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**School Wide Positive Behaviour Plan**

***Responsible Behaviour Plan for Students***

**Mission Statement**

To achieve our mission at St. Therese’s we aim:

* To promote Christian values as a Catholic Community;
* To recognise and develop each person’s sense of self worth;
* To foster a genuine concern for others in the wider community and in the world in which we live;
* To plan, organize and celebrate as a Eucharistic community;
* To have the “Faith and Courage” to speak and act with responsible self discipline;
* To challenge and encourage our students to achieve their personal best in all endeavours;
* To provide a friendly, stimulating, happy and secure environment where each child, teacher and adult is valued;
* To welcome, respect and value people in all faiths and cultures;
* To recognise the wide range of skills and talents of our community and to allow these gifts to be “shared” with others;
* To provide a caring community where little things matter.

**School Wide Positive Behaviour Plan**

***Responsible Behaviour Plan for Students***

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**Section 1**

**1.1 Purpose**

St. Therese’s Catholic School aims to actively promote and maintain a safe, respectful and orderly learning environment for all students and staff. To provide all students with an opportunity to acquire the knowledge, skills and values to continue their education, and to be respectful, active citizens who serve and positively contribute to the community.

**1.2 Learning and Behaviour Statement**

At St. Therese’s Catholic School we are committed to implementing a School Wide Positive Behaviour Support (SWPBS) approach to the teaching and management of student behaviour. SWPBS approach means that we: use DATA to track progress and identify areas for intervention; use school wide EXPECTATIONS and RULES in specific settings to EXPLICITLY TEACH appropriate behaviour; use a POSITIVE INCENTIVE program to encourage appropriate behaviour and use EFFECTIVE CONSEQUENCES to discourage inappropriate behaviour.

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

* We Learn
* We Respect
* We Belong

Our school expectations have been agreed upon and endorsed by all staff and our School Board

**1.3 Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour**

St. Therese’s Catholic School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.

**Universal Behaviour Support**

St. Therese’s Catholic School implements the following proactive and preventative processes and strategies to support student behaviour:

* Ongoing implementation of the SWPBS process through the SWPBS team where members meet fortnightly to review current practise with the provision of information to staff and parents, and support to others in sharing successful practices
* Comprehensive induction programs in the St. Therese’s Catholic School’s SWPBS plan delivered to new students at enrolment as well as ALL new and relief staff.
* Explicit teaching of expectations
* Universal incentive program
* Development of specific policies to address:
  + The Use of Personal Technology Devices at School
  + Procedures for Preventing and Responding to Incidents of Bullying

**Targeted Behaviour Support**

St. Therese’s Catholic School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

* Use of behavioural data to accurately identify students requiring targeted support
* In-school referral process for teachers seeking assistance to support students with targeted-level needs
* Team approach to supporting students on targeted support programs
* Use of data-based criteria for evaluation and exit from targeted support program
* Making adjustments as required to address individual students’ needs (e.g. curriculum modifications, possible social skills programs, adult monitoring)

**Intensive Behaviour Support**

St. Therese’s Catholic School implements the following processes and strategies to respond to chronic problem behaviour:

* Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
* In-school referral process for teachers seeking assistance to support students with intensive-level needs
* Use of behaviour data to accurately identify students requiring individualised support
* Use of functional behaviour analysis process to investigate patterns of behaviour
* Flexible and or alternative learning options

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Learning**  **Areas** | **Assembly and gathering** | **Church and Liturgy** | **Excursion and Bus** | **Toilet areas** | **Car Park** | **Playground** | **Office** | **Eating time/ Undercover area/ lining up** |
| **WE**  **RESPECT** | \* We listen to staff members during our learning activities.  \* We encourage the work of others.  \*We move quietly through learning areas.  \* If interrupting a lesson wait for a staff member to see you by knocking or walking to them quietly.  \* We use all resources carefully. | | \* We listen with our eyes, ears and shoulders.  \* We show appreciation with sensible applause.  \* We keep the space clean and tidy.  \* We enter and leave quietly. | \* We are open to new experiences.  \* We listen with our eyes, ears and shoulders.  \* We enter and leave quietly.  \* We respect other religions. | \* We listen and follow instructions.  \* We use suitable voices on excursions. | \* We wait our turn.  \* We flush the toilet.  \* We respect others’ privacy.  \* We walk into and out of the toilets.  \* We use our inside voices in the toilet. | \* We listen to instructions.  \* We sit patiently and wait quietly in the designated area. | \* We play fair.  \* We use and care for any equipment.  \* We play safely.  \* We tell a teacher if someone is being unsafe or unfair.  \* Before school we play ball games on the oval.  \* We take care of people around us. | \* We ring the bell only once.  \* We wait patiently and quietly.  We only wait at the front counter.  We use our manners. | \* We place rubbish in the bin.  \* We eat our own food.  \* We wait patiently.  \* We use our manners.  \* We stand quietly undercover at the end of play.  \* We leave the eating area by walking.  \* We stay seated while we eat.  \* We take uneaten food home. |

