

# St Francis de Sales

Catholic Primary School

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## Positive Behaviour for Learning

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# Positive Behaviour for Learning 2020 SFdS Parent Handbook



## SFdS Behaviour Purpose Statement

At **St Francis de Sales** we can **bloom where we are planted** and can be the **best we can be**.  
We are **Safe, Kind, Responsible** and **Proud**.  
We are **ready to learn**.

## Our History, Vision, Mission, Values and Expectations

### Our History



St Francis de Sales was established in 1961 by the Sisters of Charity to serve the Oak Park Community.

The school was named after St Francis de Sales who was dedicated to the church and demonstrated how to live the everyday life in the image of Christ. He was a model of holiness and lived a life that was amiable and friendly which continues to be reflected in our community today.

St Francis de Sales believed:

Have patience with all things but first with yourself.

Never confuse your mistakes with your value as a human being.

You're a perfectly valuable, creative, worthwhile person simply because you exist.

Bloom where you are planted

St Francis de Sales School is dedicated to continuing his vision.

### Our Vision

**St Francis de Sales is an inclusive Catholic Learning Community that strives to build faith, hope and opportunities to bloom.**

### Our Mission

We are a Catholic Primary School where the education and wellbeing of our students is central to everything we do.

Through a supportive faith filled learning environment we embrace diversity and empower all to be the best they can be.

Together we develop hopeful and resilient lifelong learners who are able to thrive in a rapidly changing world.

### Our Values

At St Francis de Sales we Value:

Courage  
Inclusiveness  
Respect  
Compassion  
Love  
Excellence

### Our Expectations

**Be Safe, Be Kind, Be Responsible, Be Proud**



**ST FRANCIS DE SALES  
OAK PARK**

## Introduction



At St Francis de Sales school, Student Wellbeing encompasses everything that the school community does to meet the personal and social needs of all our students and to enhance and maintain their wellbeing.

Supporting the wellbeing of our students involves embedding our four school expectations in all that we do. We maintain a high expectation around student behaviour, recognizing, valuing and developing each student, assisting them to reach their full potential.

Student achievement is maximized when staff develop positive classroom cultures and promote positive relationships between teachers and students as well as student to student.

An important part of developing a positive environment is that our students take ownership for their behaviour and the school actively promotes recognizing and rewarding positive behaviour.

## Overview

At St Francis de Sales Primary School we have developed and implemented a whole school approach to Positive Behaviour for Learning (PBL). We aim to support Student Wellbeing with a strong focus on the encouragement and development of appropriate behaviours.

Positive Behaviour for Learning is a framework for the implementation of evidence based interventions to achieve academically and behaviourally important outcomes for all students. PBL operates on the premise that as well as children being learners of the curriculum, they are also learners of behaviour.

Under the PBL approach, it is the role of the teachers and wider community members to explicitly teach children appropriate behaviours and to set explicit behaviour expectations in all settings throughout the school. This system of positive reinforcement acknowledges when students display appropriate behaviour choices and meet the school expectations.

**At St Francis de Sales we have identified our four school expectations as:**

**SAFE**

**KIND**

**RESPONSIBLE**

**PROUD**

We have created a matrix of expected behaviours that reflect these four expectations. The school's behaviour matrix is used to explicitly teach the skills we want our students to be able to demonstrate. To support the implementation of Positive Behaviour for Learning, teachers collaboratively develop a collection of lessons that incorporate PBL and Social/Emotional Learning (SEL) for teaching the different behaviour expectations. These



focus on the interpersonal skills and emotional skills that ensure student safety and success. We use data and feedback to plan our PBL teaching program and the areas of focus for different times of the year.

At St Francis de Sales school, appropriate behaviours are acknowledged on a regular basis through praise, issuing of positive behaviour expectation tickets and incentives to promote and reinforce behaviours demonstrated by individual students and classes. Negative behaviours are corrected proactively. Specific interventions are used to address students who do not meet the four school expectations. Students are made aware of unacceptable behaviour and are re-taught the desired expectation. Continued positive practice and consistency are the key to promoting student success.

