

# Student Management Policy



The St Francis Xavier Student Management Policy has been developed as part of our School Wide Positive Behaviour Strategy. The following resources have been used in the development of this policy:

CEM Guidelines for Behaviour Support

<http://cevn.cecv.catholic.edu.au/WorkArea/DownloadAsset.aspx?id=8589940745>

CECV Whole School Approaches to Supporting Positive Student Behaviour

<http://cevn.cecv.catholic.edu.au/WorkArea/DownloadAsset.aspx?id=8589940746>

## Belief Statement

At St Francis Xavier Primary School we are committed to building an inclusive learning environment, which supports positive relationships among all members of our school community. The school fosters a culture of faith development, personal growth and academic achievement. We strive for our community to be **responsible, respectful, resilient and safe.**

Our student management policy reflects the shared values of our school vision statement and the philosophy and practices of School Wide Positive Behaviour Support framework.

## School Wide Positive Behaviour Support (SWPBS):

School Wide PBS is a philosophy and practice of recognising the importance of positive relationships among all members

of our school community for the purpose of enhancing student learning by:-

1. Improving classroom and school climate
2. Maximising academic achievement
3. Decreasing reactive management
4. Improving support for students with learning difficulties
5. Integrating academic and behaviour initiatives

The main strategies include:

- a. Establishing and teaching clear expectations for all students in all settings
- b. Supporting all students so that they are better equipped with the social capabilities and skills to make good decisions about their behaviour
- c. Modelling and rewarding clear expectations
- d. Helping schools, staff, families and community members understand these clear expectations and support the diversity of students
- e. Understanding the physical and social context of behaviour
- f. Using data to guide decisions regarding change

**PBS** is a PROCESS that is DATA DRIVEN and supported by SYSTEMS that seek to improve PRACTICE. A plan will be put in place that is evidence based and driven by research and data, to create a predictable and consistent environment for students.

## **Shared Expectations (Rights and Responsibilities)**

At St Francis Xavier Primary School:

### **Children, have the right to:**

- learn in a supportive environment
- be safe and comfortable in the school environment
- be valued and treated with courtesy and respect

### **Parents, have the right to:**

- be valued and treated with respect
- be actively involved in their children's education

### **Teachers, have the right to:**

- be respected and supported by members of the school community
- be safe
- be valued as a professional

## **EVERYONE HAS RESPONSIBILITIES**

We all have the responsibility to respect the rights of others. We will be:

- a friendly, caring and productive school
- learning in a dynamic environment

In order to support everyone's rights we have rules and consequences.

Rules keep us safe.

## **Aims**

As part of the SWPBS process, we have established four clear, positive expectations for the behaviour we expect from staff, students and parents in all areas of our school .

# St Francis Xavier Primary School

## SWPBS Behaviour Expectations

### We are respectful

We value ourselves, others and our belongings

### We are responsible

We take ownership for our behaviour, our actions and our words

### We are resilient

We accept challenging situations as learning opportunities, enabling us to move forward.

### We are safe

Our choices, actions and words affect the physical and emotional wellbeing of everyone.

- We explicitly teach our expectations to the students and encourage and acknowledge them frequently for displaying appropriate behaviours.
- We develop a sense of responsibility in students for their own actions.

### Implementation

The behaviour matrix is a foundational document for the SWPBS approach at St Francis Xavier Primary School. The matrix was developed collaboratively with staff, students and parents.

The matrix is the set of expectations and specific behaviours that are the basis for our school behaviour curriculum. The matrix is reviewed regularly by staff adapting content and responding to data in meeting the identified needs of the students.

The matrix reflects the language and culture of our school. It is the language all staff use when they teach students the expectations and acknowledge student behaviour.

The matrix creates the "curriculum" that will guide the teaching of expected behaviours. It provides a guideline for students to monitor their own behaviour and they remind and motivate students to meet certain standards.