**St. Therese’s Catholic School Golden Rules**

**We Learn We Respect We Belong**

**St. Therese’s Catholic School Golden Rules**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Learning**  **Areas** | **Assembly and gathering** | **Church and Liturgy** | **Excursion and Bus** | **Toilet areas** | **Car Park** | **Playground** | **Office** | **Eating time/ Undercover area/ lining up** |
| **WE**  **LEARN** | We try our best at all tasks.  We care for electronic equipment.  We use our manners in all learning area.  We are responsible learners. | \* We learn from what is being presented. | \* We listen to the message of the priest.  \* We appreciate that any space can be a liturgical space.  \* We are open to new experiences.  \* We learn about other religions. | \* We think about what we are being taught.  \* We use our seatbelts.  \* We are active participants. | \* We are hygienic.  \* We only use toilets for toileting.  \* We use toilets at appropriate times so that we do not interrupt our learning. | \* We are stranger aware.  \* We keep ourselves safe.  \* We are safe when walking in the car park.  \* We use the crossing under supervision. | \* We learn new games.  \* We are sun smart.  \* We learn to respond correctly to medical  incidents. | \* We only go to the office with permission of an adult.  \* We learn positive body language. | \* We eat healthily.  \* We eat with our mouths closed. |
| **WE**  **BELONG** | \* We encourage our fellow peers.  \* We are organised and ready for each class. | \* We join in when it is appropriate.  \* We applaud to show appreciation of a job well done. | \* We join hymns, responses & gestures reverently.  \* We are part of the St Therese’s Parish. | \* We gather as a group.  \* We remember that we represent STS when we are on excursions. | \* We tell a teacher if something is broken or if someone needs help.  \* We have the right to feel safe in the toilets. | \* We greet/ farewell people using their names. | \* We include others in our games.  \* We play with our age group.  \* We encourage others. | \* We greet others using their name.  \* We introduce ourselves. | \* The older students look after the younger ones. |

**Minor *Transgressions***

***Minor Transgressions are to be managed in the situation by the staff member or teacher***

***It is not necessary to input all Minor Infractions on One School. It is important however, once a pattern of minor transgressions emerges it will be necessary to record on One School due to the possible escalation to Major transgression.***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Transgressions*** | **Definition** | **Regular Strategy** | **Possible Consequences** |
| Inappropriate Language | Non threatening non directed verbal or gestural messages used within conversation that include swearing, name calling, or use of words in an inappropriate way | ***Classroom/General***  Step 1: Redirection (Warning)  Step 2: Time Out in Class  Step 3: Buddy Class  Step 4: Office Referral  ***Playground:***  Step 1 : Redirection (Warning)  Step 2: Time Out next to the duty teacher  Step 3: Time Out in a supervised space  Step 4: Office Referral | * Apology * Clean up duty * Moved to another area * Separation * Time Out/Cool down * Class detention * Assigned play area * Parent Contact * Letter Home |
| Defiance/disrespect | Refusal to follow classroom or school rules, or staff directions, talking back and/or socially rude interactions |
| Disruption | Intentional behaviour causing an interruption in class or activity. Disruption includes loud talk, noise with materials, or getting out of seat |
| Rough play | Non threatening physical interactions |
| Dishonesty | Student delivers message that is untrue and or deliberately violates rules |
| Dress Code Violation | Not wearing the appropriate school uniform |