## Positive Behaviour for Learning

### What is Positive Behaviour for Learning?

Positive Behaviour for Learning (PBL) is a whole school approach that includes proactive strategies for defining, teaching and supporting behaviours that create a positive school environment. It is a consistent approach of positive behaviour support for all students within the school. The continuum of positive behaviour support occurs across all school settings including classroom and non-classroom, transition areas, the school yard and the wider community. It provides students with a range of systematic and individualised strategies for achieving social and learning outcomes in school while preventing problem behaviours. The key attributes of PBL include preventive activities, data-based decision making, and a problem-solving orientation.

### Positive Behaviour for Learning and the Victorian Curriculum

Positive Behaviour for Learning aligns itself with the Victorian Curriculum - Personal and Social Capabilities. Together our key expectations and behaviour management structures align with the curriculum and play a critical role in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Here students learn to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills that allow them to handle challenging situations constructively.

## Why is it so important to focus on teaching positive behaviours?

Historically, school wide discipline has focused mainly on reacting to specific misbehavior by implementing punishment based strategies. Research has shown that inconsistent implementation of punishment, inflicting a punitive response and the absence of positive strategies is ineffective.

Introducing, modeling and reinforcing positive social behaviour is an important element of a child's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach. The purpose of school wide PBL is to establish a climate in which appropriate behaviour is the norm.

At St Francis de Sales:

- We teach and refer to the school wide expectations frequently in the course of our classroom teaching program
- We provide students with opportunities to succeed by correcting and rewarding, offering praise for achievements, following the rules and meeting school-wide expectations
- We speak to our students with respect, using a positive tone
- We actively engage everyone in class during instruction
- We use prompting, positive reinforcement and re-direction as we teach
- We always focus on the positive first and provide immediate, consistent and positive feedback



## Why PBL is different to punitive responses?

PBL focuses on proactive strategies to meet the four key behaviour expectations and behaviour replacement that reduces the likelihood of a child or young person demonstrating inappropriate behaviour.

At St Francis de Sales we believe it is the role of staff to teach behaviour expectations as opposed to being re-active and disciplining students with a punitive response should an inappropriate behaviour occur.

Positive Behaviour Practices are interwoven into every interaction that occurs in our school. At SFdS all staff are responsible for teaching the four key expectations. If there is a scenario where further support is required, the Student Wellbeing Leader, the Principal and the Deputy Principal will intervene. We place emphasis on not waiting for discipline problems to emerge and then handling them case by case. Such an approach leaves adults exhausted and children with limited skills development. Instead, we teach expected behaviours in ALL settings and it is the responsibility of every adult in the school to be consistent. If there is an academic deficit, we engage in explicit instruction to ensure that learners progress academically.

We believe it is critical to also be explicit around teaching expected behaviours and we must do the same to ensure that learners develop socially and emotionally. Traditional tools for addressing behavioral issues among students—rewards and consequences, shame and humiliation, suspensions and expulsions—run counter to a positive culture and do not result in lasting change, much less a productive learning environment.



## Implementation

### The Positive Behaviour for Learning Process

For continued successful implementation of the PBL approach at St Francis de Sales Primary School, it is imperative that all families are aware of how PBL works. This will ensure consistency of language, expectations and continued successful outcomes both at school and at home. The following processes have been implemented and are in place at our school

