

ASSUMPTION CATHOLIC PRIMARY SCHOOL



Student Engagement & Behaviour Procedure

EFFECTIVE DATE:	January 2025
DATE LAST UPDATED:	January 2025
FREQUENCY OF REVIEW:	Every Two Years
DATE FOR REVIEW:	January 2027

PURPOSE:

The Assumption Catholic Primary School Student Engagement & Behaviour Procedure focuses on engaging students positively in learning and helping students learn how to manage their behaviour choices.

Our procedure is guided by CEWA Executive Directives – Student Safety & Wellbeing, and Student Behaviour Directives.

Research shows that when students know what is expected of them and when responses are consistent and fair, they are more likely to respond positively. Using a whole school approach to promote positive behaviours in all areas across the school is the most effective way to develop and support safe and engaging learning environments. In a whole-school approach:

- Our school community works together to establish expectations for behaviours.
 - Expectations are simple, clear and explicit.
 - All students are explicitly taught the expected behaviours associated with the values of kindness, responsibility, respect and perseverance.
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AIMS & PRINCIPLES

Our Student Engagement & Behaviour Procedure supports a positive school culture, promoting student engagement and participation. It aims to create a safe, inclusive learning environment with high quality, positive relationships between administration, staff, and students.

At Assumption, we value a positive school culture by:

- Creating a respectful environment where everyone feels safe, valued, and supported.
- Building a culturally aware and responsive community that respects everyone's rights and responsibilities.
- Using high-impact instructional strategies to engage students in quality lessons.
- Ensuring all parties know their rights and responsibilities and set high expectations.
- Establishing procedures for positive conflict resolution.
- Engaging in meaningful learning experiences that reflect the spirit of Jesus.

Every area at Assumption Catholic Primary School is a learning and teaching environment. This procedure promotes positive social learning to maximize academic success. Our school plan clearly outlines shared expectations for student behaviour, helping maintain a positive and productive environment where everyone understands their role.

