



## Rationale

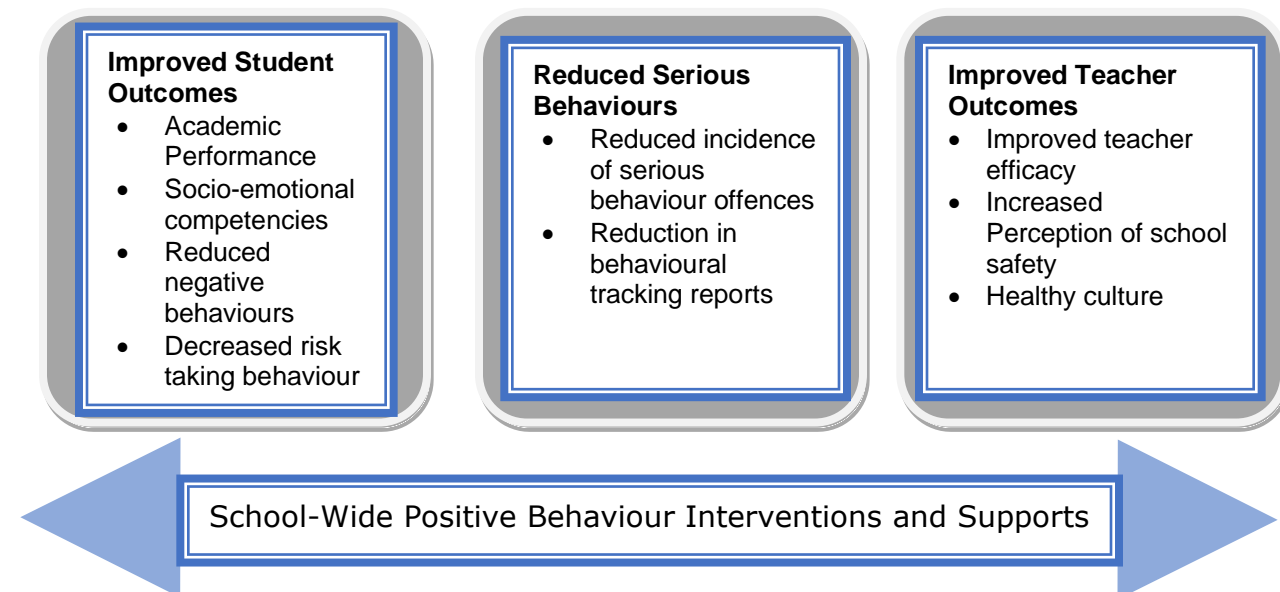
At Nazareth College, we aim to provide a positive environment in which each student is respected and his/her right to learn is encouraged and protected. The strategies to deal with inappropriate behaviour are consistent, logical and clear. Expectations and consequences are made familiar to all involved. The support of parents, teachers and students is needed to ensure the development of self-regulating students.

The use of School Wide Positive Behaviour Support (SWPBS) is systematic, individualised and provides strategies for achieving important social and learning outcomes while preventing behavioural issues with all students. SWPBS is a combination of effective practices to teach and encourage respectful, responsible behaviours and uses data to support decision making. It assists in creating an individualised and supportive school climate. The outcomes are what schools achieve through the data, systems, and practices they put in place. Families, students, and staff set goals and work together to see them through.

## Outcomes

When it comes to outcomes, we ask ourselves: What is important for the Nazareth Community? Through the implementation of PBIS, we hope to see improved student behaviour, reduced serious behaviours and improved teacher outcomes. Specifically, for Nazareth, we hope the outcomes of SWPBS are:

- Improved student outcomes such as academic performance, socio-emotional competence, reduced bullying behaviours;
- Reduced exclusionary discipline;
- Improved teacher outcomes such as teacher efficacy, school climate and perceptions of safety;
- Increased instructional time;
- Improved staff and student attendance;
- Increased student proficiency;
- Increased parent participation and partnerships;
- Improved community involvement and support.





Every subject teacher will develop consistent expectations for acceptable behaviour for his/her classroom in compliance with SWPBS behaviour expectations matrix. The expectations will be communicated to the students and parents/guardians through the sharing and explicit teaching of our matrix. The teacher will address consequences for minor behaviours. When inappropriate behaviour from a particular student continues to occur or is a major event - intervention by a member of the Wellbeing Chain – Head of House, Director of Wellbeing, Assistant Principal, Deputy Principal or Principal will be necessary.

### **OUR CORE VALUES – 3Rs**

At Nazareth College the value and dignity of each person is acknowledged, appreciated and celebrated, and each student has the opportunity to flourish in a Catholic atmosphere of love, acceptance, belonging and security. Our core values are:

- **Respect**
- **Responsibility**
- **Resilience**

### **Policy Statement**

Our vision at Nazareth College is to create learning environments that encourage all students to flourish. Corporal punishment, or any physical handling of students for disciplinary purposes, is expressly forbidden at Nazareth College. All procedures ensure natural justice and procedural fairness.

Our educational community seeks to provide a system that will support students' efforts to manage their own behaviour and promote academic achievement. An effective behaviour support system is a proactive, positive, skill building approach to the teaching and learning of successful student behaviour.

The School Wide Positive Behaviour Support (SWPBS) system ensures effective strategies that promote prosocial behaviour and respectful learning environments. The principles of Catholic Education reflect the beliefs that each person deserves and needs a positive and inclusive educational community that values courtesy and consideration, and welcomes all. A Positive Behaviour Support Policy incorporates the modelling and teaching of positive, proactive social behaviours across the school environment.

