Inspired by the call of discipleship in Christ and committed to excellence in teaching and learning, we strive to “make a difference” as a community by embracing and celebrating the uniqueness, creativity and achievements of each individual.

POLICY FRAMEWORK

Maria Regina Catholic School has adopted a Whole School Approach to bring about positive behaviour; Positive Behaviour Support [PBS]. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours. Maria Regina Catholic School aims to provide a safe and supportive environment in which learning takes place. This Policy recognises that we (staff, students and parents) all share the responsibility for Behaviour Management, with a positive and pastoral outlook for all.

“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”

Diocesan School Student Discipline Policy

Corporal Punishment by any School Person or non-school person is not permitted.

CONTENT

The School Rules and Behavioural Expectations, as outlined below, provide common understanding and consistent language as a framework for implementation of a School Wide approach to Behaviour Management. This approach will be based on the Positive Behaviour Support [PBS] Framework.

SCHOOL RULES:
- Respect Self
- Respect Others
- Respect the place we are in
BEHAVIOURAL EXPECTATIONS

Respect Yourself
- Be a good listener
- Be in the right place at the right time
- Care for your appearance
- Stop, Think, Do!

Respect Others
- Speak and act with kindness
- Remind others to follow school rules
- Safe and caring hands

Respect the place we are in
- Care for belongings
- Care for property

Maria Regina Catholic Primary School, Avalon

Respect Yourself
Respect Others
Respect the place we are in

All Areas at All times

Stop, Think, Do!
The implementation of the Behaviour Management Policy will be supported by the PBS [Positive Behaviour Support] Team. This team will consist of staff members including Principal, class teachers, specialist teachers and learning support. All staff, parents and students will work in collaboration with the PBS team to promote positive behaviours through ‘teach, practice, apply and acknowledge’.

**Teach**

PBS TEAM: prepare the PBS lesson plan for behaviour expectations [refer matrix]

STAFF: behaviours are taught explicitly in the classroom using PBS lesson plans

WHOLE SCHOOL COMMUNITY: language of behaviour is known and used across the whole school

**Practice**

PBS TEAM: outline practice of behaviours and non-behaviours within the PBS lesson plan

STAFF: behaviours are practiced within the explicit teaching time

WHOLE SCHOOL COMMUNITY: behaviours are encouraged to be practiced across all settings

**Apply**

staff in the application of these behaviours encouraged to be applied outside of the classroom environment and explicit teaching

COMMUNITY: behaviours are encouraged to be applied outside of environment and across all settings within explicit teaching

**Acknowledge**

PBS TEAM: support staff in acknowledging of appropriate behaviours

STAFF – appropriate behaviours are to be acknowledged on a ratio of approx 10:1

WHOLE SCHOOL COMMUNITY: appropriate behaviours are to be acknowledged within the whole school setting

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Maria Regina Catholic Primary School Pastoral Care and Behaviour Management Policy as at 11th August 2008
Appropriate Behaviour is any action that contributes to the functioning of the school as a safe and supportive learning environment. Maria Regina Catholic Primary School community is committed to acknowledging Appropriate Behaviour.

Processes for Acknowledging Appropriate Behaviours

- Each class teacher develops their own systems of acknowledgement and reinforcement within their class for example extrinsic reward systems, points, stickers, star chart, intrinsic etc
- Body Language Strategies – smile, gestures, nod, thumbs up, proximity etc
- Verbal acknowledgment – recognition of how behaviours effect other, praise, single word utterances “confetti”, praise, descriptive encouraging etc
- Positive comments in student’s work books
- Class visits sharing of work / achievements, whole school class walk
- Merit awards and tokens at school assembly
- Being chosen for responsibilities
- Outstanding school spirit award
- Colour house points system:
  Children are awarded tokens for displaying appropriate behaviour. These tokens are tallied and the team with the most points at the end of the term receives a reward.
  - Showing work to Principal and inviting to classroom
  - Sending positive messages home
  - Display of work
  - Praise from other children
  - Items in school newsletter

Inappropriate behaviours

Inappropriate Behaviour is behaviour that challenges the day to day functioning of our school and is contrary to our “School Rules and Behavioural Expectations”.

Major [office referred] inappropriate behaviours are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours can be considered as major.

Minor [classroom / playground] inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”
Inappropriate behaviour occurs

Is behaviour ‘minor’ or ‘major’?

MINOR
Classroom / playground

Remind
student of expected behaviour.

Re-teach
expected behaviour.

Redirect
student back to the appropriate behaviour.

Remove
the student from the situation or trigger for behaviour.

Reprimand
Short Time Out

Short Time Out

Time out is described as “time away from reinforcement”. For example, if the behaviours are seeking and gaining attention, the use of time out is effective in removing the reinforcement of ‘attention’ for the negative behaviours.

Major inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and / or emotional well being of other. [or repeated minor]

MAJOR
Office referred

Long Time Out
Classroom: Student has time out in ‘buddy’ class immediately after the incident for a period of 15mins. Student is given ‘long time out’ card and is accompanied by a buddy to the designated class. The buddy class teacher is to direct the student to a suitable work space where the student can sit with no interaction from others.

When student returns to class, they are encouraged to join in class activity without any further follow up of incident at this stage.