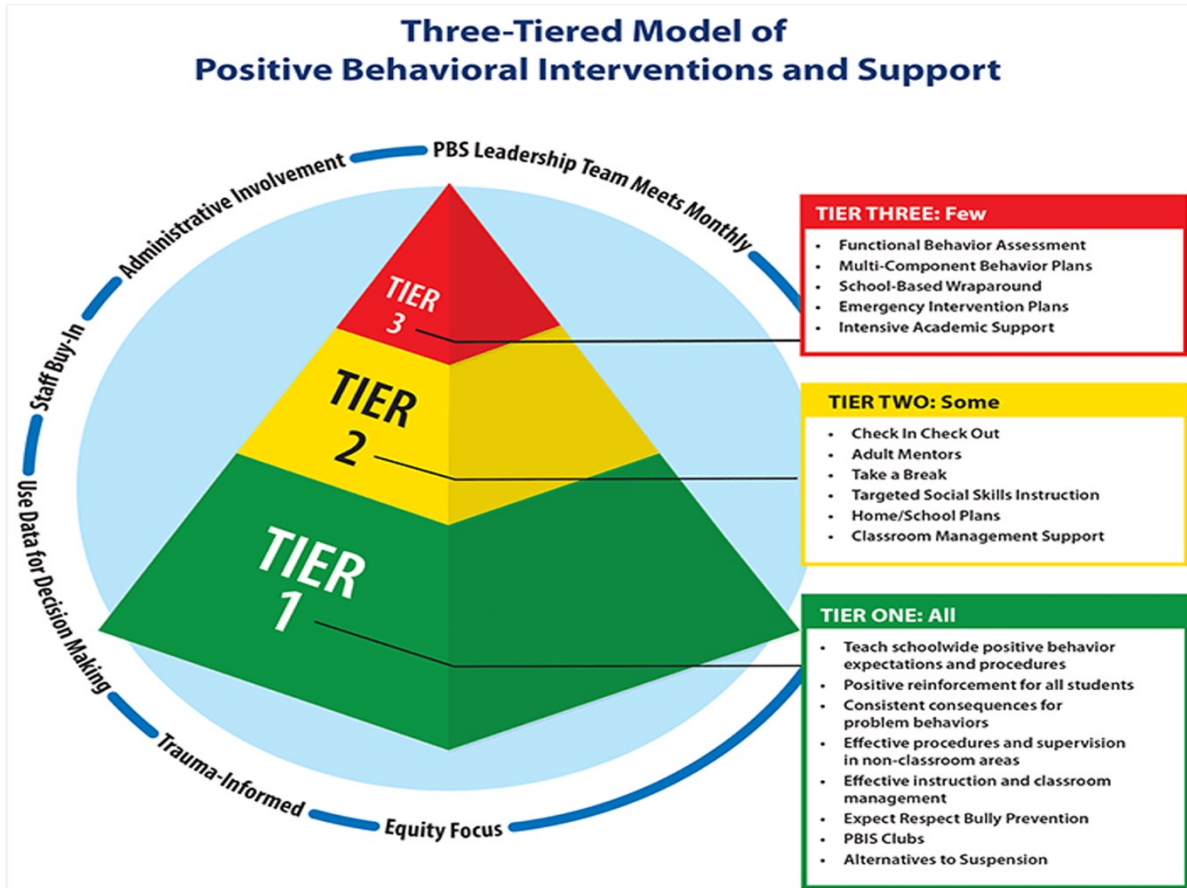
RIGHTS & RESPONSIBILITIES

Students	Staff	Parents & Guardians
<p>Students have the RIGHT to:</p> <ul style="list-style-type: none"> • Learn in a purposeful, non-disruptive and engaging environment. • Learn and play in a safe, supportive, friendly and clean environment. • Attend school, take pride in their work, and strive for success. 	<p>Staff have the RIGHT to:</p> <ul style="list-style-type: none"> • Teach in a purposeful, non-disruptive and engaging environment. • Feel valued, supported and respected by colleagues, parents and students. 	<p>Parents & guardians have the RIGHT to:</p> <ul style="list-style-type: none"> • Maintain open communication about their child. • Stay informed about policies, procedures, and decisions affecting their child's well-being. • Request forums to discuss their child's rights.
<p>Students have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Follow school wide expectations and the Student <u>Code of Conduct</u>. • Be accountable for their behaviour. • Show kindness and respect to everyone. • Respect personal and school property. • Be punctual, organised and ready to learn with a positive attitude. • Report their concerns to a staff member. 	<p>Staff have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Model Assumption values (Kindness, Respect, Responsibility, Perseverance). • Build and maintain positive relationships within the school community. • Organize and plan the curriculum effectively. • Communicate student progress to parents. • Consistently follow procedures. • Document misbehaviours and corrective actions. • Participate in training to improve teaching skills. • Stay informed and contribute to school processes and plans. • Follow school wide expectations and the School <u>Code of Conduct</u>. 	<p>Parents & guardians have the RESPONSIBILITY to:</p> <ul style="list-style-type: none"> • Model the Assumption school values (Kindness, Respect, Responsibility, Perseverance). • Ensure their child attends school on a regular and punctual basis. • Provide their child with the required materials for school. • Support the school in the implementation of policies and procedures. • Support the school in the holistic development of their child. • Follow school wide expectations and the School <u>Code of Conduct</u>.

POSITIVE BEHAVIOUR SUPPORT (PBS)

As a community, we utilise a Positive Behaviour Support Framework that is evidence based, where data plays a vital role in the development of our behaviour matrix. If a student doesn't know how to engage in expected behaviours, we teach, model and reinforce appropriate behaviours.

Assumption uses the Three Tiered Model of Positive Behavioural Interventions and Supports to address varying student needs.