Our SWPBS system is a databased initiative that endeavours to adjust the environment and learning opportunities in order to fully support the student. This system is implemented by collaborative, school-based teams using a student-centered approach to proactive behaviour support. Schoolwide expectations for behaviour are clearly stated, widely promoted, and frequently referenced. Both individual and schoolwide learning and behavioural issues are comprehensively assessed. Functional assessment of learning and behaviour challenges are linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to databased adjustments.



Positive interventions that support adaptive and prosocial behaviour and build on the strengths of the student, lead to an improved learning environment. Students are offered a continuum of methods to help them learn and maintain appropriate behaviour.

### **Nazareth College Vision**

Nazareth College is a nurturing community, where Faith, Wisdom and Knowledge are at the core of our aspirations. Nazareth College strives to:

- Create a faith-centred and hope-filled community inspired by the teachings of Jesus;
- Provide quality education that challenges, supports and empowers students to explore and reach their full potential;
- Foster an inclusive and safe environment;
- Build authentic partnerships amongst school, parents and guardians and the wider community.

### **Procedures to Support Behaviour**

We aim to recognise and celebrate students who are displaying our three core values **Respect, Responsibility and Resilience** in their behaviour. **All in our community are asked to support our positive behaviour procedures**, including:

#### **1. Providing Commendations**

All staff are asked to support our 3 Rs behavioural expectations recognising when students are doing the right thing, naming this behaviour explicitly and giving a 'Commendation' to the student. Commendations are completed on SIMON (behavioural tracking) and once it has been logged, students receive points towards their HOUSE and parents receive notification via PAM (Parent Access Module).

#### **2. Positive Behaviour Support Plans (PBSP)**

Behaviour Support is more than just a process of responding to behavioural issues after they have occurred. The key to effective behaviour support is the quality of the relationships amongst teachers, students and parents/guardians. A comprehensive Behaviour Support Plan requires as much attention to the recognition and development of good behaviour as it does to effective sanctions for inappropriate behaviour. It is believed that a positive approach to discipline will ensure that the majority of students will accept responsibility for their behaviour and develop self-discipline.

The development of good social skills is encouraged at Nazareth College and students are to be consistently reminded of this by teachers through instruction and example. Teachers are encouraged to use a variety of approaches to enhance positive interaction between students, catering for different levels of ability and maturity, with the aim of developing positive social behaviours.



### **3. Individual Behaviour Support Plans (IBSP)**

At times, adjustments to expectations in the school's Positive Behaviour Support Policy may occur for students.

The IBSP will work in conjunction with the school's Positive Behaviour Support Policy and the plan will incorporate professional advice from Allied Health professionals, parents/guardians, the Wellbeing Team, the Learning Diversity Team and CEM Southern Region staff.

Decisions about priority for addressing behaviours may also require the support of external professionals. In conjunction with school staff and parents/guardians, IBSP may also identify potential risks (physical, emotional, social or academic) to the individual, to students and staff and/or property. When necessary, a Risk Assessment will be conducted and appropriate interventions will become part of the Individual Behaviour Support Plan.

### **4. Behavioural Tracking via SIMON (Behaviour that is not a 3Rs Expectation)**

When students display inappropriate behaviours, staff are required to complete behavioural tracking via SIMON. This records information regarding the context, behaviour and those involved.

The Behavioural Tracking program via SIMON allows the Wellbeing team to access old incidents, shows peak times for behaviours, sorts them into various categories which allows staff to track these behaviours. This enables staff to identify and address risks, and then put proactive supports in place.

### **5. Consequences of Inappropriate Behaviours**

Teachers and students work collaboratively to establish a possible range of natural or logical consequences which will apply if a value is not observed by a student and in the occurrence that a value is consistently broken. The focus of consequences is to enable the student to learn to regulate their behaviour and to behave in socially acceptable ways. Any of the following appropriate consequences may be used:

- Ask if student needs your help;
- Reset or modify task;
- Give student a job to do – non-task related (within the classroom;)
- Team student up with another student or group;
- Relocate student (within the classroom) – invitational (non-threatening – neutral affect);
- Offer student a short break (to predetermined area);
- Inform student that they need to remain behind for conversation;
- Make a time to meet student at recess or lunch for conversation (3-5 minutes) - Reference expectations and/or matrix;
- Student is sent for/to 3Rs reflection – completed by either the Pastoral Teacher, Head of House, Director of Wellbeing or other nominated staff;



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## Nazareth College Positive Behaviour Support Policy P5.9

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- Withdrawal time with either the Pastoral Teacher, Head of House, Director of Wellbeing or other nominated staff incidental lunch/recess/short periods;
- Restriction of privileges;
- Consultation with parents;
- Establishment of an Individual Behaviour Support Plan (IBSP);
- Internal suspension (student is withdrawn from special activities and the classroom for a defined period. Time is spent under the supervision of the Head of School or Deputy Principal);
- Student does not have recess or lunchtime at the same time as the remainder of the school;
- Suspension (This consequence is only applied for very serious or repeated breaches. The decision to suspend a student is made by the Principal. Documentation of the events leading up to the suspension will be thorough and retained. There will need to be a rationale of why a student is sent home – how is this supporting the student to succeed at school – refer Serious Behaviours Policy).

### Related documents

- Behavioural Matrix
- Behaviour Management Policy
- Serious behaviour offence Policy

### Review

This document will be reviewed within three years of the date of issue

Principal: Sam Cosentino

Signature:

Date: June 2020