



OUR LADY'S ASSUMPTION
SCHOOL

Positive Behaviour Management Plan



Our Lady's Assumption

Positive Behaviour Management Plan Contents

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Our Lady's Assumption

Positive Behaviour

Management Plan

2023

1. Rationale

Our Lady's Assumption School's Positive Behaviour Management Plan is designed to minimise interruptions from inappropriate behaviour in order to maximise the teaching and learning process. The Behaviour Plan also acts as a pathway, in conjunction with parents, to guide our students to become active, responsible, considerate, giving members of the community.

Our Lady's Assumption School works with students from the ages of three through to twelve years of age. Students in this age bracket come to school with a range of experiences and support. The school will endeavour to promote a lasting sense of resilience incorporating our RICE values (Respect, Integrity, Compassion & Excellence).

Our role, as educators, is to support and assist students to demonstrate appropriate social and behavioural skills in line with their developmental stage. All students and staff members have the right to teach and learn at school, and all students, parents and staff, have the responsibility to create an environment conducive to learning.

Our Lady's Assumption School's Positive Behaviour Management Plan has been developed and revised in consultation with the CEWA Executive Directive on Behaviour Management <https://policy.cewa.edu.au/executive-directive/student-behaviour/>

2. Rights and Responsibilities

<p>Students have the right to:</p>	<p>Students have the responsibility to:</p>
<ul style="list-style-type: none"> • Learn in a positive and supportive environment; • Learn and play in a safe, secure and friendly environment; • Respect, Integrity, Compassion and Excellence (RICE). 	<ul style="list-style-type: none"> • Behave in a way that promotes the safety and well-being of others; • Ensure that the school environment is kept neat, tidy and secure; • Ensure that they are punctual, polite, prepared and display a positive manner; • Ensure that their behaviour is not disruptive to the learning of others.
<p>Staff have the right to:</p>	<p>Staff have the responsibility to:</p>
<ul style="list-style-type: none"> • Respect, Integrity, Compassion and Excellence (RICE) • Teach in a safe, secure and clean environment; • Teach in a purposeful and non-disruptive environment; • Co-operation and support from parents and colleagues. 	<ul style="list-style-type: none"> • Model respectful, courteous and honest behavior; • Ensure that the school environment is kept neat, tidy and secure; • Establish positive relationships with students, parents and colleagues; • Ensure good organisation and planning; • Report student progress to parents.
<p>Parents have the right to:</p>	<p>Parents have the responsibility to:</p>
<ul style="list-style-type: none"> • Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child(ren)'s health and welfare; • Be heard in matters relating to their child(ren). 	<ul style="list-style-type: none"> • Ensure that their child(ren) attend(s) school; • Ensure that the physical and emotional condition of their child(ren) is at an optimum for effective learning (ie. Sufficient sleep, healthy diet and watching age appropriate material); • Ensure that their child(ren) is/are provided with the appropriate materials; • Be supportive of the school.

3. Whole school behaviour starts with every individual

The Positive Behaviour Management Plan reflects Our Lady's Assumption's values of Respect, Integrity, Compassion and Excellence (RICE). As per 4.1 of the Executive Directive of Student Behaviour, the school will adopt a values- based, developmentally appropriate, and trauma informed approach.

Respect – Accepting others for who they are, taking their feelings, wishes and rights into consideration.

Integrity – Being honest and truthful in our actions.

Compassion – Showing others we care by reaching out to those in need and sharing what we have.

Excellence – Striving to be the best that we can be and persisting when faced with challenges.

The school aims to create an environment in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour. The establishment of positive relationships is paramount in developing a sense of pride and commitment, which fosters positive self-concepts. Our Lady's Assumption is strongly committed to enabling students to fulfil their potential, by providing an environment which:

- fosters self-worth;
- encourages the pursuit of high personal standards;
- supports academic excellence;
- emphasises the importance of intrinsic motivation;
- promotes social and civic responsibility;
- maintains cultural harmony;
- develops self-regulation, resilience and personal responsibility.

