



Behaviour Support Policy

Contents

O.L.R. Mission Statement.....	3
Introduction	3
Characteristics of the School Community	3
School Environment.....	4
Policy Statement	4
Procedures	5
Visioning Procedures.....	5
Rights, Roles, Responsibilities.....	5
Shared Expectations.....	6
Playground procedures.....	6
Belonging Consequences	6
Non-belonging Consequences.....	6
Classroom Procedures	7
Belonging Consequences	7
Belonging Strategies for the Classroom.....	7
Non-belonging Consequences.....	8

Support Procedures	8
Targeted Support	8
Intensive Support	8
Formal Sanctions	9
Suspension	9
Negotiated Change of School	9
Expulsion	9
Appeals	10
Whole School Procedures	10
Emergency procedures	10
Shared Decisions	10
School student systems	10
Data Driven Decisions	11
Data collection	11
Shared decision making based on data	11
Staff Development	11
Staff Training	11
Appendices	13-15
School Rules	13
Behavioural Response Matrix	14
Behaviour Matrix	15

O.L.R Behaviour Support Policy

O.L.R Mission Statement

OLR School strives for excellence, within a Catholic environment, which fosters each child's spiritual, intellectual, social, moral, emotional and physical development.

To achieve our mission:

Ongoing development of faith occurs in a community that witnesses its belief in prayer, worship and daily living.

Love of learning is nurtured in a secure and happy environment where children are challenged individually. In partnership with dedicated staff and families, the children experience an education emphasising current best practice, relevance, quality and development.

Respect for the individual, and development of self-esteem is encouraged through relationships that value collaboration, commitment, dedication and co-operation.

Introduction

Characteristics of the School and the School Community

OLR primarily serves the families of Kenmore and nearby western suburbs of Brisbane. The population of approximately 650 students comprises a predominantly Anglo Saxon background.

The students of OLR are predominantly Catholic. Both the school population and local community are socio-economically and ethnically homogeneous. There are a small number of students who speak languages other than English and these students integrate well into the school community.

Parents are typically white-collar, managerial or professional workers. There are many dual career families and an increasing number of single-parent families. Generally parental expectations are high. There is parental interest and support and a contribution to the life of the school.

The school was established in the early 1960s on a large but physically difficult site. Buildings cover a large area. It is necessary to go outside to enter another room in most cases. The physical environment is therefore very 'external'. There is insufficient undercover area outdoors. Playground space is confined and the only large, open playing space (the oval) is at the end of a steep descent from the main school area. Playgrounds are quite segmented. This environment presents challenges with behavior support.

School Environment

OLR provides a supportive Catholic school environment where:

- school practices reflect gospel values and in particular all members of the school community are valued and treated with dignity and respect
- all members of the school community feel safe
- spiritual, emotional, social and academic learning outcomes are maximised for all through quality practices in the areas of religious experiences, pastoral care, curriculum, interpersonal relationships and school organisation
- school practices involve a planned continuum from the positive or preventive actions for all students to the responsive actions for specific individuals and groups
- pastorally caring practices that include non-violent, non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community
- suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

Policy Statement

Brisbane Catholic Education Student Behaviour Support Policy clearly states: “Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.” The aim of the OLR SBS plan is to clearly establish a context within which behaviour teaching and support occur at Our Lady of the Rosary. This context is informed by the values inherent in the school Mission Statement and reflects our commitment to the principles of equity, respect, forgiveness and justice.

At Our Lady of the Rosary socially appropriate behaviour is both taught and modelled and behaviour standards and expectations are clearly stated. Behaviour support in the classroom and playground follows a model of using ‘least to most’ intrusive strategies and consequences are implemented with a learning focus in mind. Incorporating the Personal and Social Capabilities from the Australian Curriculum General Capabilities into the teaching and learning practices of our school is an on-going way to ensure that every child is supported in developing behaviour for learning.

Procedures

Visioning Procedures

Our Lady of the Rosary embraces the notion that behaviour support is about teaching and learning and comes under the province of effective teaching

practice. Thus OLR's behaviour support policy advocates moving away from a punishment paradigm to a learning paradigm, as outlined in 'Mindfields of Behaviour'.