PBS VALUES

Our PBS Matrix is based upon the following agreed values:

Kindness:

We show kindness when we are being friendly, helpful, and nice to others.

Responsibility:

We are responsible when we are accountable for our actions at school and in the community.

Respect:


We are respectful when we value others' feelings and ideas and property. We are respectful when we interact with others and the environment with care and concern.

Perseverance:

We show perseverance by having a growth mindset and never giving up, even when things get tough.

PBS MATRIX

This matrix sets out the expected behaviours for all members of the school community; parents, staff and students.



PBS Matrix

	Kindness	Responsibility	Respect	Perseverance
Classroom	<ul style="list-style-type: none"> We treat others how you would like to be treated We work cooperatively We celebrate <u>others</u> achievements 	<ul style="list-style-type: none"> We follow classroom rules and expectations We accept the consequences for our actions We take pride in our work We keep our hands and feet to ourselves 	<ul style="list-style-type: none"> We accept that people learn differently and have different ideas We respect our classroom environment and keep it clean We speak honestly We use correct voice level 	<ul style="list-style-type: none"> We aim to <u>do our best, at all times</u> We give things a go We ask for help if needed
Play Areas	<ul style="list-style-type: none"> We will include and invite others We treat others how you would like to be treated We help people in need 	<ul style="list-style-type: none"> We use playground equipment and spaces safely and responsibly We report unsafe behaviour to the duty teacher We remind others to do the right thing 	<ul style="list-style-type: none"> We play fairly and by the rules We communicate and listen respectfully We keep our school clean and tidy 	<ul style="list-style-type: none"> We persist when things don't go our way We recognise that we all have different abilities and strengths We use strategies to solve problems
Moving around the school	<ul style="list-style-type: none"> We stay in our spot in line We acknowledge others in our school community 	<ul style="list-style-type: none"> We walk on the red bricks We line up quickly and quietly We will be prepared and on time for school, class and activities 	<ul style="list-style-type: none"> We walk quietly around the school We are aware of personal space of others We wear our school uniform with pride We look after school property and return equipment 	<ul style="list-style-type: none"> We move on from past problem We enter and leave the school positively We ignore distractions when possible and focus on our own behaviour

Teaching Expected Behaviours:

"For a child to unlearn an old behaviour and replace it with a new behaviour, you need to repeat the new behaviour, on average, twenty eight times.

Twenty of those times are used to eliminate the old behaviour and eight of those times are used to learn the new behaviour." Harry Wong

At Assumption, we create a positive learning environment by explicitly teaching and rewarding expected behaviours. Each week, classes focus on a specific behaviour from the behaviour matrix, involving modelling and role-playing. Teachers and student leaders

reinforce these behaviours throughout the week. Lessons are also retaught when problem behaviours increase and at teachable moments.

Lesson format:

- **Tell:** Introduce and discuss the behaviour.
- **Show:** Demonstrate and model it.
- **Practice:** Role-play in relevant contexts.
- **Monitor:** Supervise and provide feedback.
- **Reteach:** Practice throughout the day.

Rewarding Expected Behaviours:

Teachers award students in Kindy to Year 6 with value tokens when they demonstrate expected behaviours, in line with our values (Kindness, Responsibilities, Respect, Perseverance).

Student value tokens are kept in the classroom and tallied at the end of each week. Individual student rewards are earned once students reach the following token milestones:

- 10 tokens = Certificate
- 20 tokens = Pencil
- 40 tokens = Administration Reward (Examples include extra play time, canteen voucher, icy pole etc)
- 50 tokens = PBS Badge

All individual tokens are tallied weekly and are counted towards a whole school reward. Once the collective goals is achieved, all students with "Good Standing" receive the reward.

Individual Classroom Strategies

Each class from Kindy to Year Six will have their own rewards system for encouraging positive behaviour. These systems are developed by the class teacher, are age appropriate, aligned to the school's positive behaviour expectations and complement the whole school value token system with a high frequency of positive feedback for students.

