



# Student Behaviour Support Plan



**St Monica's School**

Co-Educational Catholic Primary School  
Prep to Year Six

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# Student Behaviour Support Plan

## Purpose

Catholic schools in the Diocese of Toowoomba provide all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

St Monica's Oakey is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster life-giving relationships.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour, promoting inclusive practices, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

This Behaviour support plan is structured into the following components: Rights and responsibilities, Three tiers of Behaviour support, Schoolwide expectations, Minor and Major behaviour, Flowchart of responses, response to Bullying, and Formal student sanction procedures.

## Vision & Mission

### Our Vision

"To inspire, challenge and support our students to be learners who strive to reach their full potential as educated and faithful Christian citizens who participate in the creation of a better world."

### Our Mission

To create an inclusive school community of care where each member feels welcomed and nurtured.

To promote an active partnership between the school, home, parish and wider community.

To treat each community member with justice, dignity and compassion.

To help each community member find through God, meaning and value in their lives.

To promote a safe and happy work and learning environment.

To challenge each community member to be responsible stewards of creation.

To provide a stimulating and challenging curriculum, which acknowledges, promotes and celebrates the particular God-given gifts and talents of each student.

To expand learning opportunities for students by utilizing new technologies.

To challenge each student to participate in all activities of the school to their full potential.

To encourage the development of excellent professional skills in staff.

## Shared Values and Expectations

At St Monica's Oakey

- Gospel values are upheld and all members of the school community are valued and treated with dignity and **respect**
- All members of the school community feel **safe**, supported and respected
- Students are encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community, developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals
- Pastorally-caring practices that includes non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community
- Formal sanctions including detention, suspension, negotiated change of school and exclusion are considered only when all other approaches have been exhausted, or rejected

## St Monica's Learning and Behaviour Statement

The St Monica's School community believes that every child has the right and the capacity to learn and grow in a safe and supportive environment. We place a strong emphasis on the use of positive, pro-active practices that will assist students to develop the ability to accept responsibility for their behaviour, make appropriate choices and to show concern and respect for others.

We hold the following beliefs about behaviour

- Responsible behaviour needs to be taught, modelled, encouraged and developed through the gradual release of responsibility model.
- It is important to cater for individual needs, learning styles and rates of learning
- Every student will be given the opportunity to achieve academic success

## LEARN Behaviours

(See Appendix A)

Our school community has identified the following school rules to teach and promote high standards of responsible behaviour

- |  |                     |
|--|---------------------|
| 1. Look at and listen to the speaker, be calm and concentrate                | (Listen)            |
| 2. Join in, complete my tasks and share with others                          | (Engage)            |
| 3. Be happy and positive and treat others kindly                             | (Attitude)          |
| 4. Show respect and keep my hands, feet and objects to myself                | (Respect)           |
| 5. Do what is expected of me and follow directions of staff<br>Straight away | (Now – We're Ready) |

## **Rights and Responsibilities**

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Additional role statements around supporting student behaviour are outlined in Appendix D

### **School (Principal, leadership team, teachers and school staff)**

- Staff at St Monica's Oakey are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.

### **Parents/Carers**

- Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's education journey.
- Parents/carers are expected to support the school in maintaining a safe and respectful learning environment for all students, staff and other families.
- Please refer to additional document "TCSO Parent Engagement Charter."

### **Students**

- Students will, with support, be expected to participate fully in the school's education program.
- Students are expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all members of the school community.

## Student Behaviour Support Plan Continuum of Support and Key Features

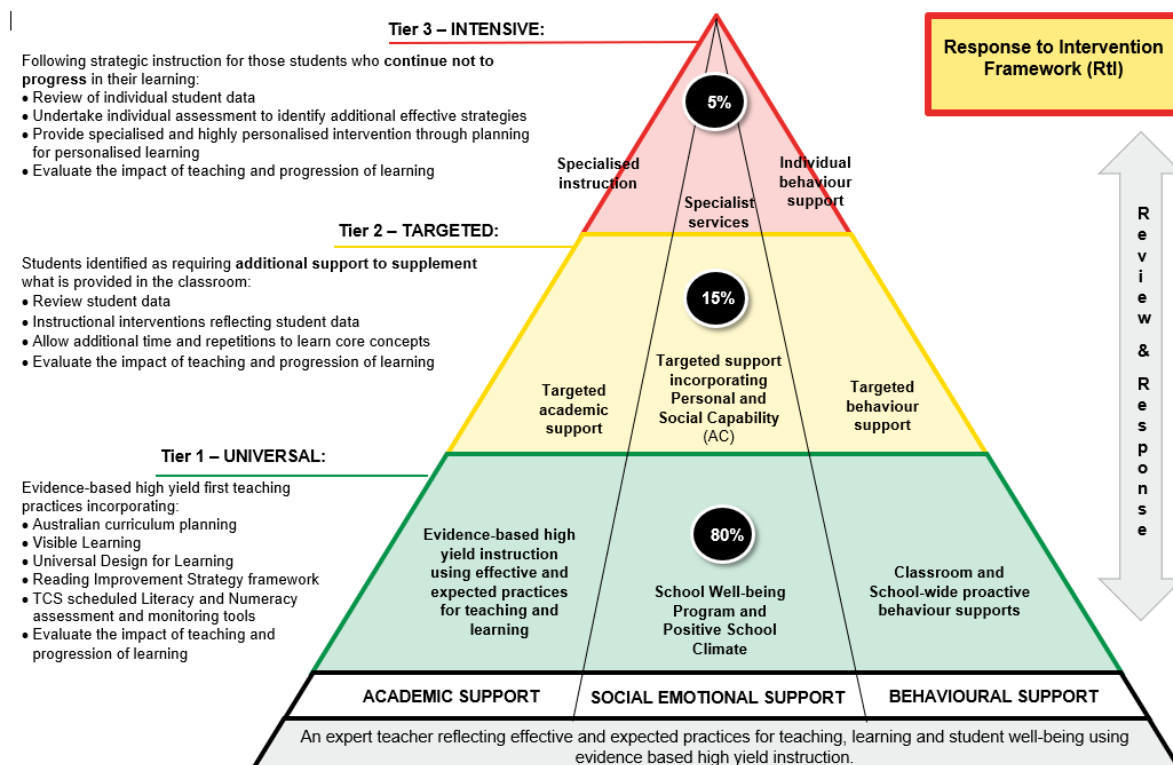
An important component of the school framework is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behaviour interventions and supports to be successful at school. Within the continuum there are three levels of support.

