

Mary's Way to follow Jesus

Positive Behaviour for Learning
School Wide



Sancta Maria Catholic
Primary School

Introduction

Positive behaviour for learning aims to develop a culture where behaviour and learning are a way of life.

It is about working together as an entire school community to create an environment, systems and practices that support children to make positive behaviour choices.

The purpose of PB4L-SW at Sancta Maria Catholic Primary School is to create a safe and positive environment for all akonga, where the values of Mary are embedded in everything we think, say and do.

Our PB4L vision:

With Catholic faith as our guide, we will strengthen our nurturing school culture, to empower our students to make moral choices and solve challenges positively, using our inner strength.

Positive Expectations

We believe that positive choices and practices support students' learning. We have four core behaviour expectations known as ***Mary's Way into a life with Jesus.***

Having our school wide expectations is about:

- Building positive relationships
- Achieving consistency in behavioural expectations across all settings
- Teaching strategies to work through behaviours instead of expecting students to know what to do
- Maintaining focus on academic outcomes
- Building a sustainable and positive culture of emotional competence and relationships in the school environment and community
- Increasing time spent on teaching instead of managing behaviour
- Building relationships with the school community
- Increasing academic achievement
- Enabling students to reach their potential
- Effective communication to and between staff and students

Our school wide expectations are aligned with our school values in order to enrich and develop the charism of our school. Our values are those values we believe our children of the 21st Century should endeavour to live by in order to have students who are educated, successful and active citizens with Catholic faith in their hearts. Our school values have a teaching matrix designed to support our children ***Follow Mary's Way into a life with Jesus.*** These explicitly outline the behaviour expectations and deliberate acts of teaching required to reinforce our school values. These are taught by classroom teachers through the PB4L lessons plans and reinforced by all staff.



Following Mary's way to Jesus

Thoughtful	Full of Grace	Obedient	Determined	Compassionate	Hopeful	Contented	Faithful
M Make the Right Choice		A Always take Responsibility		R Respect yourself, others, and the environment		Y Say yes to Jesus	
Consideration Aarouhi - Walk quietly when moving around the school during learning time - Be mindful of others	Patience Manawaroa - Calmly wait for your turn	Responsibility Kawenga - Wear the correct school uniform - Self manage and be prepared for learning	Courage Hautoa - Take risks in your learning - Admit mistakes and learn from them	Love Aroha - Use positive words when talking to others	Justice Ukietika - Solve problems with others	Joyfulness Harikoa - Appreciate the small things - Be positive	Unity Kotahitanga - Co-operate and work as a team
Understanding Mōhio Pāi - Understand, accept and value differences - Listen to other's point of view	Humility Ngākau Pāpaku - Celebrate success with grace	Confidence Māia - Share your gifts and talents	Self discipline Whaitara - Have self control by avoiding distractions - Use detachment so your emotions won't control you	Kindness Ngākau Atawhai - Include others at all times	Respect Whakaute - Keep our environment clean and tidy - Use school equipment appropriately	Thankfulness Whakawhetainga - Thank people who help you learn	Loyalty Pūmau - Stand up for what you know is right
Courtesy Whakaaroatawhai - Open the door for adults and let them in first - Use good manners like please and thank you	Gentleness Hūmārika - Keep hands and feet to yourself - Use the right speaking voice at all times	Truthfulness Whakaatāpono - Be honest at all times	Perseverance Utonutanga - Keep trying even when things are tricky	Forgiveness Muruhara - Say sorry when you have hurt someone - Make amends	Generosity Ohaohanga - Share by giving others a turn - Give and volunteer your time to help others	Friendliness Whakahoahoa - Greet people with a smile	Trust Whakaaetika - Be in the right place at the right time - Follow directions and instructions immediately

Teaching Expected Behaviours

All the Behavioural expectations will be taught by staff in the following ways:

1. Modelling of expectations by all staff at all times
2. Staff systematically teaching the expectations. This is done at a whole school level (at assemblies, newsletters, special events) and at the classroom level (integrated into curriculum and using a common structured framework/matrix throughout the school.)
3. Teachers and other staff repeatedly teach the expectations, pre-correct students and use them as part of their everyday practice.

Teachers are expected to allocate a time every week to teach expected behaviours and to give children the opportunity to practice these expectations in different settings.

Acknowledging Positive Behaviour

Acknowledging and rewarding correct and exemplary behaviour is an integral part of PB4L-SW. The following are the school wide recognition systems we are implementing at Sancta Maria Catholic Primary School.