4. Learning and Behaviour Statement

At Our Lady's Assumption School, we are committed to implementing a school wide positive behaviour approach to the teaching and management of student behaviour. As stated in the CEWA Executive Directives 4.2 and 4.3 the school will:

- use data to track progress and identify areas for intervention;
- use school wide expectations and rules in specific settings to explicitly teach appropriate behaviour;
- use a positive incentive program to encourage appropriate behaviour and use effective consequences to discourage inappropriate behaviour.

The Positive Behaviour Management Plan includes strategies to:

- maintain a positive school environment;
- promote effort;
- encourage positive behaviours;
- have students take personal responsibility for their actions;
- respond in a timely manner to negative behaviours.

Guiding principles will be displayed in each classroom:

1. Every class will have a copy of the whole school Positive Behaviour Management Plan that is presented to students and parents. All staff members at Our Lady's Assumption School will share a common understanding in the approach and implementation of this Plan;
2. Every class will endeavour to be a positive and supportive learning environment for all students;
3. Student/teacher relationships are key to every classroom in that they are positive and respectful;
4. Parent/teacher relationships are important in establishing behaviour and respect for education and educators.

At Our Lady's Assumption School, we are purposeful in what we do and we are always aiming to improve. Our goal is to be proactive and optimistic in our management of students to create a positive environment for all students, to support and educate them.

5. Process for facilitating standards of positive behaviour and responding to unacceptable behaviour

Our Lady's Assumption School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of level one, two and three. In line with the CEWA Educative Directives 4.8 and 4.9, all staff will be appropriately trained to de-escalate and handle the students and the principal will apply procedural fairness in the management of the students.

Level One

Minor infractions are to be managed by the teacher using classroom management strategies. The use of cues is more appropriate eg; stand beside student, quick hand signal, tap on the desk etc.

The emphasis is on continuing the lesson uninterrupted.

Level Two

Formal process commences. Teachers start by issuing a warning such as; stop doing that, use the student's name etc.

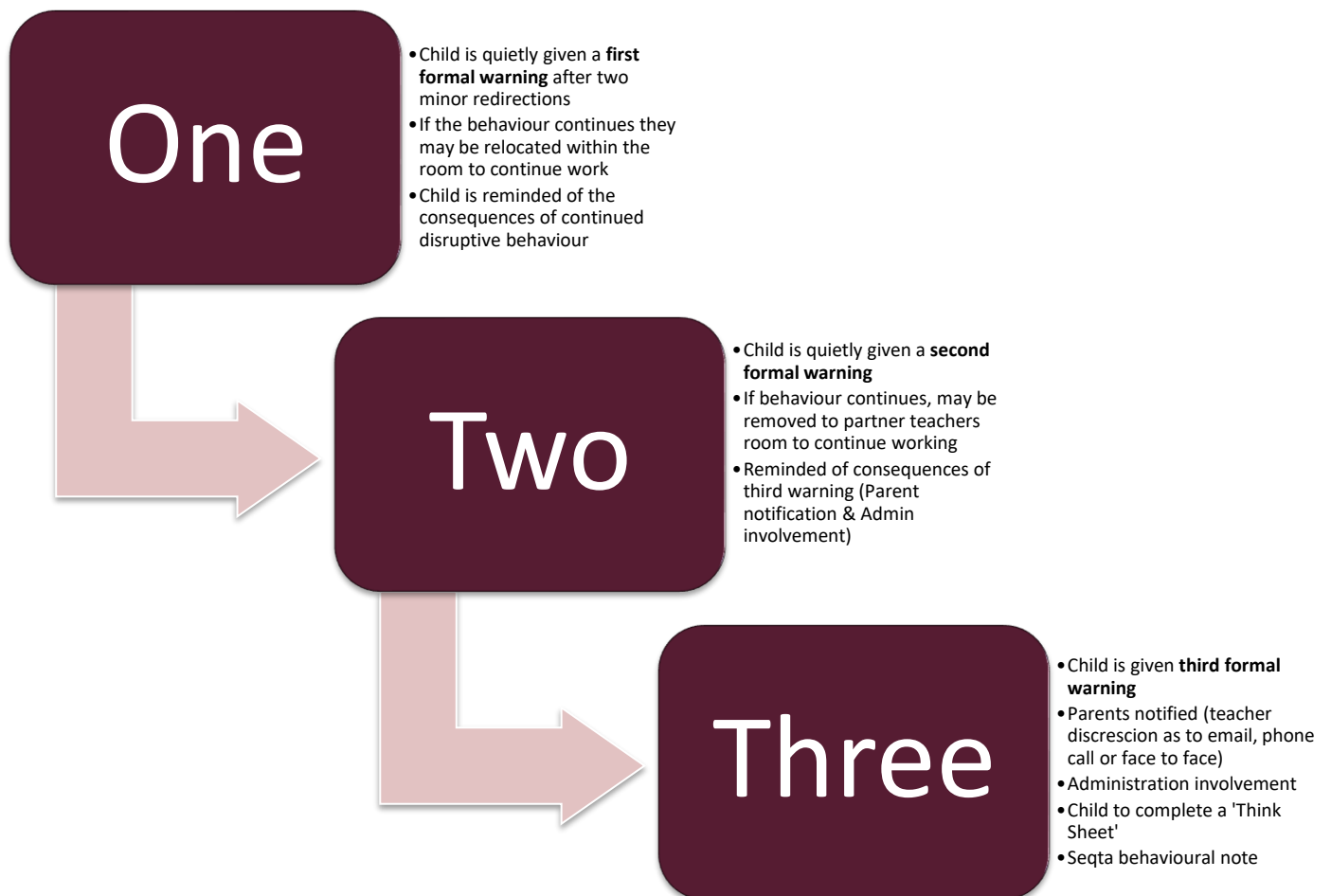
If the student behaviour persists they will be given time to reflect individually within the classroom and given a reflection sheet to complete. Begin restorative practice between teacher and student at an appropriate time. This is the teacher's responsibility. If the situation warrants, the teacher is to call parents and advise the Leadership Team.