This learning paradigm is characterised by the following significant points:

- behaviour is taught and learned specifically and in the context where it is intended to be used
- mistakes in behaviour are not failure points, but a necessary part of learning
- consequences are major teachers of behaviour. This paradigm will couple the teaching and learning of behaviour with consequences related to needs fulfillment (not consequences related to punishment – an important difference)
- teaching/learning is planned not accidental. With quality teaching/learning practices, planning is an integral part of the process
- direct teaching, modelling and opportunities are part of the process
- behaviour teaching/learning is a needs satisfying process. Replace discipline with teaching and learning of behaviour in the context of the classroom vision and a needs satisfying environment is created.

OLR's Behaviour Support Program proposes establishing a **class vision** which allows children to take responsibility for their own behaviour support through a consultative process. The children, with the teacher as facilitator, develop a vision for their class derived from ideas and notions of what they feel their classroom would look like, feel like and sound like. See chapter 10 W.J.McArdle Mindfields of Behaviour for techniques to develop a vision statement.

This **vision** and the behaviours needed to achieve the vision from the class **expectations**. These expectations need to be derived from the OLR Behaviour Matrix. Consequences may also be derived using suggestions and feedback from the children.

Rights, Roles & Responsibilities

All stakeholders have the right to a safe environment to work, play and interact in. Students have an additional right to a quality educational program being delivered.

Students have a responsibility to learn rules and procedures and follow them.

Parents have a responsibility to support the School Vision, especially the need for a positive and respectful environment for students and staff to work.

Staff has a responsibility to deliver a quality education, especially teach and nurture expected behaviours and work towards involving parents in behavioural issues.

The Principal has a responsibility to lead support processes for community members, delegating responsibility to *Leadership Team*.

A SWPB committee with representation from Leadership Team, Teaching Staff, Ancillary Staff and BCE personnel will be responsible for Tier One support.

Shared Expectations

The following expectations are shared by **all** members of the OLR community and operate across all OLR contexts. See Behaviour Matrix.

KNOW, LOVE AND SERVE
Yourself
Others
School and Environment
Learning

Playground Procedures

Belonging Consequences:

Students receive 'GETO' (Great Example to Others) awards when 'spotted' by teachers abiding by 'shared rules'. In addition to receiving the award, the 'GETO' goes into a draw each week and 6 tuck shop vouchers can be won.

Non-belonging Consequences:

Step 1 Warning and a reminder of the rule.

Step 2 Yellow Card and time out in the playground. Time to match age and incident. Re-teach and relearn opportunities to be provided by teacher. Put name in Minor Reporting Sheet in the playground folder.

Step 3 Red Card - office referral. Student to be accompanied by two other students to the office. Teacher is to notify office that the child is coming to the office. Student must take Red Card to Leadership. A re-entry plan will be discussed with and completed by the student while at the office.

- Leadership will contact parents when a student has reached step 3 on two occasions.
- Teachers on playground duty collect a folder containing the necessary playground information and cards from the resource centre.
- Playground procedures are outlined in these folders.
- Students who do not have hats do not play and remain in a shaded area.
- Physical Violence towards another child will immediately result in a Red Card referral.

Classroom Procedures

Belonging Consequences:

A selection of ideas successfully used by teachers follows. Each teacher, with his/her class, is encouraged to formulate a system which they feel will work within their room.

Belonging strategies for the classroom

- Point system – winning group can play on the playstation or choose their own reward.
- 'D.R.E.A.M' cards – given out randomly for all sorts of appropriate behaviour. Every 3 to 4 weeks the cards are totaled and rewards (treats) are given out (the higher the points the better the treat). All cards then go into a box for a class raffle, eg -5 cards drawn out for 5 treats.
- Shop system – students are given money which is banked in a bank book. On 'shopping afternoon' they can spend their money on special items eg pencils, notebooks etc.
- Pizza chart, or any other shape which may link with the class theme – pizza shape is drawn and divided into eight parts. Appropriate behaviour earns a topping (sticker) for the pizza. Each pizza piece must have eight toppings. The class has a pizza party when the pizza has all the toppings.
- Raffle - students are given raffle tickets throughout the week. At the end of each week a class raffle occurs and treats won.
- Marble jar – marbles are placed into a jar and when the jar is full entire class is part of some reward.
- Positive behavior tokens.
- Positive behaviour tokens.
- 'A-OK Box' (Acts of kindness) – children and teachers nominate people who have done a kind act. Names in box, winner drawn out weekly receives a prize.
- Passports – 5 stamps = a prize.
- Bank book – lose and gain money.
- Sticker chart/book for each student.
- Happy face/sad face – 3 happy faces earns a reward, 3 sad faces means the student misses out on special time.
- Tally marks on a chart result in free time.
- Classdojo.com.
- Mystery student awards.
- Traffic lights/smiley faces.
- Verbal affirmations.