The first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

The second level focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive Targeted supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2013)

Finally, the tertiary level of support is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include support from external services.

### Response to Intervention Framework



Adapted from SENECA's UNCONDITIONAL EDUCATION MULTI-TIERED MODEL FOR INTERVENTION (Sourced from URL: <http://www.senecafoa.org/unconditional-education> (© 2014))

## **Universal Behaviour Support (Tier 1)**

### **Effective Classroom Management Plan**

All staff have a responsibility to teach and promote school wide practices.

Each learning environment will have the following on display

- School vision/mission statement
- LEARN behaviours
- Individual classroom rules

St Monica's Oakey implements school wide proactive strategies for promoting positive student behaviour.

These strategies include (but are not limited to):

- Social skills training and well-being initiatives
- Positive behavior modelling by staff
- Use of the LEARN Behaviours matrix
- Adapting the curriculum to meet individual needs
- Positive Reward System (eg. Behaviour Ladder, House points, 300 Club, Super Learners, acknowledgements, Spotted cards)
- Proactive support (preventative teaching)
- Individualised Behaviour Support Plans (where needed)
- Staff professional development in the 10 Essential Skills for Classroom Management (overview of skills below)
- Staff professional development in Teach Like a Champion techniques
- Staff members trained in Management of Actual or Potential Aggression Crisis Development
- Encouragement of parents to participate in positive parenting programs
- Australian Student Wellbeing Framework

### **Early intervention**

St Monica's Oakey utilises a range of preventative and early intervention strategies to support positive student behaviour. These include (but are not limited to):

- Defining and teaching whole school behavior expectations
- Developing teacher capacity in classroom management, behavior management and effective strategies
- Having School Rules prominently displayed in classrooms
- Communicating and teaching a set of behavioural expectations for specific settings matching the five school rules. The Schoolwide Expectations Teaching Matrix (Appendix B) outlines our agreed rules and specific behavioural expectations in all school settings
- Establishing consistent whole-school consequences for inappropriate behaviour (see Minor and Major Misbehaviour Appendix B)
- Establishing whole-school procedures for early identification of students experiencing academic and/or behavioural difficulty (eg. Unsatisfactory behavior flowchart Appendix C, Student Support Meetings, Behaviour Reports)
- Providing whole-school procedures for ongoing collection and use of data for decision-making (see online Behaviour Report Form)
- Assessing student's needs early and comprehensively to enable appropriate choice of early intervention strategies (use of School Counsellor, CSO personnel expertise or external agencies)
- Utilising evidence-based intervention techniques, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behavior
- Maintaining flexibility and considering factors and influences on student's behaviour



## 10 Essential Skills for Classroom Management

Teachers at St Monica's are provided with training in the 10 essential skills for classroom management. These being:

1. Establish expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgement
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Teachers are regularly profiled throughout the year to ensure Skills are embedded and applied into teaching practice. Feedback is provided to teachers for areas of success and improvement.

## Teach Like a Champion Techniques (Doug Lemov)

All teachers are trained in Teach Like a Champion and these techniques form part of our St Monica's Way for learning. Teachers follow the agreed techniques under the various sections of the framework. Teachers Check for Understanding and develop an Academic Ethos through setting high academic expectations and planning for success. Teachers ensure that they have the right Ratio of questioning and discussion. Teachers also ensure that the Principles of Classroom Culture (Discipline, Management, Control, Influence and Engagement) are evident through strong systems and routines, high behavioural expectations and a classroom that builds character and trust.

## Management of Actual or Potential Aggression Crisis Development Model

Crisis Development/Behaviour Level	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behaviour	3. Physical Intervention
4. Tension Reduction	4. Therapeutic Rapport

## School Wide Expectations Teaching Matrix – positive behaviours, minor and major behaviours

As set out in Appendix B, the Schoolwide Expectations teaching matrix, outlines the agreed rules and behavioural expectations (based on the LEARN Behaviours) in the areas around St Monica's – All areas, classrooms, playground and toilets. These positive behaviours are focused on, promoted and encouraged regularly throughout the school. Students are made aware of these behaviour expectations in the same way as knowing the school rules. In conjunction with these positive behaviours a matrix has been developed outlining minor and major problem behaviours that will not be accepted at school. These behaviours are linked to the appropriate action and consequences as outlined in the unsatisfactory behaviour flowchart (Appendix C). Definitions of the minor and major behaviours are as follows.