Before the end of the day, the class teacher completes a “Long Time Out’ Slip [see appendix]. 3 copies are made – 1x for teacher’s file, 1x AP, 1x parents [at Principal’s discretion].

Long Time Out
Playground: Student is asked to sit out of play for 15minutes.

Playground duty teacher
1. fills in a “Long Time out Slip” from the ‘bumbag’.
2. informs relieving duty teacher of incident
3. makes 3 copies of slip – 1x teacher’s file, 1x Office file[PBS], 1x parents [authorised by Principal]

When student is returned to play, duty teacher can remind student of the behaviour expectation.

When inappropriate behaviours continue, or a serious incident occurs, the Principal or delegate may facilitate a session with the student using The Think Paper. This practice is aimed at restoring relationships and also facilitate initial ‘investigations’ as to understanding possible reasons for the behaviours in order to support student positive behaviour.

Remember,
Time Out is used to bring about a positive change in behaviour, not purely as punitive action.

Classroom: Student sits within the classroom away from others for a pre-determined amount of time. This time frame should be age appropriate; one minute per student’s age. [eg max 5mins for Kinder] and not exceed 15mins.

Playground: Student is asked to sit out of play for 5minutes [max].

When the ‘Time Out’ is over, the child returns to the class / playground with a reminder of behavioural expectation.

Minor inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

Maria Regina Catholic Primary School Pastoral Care and Behaviour Management Policy as at 11th August 2008
### PLAYGROUND LONG TIME OUT

- **Respect Others**
- **Respect Self**
- **Respect the Place We Are In**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

**WHERE**
- Top Field
- Terrace
- Lower Playground
- Toilets
- Other _____________

**WHEN**
- Before school
- Recess
- 1st half Lunch
- 2nd half Lunch
- After school
- Other _____________

**WHAT**

- **Major inappropriate behaviour** - deliberate actions that are offensive or dangerous to the physical or emotional well being of other.
  - □ Physical
  - □ Verbal
  - □ Other _____________

**Brief Description of incident**

- Time: _________

**Teacher on duty**
**Action**

**Teacher Signature:**
**Principal Signature:**
**Parents Signature:**

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### CLASSROOM LONG TIME OUT

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

**WHERE**
- Classroom
- Library
- PE
- Other

**WHEN**
- Morning session
- Middle session
- Afternoon session
- Other _____________

**WHAT**

- **Respect Others**
- **Respect Self**
- **Respect the Place We Are In**

- **Major - Physical / Verbal** - deliberate actions that are offensive or dangerous to the physical or emotional well being of other
  - [description of incident]

- □ Repeated minor
  - [description of incident]

**Teacher Signature:**
**Action:**
- □ Immediate Long Time Out [Major or repeated Minor]
- □ Think Paper
- □ Parents informed
- □ Follow up meeting

**Principal Signature:**
**Parents Signature:**
When inappropriate behaviours continue, or a serious incident occurs, the Principal or delegate facilitates a session with the student using The Think Paper. This practice is aimed at restoring relationships and also facilitate initial ‘investigations’ as to understanding possible reasons for the behaviours.

In order to analyse ongoing inappropriate behaviours, the school may also make use of the “Students Presenting Challenging Behaviour Form 1” [Diocesan Behaviour Management – Support Classpage] in order to write and implement a “Behaviour Support Plan”. The purpose of both being about teaching the student appropriate replacement behaviours.

LONG TIME OUT

Respect self
Respect others
Respect the place we are in
THINK PAPER

Student Name: ______________________ Date: ____________

☐ Respect Others
☐ Respect Self
☐ Respect the Place We Are In

1. Explain what you did. How was your behaviour inappropriate?

________________________________________________________

Which of the School Rules did you not follow?

________________________________________________________

Which behaviour expectation was not followed? [refer to matrix]

________________________________________________________

________________________________________________________

2. What caused you to behave this way?
What were you thinking at the time?

________________________________________________________

________________________________________________________

________________________________________________________

3. How might others be affected by your actions?

________________________________________________________

________________________________________________________

________________________________________________________
4. How could you do things differently next time?
What have you learned?

5. What can you do to help restore right relationships? How might you help 'fix the problem'?
What could be an appropriate consequence for you as a result of your behaviour?

6. What can the teachers in our school do to help you remember our school rules and behaviour expectations?
What help do you need from others to remember our school rules and behaviour expectations?

Student: ___________________  Principal: ___________________  Teacher: ___________________
Signature  Signature  Signature

Parents, please take the time to talk to your child about the inappropriate behaviours and the Think Paper. Once you have signed this form, please return it to the school office ASAP.

Parent: ___________________  Date: _____________
Signature

Maria Regina Catholic Primary School Pastoral Care and Behaviour Management Policy as at 11th August 2008
SUPPORT DOCUMENTS

- Maria Regina Catholic Primary School Anti – Bullying Policy [under review 2008]
- Student Discipline Policy for Diocesan Systemic Schools
- Pastoral Care Policy for Diocesan Systemic Schools
- Students Presenting Challenging Behaviour Form 1 [Diocesan Behaviour Management – Support Classpage]
- Behaviour Support Plan Form 1A [Diocesan Behaviour Management – Support Classpage]
- Students Presenting At-Risk Behaviour Form 2 [Diocesan Behaviour Management – Support Classpage]