St Francis Xavier Primary School behaviour matrix is underpinned by:

- explicit teaching of behavioural and social skill lessons
- signage around the school
- signage in each learning space
- assembly presentations of expectations
- an award certificate per grade presented at assembly and published in the newsletter
- acknowledgment given to students for displaying expected behaviour
- whole school barometer linked to tokens.

## St Francis Xavier PBS MATRIX

	<b><u>Respect</u></b> <i>Valuing ourselves, others and belongings.</i>	<b><u>Responsible</u></b> <i>Taking ownership for our behaviour, actions and words.</i>	<b><u>Resilient</u></b> <i>To accept challenging situations as learning opportunities, enabling us to move forward.</i>	<b><u>Safe</u></b> <i>Our choices, actions and words affect the physical and emotional wellbeing of everyone.</i>
<b>Always</b>	I use manners. I follow rules and instructions. I am mindful of others and their personal space. I look after my belongings and those of others in the school community. I use positive language.	I am organised. I wear uniform correctly. I move around the school calmly and with an appropriate noise level. I wait my turn. I am punctual for classes and line-ups. I participate in activities fairly and to the best of my ability.	I make right choices. I accept mistakes as a way to learn. I accept adult decisions. I accept game decisions. I accept differences. I am patient. I ask if unsure.	I am aware of personal space. I keep hands and feet to myself. I follow rules and instructions. I use equipment appropriately.
<b>Play Areas</b>	I play fairly. I include others. I am mindful of play space, equipment and other people's games. I share space and equipment. I use positive language.	I stay within the designated play areas. I look after and return equipment to its rightful place. I follow school rules. I follow the rules of the game. I put rubbish in the bin. I drink and use water wisely.	I am a good sport. I compromise to be fair. I move on when things don't go my own way. I look for solutions to problems.	I use equipment appropriately. I walk on pathways. I stop playing games when the bell goes. I keep inside school boundaries. I am sunsmart.
<b>Tuckshop</b>	I am aware of others space when in line. I use my manners. I wait my turn	I look after my money. I remember to put my lunch order in the tub. I put rubbish in the bin.	I am proactive in asking about my order and accept my food may not always be my selection. I am patient and wait my turn.	I line up. I move away after receiving my order. I use barriers for lining up. I only buy for myself. I eat my own food.
<b>Community</b>	I listen to and follow the instructions of the person in charge. I represent our school with pride. I wear the school uniform correctly. I use manners and positive language.	I look after belongings. I wear uniform appropriately. I remain with my group/class.	I accept decisions and advice. I am a good sport. I participate and fully engage. I am prepared for changes.	I follow the instruction of the teacher/s and other adults in charge. I follow the rules and regulations on public transport.

<b>Office</b>	I walk in quietly. I wait my turn. I use my inside voice. I use manners.	I listen to instructions. I return notes and money on time. I take notes home to my parents on the day.	I accept what the First-Aider decides.	I return to class quickly. I be careful when collecting tubs.
<b>Toilets</b>	I respect the privacy of others. I use taps and toilets for their purpose.	I use the toilet at playtime. I use taps and toilets for their purpose. I move in and out and return to class quickly.	I understand that a teacher may ask me to wait.	I go and return with a partner. I keep my food and belongings outside the toilet. I wash my hands.
<b>Hall</b>	I enter and leave in a quiet and orderly manner. I look and listen. I sing Happy Birthday properly. I sing the National Anthem with pride.	I pay attention to the presenter. I am well-rehearsed if I'm presenting.	I resist temptation to be distracted by others.	I enter and leave in a quiet and orderly manner. I keep my arms and legs in my own space. I follow teacher instructions.
<b>Church</b>	I enter and leave the church quietly. I am reverent and prayerful. I receive communion appropriately.	I actively participate through Mass by responding, singing and reflecting. I show reverence during Eucharist.		I use seats and kneelers safely.
<b>Learning Areas</b>	I use an appropriate voice level. I consider the learning needs of others. I look and listen. I participate. I try my best. I cooperate.	I seek permission to enter learning areas. I keep my belongings organised. I keep our learning space tidy. I am organised. I use equipment appropriately. I use my time wisely. I challenge myself to do my best. I understand that spaces are shared. I co-operate and work together during group work.	I use mistakes as learning opportunities. I keep on trying. I adapt to change. I accept help from others.	I walk inside and outside, moving around safely. I use equipment appropriately.