### **Minor and major behaviours**

- **Minor** problem behaviour is handled by staff members at the time when it occurs (by the classroom teacher in the classroom or by the duty teacher in the playground)
- **Major** problem behaviour is referred directly to the school leadership team (Step 7)

**Minor** behaviours are those that

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours, and
- do not require involvement of specialist support staff or the school administration team

**Minor** problem behaviours may result in the following consequences

- a minor consequence that is logically connected to the problem behaviour, such as removal from an activity or event for a specified period of time, an individual meeting with the student, reflection activity, apology, restitution or detention
- Telephone contact between the class teacher and the parent
- a **re-direction** procedure that the teacher follows:  
The staff member takes the student aside and
  1. names the behaviour that the student is displaying
  2. asks the student to name expected school behaviour
  3. states and explains expected school behaviour if necessary, and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that

- Significantly violate the rights of others
- Put others/self at risk of harm, and
- Are repetitive and very disruptive to the good order and function of the class/school
- Require the involvement of the school administration team.

**Major** behaviours result in an immediate referral to the school administration team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the online Behaviour Report and escorts the student to the relevant member of the school administration team. In a significant behavioural emergency, telephone contact with the Administration Team may be made for an urgent response. A member of the Administration team will contact the student's parent once necessary information/detail regarding the behaviour has been gathered. The process as outlined in the Unsatisfactory Behaviour flowchart will be followed.

All staff have a responsibility to report any inappropriate behaviour. If any minor or major behaviour is witnessed and dealt with, the [Online Student Behaviour Report](#) must be completed as soon as possible when any minor or major behaviour occurs. This Online form will send a notification to the Principal for any further action. This form must be completed as part of our appropriate record keeping. If the referring staff member is not the student's direct classroom teacher, the referring teacher must ensure that they keep the class teacher informed of the issue.



## Proactive Strategies for Promoting Positive Behaviour

### Classroom Behaviour Ladder

The classroom behaviour ladder supports students to make proactive choices about their behaviour. The ladder reinforces the schools L.E.A.R.N. behaviours and is consistent across each class. In the early years the behaviours are categorised as 'Green Brain' and 'Red Brain' behaviours. Across the school classroom behaviour ladders are broken into the following levels – white (starting point – each day) Positive behaviour levels (3 levels of green), Minor and major behaviour levels (Minor – Orange, Major – Red).

Positive 3
Positive 2
Positive 1
Start of Day
Minor
Major

### 300 Club

The 300-club is a term long incentive for all students to achieve. Using the above behaviour ladder, all students can earn points each week with the aim of achieving 300 points for the term. Students earn points by displaying positive behaviours throughout the day/week. Each corresponding Positive level has points linked to it. Level 1 – 5 points, Level 2 – 10 points and Level 3 – 15 points. If a student consistently shows Positive behaviours, they will earn themselves points each week and have the chance to earn 300 points. Students who display major problem behaviours, have been on the major area on their classroom ladder or had more than 2 visits to a "buddy classroom" will be ineligible to make the 300-club for that term.

Students who make it to the 300-club for the term, will be awarded a certificate of recognition and will attend a 300-club function at the end of each term.

### House Points and Award

At St Monica's Oakey, the students are assigned a House (Fromelles, Beersheba & Kokoda) in which they compete against the other students for sports, academic, cultural activities. Like an Athletics carnival, students have the opportunity to earn points for their house through competing and house spirit, and the same goes for positive behaviour throughout the year. Using the same points allocation as above, students can earn positive behaviour points for their house. This is an opportunity for all students to contribute positively to the school and their house regardless of their year level. If a student displays minor or major problem behaviours, points will be deducted (10 points minor, 20 points major)

Points will be tallied throughout the term until the 2<sup>nd</sup> last week, where the term house winner will be announced. All points will be tallied until the end of the year, where the winning house of the year will be announced. This house will be awarded a trophy and participate in a house function.

### Super Learner

Each week on assembly, 'Super Learner' awards are presented to one student in each class. This can be presented to a student who has displayed the 'LEARN' behaviours in class.

The photo of each super learner is taken and published/celebrated in the school newsletter.

### Playground Awards

Spotted Card- These can be given to children who have showed positive behaviour/actions in the playground. The card goes home to the family to be signed. The child places this card in the 'spotted box' located in the school office. At assembly, 1 card is drawn and the student is invited to select a prize from the Prize Box.