- A PBL team is formed at the beginning of each year and consists of the Principal, the Student Wellbeing leader, the Learning Diversity leader and three teaching staff
- The PBL leader and members provide regular professional learning for the staff.
- Each classroom is provided with a PBL Expectation Matrix.
- Regular lessons are taught to instill the behaviour expectations and reinforce social/emotional skills.
- The five step sequence posters, **Prompt, Redirect, Reteach, Choice** and **Consequence** and the Matrices are visible and adhered to.
- Data is entered daily on the School Wide Information System (SWIS) and this data informs the PBL team regarding where and when inappropriate behaviours are occurring. It also assists us to identify students who are challenged and require further support
- If students are flagged as experiencing challenges and difficulties, their parents will be notified and the student is invited to become a part of the 'Behaving Responsibly Program.' This is a six week intervention program where the student will meet with the Student Wellbeing Leader twice a week to be taught explicitly the desired behaviours.
- Information about PBL is presented at assemblies, in the school newsletter and at Parent Information Sessions. PBL award winners are also recognised at assembly and displayed on the PBL photo board.
- Students are acknowledged for positive behaviours by receiving a ticket that acknowledges the displayed expected behaviour. These tickets go into a weekly draw and students are recognised at assembly. If chosen from the draw, students can



then select from an assortment of prizes provided by the Principal and Deputy Principal.

- Classroom teachers will also present a student in their class each week with a Positive Behaviour certificate.

## Teaching our Four Key Expectations

To maintain a happy and calm learning environment, our students are mindful of the four key expectations in every learning environment. The staff at St Francis de Sales demonstrate consistency using a whole school approach to recognise positive behaviours. All staff:

- Teach and refer to the school wide expectations frequently throughout the school day
- Praise students for accomplishing new tasks and meeting the whole school expectations
- Provide students with the opportunity to experience success by prompting, redirecting, re-teaching and providing choice
- Talk to students with respect, using a positive tone
- Actively engage everyone during instruction
- Look for the positive first and provide specific feedback

## The Five Step Sequence

### Prompt

Provide verbal and/or a visual cue

### Redirect

Restate the expected behaviour

### Reteach

State and demonstrate the behaviour.

Have your child demonstrate this.  
Provide immediate feedback.

### Provide Choice

Re-engage or have a consequence applied.

The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence).

Give your child(ren) a choice and get a response.

### Consequence

Apply logical consequence if the preferred behaviour is not demonstrated.

## Behaviour Matrix

The below Behaviour Matrix sets out our four behaviour expectations and is displayed throughout the school and outside spaces.

Expected behaviours are explicitly taught in each classroom and are discussed and referred to regularly with the students and forms the basis of our whole school approach.



### BLOOM WHERE YOU ARE PLANTED



EXPECTATION	INDOOR AREAS	OUTDOOR AREAS	TOILETS	TRANSITION	COMMUNITY
<b>SAFE</b>	I keep hands, feet and objects to myself I use equipment properly I walk	I keep hands, feet and objects to myself I use equipment properly I move safely I am where the teacher expects me to be	I keep hands, feet and objects to myself I use equipment properly I go directly to and from the toilets I use the toilet, flush, wash, dry and leave I stay in a group of three	I keep hands, feet and objects to myself I walk carefully I am aware of surroundings	I keep hands, feet and objects to myself I walk I follow the rules and listen to instructions I look, listen and think
<b>KIND</b>	I use manners and respectful/ kind words I am kind towards others' feelings I respect others' personal space I share and take turns I use an indoor voice I look out for others	I use manners and respectful/ kind words I am kind towards others' feelings I respect others' personal space I use equipment properly I share and take turns I look out for others	I am respectful of others' privacy	I use manners and respectful words I look out for others I stay in line	I use my manners I am respectful of others' feelings and personal space I share and take turns
<b>RESPONSIBLE</b>	I follow directions I look after my belongings I keep areas clean I help others I do my best I tell an adult if there is a problem	I follow directions I tell the duty teacher if there is a problem I look after my belongings I keep areas clean I help others I do my best I help others by staying with the group	I use an inside voice I stay with my group of three I use the toilet, flush, wash, dry and go	I use an inside voice I look after my belongings I help others by staying with the group I move quietly around the school during class time I move to and from my learning space as quickly as possible	I follow directions I tell an adult if there is a problem I look after my belongings and others belongings I help others I look, listen and think I use equipment properly I look after community belongings
<b>PROUD</b>	I am proud to be a St Francis de Sales student I wear my school uniform with pride I do my best	I care for my school I put my rubbish in the bin	I care for my school	I care for my school I keep the corridors clean	I am proud to be a St Francis de Sales student I wear the correct school uniform I do my best



## Problem Behaviours

Problem behaviours are regarded as learning errors. In the case that a student has demonstrated inappropriate behaviour, staff will support the improvement of this behaviour using a five-step sequence. This process is followed in indoor and outdoor areas.