Non-belonging consequences

Step 1 -Warning, rule reminder, stand behind chair for 1 minute.

Step 2 -Go to the back of the room for 5 minutes.

Step 3 -Stand at the door (inside room) for 5 minutes. (Remind student s/he is moving out of the classroom due to inappropriate behaviour).

Step 4 -Red Card Office referral. Phone office and make contact with someone from Leadership before sending student. A re-entry plan will be discussed with and completed by the student while at the office.

- Student must take Red Card to Leadership.

- Leadership will contact parents when a student has reached step 4 on two occasions.

Support Procedures

Targeted Support

Students identified through regular referral process will be targeted for support. Wraparound meetings involving class teacher, Learning Support team and Leadership team will look at specific targeted support structures. These will be discussed with parents. These would include modified classroom settings, playground options and transitions.

Intensive Support

At times targeted support students may require greater intensive support. In conjunction with parents support options include:

1. A Check-In, Check-Out program
2. Formalized counseling support
3. Placement on a social learning program in a small group.
4. A creative support program directly addressing the students issues with significant input from Medical professionals.

Formal Sanctions

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. These actions should address the best interests of the student and the security, safety and learning environment of other members of the school community. To this end OLR adheres to the BCE Student Behaviour Support Guidelines, Regulations and Procedures.

Suspension

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time.

The Principal may suspend a student where behavior includes:

1. Persistent non-compliance – persistent disobedience, insolence, verbal harassment and abuse.
2. Persistent disruption or prevention of the learning and teaching of others
3. Serious breach of the published school rules and regulations.

Immediate suspensions relate to reasons such as the safety of students and staff because of violence, threats of violence, presence of weapons, knives or illegal drugs.

A re-entry process will take place following a suspension and will be facilitated by the Principal or authorised delegate. A parental conference which ensures the seriousness of the behavior is understood, a mutually supported position for action is established and the condition of re-entry, with follow-up evaluation, is noted. Re-entry is conditional on this taking place and may be deferred until the meeting takes place and a resolution reached.

Negotiated Change of School

In some circumstances, a change to another school or educational setting may be agreed upon as the best means to responsibly support a student's well-being and/or learning needs.

The Principal will negotiate with the parents/caregivers and provide information why this change is being proposed.

Expulsion

Expulsion is the full-time withdrawal of a student's right to attend the school. It is used only in extreme circumstances. The Principal must make a submission to the Director of School Services recommending an expulsion, which will be forwarded to the Executive Director for a decision. The procedure is stated in Student Behaviour Support p44.

Expulsions are regarded as last resort option. It signals that the student's behavior has continued to be inappropriate, despite the best efforts of the school. It would follow a clearly documented range of intervention strategies attempted as specified in the BCE Student Behaviour Support Guidelines, Regulations and Procedures.

Appeals

An appeal can be made by parents/caregivers as follows:

1. To the Principal in relation to a suspension for less than 3 days on the grounds that correct procedures were not followed or that an unreasonable decision has been made.
2. To the Area Supervisor in relation to a decision to suspend greater than three days.
3. To the Executive Director in relation to expulsion.

Appeals must be in writing, stating the grounds of appeal. The fact an appeal has been lodged, does not suspend the operation of the suspension or exclusion. Procedural steps can be found in Student Behaviour Support document page 46.

Whole School Procedures

Emergency Procedures:

Lockdown and Evacuation procedures exist in the school with set routines. In the event where these are required, procedures which are part of the WHS policy will be enacted. Non violent restraint is to be use in emergency situations where an individual's behavior escalates beyond reasoning.

Shared Decisions:

Class charters and class meetings are encouraged to address behaviours within classrooms based on student ownership of behaviours.

Data on student behavior will be readily shared at SWPBS committee and Staff Meeting levels to discuss school systems and suggest options/changes to accommodate behavioural circumstances presenting at points in time.

School student systems:

Buddy systems are in place where personal and social capabilities can be extended.

Senior leadership committee groups provide opportunity to support student behaviours with sports and playground groups assisting with systemic issues which may require greater intervention to support positive play.

Data Driven Decisions

Data Collection:

We are committed to collecting data on two levels: whole school and class.