**Major *Transgressions***

***Consequences usually given and managed by the administrator***

***All Major Transgressions MUST be referred to the administrator***

|  |  |  |
| --- | --- | --- |
| ***Transgression*** | **Definition** | **Possible Consequences** |
| Abusive/Inappropriate Interactions with Peers and Adults | Threatening verbal or gestural interactions with peers or staff that are directed toward someone including swearing, name calling, or use of words or gestures in an inappropriate way | * Restorative Justice * Apology * Restitution * Parent notification |
| Fighting/Physical Aggression/ Inappropriate Contact | Actions involving serious physical contact where injury may occur or that is inappropriate in nature. (e.g., hitting, punching, hitting with objects, kicking, hair pulling, scratching, etc.) | * Parent meeting * Individual Behaviour Plan * Involvement of support staff * Suspension * Impose a Behaviour Improvement Condition (BIC) |
| Physical Assault on School Personnel | Intentional aggressive actions (e.g., hitting, kicking, throwing objects at, pushing, etc) directed at school personnel |
| Harassment | Student delivers disrespectful messages (electronically, verbally, or gesturally) to another person that includes threats, intimidation, obscene gestures, pictures, or written notes. |
| Deliberate Disruption / Defiance | Behaviour causing an interruption in a class, building or playground activity where the student is not responsive to repeated directions. Disruption includes sustained loud talk, yelling, or screaming; noise with materials or body parts; roughhousing; sustained out of seat behaviour; verbal refusal to comply with repeated instruction. |
| Property Misuse | Unauthorised and inappropriate use of school property including technology (e.g., downloading of software, sites, pictures, etc; changing computer settings; or providing personal information to web sites) |
| Property Damage / Vandalism | Student participates in an activity that results in substantial destruction or disfigurement of property |
| Forgery/Theft | Student is in possession of, having passed on, or has been responsible for removing a possession or has used identifying information from another person. |
| Possession of a Dangerous Weapon | Student is in possession of objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm |
| Continued Minor Offences | Student exhibits continued minor offences with no regard for consequences |

**Explicit Teaching**

**Observe Problem Behaviour**

**Conference with Student**

**Is it a Minor or a Major behaviour problem?**

**Use Classroom or Playground Consequences**

**Minor**

**Major**

**Fill out Office Referral Form**

**Record Minor Behaviour**

**(Classroom Based Form)**

**Administrator determines consequence**

**Administrator follows through on consequence**

**Administrator informs parent/s**

**Administrator records incident on One School**

**MINOR**

* **Inappropriate language**
* **Defiance /disrespect**
* **Disruption**
* **Rough Play**
* **Lying**
* **Cheating**
* **Dress Code Violation**
* **Missing Detention – single occasion**

**MAJOR**

* **Abusive interactions**
* **Fighting**
* **Physical Assault**
* **Harassment**
* **Sexual Contact**
* **Property Misuse**
* **Property Damage**
* **Threat**
* **Bomb Threat**
* **Possession of dangerous weapon**
* **Continued minor offences**

**Time Out in Buddy Class**

**Teacher Records on One School**

**Teacher contacts parents to inform**

**Is there a pattern of continued minor offences?**

**If yes, follow procedures for Major**

**Classroom Strategies**

**Refer to the basic defusing strategies on pg. 12**

During the assembly, the class running the assembly will introduce the Explicit teaching Lesson for the next fortnight. Teachers are required to have an explicit teaching session (approx 15mins) following assembly each fortnight to further teach the skill. Teachers are encouraged to use their professional skills to ‘teach’ it in an interesting and challenging manner.

**Sample Overview for Term**

|  |  |
| --- | --- |
| **Week** | **Lesson** |
| 1 | How do we follow the matrix guidelines when we line up at the end of each break? |
| 2 | How do we follow the matrix guidelines in the toilets? |
| 3 | How do we follow the matrix guidelines like in specialists classes? |
| 4 | How do we follow the matrix guidelines in playground areas? |
| 5 | How do we follow the matrix guidelines during assemblies? |
| 6 | How do we follow the matrix guidelines during excursions/camps? |
| 7 | How do we follow the matrix guidelines when we have visitors in our school? |
| 8 | How do we follow the matrix guidelines when travelling on the bus? |
| 9 | How do we follow the matrix guidelines when visiting other classes? |
| 10 | How do we follow the matrix guidelines when going to the school office? |