We acknowledge that students develop at different rates, and that all classrooms have a range of abilities and aptitudes. To facilitate these individual differences and promote engagement, the following strategies are utilised:

- Individual Plans
- Quality Differentiated Teaching programs
- Individual Behaviour Support Plans
- Individual reward plans
- Safety Plans

GOOD STANDING

At Assumption Catholic Primary School, we are committed to fostering a positive respectful learning environment for all students. Our Good Standing Framework acknowledges and rewards exemplary student attitude, behaviour, work ethic and effort, as well as providing a structure for addressing disciplinary matters.

All students will commence each year with Good Standing. A student will be considered to be in Good Standing unless they accumulate three Extended Reflection Times or one suspension within one term.

Loss of Good Standing

A student will lose their Good Standing if they accumulate three Extended Reflection Times or one suspension within a ten-week period. This means they will not be able to represent the school in extracurricular events such as interschool events, school camps, discos, class excursions/incursions and performing arts events. They will not be permitted to take part in the whole school PBS reward.

Students can have their Good Standing reinstated. Please view [Assumption Catholic Primary School Good Standing Framework](#).

RESPONDING TO INAPPROPRIATE BEHAVIOUR

Building and maintaining relationships are crucial. To change behaviour, we must clearly define acceptable behaviours. We reinforce desired behaviours and explicitly teach required behaviours when we observe undesirable ones. We focus on the behaviour, not the person, to maintain relationships.

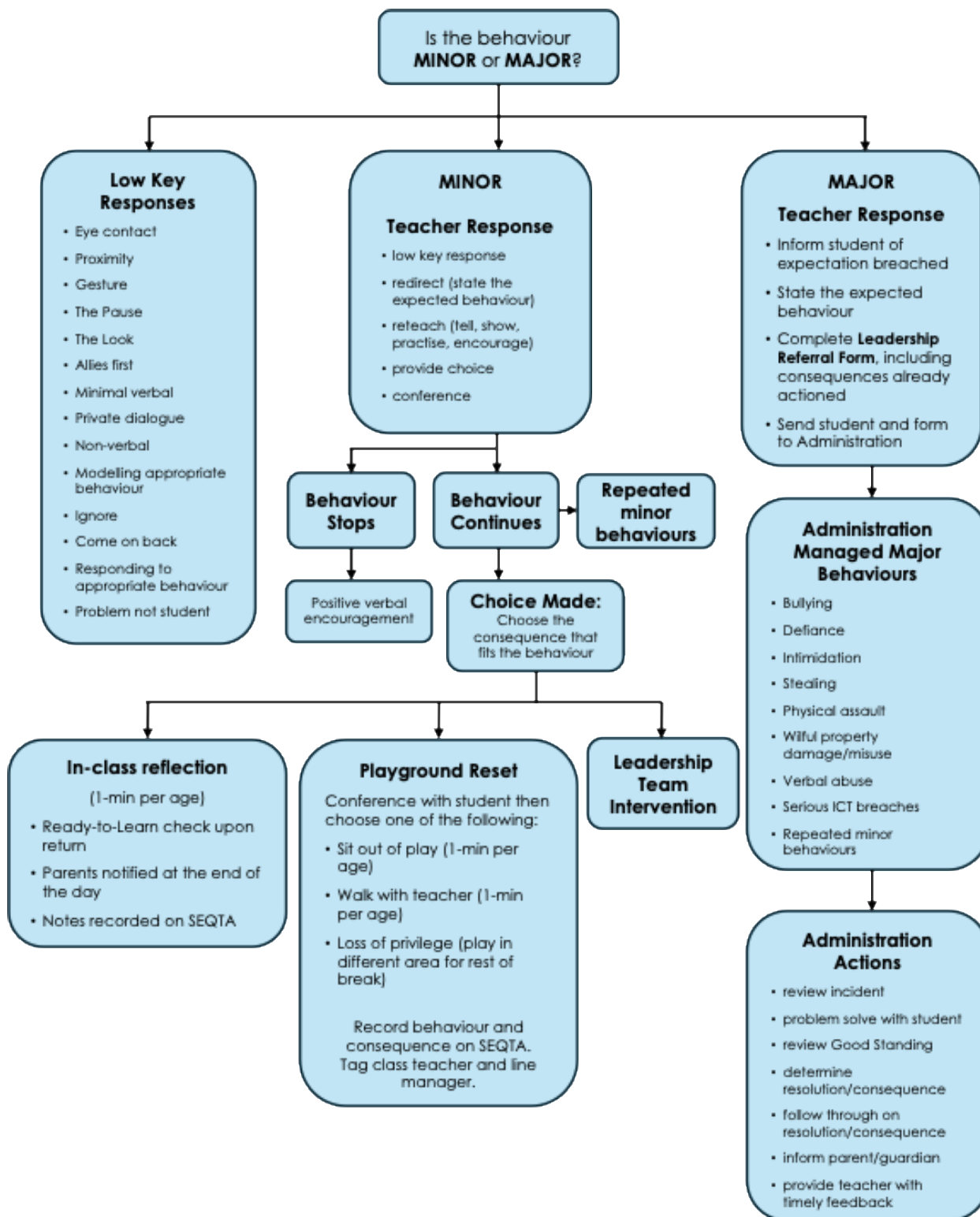
We aim to develop behaviour management approaches which are preventative in nature and focus on early intervention and changing behaviour.