If a student fails to respond to the Positive Behaviour for Learning process and chooses to continue their problem behaviour, we implement school wide consequences that are usually managed by a member of the Leadership Team.

Problem behaviours are identified under two categories - **Minor Behaviours** and **Major Behaviours**.

## Incidents – Minors and Majors

### Minor Behaviours

Minor Behaviours are to be managed in the situation by the staff member or teacher and serve as learning opportunities for students and the five step sequence of **Prompt, Redirect, Reteach, Choice** and **Consequence** is followed.

### Major Behaviours

Major Behaviours are to be referred to school leadership. All Major behaviours are to be recorded on the School Wide Information System by the Student Wellbeing Leader. Consequences are usually given and managed by the leadership team.

Possible consequences that may be enacted by school leadership for a major behaviour include: Behaviour Reflection sheet/lunch time detention, time out, letter, email or phone call to parents, parent meeting, individual Behaviour Support Plan, involvement of support staff, in-school suspension and/or external suspension.

## Required process for Minor and Major Behaviour

### Implementing Reactive Strategies

Whilst we encourage and focus on positive behaviours, there will be times when it is necessary to implement reactive strategies. These strategies are how we teach students appropriate behaviours and how to manage their choices and actions. The following strategies may be implemented in the event of a **major** incident:

- Buddy Class
- Natural consequence, for example, when the rest of the class has reward time, the nominated student will sit out
- Referred to a member of the Leadership Team
- Time out with a member of the Student Wellbeing Team
- Behaviour Reflection sheet/lunch time detention
- Explicit instruction – Behaving Responsibly Program
- Letter, email or phone call to parents
- Parent meeting
- Individual Behaviour Support Plan
- In-school suspension and/or external suspension

## Key Strategies

### Buddy Class

The Buddy Classroom system is a strategy for children who are not engaged in classroom learning and is designed to give the student some reflection and respite time away from the current stimulus. The student being sent to the Buddy Class has the opportunity to de-escalate their behaviour in a less stimulating environment.

### Lunch Time, Time Out

This will be held during the first part of lunch when required and supervised by a member of the Leadership Team. This will involve students completing a Behaviour Reflection Form and conferencing with the staff member, discussing possible future scenarios and making suitable choices. Parents will be notified of the inappropriate behaviour displayed by the child and the Behaviour Reflection Form will be sent home for parents to sign and return the next day. It should be returned to the Leadership Team member who dealt with the behaviour and contacted the parent.

### Behaving Responsibly Program

Students who have been identified as requiring extra support will be asked to join the Behaving Responsibly Program. This additional support will see the student attend two sessions a week with the Student Wellbeing Leader where they will be explicitly taught the skills required. This is a six week program and the students parents will be notified.

## Behaviour Support Plans (BSP)

The Student Wellbeing Leader and Learning Diversity Leader (in consultation with the classroom teacher) is responsible for placing the student on a Behaviour Support Plan.

These plans are for students who are identified as requiring significant support.

Parents are informed of the BSP and are involved in its implementation.

At St Francis de Sales we DO NOT endorse the following reactive strategies

- Yelling at students
- Physical contact
- Writing lines or copying text
- Being kept back after school

## Positive Reinforcement and Rewards

All staff issue tickets to reinforce successful practice of rules and expectations. These are issued with specific verbal praise. These tickets are placed in a whole school draw. The winners are drawn out each fortnight at assembly and these students then receive a small reward. In addition to this, classroom teachers will award students with a Positive Behaviour for Learning certificate at assembly. Students are acknowledged and displayed on the PBL photo board as well as through the school newsletter.



