels will be reported and dealt with by the Principal

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Suspension and Enrolment Termination

Suspension Guidelines:

St Peter's Catholic School may decide to internally suspend a child, meaning a student remains at school in a supervised area away from other students. Parents must be informed and records of the behaviour and communications must be kept. This is no need to communicate internal suspensions to TCEO.

In cases of repeated or serious breaches of school behaviour expectations and external suspension may be appropriate. The period of suspension may be up to 20 days. Parents must be informed and records of the behaviour and communications must be kept. A serious offence against the social wellbeing of our school community may warrant an immediate suspension so that necessary consultation may be arranged.

In the event of a student being externally suspended from the school, the Principal is to send the completed Notification Form for the External Suspension of a Student to the TCEO Education Consultant within five days following the external suspension being made. The suspension process may occupy a considerable period of time providing space for consideration of any next steps. When a suspension is concluded, a "student re engagement" interview will be held with the student and/or parent/guardians/carers. This interview will clearly outline expected behavioural attitude reform and formalise these expectations in a behaviour plan. In some cases, this plan may also include a 'principal's contract' of what is required for enrolment to continue.

Internal suspensions may be imposed for the following infringements:

- Continued disruptions of classes;
- Continued disrespect to staff and students;
- Malicious damage to school property
- Physical recklessness
- Failure to comply with set expectations of Individual Behaviour Plan

External suspensions may be imposed for the following infringements:

- Continued non-compliance with school expectations and polices;
- Serious and repeated disrespect to staff;
- Deliberate and/or unprovoked physical recklessness
- Failure to comply with set expectations of Individual Behaviour Plan

Enrolment Termination may be imposed for the following more chronic, ongoing behavioural issues:

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Despite all attempts to support a student to meet school behaviour expectations, an Enrolment Termination may still be necessary. It would be normal to expect, but not mandatory, that suspension and/or an Individual Behaviour Plan may be employed prior to any action leading to enrolment termination. Chronic, ongoing behavioural issues may include:

- Continued non-compliance with school expectations and policies;
- Serious and repeated disrespect to staff;
- Deliberate and/or unprovoked physical recklessness
- Failure to comply with set expectations of Individual Behaviour Plan
- Other major incidents of misconduct which could include:
 - Alcohol and drug use
 - Stealing
 - Vandalism
 - Chronic social media misuse
 - Weapons

If the assistance and directions offered by the school is not affecting the desired improvement, then discussions with parents/carers in regards to the risk of continuing enrolment will be conducted. In the case of extreme breaches of school behaviour expectations, an enrolment termination without previous suspensions may be warranted. The Principal should discern accordingly, taking each case on its merits. Where possible, the school Principal will engage with parents/carers/guardians in pastoral conversations around the Principal's beliefs that enrolment termination is imminent. The Principal should discuss with the student's parents/carers/guardians as they may wish to initiate the voluntary removal of the student prior to the formal termination of enrolment.



St Peter's Behaviour Intervention Levels and Consequences

Levels	Common Behaviours at This Level	Consequences and Actions
Level 1 (Minor)	<ul style="list-style-type: none"> • Non-compliance • Minor disrespect (calling out, distracting others, wasting time) • Not working to the best of one's ability • Playing unfairly • Misuse of property • Minor inappropriate use of technology • Minor unsafe behaviour • Annoying peers • Incidental swearing 	<ul style="list-style-type: none"> ➤ Intervention Strategies – quiet chat, redirection, reminders and warnings, take a break, give a job, now and then statements, movement and seating ➤ Give a choice ➤ Use Zones of Regulation ➤ Non-verbal cues ➤ Use proximity ➤ Natural consequences
Level 2 (Moderate)	<ul style="list-style-type: none"> • Failure to improve Level 1 behaviour • Persistent, disobedience: non-participation, disrespectful to others • Disrespecting the learning environment 	<ul style="list-style-type: none"> ➤ Students have been given two chances to make a good choice about their behaviour ➤ Natural consequences ➤ Time out ➤ Completion of work during lunch time ➤ Conversation with the child before joining peers again ➤ Restorative Practice ➤ Loss of privileges (camp, swimming lessons, play areas/games) ➤ Record of behaviour details in COMPASS ➤ Parental contact to be made
Level 3 (Major)	<ul style="list-style-type: none"> • Failure to improve Level 2 behaviour • Flight risk/Leaving school grounds • Bullying behaviour (physical and verbal) • Aggressive behaviour (throwing property) • Physical aggression • Verbal aggression 	<ul style="list-style-type: none"> ➤ Principal Intervention ➤ Policy called / Parent contact to be made ➤ Behaviour Book ➤ Restorative Practice ➤ COMPASS chronicl by teacher/principal ➤ Internal/external suspension ➤ Enrolment review