**3.1 Reactive Strategies**

Reactive Behaviour Management is dealing with situations as they arise. It is a response to a child’s inappropriate behaviour. Whilst we will be encouraging and focussing on the Positive Behaviours we will always experience the need to implement Reactive Strategies. These strategies are how we work with children to teach them accountability for their actions and choices. The following strategies may be implemented in the event of a Major incident:

* Restorative Justice
* Apology
* Restitution
* Parent notification
* Parent meeting
* Individual Behaviour Plan
* Involvement of support staff
* Suspension
* Impose a Behaviour Improvement Condition (BIC)

When students choose to behave in an unacceptable or disruptive manner, the following whole school procedures may be implemented to assist students to be self-managing in terms of their behaviour.

**3.2 Emergency Responses to Critical Incidents**

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action. Severe problem behaviour is defined as behaviour of such intensity, frequency or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

**Basic defusing strategies**

* **Avoid escalating the problem behaviour** 
  + Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
* **Maintain calmness, respect and detachment**
  + Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter-of-fact and avoid responding emotionally.
* **Approach the student in a non-threatening manner**
  + Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
* **Follow through**
  + If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour, then remind him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.
* **Debrief** 
  + Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made and identify acceptable decision options for future situations.

**Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

* Physically assaulting another student or staff member;
* Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that St. Therese’s Catholic School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

* Physical intervention cannot be used as a form of punishment;
* Physical intervention must not be used when a less severe response can effectively resolve the situation; and
* The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

* Property destruction;
* School disruption;
* Refusal to comply;
* Verbal threats; and
* Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

* Be reasonable in the particular circumstances;
* Be in proportion to the circumstances of the incident;
* Always be the minimum force needed to achieve the desired result; and
* Take into account the age, stature, disability, understanding and gender of the student.

**3.4 Consideration of Individual Circumstances**

Through our curriculum, interpersonal relationships and organisational practices, St. Therese’s Catholic School uses strategies that take into account the different abilities, skills and life experiences of students. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

Consequences for breaking the rules or breaching the school’s *SWPBS Policy* vary according to a number of factors which may include:

* Age of the child
* Previous behaviour record
* Severity of the incident
* Amount of reliable evidence
* Degree of provocation
* Intent of the action
* Honesty and perceived level of genuine remorse

The individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. The following page contains a table outlining the school’s *consequences for unacceptable behaviour* (Refer Appendix 1).

**Section 4…**

4.1 **Appendices**

1. Essential Skills for Classroom Management
2. Consequence System

**Essential Skills for Classroom Management**

The Essential Skills Core Learning Component emphasises teacher’s language, both verbal and non-verbal to focus students’ attention, as well as the importance of positive teacher–student relationships developed through the learning process.

The 10 Essential Skills for Classroom Management are:

|  |  |
| --- | --- |
| **Essential Skill** | **Description** |
| 1. Establishing expectations | Making rules |
| 2. Giving instructions | Telling students what to do |
| 3. Waiting and scanning | Stopping to assess what is happening |
| 4. Cueing with parallel acknowledgment | Praising a particular student to prompt others |
| 5. Body language encouraging | Smiling, nodding, gesturing and moving near |
| 6. Descriptive encouraging | Praise describing behaviour |
| 7. Selective attending | Not obviously reacting to certain behaviours |
| 8. Redirecting to the learning | Prompting on-task behaviour |
| 9. Giving a choice | Describing the student’s options and likely consequences of their behaviour |
| 10. Following through | Doing what you said you would |

***Consequence System***

***Classroom/General***

Step 1: Redirection (Warning)

Step 2: Time Out in Class

Step 3: Buddy Class

Step 4: Office Referral

***Playground:***

Step 1 : Redirection (Warning)

Step 2: Time Out next to the duty teacher

Step 3: Time Out in a supervised space

Step 4: Office Referral

***Possible Minor Consequences***

* Clean up duty
* Moved to another area
* Separation
* Time Out/Cool down
* Class reflection
* Assigned play area
* Class detention
* Parent Contact
* Lunch time reflection
* Letter Home

***Major Consequences***

* Restorative Justice
* Apology
* Restitution
* Lunch time reflection
* Parent contact
* Parent meeting
* Individual Behaviour Plan
* Involvement of support staff
* Internal/ Home Withdrawal
* Impose a Behaviour Improvement Condition (BIC)