<b>Transition</b>	I move around the school calmly and quietly.	I return to class with partner promptly if I have been to toilet or on a message. I have everything I need with me.		I keep left. I wait before entering. I stay in my safety line. I walk around the school.
<b>Before and After School</b>	I am punctual. I keep within boundaries. I enter the classroom quietly during prayer time.	I am prepared for each school day. I go straight to where I need to be.		I refrain from using equipment. I obey pedestrian, kiss and drop and road safety rules.
<b>Cyber</b>	I use appropriate language.	I follow ICT school policy. I remember my password. I make appropriate choices about what I access. I notify an adult about content of concern.	I persist with new challenges.	I follow ICT school policy. I keep personal details/password to myself. I only share images of others when I have permission. I seek assistance if I am feeling unsafe and unsure. I only access suitable content and only interact with people I know.

### **Responding to Appropriate Behaviour**

#### **'Gotchas'**

- 'Gotchas' are acknowledgements given to students to recognise when they have demonstrated the school behaviour expectations.
- 'Gotchas' are also used to collect data on positive acknowledgements given to students.
- All Staff will be given 'Gotchas' to give to ANY student who is displaying school behaviour expectations.
- Students are given specific, positive verbal feedback about how they are following the school expectations.

#### **What Happens to the 'Gotchas?'**

- Students deliver their 'Gotchas' to one of the designated boxes located around the school.
- Gotchas are collated and are put towards a whole school goal.

#### **Value Award System**

- Weekly certificates that acknowledge our school expectations are presented in class
- Recognition in school newsletter
- Acknowledgement at school assembly
- Award recipients are invited to a morning or afternoon tea with the Principal

## Responding to Inappropriate Behaviour

INSIDE LEARNING SPACES				
<b>MAJOR</b>	<b>SEVERE LEVEL</b>	7	Expulsion (Higher authority required at this level)	All behaviour deemed to be in this category as "serious" in line with the Education Act and Catholic Education Commission Policy.
		6	External Suspension (Counselling applied on return of the student to school)	Any behaviour that has been deemed to have physically and or mentally hurt another. The severity, intent and repetition of the behaviour is all considered when determining at this level All behaviour deemed to be in this category as "serious" in line with the Education Act and Catholic Education Commission Policy.
		5	Principal called (Red card) Internal suspension time determined by Leadership. Parents notified	Any behaviour that puts at risk the physical and/or mental safety of others. Throwing furniture Defiance with threatening behaviour Student runs away
	<b>MEDIUM LEVEL</b>	4	Leadership or Senior staff member called (Yellow card) Time out from learning areas as determined by school leadership.	Bullying type behaviour Misuse of technology Defiance - deliberate voice of nonconforming Continual ignoring of instructions Racism Vandalism Biting/Spitting Student has ran away Directed swearing Theft Aggressive Behaviour
		3	Exit to another supervised room	Repeated disruption to others learning. Directed swearing (dependent on incident and/or age) Vandalising other student's work Ignoring instructions Disrespect of property (schools and other peoples) Rudeness Repeat offender of Level 1 & 2
<b>MINOR</b>	<b>LOW LEVEL</b>	2	Reduced recess/lunch – class teacher to supervise.	Unsafe movement in the classroom and around the inside learning space. Not completing adequate amount of work in given time periods Repeat offender of Level 1
		1	Reflection time either inside /outside own classroom	Put- downs Lack of peer respect and inclusion. Littering Slow to respond to or ignoring instructions Non-Directed Swearing Rude gestures, comments Distracting others Wasting time Off Task
		0	Rule Reminder Tactically ignoring	Rocking on a chair Low level distractions