The first level relates to Level 3 behaviours in the Consequences Matrix (attached). This will be recorded on SBS following red card referrals.

The second level relates to Level 1 & 2 behaviours in the Consequences Matrix. These are to be recorded by teachers. In the event of playground, folders that have a place to record time out events are collected prior to duty. In the event of classroom, class teachers keep their own records as stated in the Consequences Matrix.

Shared Decision Making Based on Data:

Teacher Data – Class teacher data is used to determine frequency when applying red card referrals. This data can also be used when discussing cases for behavioural referrals to Guidance during wraparound meetings.

SBS Data – This data is used on several levels.

The first level is in regard to individual student behavior, allowing monitoring of times, trends and frequency. This can be used when placing students on either Behavioural Education Plans (BEP) or Individual Behavioural Plans (IBP). This data is presented during discussions to empower productive solutions and responses to student behavior.

The second level is in regard to whole school issues presenting in data. This data is presented via graphic form to SWPBS committee and staff to promote discussions on a whole school basis and ways to respond to inappropriate behaviours. This enables a creative and collective response to issues.

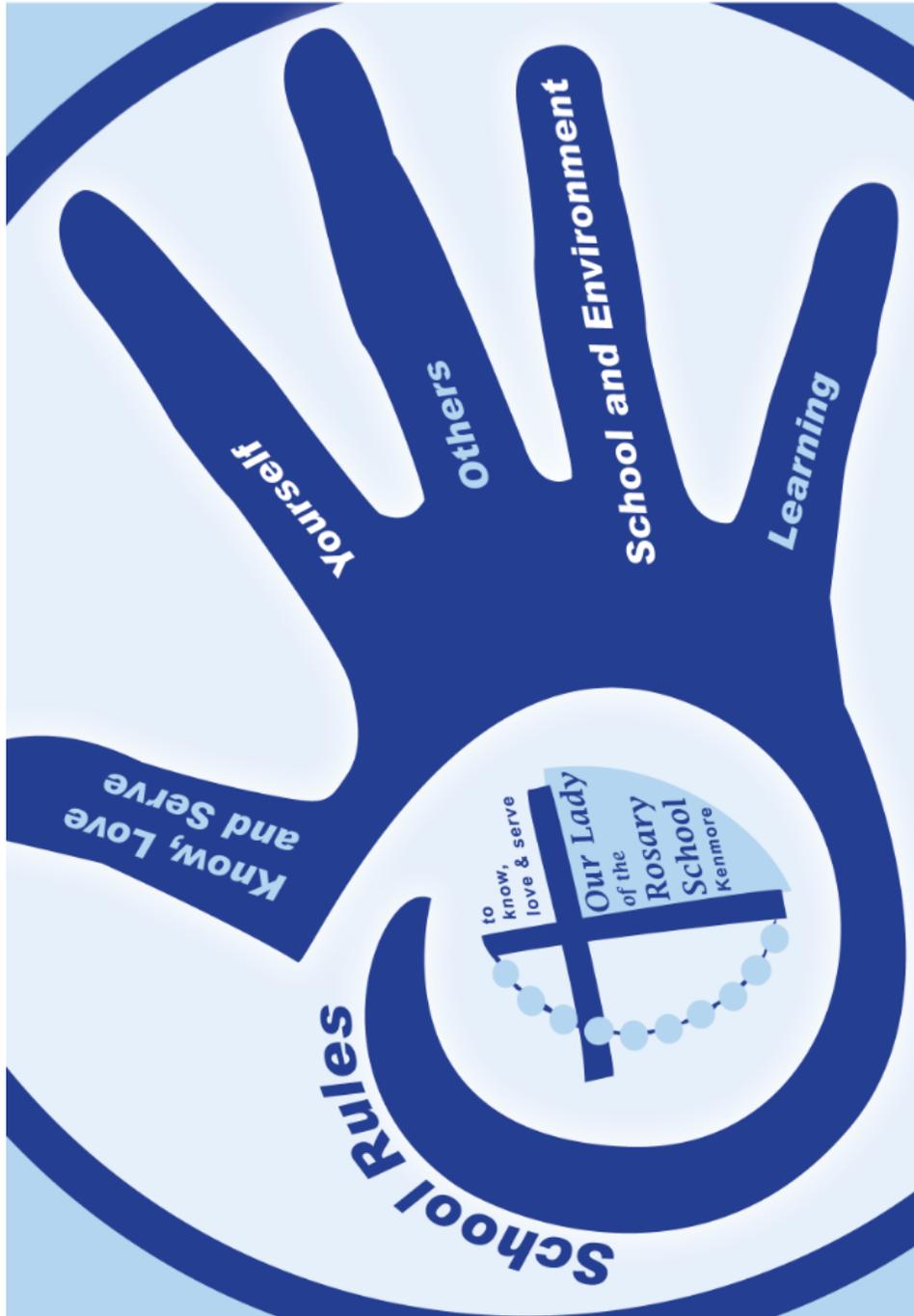
The third level is in regard to staff and student training. Data can be used with staff to discuss consistency of approaches to addressing behaviours. It can also be used to conduct specific teaching with specific classes/year levels should patterns be observed.