If parents are contacted the teacher will record notes on SEQTA. Where possible this process should be completed within 24 hours.

Level Three

Consequences are usually given and managed by the Leadership Team. These consequences are non-negotiable and will be directed by the Leadership Team. Communication with parents and completion of SEQTA notes will be managed by the Leadership Team.

Our Lady's Assumption Behaviour Management Flow Chart



8. Reactive Strategies

Reactive Behaviour Management is dealing with situations as they arise. It is a response to a child's inappropriate behaviour. Whilst we encourage and focus on positive behaviours we will always experience the need to implement reactive strategies. These strategies are how we work with students to teach them accountability for their actions and choices. Any of the following strategies may be implemented:

- Restorative Practice
- Apology
- Restitution
- Time out
- Letter / email to parents
- Parent meeting
- Individual Behaviour Plan (IBP)
- Involvement of support staff
- Suspension
- Exclusion

When students choose to behave in an unacceptable or disruptive manner, the behaviour matrix and flow chart or above strategies may be implemented to assist students to self-manage their behaviour.

9. Restorative Practices

What are Restorative Practices?

The term 'Restorative Practices' refers to the way in which teachers work to promote genuine relationships, resulting in better behaviour and learning at school. It also refers to the way in which young people are asked to think about, and take responsibility for their behaviour and its effects on others. This approach endeavours to build an empathetic community around students whilst not accepting harmful behaviour. When conflicts occur, the restorative approach involves all those affected to find a way forward.

How are conflicts solved using Restorative Practices?

The students involved agree that a conflict or argument has taken place and agree to repair the harm or damage done. All those involved have a chance to give their point of view and say how things can be fixed in the future. In this way, an agreement is reached - though it may still involve specific consequences or discipline procedures, depending on the circumstances. Importantly, relationships are healed wherever possible and any contributing problems are identified for follow up.

A typical 'Restorative Chat', may take place informally in the classroom, or playground when students have caused some harm or significant disruption. For more serious situations, a similar outline of questions is used but in a more formal setting.

Typical questions asked during the meeting would be:

- What happened?
- What were you thinking at the time or what made you decide to do this?
- Whom did you affect when you did this? How were they affected?
- How were you feeling when you acted as you did?
- What can you do to fix this?
- How can I help you?