Minor and Major Behaviours

The following are examples of minor and major behaviour:

Minor	Major
Calling out Failure to follow teacher instruction Visiting / using sites or Apps that have not been approved by the class teacher during school hours Not following playground rules Negative response to teacher direction Talking when others are talking Unnecessary noise making in the classroom Running in the classroom Running on the red bricks Swinging on chairs Rough play (one off) Leaving the classroom / lesson without permission Chewing gum Failure to wear school uniform correctly / follow school uniform guidelines (hat / tie) Not respecting the personal space of other Work avoidance	Vandalism / wilful property damage Physical fighting Leaving school grounds without permission Possession of illegal substance Bullying / Harassment (see bullying and harassment (student) procedure) Persistent & consistent failure to follow staff instructions Serious ICT breaches (see ICT user agreement guidelines) Racist remarks/gestures Possession of Weapons Verbal Abuse (swearing) Physical Abuse Use of mobile phones without authorisation Offensive / aggressive language Stealing Repeated rough play Rough play causing injury

Minor and Major Behaviours Flow Chart



Note: Same process to be followed for both classroom and playground behaviours.

RESPONDING TO MINOR BEHAVIOURS

Response should be calm, consistent, brief, immediate, respectful and private when suitable.

Responding to Minor Problem Behaviours					
Minor behaviour continuum of responses					
Calm	Consistent	Brief	Immediate	Respectful	Private
Prompt	Provide verbal and/or visual cues through: Low Key Responses				
	Eye contact		The Pause		The Look
	Proximity		Ignore		Responding to Appropriate Behaviour
	Gesture		Private		Modelling Appropriate Behaviour
	Minimal verbal		Dialogue		Come On Back
	Non-verbal		Allies first		Problem not student
Re-direct	Restate the expected PBS matrix behaviour				
Re-teach	<ul style="list-style-type: none"> State and demonstrate the PBS matrix behaviour Have student demonstrate the behaviour Provide immediate feedback 				
Provide choice	Give the student a choice ('This or That'): <ul style="list-style-type: none"> To accomplish the task in another location within the classroom In the order of task completion In using alternate materials to complete the task For a different type of activity that accomplishes the same instructional objective 				
Conference	<ul style="list-style-type: none"> Describe the problem Describe the expected behaviour Explain why the expected behaviour is better Practise (role play) expected behaviour Provide feedback 				

Consequences (if undesired behaviour continues after using low key responses):

- In-class reflection time* (One minute per year of age.)
- Ready to Learn Check upon return

THEN:

- Leadership Team intervention if required

*Parent notification by teacher must occur at the end of day and notes recorded on SEQTA.