### **Targeted Behaviour Support Tier 2**

Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include:

- In school observations and programs through the learning support teacher
- Referral to Special Needs Committee
- Restorative Justice processes
- Guidance Counselling
- Social Skills programs
- Toowoomba Catholic Schools support officers and education officers
- Accessing the assistance of outside support agencies

### **Intensive Behaviour Support (Tier 3)**

Intensive support is required to support students who continually demonstrate chronic/and or severe and challenging behaviour. That is, behaviour of a high frequencies and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

### Behaviour Plan

For these students, the development of a Behaviour Plan in the DLP is implemented through a collaborative process including the class teacher, student (if deemed beneficial), parent's/care givers and other school person (Learning support, APRE, Principal, Counsellor)

This process of developing a plan expects:

- Positive relationship building
- Shared responsibility of the plan
- Understanding and communication of key issues and concerns
- Agreed goals for the student

### PROCESS FOR SUPPORT

#### 1. Student Identified

- Teacher referral to leadership
- Student has reached Step 7 of consequences for unacceptable flowchart
- Identification by Leadership due to consistent referral from classroom or playground

#### 2. Data Gathering

Background information and data is collected including:

- Family information
- History and pattern of problem behaviours at school
- School behaviour history
- Academic information
- Students strengths, weaknesses
- Health and medical information

3. Development of Behaviour Plan

- Plan is developed in conjunction with Leadership Team, Classroom teacher, School Counsellor and parents.

4. Intervention Implementation and Review

The Behaviour Plan is implemented and timelines are put in place to:

- Monitor outcomes
- Collect data on outcomes
- Modify where necessary

5. Involvement of more intensive support

If a student is still exhibiting severe and challenging behaviour, the school may engage the support of personnel from TCSO.

6. Monitoring and Reviewing

The stakeholders will carefully monitor and regularly check to ensure that modifications to the plan are made when necessary.

## Managing Students Who Require Additional Support

### Behaviour Support

Behaviour support is used for those students who do not respond to the steps put in place in the classroom/playground. A student can be referred to behaviour support at level 4 of the Consequences for Unacceptable Behaviour (classroom and/or playground – Flowchart Appendix C). Students can also be automatically referred to behaviour support for behaviours that are of an unsafe nature (swearing, physical violence, unsafe play, repeated disturbing others/themselves from learning). An online behaviour support referral needs to be completed. Acceptance of the referral is at the discretion of the Principal or APRE or a delegated staff member. Students will spend a minimum of one morning tea in behaviour support. During this time the incident will be fully investigated by the teacher in charge. A restorative conversation and procedure will occur before a student is re-entered into the learning/playground environment. A student who has repeated visits to behaviour support will be referred to the principal for follow up.

Parents will be contacted if a student is referred to behaviour support by the referring teacher.

### Process for Buddy Classroom Time Out

Each classroom is required to have a space for their buddy classroom time out. This can consist of a desk, chair and writing instruments. The purpose of the time out is to;

Provide an opportunity for the student to have a break from the classroom to regulate their behaviour/choices, and

Provide a period of time for the class teacher to reassess strategies, and

Provides the teacher and the class time to continue with their learning.

1. At the commencement of the school year, ensure the process is taught to the class.
2. At step 3, student is redirect to buddy classroom using a calm and firm voice.
3. Buddy teacher greets students and directs them to the buddy area.
4. A timer is set for the child (relevant to age group).
5. Buddy teacher monitors student but keeps interaction to a minimum.
6. On the completion of the timer, the student is reminded of the rules of the classroom and asks them to return to their class.
7. On returning to class, class teacher welcomes the student back, provides an appropriate redirection to work (ensuring they are aware of behaviour and curriculum expectations) and continues with what they were previously doing. It is important at this point to show welcome and convey they are still welcomed and valued. E.G. "Have a seat at your desk Susan. We've just begun our writing tasks. I'll be over to help you in a minute."

## Bullying (inclusive of cyberbullying)

There is no place for bullying in any school. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

**Bullying** is repeated verbal, physical, social or psychological behaviour that is **harmful** and involves the **misuse** of power by an individual or group towards one or more persons. It can have long term effects on those involved. Cyberbullying is defined as 'the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself'.

Bullying behaviour is in direct contradiction of our school community's ethos and expectations and as such has no place within the St Monica's School community. Bullying behaviours that will not be tolerated may include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and/or untrue rumours.

Bullying may be related to

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers, or
- children in care.

Cyberbullying is defined as 'the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself'.

- Our school is committed to promoting responsible and positive use of social media sites.
- No student will face disciplinary action for simply having an account on a social media site.
- It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

## Targeted student support

Early targeted support strategies include

- The teaching and/or development of appropriate behaviours
- Involvement of the School Counsellor
- Use of Anti-bullying programs and activities (National Day of Action against Bullying and Violence Resources)
- The involvement of the classroom teacher/s
- Partnerships involving and supporting parents/carers
- The formation of a support team ('wrap around') where appropriate
- Building networks to access support outside of the school for families and students.

## **The High 5 Response to Bullying**

The High 5 is a whole school approach to teach students effective strategies to respond to bullying situations. It is a 5-step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

How to Implement the Strategy:

- Introduce each strategy individually through the use of a Y chart followed up with role play. This will enable age appropriate responses and actions.
- Use the High 5 chart for teaching and modelling problem-solving strategies.
- Be consistent using the language in the classroom and playground for all students.

