



POSITIVE BEHAVIOUR SUPPORT POLICY

Rationale

At Galen Catholic College we aim to provide a positive environment in which each child is respected and his/her right to learn is encouraged and protected. The strategies to deal with inappropriate behaviour are consistent, logical and clear. Expectations and consequences are made familiar to all involved. The support of parents, teachers and children is needed to ensure the development of self-regulating students. The use of SWPBS (School Wide Positive Behaviour Support) is systematic, individualized and provides strategies for achieving important social and learning outcomes while preventing behavioural issues with all students. SWPBS is a combination of effective practices to: teach and encourage respectful, responsible behaviours and uses data to support decision making. It assists in creating an individualised and supportive school climate.

The outcomes of SWPBS are:

- Increased instructional time
- Improved staff and student attendance
- Increased student proficiency
- Increased parent participation and partnerships
- Improved community involvement and support

Every classroom teacher will develop consistent expectations for acceptable behaviour for his/her classroom in compliance with SWPBS behaviour expectations matrix. The expectations will be communicated to the students and parents/guardians through the sharing and explicit teaching of our matrix.

The teacher will address consequences for minor behaviours. When inappropriate behaviour from a particular student continues to occur or is a major event, intervention by a member of the Pastoral Wellbeing Chain – Pastoral Wellbeing Leader, Learning Leader, Head of School, Deputy Principal or Principal leadership will be necessary.

OUR CORE VALUES – F.I.R.S.T

At Galen Catholic College the worth and dignity of each person is acknowledged, appreciated and celebrated, and each student has the opportunity to flourish in a Catholic atmosphere of love, acceptance, belonging and security.

Our five core values are:

FAITH – We follow in Jesus' footsteps

INTEGRITY – We nurture honesty and strength

RESPECT – We respect others, opportunity and environment

SELF - We are self-aware, confident and compassionate

TEAM – We are inclusive, positive and safe

(see our FIRST Behavioural Expectations Matrix)

Policy Statement

Our vision at Galen Catholic College is to create learning environments that encourage all students to flourish. Corporal punishment, or any physical handling of students for disciplinary purposes, is expressly forbidden at Galen Catholic College. All procedures ensure natural justice and procedural fairness.

Our educational community seeks to provide a system that will support students' efforts to manage their own behaviour and promote academic achievement. An effective behaviour support system is a proactive, positive, skill building approach to the teaching and learning of successful student behaviour.

F.I.R.ST - The school wide positive behaviour support (SWPBS) system ensures effective strategies that promote prosocial behaviour and respectful learning environments. The principles of Catholic Education reflect the beliefs that each person deserves and needs a positive and inclusive educational community that values courtesy, and consideration and welcomes all. A positive behaviour support policy incorporates the modelling and teaching of positive, proactive social behaviours across the school environment. Our SWPBS system is a databased initiative that endeavours to adjust the environment and learning opportunities in order to fully support the student. This system is implemented by collaborative, school based teams using a student centered approach to proactive behaviour support. Schoolwide expectations for behaviour are clearly stated, widely promoted, and frequently referenced. Both individual and schoolwide learning and behavioural issues are comprehensively assessed. Functional assessment of learning and behaviour challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to databased adjustments. Positive interventions that support adaptive and prosocial behaviour and build on the strengths of the student, lead to an improved learning environment. Students are offered a continuum of methods to help them learn and maintain appropriate behaviour.

Galen Catholic College Vision Statements

Galen Catholic College is a nurturing community, where Faith and Integrity are at the core of our aspirations. Galen Catholic College strives to;

- Create a faith-centred and hope-filled community inspired by the teachings of Jesus.
- Provide quality education that challenges, supports and empowers students to explore and reach their full potential.
- Foster an inclusive and safe environment.
- Build authentic partnerships between school, parents and carers and the wider community.

Procedures to support behaviour

We aim to recognise and celebrate students who are displaying our five core values in their behaviour.

All in our community are asked to support our positive behaviour procedures, including:

1. Providing Commendations

All staff are asked to support our F.I.R.S.T behavioural expectations recognising when students are doing the right thing, naming this behavior explicitly and giving a “commendation” to the student. Commendations are completed on SIMON (behavioural tracking) and once it has been logged students receive 5 points towards their HOUSE team and parents receive notification via PAM (Parent Access Module).