RESPONDING TO MAJOR BEHAVIOURS

Teacher Response

- Inform student of expectation breached
- State the expected behaviour
- Complete [Leadership Referral Form](#), including consequences already actioned.
- Send student and form to Executive Leadership Team

Executive Leadership Actions

- Review incident
- Problem solve with student
- Review 'Good Standing' if applicable
- Determine resolution/consequence
- Follow through on resolution/consequence
- Inform parent/carer (in-person or phone)
- Provide teacher with immediate feedback

EXTENDED REFLECTION TIME

Major behaviours may result in an Extended Reflection Time during a break period. Students will be given the opportunity to eat, go to the toilet and get a drink.

SCHOOL SUSPENSION

Assumption's procedure on School Suspension is guided by the policy of the Catholic Education Commission of WA, which states: "Suspension means temporary withdrawal of a student's rights of attendance at school. It is a disciplinary measure which may be invoked by the Principal, where a student's conduct and behaviour are deemed prejudicial to the good order or reputation of the school." (Catholic Education Commission WA Policy, July 2001)

The decision to enact a suspension for a student is made by the Executive Leadership Team.

A suspension will be issued if the student has:

- Violated the rights of other members of the school community in a wilful or continual manner
- Seriously compromised their safety or that of others
- Persistently and consistently failed to respond to or respect a staff member
- Significantly compromised the reputation of the school
- Breached the Student Code of Conduct on a regular basis

Suspensions are of two types:

In-school Suspension

As part of a behaviour support process, a student may be withdrawn from some or all classes for a period of time. Decisions on in-school suspension will be made by a member of the Executive Leadership Team in consultation with the Principal. Students are required to complete schoolwork and a self-reflection exercise during this time.