		Responding positively to the appropriate behaviour	Calling out Not waiting their turn Being Loud Fiddling/fidgeting
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**OUTSIDE LEARNING SPACES**

<b>MAJOR</b>	<b>SEVERE LEVEL</b>	7	Expulsion (Higher authority required at his level)	All behaviour deemed to be in this category as "serious" in line with the Education Act and Catholic Education Commission Policy.
		6	External Suspension (Counselling applied on return of the student to school)	External suspension can be applied to severe or multiple incidents of level 5 Bringing the school into disrepute (dependent on incident and severity) Any behaviour that has been deemed to have physically and or mentally hurt another. The severity, intent and repetition of the behaviour is all considered when determining at this level All behaviour deemed to be in this category as "serious" in line with the Education Act and Catholic Education Commission Policy.
		5	Internal Suspension (Corrective behaviour reflection sheet and counselling applied) Leadership Internal suspension time determined by Senior school Leadership. Parents notified	Put-downs and Judgements Direct swearing (dependent on severity and/or incident) Biting/Spitting (dependent on incident and/or age) Racism (dependent on age, incident and/or age) Stealing (dependent on incident and/or age) Bullying - proven to be ongoing Vandalism (dependent on intent and severity) Fighting (severity or repetitive) Bringing the school into disrepute (dependent on incident and severity)
	<b>MEDIUM LEVEL</b>	4	Time out Room (Corrective behaviour reflection sheet and counselling applied)	Premeditated decision to exclude a child. Name Calling (dependent on intent and severity) Stealing (dependent on incident and/or age) Intentional swearing (not directed) Biting/Spitting (dependent on incident and/or age) Vandalism (dependent on intent and severity) Throwing objects at another Defiance to staff Bullying - once off "bullying type" behaviour Racism (dependent on age, incident and/or severity) Fighting (medium level) Misuse of technology



				Bringing the school into disrepute (dependent on incident and severity)
<b>MINOR</b>		3	Restricted Play	Repeat offender of Category 1 & 2
	<b>LOW LEVEL</b>	2	Reflection Seat/Area (will name together)	Name calling Exclusion Non Directed Swearing Disrespect of property Tackling Disrespect/Rudeness Inappropriate physical contact Out of Bounds Squirting Water Fighting (low level physical and verbal) Disregard of general school rules
		1	Walk with duty teacher/redirect to another area or remove the object	Throwing objects with no intent to harm e.g. Intentional misuse of equipment Unintentional misuse of equipment Arguing - verbally
		0	Rule Reminder Responding positively to appropriate behaviour	Behaviour that doesn't impact on safety of students.

In the third column there are some samples of inappropriate behavior, however the list is not limited to these behaviours only.

**NB:** The third time out ( Level 4) results in internal suspension except in the case of any behaviour categorised above Level 4 where internal suspension may be applied immediately. A generic (carbon copied) note will be sent home to parents after each visit to the Time Out Room.

All inappropriate behaviour in Level 4 and above will have a Leadership member consulted before consequences are applied and parents notified.

Inappropriate behaviours deemed low level 1, 2, 3 will involve teacher-student reflection / counselling to assist the student understand and correct future behaviour.

Inappropriate behaviours deemed level 4 and above include consequences of the Think (Reflection ) Sheet and appropriate counselling applied in addition to what is prescribed in the chart.

## **RECORDING BEHAVIOURS**

A record of individual student positive behaviours are kept by teachers and a whole school data base for achievements acknowledged at Value certificate level. A record of whole school positive behaviours is also collated for staff review and future planning.

Similarly, inappropriate behaviours requiring corrective consequences are recorded by teachers and staff members at levels 1, 2, 3. For behaviour levels 4 and above, incident report staff cards and a confidential (for staff only) whole school data base recording of incidents are used for the purposes of assisting and supporting students in correcting their behaviours, improving whole school student management and the review of the teaching matrix.

Positive and negative data is reviewed by staff each term scheduled at staff meetings.