Understanding each Strategy

Strategy	Response
Ignore	<ul style="list-style-type: none"><li>• Pretend you didn't hear it</li><li>• Avoid eye contact</li><li>• Maintain positive body posture (calm, confident)</li><li>• Think positive self-esteem statements</li><li>• Count to five in your head slowly</li><li>• Take deep breaths</li></ul>
Talk Friendly	<ul style="list-style-type: none"><li>• Use a calm voice</li><li>• Maintain eye contact</li><li>• Confident body language</li><li>• Maintain relatively close body proximity</li><li>• Use "I" statements</li></ul>
Walk Away	<ul style="list-style-type: none"><li>• Stand tall, head up high</li><li>• Mouth closed</li><li>• Look confident</li><li>• Avoid eye contact</li><li>• Walk somewhere, preferably towards a congested area or to a safe space (teacher)</li></ul>
Talk Firmly	<ul style="list-style-type: none"><li>• Use an assertive voice, slightly raised</li><li>• Tell them to stop it</li><li>• Re-state your "I" statement. E.g. I said...</li></ul>
Report	<ul style="list-style-type: none"><li>• Walk away and tell a member of staff</li><li>• Go to a safe space</li><li>• Bystanders- support and report</li><li>• Report, report, report until somebody listens</li></ul>

## Reporting vs Dobbing

- Children need to know the difference between reporting and dobbing.
- **Reporting** is helping/getting yourself out of trouble
- **Dobbing** is trying to get someone in trouble

## Reporting Straight Away

- Students need to be made aware that if the issue involves health or safety they should report straight away to a teacher. This is not a time to problem solve.

## The Role of the Teacher

The teacher plays an important role in the investigation, discussion and reporting of any incidents of Bullying. Teachers have a responsibility to take all reports seriously and to

- Investigate and discuss the incident with the child
- Refer to class teacher/behaviour support (most relevant)
- Serious issues to be referred immediately to administration

To assist with the staff response to bullying incidents, all staff member are encouraged to follow the 10 step procedure as outlined below (Process taken from Bullying. No way!

[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au))

## School response flow chart: Student bullying (including online bullying)

### ***1. Listen carefully and calmly, and document what the student tells you***

Ensure a private place to talk. Do not dismiss their concerns or make them feel they are at fault. Listen to their account fully first and then ask them (and maybe others) questions to get more detail. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders.

**Clarify if there are immediate safety risks and let the student know how you will address these. Write a record of the conversation.**

### ***2. Collect additional information***

Ask for any evidence from the student. Speak with all students involved, including bystanders. Be alert to your legal responsibilities regarding evidence if the incident may constitute a crime. Keep records. Ensure you have information that answers who, what, where, when, how, why. Students views on why bullying is happening can suggest ways the school can respond.

### ***3. Discuss a plan of action with the students***

Once you are confident you have a comprehensive picture of the situation, discuss a plan of action with the student/s. Refer to your school's policy in terms of expectations and implications.

Invite suggests from students as appropriate.

Inform all students involved of your intention to inform their parents/guardians. Involve the parents and other caregivers in developing the plan of action if appropriate.



#### ***4. Inform the students what you intend to do***

Provide as much information as you can without violating the privacy of other students or parents. Also inform them about when you are planning to follow up with them after implementing the plan. Explain that you will look at immediate and short term responses as well as other long term preventative measures or efforts to promote a positive school climate.

#### ***5. Provide suggestions about what to do if the bullying occurs again***

Have information on hand to share with students or set up a meeting for them to talk about strategies with an appropriate staff member. If this is not viable (due to the nature of disclosure), refer to the appropriate guidelines and processes.

#### ***6. Set a date for follow up review/s***

Bullying can require a sustained effort to prevent, particularly if situations are long standing. Reviews are critical to check in with students, and to ensure the school's efforts have not caused other problems or merely created a problem elsewhere.

#### ***7. Record the incident in school's student data management system***

#### ***8. Notify appropriate personnel***

Refer the matter to the responsible officer: year Coordinator, Deputy Principal, school psychologist, counsellor or Guidance Officer as per the school's process or behaviour plan.

#### ***9. Contact the parent/guardian about the incident and your course of action***

If parents/guardians have not yet been involved in the process of planning the course of action (Step 3), advise them of the incident and the resulting course of action, including referring to the school's policy and guidelines.

Refer parents to the responsible officer for further consultation if required.

#### ***10. Follow up with students over the next several weeks and months***

It is essential to be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form some time later.

### **Individual behaviour support plans**

Where intensive individual support is required, St Monica's will develop a plan, regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of Individual behaviour support plans will be recognised and the support the student to achieve the desired behaviour outcome.

## Use of consequences and sanctions

At St Monica's consequences for inappropriate behaviour may be determined by individual need and situation. The Unsatisfactory Behaviour Flowchart (Appendix C) will be used in this process

Major problem behaviours may result in the following consequences

- **Level one:** time in the office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to the Respond Program
- **Level two:** parent contact, referral to school counsellor, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level three:** students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension, and immediate referral to the police.

## Use of Time out

### 'Time out' definition

'Time out' is defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting.

### 'Time out' purposes

'Time out' is only one of a range of behaviour management options. The use of 'time out' must be planned and purposeful. It is a method that allows the student time away from the situation to reflect and regain composure; the outcome of 'time out' should be a reduction in the behaviour.

When 'time out' is used, all staff, students and parents will be made aware of its intended purpose and procedures.

The regular use of 'time out' for a particular student will be documented and analysed, with a view to reducing the frequency of its use and to determine the reason for the behaviour.

## Formal sanctions

Formal sanctions include the following

- detention
- suspension
- negotiated change of school
- exclusion.