St Peter's Catholic School Positive Behaviour Matrix

Behaviour Expectations	Classroom	Play Time	Eating Time	Toilets	Outside School Activities
Be Responsible	<ul style="list-style-type: none"> We try our best We set learning goals We ask for help We have a go We take risks We are organised and ready to learn We are responsible for our own equipment We find our green zone 	<ul style="list-style-type: none"> We are aware of our school expectations We return play equipment we borrowed to the sport shed bins We use equipment for its intended use We are responsible for abiding by the rules of the game We play fairly 	<ul style="list-style-type: none"> We sit at the tables to eat our lunch We put our rubbish in the bins provided If we make a mess, we clean it up We place our chairs quietly under the tables We put our lunch in the fridge 	<ul style="list-style-type: none"> We wash our hands after using the toilet We use toilets, toilet paper and hand wash appropriately One student per toilet We wait quietly for our turn We always lock our door 	<ul style="list-style-type: none"> We stay with a partner at all times We represent St Peter's Catholic School with pride at all times
Be Respectful	<ul style="list-style-type: none"> We follow all staff instructions immediately We raise our hand to speak We use manners We listen when others are talking We take turns We use classroom equipment respectfully We are respectful of others learning time We wear our uniform with pride 	<ul style="list-style-type: none"> We follow all staff instructions immediately We listen to the instructions of the sports shed monitors We treat others the way we want to be treated We respect other people's play and areas of play We use kind and encouraging words We show respect for equipment and our school environment 	<ul style="list-style-type: none"> We raise our hand, sit quietly and wait for a staff member to check our lunch box before dismissing us We talk quietly with our friends We keep a clean eating area We follow all staff instructions immediately 	<ul style="list-style-type: none"> We respect the privacy of others We follow all staff instructions immediately We keep the toilets clean 	<ul style="list-style-type: none"> We follow all staff instructions immediately We follow the rules and expectations of where we are visiting We are considerate of the public at all times



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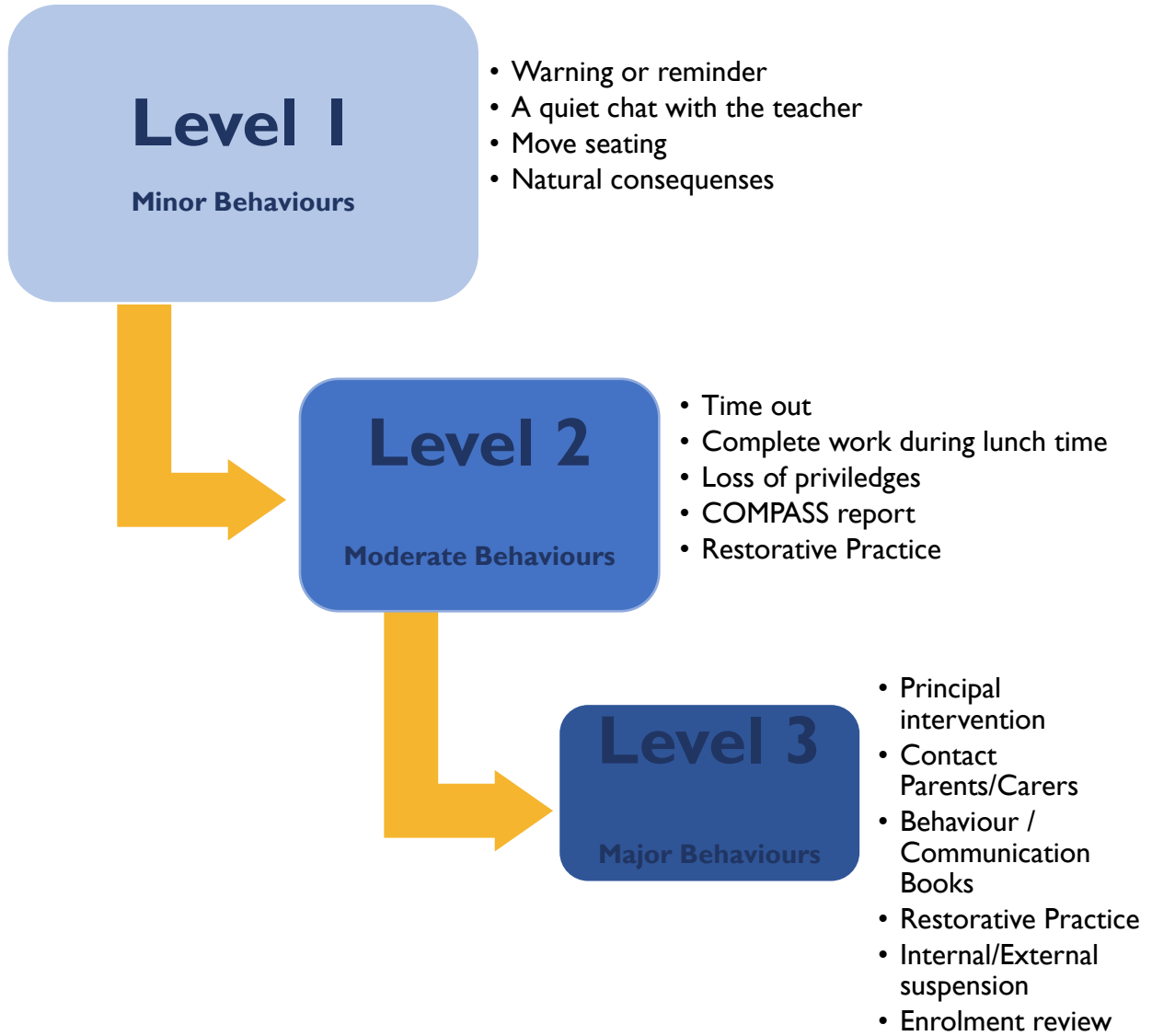
Be Safe