External School Suspension

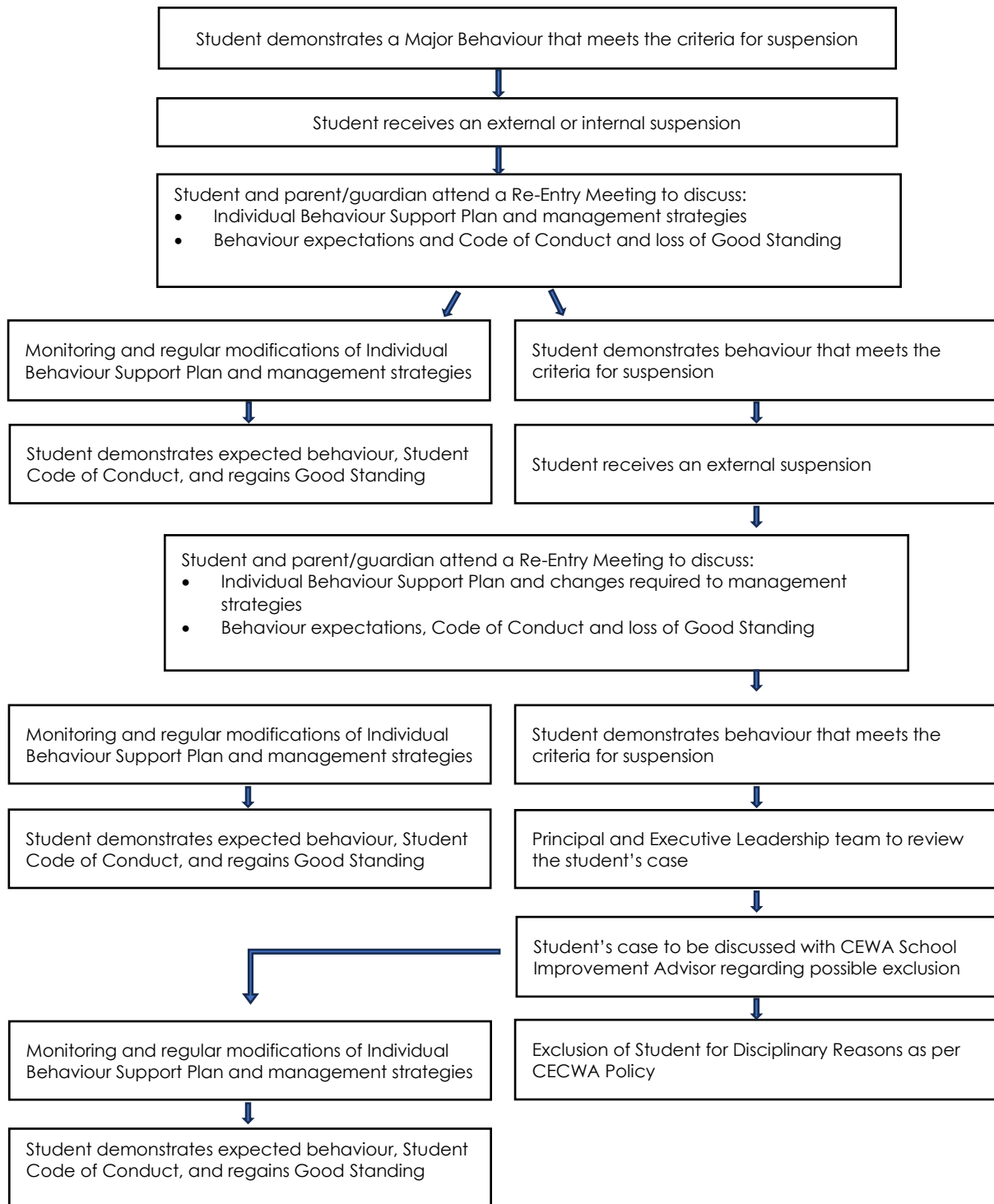
This sanction is issued for serious behaviour violations and the decision to suspend a student from school is made by a member of the Executive Leadership Team in consultation with the Principal.

Parents/Guardians are required to attend an interview with the Principal and/or another member of the Executive Leadership Team to discuss the student's re-entry plan, and address behaviour expectations and the responsibilities of the student, parents/guardians and the school as part of the student's return to school.

The Principal will consider all previous circumstances and will consult with key staff prior to invoking a suspension.

In the case of repeated External School Suspensions, the case will be discussed with CEWA School Improvement Advisor for possible exclusion.

MAJOR BEHAVIOUR VIOLATIONS FLOW CHART



EXCLUSION

Exclusion means total withdrawal of a student's right to attend a particular school. Exclusion is an extreme disciplinary step reserved for cases of gross misconduct, serious breaches of school rules or behaviour that is persistently disruptive or contrary to the mission statement of the school.

The decision to exclude a student from the school must be carefully considered and will only occur in the following circumstances:

1. The nature of the alleged incident is deemed serious to a level that merits action.
2. Attempts to address the behaviour/s of concern have been exhausted.

The Principal must seek consultation from the CEWA School Improvement Advisor before proceeding with this course of action as per the process for Exclusion of Students for Disciplinary Reasons (Student Behaviour Directives)

CHILD ABUSE, CORPORAL PUNISHMENT OR OTHER DEGRADING PUNISHMENT

At Assumption the use of any form of child abuse, corporal punishment or other degrading punishment to manage student behaviour is explicitly forbidden. These terms are defined in accordance with the Guide to Registration Standards and Other Requirements for Non-Government Schools:

Child abuse: Four forms of child abuse are covered by Western Australian law:

1. Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances (a) the child is the subject of bribery, coercion, a threat, exploitation or violence; (b) the child has less power than another person involved in the behaviour; or (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3. Emotional abuse includes:
 - (a) psychological abuse; and
 - (b) being exposed to an act of family and domestic violence.
4. Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
 - (a) adequate care for the child; or
 - (b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment: Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment: Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

APPENDICIES

[Leadership Referral Form for Student Behaviour](#)

Teacher Resources

Leadership Referral Form for Student Behaviour

Student name:	Class:	Date:	
Referred by:			
Location of incident		Time of incident	
<input type="checkbox"/> Entry gate <input type="checkbox"/> Car park <input type="checkbox"/> Large oval <input type="checkbox"/> Bus waiting area <input type="checkbox"/> Excursion <input type="checkbox"/> Top small oval <input type="checkbox"/> Classroom <input type="checkbox"/> Library <input type="checkbox"/> Nature play <input type="checkbox"/> Toilets <input type="checkbox"/> Specialist lesson: _____ <input type="checkbox"/> Transition <input type="checkbox"/> Undercover area <input type="checkbox"/> Basketball courts <input type="checkbox"/> Presentation grass <input type="checkbox"/> Playground <input type="checkbox"/> Early Years playground		<input type="checkbox"/> Before school <input type="checkbox"/> Lunch eating time <input type="checkbox"/> Lunch play <input type="checkbox"/> Afternoon recess <input type="checkbox"/> After school <u>Teaching & Learning Time</u> <input type="checkbox"/> Lesson 1 (8:30-9:55am) <input type="checkbox"/> Spelling Mastery <input type="checkbox"/> Lesson 2 (10:15-11:10pm) <input type="checkbox"/> Lesson 3 (11:40-12:35pm) <input type="checkbox"/> Lesson 4 (12:35-1:30pm) <input type="checkbox"/> Lesson 5 (1:50-2:55pm)	
Leadership Managed Behaviour (Major)			
<input type="checkbox"/> Verbal abuse/swearing <input type="checkbox"/> Physical fighting <input type="checkbox"/> Rough play causing injury <input type="checkbox"/> Repeated rough play <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Persistent failure to follow staff instructions <input type="checkbox"/> Serious ICT breaches <input type="checkbox"/> Racist remark/gesture <input type="checkbox"/> Vandalism or wilful property damage <input type="checkbox"/> Stealing <input type="checkbox"/> Physical abuse <input type="checkbox"/> Use of mobile phone without authorisation <input type="checkbox"/> Offensive/aggressive language <input type="checkbox"/> Inappropriate physical contact <input type="checkbox"/> Leaving school grounds without permission <input type="checkbox"/> Repeated minor behaviours <input type="checkbox"/> Possession of and/or use of weapons (real or otherwise) <input type="checkbox"/> Possession of illegal substance/item (real or otherwise)			
Leadership Actions		Behaviour Consequences	
<input type="checkbox"/> Review incident <input type="checkbox"/> Determine consequences <input type="checkbox"/> Record on SEQTA <input type="checkbox"/> Inform parents/guardians <input type="checkbox"/> Provide teacher feedback <input type="checkbox"/> Other:		<input type="checkbox"/> Conference with student <input type="checkbox"/> Conference with parent/guardian <input type="checkbox"/> Social skills lesson <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Extended reflection time Recess <input type="checkbox"/> Lunch <input type="checkbox"/> Number of days ____ <input type="checkbox"/> Reflection time in Admin _____ minutes <input type="checkbox"/> In-school suspension _____ days <input type="checkbox"/> External suspension _____ days <input type="checkbox"/> Loss of Good Standing _____ days	
Leadership signature:		Number of referrals this term	
Date:		Minor _____ Major _____	
		Parent/guardian contact:	
		<input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Email <input type="checkbox"/> Interview <input type="checkbox"/> Unable to contact	
Comments:			

Feedback provided to teacher on action taken by Leadership Team