A MARY token is given out to a student who is practising the desired 'explicitly taught' behaviour. Students are rewarded individually and 'freely and frequently.'



Teachers may design their own system for collecting the number of tokens won by their students. The token then goes towards the classroom reward system.

The tokens earned by students in the classrooms are then put into the Token Tower located in the office. The houses are rewarded when the column is completely full. The school house that reaches the top of the cylinder will then earn their **house reward**. House rewards are crazy socks, extra 15 minutes play before lunch, crazy hat, and house colour mufti.



The tokens earned by each house go towards the **whole school reward**. On our school rosary chart, a bead will be attached to the outdoor rosary when the Token Tower for a specific house is full.

Our school goal is to reach the cross of Jesus. When we reach our goal, we will celebrate as a school!



Managing Inappropriate Behaviour

Keep it positive!

Like Maths and Literacy, behaviour is taught. We do this in a positive way and ensure that each child's mana is upheld when we do it. We do not use punitive measures to address behaviour concerns. Depending on the situation, restorative conversations may be held. When a child does not meet our school expectations, we teach them.

Building strong, positive relationships is an important part of PB4L and has a huge impact on teaching and learning.

Some phrases you can use are

Are you following Mary's Way to Jesus?

How can you show our Mary Value of being Thoughtful?

What does being Obedient/Compassionate/Contented look like?

What does it look like when you show Full of Grace?

Publicly humiliating children is not acceptable. Sitting a child outside the staffroom doesn't teach children the correct behaviour, it only makes them dislike the teacher. This does not help build strong, positive relationships.

Refrain from putting a child's name on the board for being naughty. It's the same as public humiliation.

It is easier to pre-correct behaviour before misbehaviour occurs. The following flow chart outlines the procedures required if students display inappropriate behaviours.

Minor incidents

Use the Classroom Management Strategies. Give the student a chance to redeem themselves, e.g., Johnny calls out in class.

Teacher: Johnny, remember to put your hand up if you want to talk then wait for your turn. Can you show me what that looks like?

Avoid saying "DON'T call out" as this draws attention to the negative behaviour. Focus on the kind of behaviour we want to see which, in this case, is putting up his hand to talk and waiting for his turn.

Sometimes a hand on the shoulder is enough to remind them to focus or just standing behind them.

Minor Incidents

Dishonesty	Taking other people's belongings, blaming other people for their mistakes etc
Inappropriate language	Student engages in low intensity instance of rude or insulting language. ie: -Calls other students names

	-Uses swear words, but not directed at others
Disrespect	Student briefly or in a minor way uses words or a tone of voice that undermines others. ie -Does not follow directions for a task -Disrupting other people's learning
Incorrect Uniform	Student wears clothing that is near but not within the dress code guidelines defined by the school. ie bracelets, necklaces, hair untied, earrings, etc
Non compliance	Student fails to respond to instruction or requests. i.e. Rolls eyes and sighs loudly after being given a request
Leaving class without permission	Student goes to the toilet or wander out of the classroom without letting the teacher know.
Misuse of technology	Student engages in non-serious but inappropriate use of technology ie not following online rules
Lateness back to class	A student arrives in class significantly late after the bell for unknown reason.
Property misuse	Students misuse property in a minor way. ie Breaks pencils, tears paper, books, drops or throws playground equipment without intending to hurt others.
Disruption	-Calling out in class. -Off task and not listening in class. -Annoying others. -Talking when the teacher or another class member is. -Constant talking when they should be working. -Interfering/breaking another student's work or play

Major Incidents

Stealing	Intentionally taking other people's belongings.
Hurtful language	Student delivers verbal messages that include swearing, threats, name calling or use of words in a malicious inappropriate way

	(aimed at someone)
Defiance/disrespect/non-compliance	
Physically hurting others	Students engage in serious physical contact where injury may occur.
Repeated Minor Behaviours	Repeated minor incidents after time can be dealt with as a major incident.
Leaving School premisses	-Student is in an area that is outside the school boundaries . -Student leaves or misses class without permission
Inappropriate use of technology	- deliberate inappropriate use of technology - visiting inappropriate websites -commenting inappropriately to online others' work.
Damage to property/Vandalism	Intentional damage to other people's property or the school property. Student participates in an activity that results in destroying or disfiguring property.

Follow this flowchart as a guide:

Flow Chart

Observe problem behaviour

