

St Francis de Sales

Catholic Primary School

626 Pascoe Vale Road Oak Park Victoria 3046 | Tel: 03 9306 9444
principal@sfoakpark.catholic.edu.au | www.sfoakpark.catholic.edu.au

Positive Behaviour for Learning

Principal: Mr John Rudd | john.rudd@sfoakpark.catholic.edu.au

Positive Behaviour for Learning

Term 2 Remote Home Learning Program 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



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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.

During this extraordinary time, we are encouraging families to continue to promote the Positive Behaviour approach in the family home. We have called this Positive Behaviour for Remote Learning (PBRL).

Under the PBRL approach, we encourage parents to explicitly teach children appropriate behaviours and to set explicit behaviour expectations in the family home. This system of positive reinforcement acknowledges when students display appropriate behaviour choices and meet the family expectations.

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

SAFE

KIND

RESPONSIBLE

PROUD

These four expectations can also become 'home' expectations. To support the teaching of Positive Behaviour for Remote Learning, a collection of lessons that incorporate the expectation 'RESPONSIBLE' and Social/Emotional Learning (SEL) will be delivered to students each week.

We encourage families to recognise appropriate behaviours on a regular basis through praise, issuing rewards in the family home and incentives to promote and reinforce behaviours demonstrated by their children. Negative behaviours need to be corrected proactively. Make your child aware of unacceptable behaviour and re-teach the desired expectation. Continue to use the key expectations of **SAFE, KIND, RESPONSIBLE** and **PROUD**. Positive practice and consistency are the key to promoting student success.



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Positive Behaviour for Learning Remote Home Learning Program

Why is it so important to focus on teaching positive behaviours in the family home?

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

Within your family home, you are encouraged to:

- Teach and refer to the four key expectations frequently in the course of our remote learning program
- Provide your child with opportunities to succeed by correcting and rewarding, offering praise for achievements, following the rules and meeting the expectations
- Speak to your child respectfully, using a positive tone
- Actively engage the whole family during PBRL instruction
- Use prompting, positive reinforcement and re-direction to teach your child
- Always focus on the positive first and provide immediate, consistent and positive feedback



PBRL 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 that they are familiar with at school. Consistency between home and school is the key.



How you can be involved with PBRL 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 a reward 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.

Remote Learning

Assist your child to complete their daily activities set by their classroom teacher and their specialist teacher. 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.



Reward your child

Use the reward chart provided to acknowledge positive behaviours demonstrated. If your child has demonstrated any of the key expectations during the week, put a smiley face, a tick or a sticker in that box. Once your child has been acknowledged for demonstrating 10 of the behaviours over the course of the week - provide them with a choice of rewards. Some examples may include, allocated screen time for games, board games, art and craft activities, a bike ride (maintaining social distancing rules and riding with family members), watching a movie, baking some treats together.

The Five Step Sequence

<h2>Prompt</h2> <p>Provide verbal and/or a visual cue</p>	<h2>Redirect</h2> <p>Restate the expected behaviour</p>
<h2>Reteach</h2> <p>State and demonstrate the behaviour. Have your child demonstrate this. Provide immediate feedback.</p>	<h2>Provide Choice</h2> <p>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.</p>
<h2>Consequence</h2> <p>Apply logical consequence if the preferred behaviour is not demonstrated.</p>	

Positive Behaviour for Remote Learning Reward Chart

	Monday	Tuesday	Wednesday	Thursday	Friday
Safe					
Kind					
Responsible					
Proud					



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