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

The TCS Formal Behaviour Sanctions Procedure must be followed by all TCS schools and is included in our school's Student Behaviour Support Plan.

## Appendix A

### Listen

- I can listen with my ears
- I can see the speaker
- I can keep my body calm
- I can think about what is said or shown

### Engage

- I can be prepared with all that I need
- I can think about what is said or shown
- I can follow directions straight away
- I can ask questions to make sure I understand
- I can give good answers
- I can share my thoughts with others in group time
- I can ask for help if I need it

### Attitude

- I can be positive
- I think: "I can do this! I will learn this!"
- I understand that it might take time to learn new things
- I can be respectful











### Respect






- I can respect myself - take pride in appearance; take pride in my work, be positive
- I can respect others - speak kindly, act gently, take turns; keep hands, feet and objects to myself, follow directions of all staff members straight away
- I can respect the environment and materials - don't litter, be careful with plants and animals, keep belongings tidy, treat others' belongings carefully, only borrow with permission

### Now we're ready!

- I can see my materials are organised
- I can see my body is ready to listen
- I can know my mind is engaged
- I am positive
- I am respectful
- Now I can learn

**Appendix B - St Monica's Positive Behaviours Matrix**

	<b>All areas</b> 	<b>Classroom</b> 	<b>Playground</b> 	<b>Toilets</b> 
<b>Listen</b> 	<ul style="list-style-type: none"> <li>▪ speak politely and take notice of others</li> <li>▪ sit quietly and respectfully in assembly and church</li> </ul>	<ul style="list-style-type: none"> <li>▪ enter and exit room in an orderly manner</li> <li>▪ track the speaker</li> <li>▪ one speaker at a time</li> <li>▪ concentrate on your work</li> <li>▪ keep voices down</li> <li>▪ be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen to other's ideas</li> <li>▪ stay calm in conflict situations</li> <li>▪ take turns with game</li> <li>▪ speak kindly to others</li> </ul>	<ul style="list-style-type: none"> <li>▪ speak quietly and politely</li> <li>▪ be respectful of other users</li> <li>▪ use toilets for their intended purpose</li> </ul>
<b>Engage</b> 	<ul style="list-style-type: none"> <li>▪ be on time for school each morning</li> <li>▪ clean up after yourself</li> <li>▪ use equipment appropriately</li> <li>▪ work as a team</li> </ul>	<ul style="list-style-type: none"> <li>▪ be prepared</li> <li>▪ complete set tasks</li> <li>▪ take an active role in classroom activities</li> <li>▪ be honest</li> <li>▪ demonstrate persistence</li> <li>▪ be respectful to your partner in collaborative situations</li> <li>▪ ask questions</li> <li>▪ share</li> </ul>	<ul style="list-style-type: none"> <li>▪ be a problem solver</li> <li>▪ play fairly – take turns, invite others to join in and follow rules</li> <li>▪ give encouragement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wait your turn for a cubicle</li> <li>▪ Wait outside if the toilet area is congested</li> </ul>
<b>Attitude</b> 	<ul style="list-style-type: none"> <li>▪ respect others' personal space and property</li> <li>▪ use polite language</li> <li>▪ wait your turn</li> <li>▪ have a go</li> <li>▪ Walk on concrete</li> </ul>	<ul style="list-style-type: none"> <li>▪ raise your hand to speak</li> <li>▪ respect others' right to learn</li> <li>▪ talk in turns</li> <li>▪ be honest</li> <li>▪ demonstrate persistence</li> <li>▪ be positive</li> </ul>	<ul style="list-style-type: none"> <li>▪ follow the rules</li> <li>▪ take turns in games</li> <li>▪ invite others into your games</li> </ul>	<ul style="list-style-type: none"> <li>▪ respect the privacy of others</li> </ul>
<b>Respect</b> 	<ul style="list-style-type: none"> <li>▪ keep hands, feet and objects to yourself</li> <li>▪ show care for equipment</li> <li>▪ be gentle towards others</li> <li>▪ wear your uniform with pride</li> <li>▪ speak kindly to others</li> </ul>	<ul style="list-style-type: none"> <li>▪ keep workspace tidy</li> <li>▪ ask permission to leave the classroom</li> <li>▪ use manners &amp; titles</li> </ul>	<ul style="list-style-type: none"> <li>▪ care for the environment</li> <li>▪ hands, feet objects to yourself</li> <li>▪ tidy eating areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ wash hands after using the toilet and before eating food</li> </ul>
<b>Now We're Ready</b> 	<ul style="list-style-type: none"> <li>• be in the right place at the right time</li> <li>▪ answer the bell and instructions promptly</li> <li>▪ line up in safety lines</li> <li>▪ move quietly around the school (during class time)</li> <li>▪ come to school on time ready for class</li> <li>▪ sit on allocated seats before and after school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow classroom expectations for working</li> </ul>	<ul style="list-style-type: none"> <li>▪ be sun safe; wear a broad brimmed hat</li> <li>▪ wear shoes and socks at all times</li> <li>▪ return equipment to appropriate place at the bell</li> </ul>	<ul style="list-style-type: none"> <li>▪ use toilets during breaks</li> <li>▪ use toilets for their intended purpose</li> <li>▪ keep toilets clean, place hand towels in the bin provided</li> </ul>

