

# Positive Behaviour Policy

## Mission Statement

In the spirit of St. Thomas the Apostle, who was one of the first Christian missionaries and is the patron saint of builders, the community of St. Thomas will endeavour to build a community of prayer, thanksgiving, service, and reconciliation and provide opportunities for all its students to experience a safe and collaborative learning environment that educates, challenges and engages.

## Introduction

This policy builds our Catholic school community by developing the whole person. With an emphasis on the pillar of **“Thanksgiving”** we aim to develop an “attitude of gratitude” with an approach to life that builds optimism, hope and resilience. When reflecting upon our actions, we develop humility through a closer relationship with God through the pillar of **“prayer.”** Through the experience of **“service”** we will be challenged to express our gratitude with humility through acts of service by placing the needs of others before our own immediate wants. We strive to encourage **“reconciliation”** to restore our relationships with God, others and within ourselves in order to rebuild positive relationships.

The professional and caring relationships that the community develops between the staff and students, the students and other students and the staff and families lay the foundation on which all learning occurs. It is the school’s belief that the nature of these relationships significantly influences the quality of the learning environment. As per legislation, corporal punishment is not permitted nor condoned at St. Thomas the Apostle Catholic Primary School.

Therefore, it is essential that professional and caring relationships are developed so that the students have every opportunity to “become successful learners, confident and creative individuals, and active and informed citizens.” (Melbourne Declaration on Educational Goals for Young Australians. Dec. 2008)

## Aims

The purposes of this policy are to:

- Articulate the connection between the school's vision and mission statements, Learning & Teaching and other policies and the daily implementation of the school's Positive Behaviour Policy.
- Guide the staff in selecting a framework on which to base the implementation strategies and the collaborative development of a whole school approach to the Positive Behaviour Policy that reflects the school's commitment to Child Safety.
- Provide a clear understanding of this approach for inducting new members of the community and the process in which to support them.
- Guide the development of strategies and shared language that will educate, challenge and engage the community.
- Develop the community's shared understanding of the terms: prayer, thanksgiving, service, reconciliation and "a collaborative learning environment that educates, challenges and engages."
- Guide the definition of what is "non-negotiable" within the context of the terms safety, respect and learning in a manner that is consistent with Child Safe Standards.
- Develop an approach to Positive Behaviour that emphasizes collaborating with and working through the members in our community.
- Deepen every community members' emotional intelligence, self-awareness, resilience, sense of belonging and moral purpose.

## Outcomes

As a result of this policy STAPS will provide opportunities for members of the community to contribute to the development of professional and caring relationships within the community that are consistent with Diocesan and school Child Safety policies.

Those members of the community will be given opportunities to be empowered to assume responsibility for their own safety, respect and learning for self, others and the environment.

Members of the community will have opportunities to develop their own self-awareness of their rights and responsibilities in making choices that promote safety, respect and learning.

Members of the community will focus on "positive behaviours" i.e. choices that enable the individual and community to grow according to the pillars of "Prayer, Thanksgiving, Service and Reconciliation."

## Implementation

### Strategies

1. Work with the community to become aware of the rights and responsibilities of everyone to be in a collaborative learning environment that fosters our behaviour code.
2. Work collaboratively with the community in developing a shared language.
3. Provide support for new members of the community.
4. To focus on positive behaviours.
5. Support members of the community to develop their emotional intelligence & self-awareness.
6. Develop in the community effective strategies in order to manage our own behavior within a reflective environment.
7. Model & explicitly teach inter-personal skills that demonstrate how to relate safely and respectfully and promote learning.

The whole school implementation of these strategies draws on the principals of **Restorative Practice**

- Promote the importance of building relationships between individuals after an incident /misdemeanor
- Teach conflict resolution & other problem solving skills
- Encourage students to learn from their mistakes, reconcile & resolve problems with others.
- Allows students to reflect on the impact of their behavior on others

### Code of Behaviour

A code of behaviour will be developed in order to facilitate a deeper and efficient communication which is the basis of all positive relationships. This will be reinforced through the shared language of Safety, Respect and Learning.

### Other related policies

- Pastoral Care
- Protection of Children-Failure to Protect
- Protection of Children-Grooming
- Safe Guarding Children & Young People Code of Conduct

### Resources

The school will implement the “Positive Behaviour Policy” using:

- Child Safe Standards
- Prevent, Teach, Reinforce. The School Based Model of Individualised Positive Behaviour Support.
- National Safe Schools Framework
- Family Partnership Model

## Evaluation

This policy will be reviewed on an annual basis.

The success of this policy will be evaluated using the data from the annual insight SRC surveys.

*Prepared by P.Whelan. (17/08/2016).*