Staff Development

Staff Training:

We are committed to the following staff development on an ongoing basis:

- Non-violent Crisis Intervention training
- Behaviour Education Plans (Tier 2)
- The basis of PBS (Tier 1)
- Wraparound meetings and support structures to discuss and promote alternative options for teachers.
- Consistency of teacher actions





Behaviour Response Matrix

This response matrix is one component of OLR's Behaviour Support Policy. The aim of the overall program is to teach right behaviours and reduce the frequency and impact of negative behaviours outlined below. This can be achieved through the consistent and effective teaching of our school rules – KLS @ OLR.

KLS Yourself KLS Others KLS School and Environment KLS Learning

We recognise that poor choice behaviours are going to occur and therefore we consider it important to provide consistent and known consequences to these behaviours.

Behaviour Filters: These filters must be used when making judgements and assessments about inappropriate behaviour.

Age Related Behaviour, Support Needs, Risk, History, Follow Up, Frequency, Intent

LEVEL ONE	LEVEL TWO	LEVEL THREE
<ul style="list-style-type: none"> • Not listening • Defiance – Minor e.g. Not following teacher instructions. • Not having personal property ready e.g. books, homework • Irresponsible/unsafe actions • Not in the right place at the right time e.g. not responding to bells, playing on verandahs, not at shed in morning • Running around buildings • Playing in toilets • Not keeping hands, feet, objects to yourself – physically annoying but no harm • Not being polite or courteous to other students • Not playing fairly or by the rules • Not involving others in play and activities • Minor theft • No hat • Being unsafe with actions that could cause harm to self or others – minor • Not being clean and tidy – throwing rubbish • Simple graffiti (classroom desk) • Not caring for school equipment / misuse of school equipment • Not starting or satisfactorily completing class work / homework • Not trying your best 	<ul style="list-style-type: none"> • Repeated Level 1 behaviours where teacher correction, redirection etc have not gained suitable response/change in behaviour • Not being polite or courteous to adults • Verbal abuse, insults, swearing, teasing, aggressive behaviour 	<ul style="list-style-type: none"> • Fighting and violence – intentionally causing harm/injury to others • Dangerous unsafe behaviour that may/ causes harm - major • Bullying (Sustained / repeated victimisation - physical, emotional, social, covert) • Threats • Spitting • Biting • Cruelty to animals • Theft – serious (want/need articulate) • Serious graffiti (swearing, insults, abusive, school damaged) • Inappropriate use of technology and social networking (refer acceptable use form) • Willful damage to school property • Defiance – major e.g. Oppositional and intentional defiance that has been resistant to lower level consequences. • Repeated level 1/2 – With teacher dates tracked. (Staff to keep own records)
CONSEQUENCES		
<p>Teacher responsibility – No Red Card</p> <ul style="list-style-type: none"> • Use Logical Responses and Consequences – Must include practicing appropriate behaviour • Steps Process, Warning, Reteach/ Rehearse 	<p>Teacher Responsibility – No Red Card</p> <ul style="list-style-type: none"> • Use Logical Responses (Re-Learn, Re-Teach) + Consequences – Must include practicing appropriate behaviour <p>Incident tracked by classroom teacher – date, incident, consequence, follow up. Communication between teachers of incidents outside of classroom essential.</p>	<p>RED CARD REFERRAL – Data tracked / Belonging Plan, Time Out / Leadership manage process & determine consequences, Parent contacted if required.</p> <ul style="list-style-type: none"> • Purpose of Red Card - immediate attention