	Minor	Major
<b>Listen</b> 	<ul style="list-style-type: none"> <li>calling out</li> <li>minor disruption to class</li> <li>displaying poor body language: eye rolling etc</li> <li>unintentional swearing</li> </ul>	<ul style="list-style-type: none"> <li>deliberate interrupting</li> <li>significant disruption to the work and learning of others</li> <li>using rude or offensive body/hand gestures</li> <li>deliberate swearing</li> <li>serious, or continued, inappropriate use of technology devices</li> </ul>
<b>Engage</b> 	<ul style="list-style-type: none"> <li>not playing school appropriate games</li> <li>not completing set tasks that are at an appropriate level</li> <li>non-compliance / uncooperative behaviour</li> <li>poor attitude</li> <li>disrespectful tone</li> <li>not playing fairly</li> <li>excluding others</li> <li>being a bystander</li> <li>inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>playing dangerous / aggressive / offensive games</li> <li>refusing angrily to complete set tasks that are at an appropriate level</li> <li>deliberate non-compliance which has an impact on others</li> <li>noticeable displays of poor attitude that has a negative impact on others</li> <li>deliberate rudeness</li> <li>major dishonesty / unfairness that has a negative impact on others</li> <li>continued deliberate exclusion of others</li> <li>serious, or continued, inappropriate use of technology</li> <li>cheating in class</li> </ul>
<b>Attitude</b> 	<ul style="list-style-type: none"> <li>refusing to work</li> <li>inappropriate language (written/verbal/drawings/actions)</li> <li>minor defiance</li> <li>minor teasing / harassment</li> <li>displaying poor sportsmanship</li> <li>gossiping and spreading stories</li> <li>lack of manners</li> </ul>	<ul style="list-style-type: none"> <li>repeated refusal to work on appropriate tasks given appropriate levels of assistance</li> <li>offensive / aggressive language</li> <li>blatant disrespect / major defiance</li> <li>major bullying/victimisation/harassment</li> <li>verbal abuse/directed profanity</li> <li>speaking in a disrespectful tone of voice to a staff member and others</li> <li>disrupting games due to poor sportmanship</li> <li>demonstrating physical violence towards another person</li> <li>participating in a physical altercation</li> </ul>
<b>Respect</b> 	<ul style="list-style-type: none"> <li>incorrect use of equipment</li> <li>minor physical contact eg pushing and shoving</li> <li>not being punctual eg lateness after breaks</li> <li>not in the right place at the right time</li> <li>low level defiance</li> <li>minor dishonesty (lying about involvement in a low-level incident)</li> <li>littering</li> <li>petty theft</li> <li>lack of care for the environment (natural and man-made)</li> <li>damaging one's own property</li> <li>needlessly throwing property (rubbers, pencils)</li> </ul>	<ul style="list-style-type: none"> <li>serious and intention physical aggression / fighting</li> <li>deliberately ignoring or refusing to adhere to an adult request relating to a serious matter</li> <li>deliberately falsifying the truth to avoid punishment for a serious matter</li> <li>damaging someone else's property</li> <li>throwing objects dangerously or aggressively</li> </ul>
<b>Now We are Ready</b> 	<ul style="list-style-type: none"> <li>running on concrete or around buildings</li> <li>not walking bike in school grounds</li> <li>playing in toilets</li> <li>mobile phone not handed into office at beginning of the school day</li> <li>not sitting on allocated seats before and after school (when waiting)</li> <li>not being on time</li> <li>being in out of bound areas</li> </ul>	<ul style="list-style-type: none"> <li>possession of weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>leaving school without permission (out of sight)</li> </ul>