2. Positive Behaviour Support Plans (PBSP)

Behaviour Support is more than just a process of responding to behavioural issues after they have occurred. The key to effective behaviour support is the quality of the relationships between teachers, students and parents. A comprehensive behaviour support plan requires as much attention to the recognition and development of good behaviour as it does to effective sanctions for inappropriate behaviour. It is believed that a positive approach to discipline will ensure that the majority of students will accept responsibility for their behaviour and develop self-discipline.

The development of good social skills is encouraged at Galen Catholic College and students are to be consistently reminded of this by teachers through instruction and example.

Teachers are encouraged to use a variety of approaches to enhance positive interaction between students, catering for different levels of ability and maturity, with the aim of developing positive social behaviours.

3. Individual Behaviour Support Plans (IBSP)

At times, adjustments to expectations in the school’s Positive Behaviour Support Policy may occur for students with disability, due to the nature of their learning needs. (e.g. Providing intervention and a

replacement behaviour plan for the highest priority inappropriate behaviour first, with a further plan to address other less urgent behaviours within a planned timeframe.) This Individual Behaviour Support Plan will work in conjunction with the school's Positive Behaviour Support Policy. This plan will incorporate professional advice from Allied Health professionals, parents, Galen wellbeing counsellors, Sandhurst CEO Education Officers and the Galen Learning Support Centre Leader. Decisions about priority for addressing behaviours may require the support of external professionals such as a psychologist or paediatrician, in conjunction with school staff and that student's parents. Individual Behaviour Support Plans may identify potential risks to the individual, to other students, to staff and other adults or to property. These risks may include physical, emotional, social or academic risks. When necessary, a risk assessment will be conducted and appropriate interventions will become part of the Individual Behaviour Support Plan.

4. Behavioural Tracking via SIMON (Behaviour that is not F.I.R.S.T expectations)

When students display inappropriate behaviours, staff are required to complete a behavioural tracking via SIMON. This form records information regarding the context, behaviour and those involved. All staff are authorised to fill in these forms when required. Completed forms are logged into SIMON. The Behavioural Tracking program via SIMON allows Pastoral Wellbeing Chain staff to access old incidents, shows peak times for behaviours, sorts them into various categories which allows staff to track these behaviours. This enables staff to identify and address risks, and then put proactive supports in place.

5. Consequences of inappropriate behaviours

Teachers and students work collaboratively to establish a possible range of natural or logical consequences which will apply if a value is not observed by a student and in the occurrence that a value is consistently broken. The focus of consequences is to enable the student to learn to regulate their behaviour and to behave in socially acceptable ways.

Any of the following appropriate consequences may be used:

- Ask if student needs your help
- Reset or modify task
- Give student a job to do – non task related (within the classroom)
- Team student up with another student or group
- Relocate student (within the classroom) – invitational (non-threatening – neutral affect)
- Offer student a short break (to predetermined area)
- Inform student that they need to remain behind for conversation
- Make a time to meet student at recess or lunch for conversation (3-5 minutes) - Reference expectations and/or matrix
- Student is sent to FIRST reflection – completed by either Homeroom Teacher, Pastoral Wellbeing Leader, Learning Leader, Head of School or Deputy Principal
- Withdrawal time with either the Pastoral wellbeing leader, Head of School or Deputy Principal – incidental lunch/recess/short periods
- Restriction of privileges
- Consultation with parents
- Establishment of an Individual Behaviour Support Plan (IBSP)
- Internal suspension (Student is withdrawn from special activities and the classroom for a defined period. Time is spent under the supervision of the Head of School or Deputy Principal. (Student does not have recess or lunchtime at the same time as the remainder of the school.)
- Suspension (This consequence is only applied for very serious or repeated breaches. The decision to suspend a student is made by the principal. Documentation of the events leading up to the suspension will be thorough and retained. There will need to be a rationale of why a student is sent home – how is this supporting the student to succeed at school)

Corresponding documents

*FIRST Behavioural Matrix

*FIRST Predictable Responses to Behaviour – Minor & Major

Review

This document shall be reviewed within three years of the date of issue.

Principal:

Signature:

Date: March 2019