10. Network of Student Support

To further support staff and students with regards to issues relating to student behaviour, Our Lady’s Assumption School is able to access support both within Catholic Education Western Australia and through the community. An outline of some of these includes:

Internal support	External Support	
School Based	CEWA and other services	Community Services
<ul style="list-style-type: none"> • School teaching and support staff • School counselor • School administration • Parents 	<ul style="list-style-type: none"> • School Psychologist • Regional Officer • CEWA Office staff • Behaviour Centre 	<ul style="list-style-type: none"> • Department of Child Protection • Local Police • Health Services (School Nurse) • CAMHS Education Liaison Teacher • Counselling Services (Lifeline, St Vincent de Paul’s), Behavioural Centre

11. Explicit Delivery

Each week, teachers will introduce the rule of the week. Teachers are required to have an explicit teaching session (approx. 15mins) which can be incorporated into Health or Religion lessons. Teachers are encouraged to use their professional skills to engage the students in an interesting and challenging manner.

Week	Lesson
1	<p>School Values</p> <p>(Respect, Integrity, Compassion and Excellence)</p> <ul style="list-style-type: none"> • Speak, act and listen with respect • Hands, feet and objects to self • Wear the uniform correctly and with pride • Move thoughtfully • Respect your own, others and the school's property
2	<i>Respect – how to be respectful in the classroom</i>
3	<i>Respect – how to be respectful in the playground</i>
4	<i>Respect – how to be respectful in Church</i>
5	<i>Respect – how to be respectful during Assembly</i>
6	<i>Integrity - Telling the truth</i>
7	<i>Excellence - Wearing the school uniform correctly – clean shoes, correct socks, etc</i>
8	<i>Integrity – Respecting others property</i>
9	<i>Integrity – Adhering to the school ICT Policy</i>
10	<i>Respect - Considering and caring for our environment</i>

12. Positive Reinforcement of Behaviour

“The early childhood years are crucial for establishing robust intrinsic motivational orientations which will last a lifetime. By the time many children reach school, much of their motivation has been lost or replaced with extrinsically motivated learning strategies. Preschools and elementary schools have been criticized for contributing to such negative motivational patterns in children. This can be changed. Early child care situations and preschools can instead be instrumental in the strengthening of children's motivation.” (Latorre & Winsler, 1998, p.159)

“Motivation plays a significant role in a student's learning and development. It is part of teachers' pedagogy to develop in students the desire for new knowledge and understandings, known as intrinsic motivation. All students are unique; educators, through implementing a variety of motivational techniques, can have considerable influence on students' participation and self-expression. Individual teachers have the capability of making learning empowering, thus allowing the energy of the classroom to be filled with excitement and anticipation.” (Valerio, 2012, p.29)

“incentives play a part in the classroom, incentives such as these should only be used if they are linked to the development of students' competencies, or to enhance intrinsic motivation” (Schunk, Pintrich & Meece, 2002).

Tier 1: Positive Reinforcement

Staff at Our Lady's Assumption School are encouraged to give praise for positive behaviours. A fostering a child's innate desire to learn and behave is an underpinning goal of our RICE values.

Classroom rewards

Although our focus is to nurture the intrinsic motivation of students to learn and behave, it is acknowledged that staff may use extrinsic motivation within their classes. These extrinsic motivators are not to be the 'be all' and 'end all' of positive reinforcement, as unfortunately we live in a world immersed in materialism. It is the school's goal that each student at Our Lady's Assumption leaves with an innate desire to learn and act in a socially acceptable manner through their own volition.

Tier 2: RICE Awards

Teachers are to look for opportunities within their class to identify a student demonstrating a standard of excellence in an aspect of the school RICE values. This is **NOT** an award that every student will earn. Student's achievement may be celebrated in the School Newsletter, Class Blog or other medium.

13. APPENDIX A - Essential Skills for Classroom Management

The Essential Skills emphasise a teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher student relationships.

Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establish a good rapport	Take the time to know your students
2. Establishing expectations	Making rules
3. Giving instructions	Telling students what to do
4. Waiting and scanning	Stopping to assess what is happening
5. Cueing with parallel acknowledgment	Praising a particular student to prompt others
6. Body language encouraging	Smiling, nodding, gesturing and moving near
7. Descriptive encouraging	Praise describing behaviour
8. Selective attending	Not obviously reacting to certain behaviours
9. Redirecting to the learning	Prompting on-task behaviour
10. Giving a choice	Describing the student's options and likely consequences of their behaviour
11. Following through	Doing what you said you would



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Junior School Think Sheet

_____ 's Think Sheet

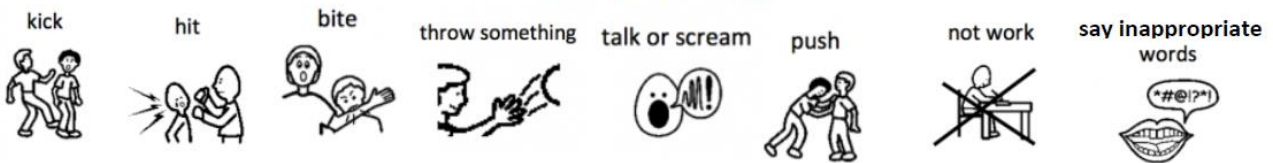


I can think about my choices and how they affect ME and others.

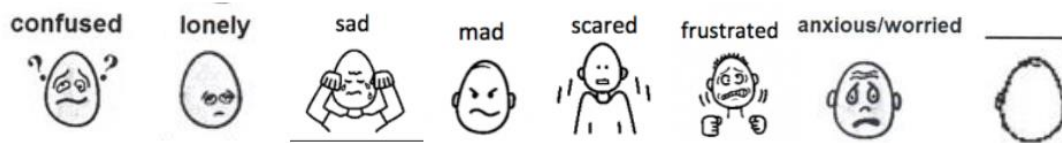
When I was feeling...



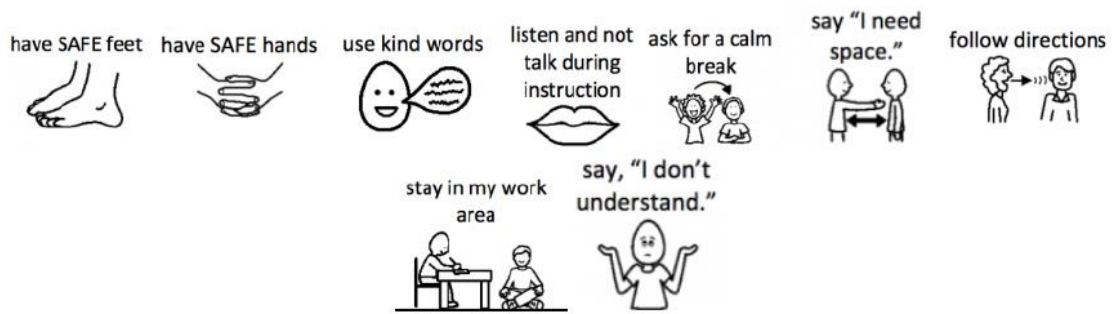
I chose to...



This made my friends feel...



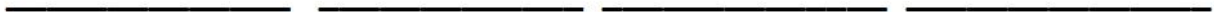
Next time I can choose to...



When I make a positive choice...



I will say sorry to these people for my behaviour...





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Upper Primary Reflection Sheet

Name _____

Year _____

List the poor behaviour choice/s you made.

What should I have been doing?

1. _____
2. _____
3. _____

Who was affected by my poor choice ?

What will you do differently next time?

The purpose of this reflection sheet is to allow you to consider why this behaviour is inappropriate so that it doesn't happen again. Please have a parent sign below, as well as your teacher and yourself, so that we are all aware of what has been happening. Thank you for your honesty.

Student signature: _____

Teacher signature: _____

Principal/Leadership signature:

**Parent Teacher Interview
Required: YES / NO**

Parent/Guardian signature:

References

- Carlton, Latorre, Martha & Winsler, Adam. (1998). Fostering Intrinsic Motivation in Early Childhood Classrooms. *Early Childhood Education Journal*. 25. 159-166. 10.1023/A:1025601110383.
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- Schunk, D., Pintrich, P. & Meece, J. (2002). *Motivation in Education: Theory, research and applications* (3rd edn). Upper Saddle River, NJ: Pearson-Merrill.
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