MINOR- START HERE

UNSATISFACTORY BEHAVIOUR FLOWCHART		
1. INITIAL STRATEGIES	<ul style="list-style-type: none"><li>* Application of Teach Like a Champion skill</li><li>* Application of ESCM (10 essential skills)<ul style="list-style-type: none"><li>-Establishing expectations</li><li>-Giving instructions</li><li>-Waiting and scanning</li><li>-Cueing with parallel acknowledgement</li><li>-Body language encouraging</li><li>-Descriptive encouraging</li><li>-Selective attending</li></ul></li><li>* Tactical Ignoring</li></ul>	<ul style="list-style-type: none"><li>*Simple Redirection</li><li>*Curriculum Redirection</li><li>*Question and Feedback</li><li>*Rule reminder<ul style="list-style-type: none"><li>-What am I doing?</li><li>-What should I be doing?</li><li>-Can I do it?</li><li>-What support do I need?</li></ul></li><li>*Child is given opportunity to demonstrate better choice of behaviour</li></ul>
BEHAVIOUR CONTINUES		
2. REDIRECTION/ VERBAL WARNING	<ul style="list-style-type: none"><li>*Individual chat with student</li><li>*Reiterate questions again</li><li>-Student informed of possible consequences of continued poor choice/behaviour</li><li>-Student asked to return to work and display appropriate behaviour</li><li>-Teacher ensures work is appropriate and understood by the student</li><li>-Student may be relocated in classroom at this point</li></ul>	<ul style="list-style-type: none"><li>*Application of ESCM</li><li>-Redirection to the learning</li><li>-Giving a choice</li><li>-Follow through</li></ul>
BEHAVIOUR CONTINUES		
3. STUDENT IS RELOCATED TO BUDDY CLASSROOM OR AN AGREED SPACE	<b>Student</b> <ul style="list-style-type: none"><li>-Completes work</li><li>-Teacher records removal from class</li><li>-Walks with teacher or sits in designated area in the playground</li><li>-Playground teacher to communicate with classroom teacher of on-going concerns through behaviour report</li></ul>	
BEHAVIOUR CONTINUES		
4. STUDENT IS REFERRED TO BEHAVIOUR SUPPORT	<ul style="list-style-type: none"><li>-Leadership member has a debrief with the students and has them complete a reflection/re-entry sheet.</li><li>-Teacher advises parents of behaviour support visit through a telephone call.</li><li>-If this is the third visit for a term, or over a short period of time, the student is formally referred to Leadership. This may result in a suspension.</li></ul>	
BEHAVIOUR CONTINUES		
5. TEACHER/STUDENT PLAN	<ul style="list-style-type: none"><li>*Teacher and student write a plan to improve behaviour.</li><li>*Plan is to be sent to APRE/Principal to be signed</li><li>*Plan is sent home to parents to be signed and returned</li><li>*Signed plan is then provided for all parties.</li></ul>	
BEHAVIOUR CONTINUES		
6. SUPPORT BEYOND THE CLASSROOM	<ul style="list-style-type: none"><li>*Support to be given to classroom teacher with difficult student by administration and learning support.</li><li>*Student may be withdrawn from play</li><li>*Exclusion from excursions, incursions, interschool sport, camps</li></ul> Exclusion is at the discretion of the Principal	
BEHAVIOUR CONTINUES		
7. STUDENT’S CASE REFERRED TO LEADERSHIP FOR PLAN TO BE PUT IN PLACE	<ul style="list-style-type: none"><li>*Parents/guardians to be contacted by Leadership</li><li>*Assessment made by any/all contributing parties</li><li>*Alternate programs/support discussed</li><li>*Family access to support agencies explored and encouraged</li><li>*Formal behaviour support plan written</li><li>*Plan monitored and revised as needed</li></ul>	
BEHAVIOUR CONTINUES		
8. ALL PROCESSES AND PROCEDURES ARE FOLLOWED BUT STUDENT SHOWS CONTINUING REFUSAL TO TAKE RESPONSIBILITY FOR ACTIONS	<ul style="list-style-type: none"><li>*Suspension recommended</li><li>*Support sought from TCSO</li></ul>	
BEHAVIOUR CONTINUES		
9. SUSPENSION PROCEDURES	This is implemented in line with the TCSO & St Monica’s Sanctions Procedure	
BEHAVIOUR CONTINUES		
10. RE-ENTRY PROCEDURE	<ul style="list-style-type: none"><li>-Student is re-entered into school following a suspension through the school office. A meeting with the parents/student will be held to reiterate expectations</li><li>-Classroom teacher in consultation with leadership, meets to address needs of student. (This may occur before/after school or during break time).</li></ul>	
BEHAVIOUR CONTINUES		
11. RECOMMENDATION FOR EXCLUSION	This is implemented in line with the TCSO Exclusion Policy/Procedures	

MAJOR- START HERE

## **Role Statements** – in supporting student behaviour and school procedures

### Role of Staff

1. Explicitly teach and revise the contents of the Student Behaviour Support Plan
2. Establish class rules that support the policy
3. Explicit teach and positively reinforce classroom rules
4. Enhance and maintain self-esteem, self-discipline and self-regulation
5. Promote, reinforce and encourage acceptable behaviour by being a positive role model
6. Praise and reward positive behaviour displayed by students
7. Provide a stimulating learning environment that caters for individual differences
8. Acknowledge and be aware of individual student's backgrounds and provide support as necessary
9. Maximise a student's choice for behaviour
10. Be consistent with follow through of behaviour
11. Utilise support available- peers, administration, parents, school counsellor, external TCSO support
12. Accept responsibility for maintain whole school discipline by supporting and assisting colleagues in relation to student behaviour and management

### Role of Leadership (including the above and)

1. Provide an induction program to staff new to the school
2. Provide support through the PLC model
3. Provide an induction program for experienced teachers who are new to the school
4. Be sensitive to, and respect teacher requests for help
5. Mediate when required
6. Provide leadership and direction within the school
7. Provide opportunities for the professional development of staff
8. Liaise with the TCSO, staff and the wider community
9. Provide a safe work environment for staff and students
10. Make regular reference to rules in the newsletter
11. Provide scaffolding for a weekly behaviour focus for all students in the school

### Role of Students

1. Follow the Student Behaviour Support Plan
2. Be responsible for individual behaviour and know the school rules
3. Be fully involved in your learning, and allow others to do the same
4. Be co-operative and courteous

### Role of Parents/Guardians

1. Support, accept and follow the Behaviour Support Plan including recommendations upon return from suspension
2. Demonstrate a positive attitude towards the school
3. Encourage self-discipline
4. Encourage acceptable community behaviour of their children
5. Notify the school of the absence of their child in a timely manner
6. Act in a courteous and polite manner towards school staff
7. Support the systems that teachers have in place in the classroom
8. Present your child, ready and prepared for the school day.
9. Keep up to date with class and school newsletters