## **Special Considerations-**

The behaviour management strategies outlined above are appropriate for the majority of students, including those with special needs. However, the PBS philosophy acknowledges that for a small percentage of students (5-15%) a second and third teaching/ support approach and alternative strategies may be necessary for a student to correct or

acquire the expected desired behaviours. Some of these students may be diagnosed/documentated with conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder and should be developed in consultation with specialist staff and the Principal following classroom/yard observations of their behaviour. Program Support Group Meetings (PSGs) with Parents, the student's Teacher and Principal might also be appropriate. Whilst these alternatives may be more demanding initially, positive outcomes for the student over time are increasingly likely. Any adjustment to applying the teaching matrix, rewarding and correction strategies to the desired behaviours is determined by the Learning Support staff in conjunction with the School Leadership Team.

## **St Francis Xavier Primary School, Montmorency Anti-Bullying Policy**

### **Definition:**

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more other people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

### **Rationale:**

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

### **Aims:**

To reinforce within the school community what bullying is, and the fact that it is unacceptable. Everyone within the school community to be alert to signs and evidence of bullying and to have support and co operate with matters pertaining to bullying of students, staff and parents.

Empower the children, staff and parents by providing them the skills and confidence to deal successfully with occurrences of bullying by integrating self esteem building and behaviour management-type programs.

To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.

### **Implementation:**

Parents, teachers, students and the community will be aware of the school's position on bullying. The school will adopt a four-phase approach to bullying.

#### **A. Primary Prevention:**

- Professional development for staff relating to bullying, harassment and the strategies that counteract them.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Self esteem and Resilience programs implemented across the school.
- Each classroom teacher to clarify at the start of each year the School Policy on bullying.
- Staff and students to promote the philosophy of 'PBS Framework.'
- Nominate a designated quiet area in the playground for passive activities during breaks.
- Keep a record of any incident involving bullying.

#### **B. Early Intervention:**

Promote children reporting bullying incidents involving themselves or others.

- Classroom teachers on a regular basis reminding students to report incidents, and that reporting is not dobbing
- Provide information and assistance to parents to enable them to work with their children in the development of self esteem and resilience
- Parents encouraged contacting the school if they become aware of a problem
- A designated safe and quiet place for children to access at recess and lunch times

- Public recognition and reward for positive behaviour and resolution of problems

### **C. Intervention:**

Once identified; parents are notified, bully, victim and witnesses spoken with, and all incidents or allegations of bullying will be fully investigated.

Both bully and victim offered support.

If bullying is ongoing, parents will be contacted and consequences implemented.

### **D. Consequences:**

Consequences may involve:

- exclusion from class
- exclusion from yard
- school suspension
- withdrawal of privileges
- ongoing support for both victim and bully
- ongoing monitoring of identified bullies
- rewards for positive behavior

NB: Under no circumstances will the school administer corporate punishment to any student as a form of consequence. To do so would be a breach in the legal code of conduct for staff.

### **Definition of a Serious Offence.**

Conforming to the Education Act 1958 (Education Regulations 1988), the Catholic Education Commission of Victoria proposes that a serious offence should be defined as activities or behaviour of a student which:

Seriously undermines the ethos of the Catholic school; or

Consistently and deliberately fails to comply with any lawful order of a principal or a teacher; or

Is offensive, or dangerous, to the physical or emotional health of any staff member or any student; or

Consistently and deliberately interferes with the educational opportunities of other students.

### **Suspension:**

If the Leadership team considers suspension to be the most appropriate action, the following matters need to be considered:

- The legal and pastoral responsibilities of the parent(s) during the time of the proposed suspension
- The school's responsibility for providing learning material
- On the return of the student, arrangements for monitoring his/her subsequent progress
- The process of settling back into the school environment, and how this is to be facilitated
- The school's responsibility for reviewing and evaluating its own policies and procedures in the light of the experience.

Ref. Pastoral Care of Students in Catholic Schools  
Catholic Education Commission of Victoria Policy 1:14

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