***A mistake is always a mistake, or so I've heard them say.
Until it becomes a lesson and then it goes away.***



**KLS
Yourself**

**KLS
Others**

**KLS
School and
Environment**

**KLS
Learning**

KLS Behaviour Matrix

CLASSROOM	PLAYGROUND	TRANSITIONS	CHURCH / ASSEMBLY	BEFORE AND AFTER SCHOOL	TOILETS	OUTSIDE OF SCHOOL – CAMPS, SPORT, EXCURSIONS
<p>Listen to and follow instructions</p> <p>Do your best always</p> <p>Care for your property</p> <p>Hand up to talk</p>	<p>Be safe & use equipment correctly</p> <p>Be responsible for own actions</p> <p>Wear a hat at play</p> <p>Listen to teacher on duty</p> <p>Participate as a good sport</p> <p>Take turns</p>	<p>Move quietly and sensibly around the school</p> <p>Stay on path ways</p> <p>Follow instructions</p>	<p>Listen attentively to all speakers</p> <p>Show reverence at prayer time</p> <p>Participate in rituals</p> <p>Sit quietly</p>	<p>Right place, right time, with the right person</p> <p>Walk your bike or scooter to and from school exits</p> <p>Remain with parents unless required to gather with your class</p>	<p>Ask permission to leave the classroom</p> <p>Go directly to and from the toilet</p> <p>In, do, out</p> <p>Practise good hygiene – wash hands</p>	<p>Right place, right time, with the right person</p> <p>Listen attentively to all speakers</p> <p>Follow instructions</p> <p>Be responsible for own belongings including rubbish</p> <p>Take pride in yourself</p>
<p>Listen attentively to the teacher and classmates</p> <p>Show courtesy in word and movement to teacher and classmates</p> <p>Praise, share, cooperate and encourage others</p>	<p>Be inclusive, fair and invite others to your game/play</p> <p>Keep hands, feet and objects to self</p> <p>Show courtesy to teacher on duty</p> <p>Play games/sport by following the rules</p>	<p>Follow directions</p> <p>Move safely to care for others</p> <p>Be courteous to other classes, visitors and volunteers on walkways</p> <p>Keep hands, feet and objects to self</p>	<p>Participate reverently and appropriately</p> <p>Sit quietly respecting others right to listen and speak</p> <p>Use manners when interacting</p>	<p>Act safely to care for siblings and others</p> <p>Be in the right place at the right time</p> <p>Follow instructions while waiting</p>	<p>Keep toilets clean and tidy</p> <p>Wash hands</p> <p>In, do, out</p>	<p>Look out for your personal and others' safety in your group</p> <p>Be courteous and polite to the public</p> <p>Keep hands, feet and objects to self</p>
<p>Keep classroom and your work area clean and tidy</p> <p>Look after school belongings and equipment – desks, chairs</p> <p>Be sustainable – Recycle and reuse</p> <p>Use class bin</p> <p>Pack-up and return equipment and resources</p>	<p>Keep out of gardens</p> <p>Put all rubbish in bins</p> <p>Care for OLR equipment and resources – desks, buildings, sport equipment</p> <p>Show care and respect for flora and fauna</p> <p>Conserve water and electricity</p>	<p>Pick up papers and rubbish and place in a bin</p> <p>Walk on pathways</p> <p>Leave nature where nature belongs</p>	<p>Care for furniture</p> <p>Use furniture correctly</p> <p>Sit or stand still</p> <p>Pack up and take belongings and resources</p>	<p>Walk your bike or scooter directly to and from school exits</p> <p>Leave stones and sticks in the garden</p> <p>Leave port racks clean and tidy</p> <p>Take rubbish home or place in the bin</p>	<p>Flush the toilet</p> <p>Turn off taps</p> <p>Open and close doors carefully</p>	<p>Respect and care for vehicles, equipment, items used in activities</p> <p>Present a neat and appropriate appearance</p> <p>Be responsible for own belongings including rubbish</p> <p>Use good manners with guides, helpers, volunteers</p>
<p>Keep trying</p> <p>Always try your best</p> <p>Listen Attentively</p> <p>Ask questions especially when having difficulty</p>	<p>Try new things</p> <p>Play games/sport by following the rules</p>	<p>Walk quietly and safely considering other classes</p>	<p>Listen attentively to all speakers</p> <p>Learn responses, prayers and songs</p>	<p>Bring and take all belongings required for school and home</p>	<p>Learn clean hygiene practices</p>	<p>Give it a go</p> <p>Keep trying</p> <p>Listen attentively</p>