<ul style="list-style-type: none">▪ We look out for the safety of ourselves and others▪ We walk safely▪ We seek permission to leave the classroom▪ We keep our hands and feet to ourselves▪ We use equipment safely▪ We are COVID safe▪ We alert teachers of unsafe situations	<ul style="list-style-type: none">▪ We use playground equipment safely and correctly▪ We keep our hands and feet to ourselves▪ We play safe▪ We play in the right play areas▪ We walk on the cement▪ We wear our hats and sunscreen▪ We alert staff of unsafe situations	<ul style="list-style-type: none">▪ We wash our hands before eating▪ We remain seated while eating▪ We seek permission to leave the eating area▪ We walk on the cement▪ We clean up any spills or mess▪ We eat our own food▪ We alert staff of unsafe situations	<ul style="list-style-type: none">▪ We always lock our door▪ We alert staff of unsafe situations	<ul style="list-style-type: none">▪ We abide by safety guidelines in accordance with different areas and venues we visit▪ We use road rules▪ We stay in supervised groups and areas
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St Peter's Catholic School Behaviour Flow Chart




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Reward System

When a child demonstrates expected behaviours as outlined in the above matrix, they are acknowledged appropriately and rewarded with a "Praise Note". Any staff member can reward any child, anywhere, anytime. The student is responsible for placing their praise note in their designated collection container within each classroom. Praise notes are collected weekly by the senior students and placed into a bucket for a weekly draw. Winners of the draw receive a Zooper Dooper ice block. At the end of the term, all praise notes from throughout the term are placed into a bucket for a major draw. Winners of the major draw receive a prize of their choice from the prize box.

St Peter's Catholic School Halifax		
<input type="checkbox"/> I am Responsible	<input type="checkbox"/> I am Respectful	<input type="checkbox"/> I am Safe
Student Name: <hr/>		

Active Supervision

What is it and what does it look like?

Active supervision is:

- Moving
- Scanning
- Interacting

Staff Steps:

- **BE ON TIME**
- **Move around** – avoid standing in one place
- **Look around** – scan all areas near and distant
- **Interact** – engage with students effectively and efficiently
 - ❖ Greet students, but be brief
 - ❖ Positively reinforce students who are following the rules (Be explicit: “That’s what I call being safe” etc.)
 - ❖ Positively correct students who are breaking the rules (state the expectation, give choices, then put it back onto the student)

Look the Part:

- Wear your high vis vest – high visible adults can reduce student anxiety and you can be easily identified
- Wear your hat – everyone follows the sun-safe policy
- Take your bum-bag containing Praise Notes, aid slips etc.

Remember:

Behaviour Ignored is Behaviour Accepted

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