## Communication Partnership between school and home

At St Francis de Sales, minor behaviours are recorded on a Behaviour Tracking form. This allows the staff to record observations of student behaviour and to plan suitable support. Should the staff member hold concerns about the students continuing inappropriate behaviour, they will consult with the Student Wellbeing leader and develop intervention strategies and further support.

Observations of concerning behaviours or behaviours that are recorded as a major are recorded on the School Wide Information System (SWIS). Information is provided and reviewed by the Positive Behaviour for Learning Team. This allows the team to liaise with the teacher and the family to provide additional support. Parents will be informed of concerns and contacted via emails, phone calls or meetings.

The occurrence of consistent problem behaviours will result (in consultation with the family) in the student being placed on the Behaving Responsibly program.

## School and Home Partnership – We're all in this together...

- **Communicate** your own expectations. Explain to your child exactly what you expect of them. Identify situations in which you feel appropriate behaviour is important. Teach your child examples and non-examples of appropriate behaviour. Model expectations through your own behaviour.
- **Be consistent**, provide frequent, positive reinforcement for appropriate behaviour. Look for opportunities to praise your child. It is important to praise them on specific behaviours that they have practiced and demonstrated.
- **Follow** the five step sequence (**Prompt, Redirect, Reteach, Provide Choice** and **Consequence**) that they are familiar with at school. Consistency between home and school is the key.



## The PBL Team

The PBL team is made up of staff members who meet on a fortnightly basis.

Using the information recorded on the School Wide Information System (SWIS) the staff complete an analysis of the data and use this to implement necessary support for individual students. Where the recorded information suggests there is a need for additional support, the PBL team will take responsibility for responding to student centered, group based or whole school based issues.



## How you can be involved with PBL at home

### Role Model

Have patience, using a calm voice and lead by example. Children learn a lot from their environment. As parents, we need to be role models ourselves for a child to emulate. If we need our children to put away their toys after playing, we need to practice the same by keeping a neat and tidy home.

### Realistic Expectations

Every child has their own individuality. Respect that. It is important for you to appreciate the things he or she is good at and make your peace with their shortcomings. Make sure that your expectations are dependent on your child's age and skills.

### Appreciate and encourage

Ask your child if they received any positive feedback for demonstrating expected school behaviours. If so, recognise and acknowledge this. Continue to recognise and acknowledge this in the family home. Remember, every child has the need to feel loved and appreciated. When you notice positive behaviour in your child, be it helping out at home, being sensitive to a sibling or friend or even sensibly handling a situation, make it a point to let them know that you have noticed and you appreciate their efforts. Pats on the back or kind words go a long way in inspiring the child.

### Set your priorities

There will be days when you will need to pick your battles with your child. Be firm on the rules that matter to you the most as a parent, and be prepared to be flexible on others. Being extremely rigid can cause children to make poor choices to assert themselves.

## Keep your promises

When you give your child your word, keep it.

If you promise your child a trip to the park if they put aside games and complete their homework, do it.

If you keep breaking promises, chances are your child will not take you seriously and continue playing games instead of getting started on their homework.

## Give responsibilities

It is important to give your children, especially upper primary school students and teens, age-appropriate responsibility. It could be small chores around the house. When they are given responsibilities, children automatically rise up to the situation.

## Communicate

Watch and interact with your child as they engage in chores, play and do activities around the home. Engage and communicate your interest, asking questions and participating.

Build strong communication lines with your child in their early years, and ensure you keep them open through teenage years and adulthood. Take an interest in your conversations rather than just asking questions for the sake of it. Always be approachable and let your child know that they can turn to you without the fear of being judged or condemned.

Parents play a huge role in shaping the character of their children. Be aware of your actions and encourage positive behaviour at all times.

## Homework

Assist your child to complete their homework. Make this an enjoyable time together and not one where conflict arises.

## The Five Step Sequence

Implement the Five Step Sequence in the family home.



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