



BEHAVIOUR SUPPORT

POLICY

2017

Next policy review: 2021.

ABSTRACT

Our belief is that students are better prepared for learning when they are healthy, safe and happy. We believe parents have the primary responsibility for teaching their children to behave responsibly with respect to the rights and needs of others. Teachers have the primary responsibility for encouraging and developing positive behaviours at school. Where the values and expectations are shared, teachers and parents can actively support one another to the benefit of the child. This policy has been developed to share the approaches adopted by our school for managing and supporting student behaviour.

“Behaviour unchallenged is behaviour condoned”

BEHAVIOUR SUPPORT POLICY

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Rationale

At Queen of Peace School, we believe that each person's self-worth, dignity, and potential are of fundamental importance. Therefore, as a school community we have structures in place that offer support to all members of the community. We are committed to the values of compassion, justice, forgiveness and reconciliation and these values are reflected in relationships of trust, cooperation and partnerships.

Our belief is that students are better prepared for learning when they are healthy, safe and happy. We believe parents have the primary responsibility for teaching their children to behave responsibly with the respect to the rights and needs of others. Teachers have the primary responsibility for encouraging and developing positive behaviours at school. Where the values and expectations are shared, teachers and parents can actively support one another for the benefit of the child. This policy has been developed to share the approaches adopted by our school for managing and supporting student behaviour.

We believe that everyone has the right to feel safe and valued and all members of the school community have a responsibility to ensure this happens.

We achieve this by:

- Responding to all behaviours within a culture that is Christ centred
- Fostering students' self-discipline and acceptance of responsibility
- Consistently encouraging positive behavioural patterns and attitudes
- Clearly and consistently stating the rights, rules and responsibilities of all members of our school community

Queen of Peace we value...

1. **Safety: therefore we “Move and play safely”**
2. **Respect: therefore we “ Keep hands, feet and objects to yourself”**
3. **Responsibility: therefore “Look after all property and the environment”**
4. **Courtesy: therefore we “Listen to the speaker”**
5. **Potential: therefore we “Follow instructions”**
6. **Dignity of the person: therefore we “Speak appropriately and use manners”**

NOTE: At Queen of Peace we practise a Restorative Approach. Corporal punishment is an inappropriate form of discipline and is not permitted at Queen of Peace.

Rights And Responsibilities

We believe the following rights are essential for creating a positive learning community where everyone:

- Has the right to feel safe and be safe.
- Has the right to learn and teach in a nurturing and respectful environment.
- Has the right to be in a positive and stimulating environment.

Implementation

To encourage positive behaviour we implement the following practices:

Positive Recognition

Positive recognition should be an active part of any classroom behavior support plan.

Positive recognition:

- Encourages students to continue appropriate behaviour
- Increases students' self esteem
- Reduces problem behaviours
- Helps improve relationships

Positive recognition examples may include, praise, a class reward system, chance box, stickers, student awards, free time, Principal's stickers or classroom point systems.

Classroom Behaviour Charter

Creating a classroom charter is a good way to include students in decision-making processes of the classroom and to nurture a positive classroom atmosphere. Restorative Practices is an approach where the repair of relationships is a key component of classroom behavior charter.

At the beginning of the year all teachers are expected to create and display a classroom behaviour charter based on the Restorative Practices model. This charter should be revisited with the children as a regular classroom practice and as necessary.

These charters based on Restorative Practices, the school rules and expectations are to be implemented by all staff members who have students in their care.

“Behaviour unchallenged is behaviour condoned”

Consequences

At Queen of Peace we nurture values and encourage children to act in a way that shows respect, therefore we follow a hierarchy of consequences:

1. Verbal warning of expected behaviour.
2. Reminder and redirection of what is expected.
3. Relocation within the classroom or in an independent leaning space.
4. Relocation from the classroom environment to another environment. 5-12 minutes working away from the group. The student completes a “reflection” sheet and / or school work. (See Appendix)
Time out of the room can be made up at recess or lunch under supervision.
5. Relocation to the Deputy Principal or Principal’s office.
6. Conversation with parents and a behaviour plan to be put in place.

7. Serious Incident: Send for senior staff member. (A “serious incident” is when extreme or dangerous behaviour is displayed.) The student spends time away from the classroom and / or yard and parents are notified.

Each teacher is given a copy of school rules, RP sheets and any other valuable material related to Behaviour management at the start of each year, (clear packs collected at the end of the year & updated)

Time Out:

Time Out can be used as a strategy, in other learning spaces for those children who need to be given time to calm themselves and regulate their behaviour. A “reflection” sheet can be used at this time.

Recording Behaviour:

At Queen of Peace, nWellbeing, is used as a way to record and keep track of our students’ inappropriate behaviour and alternative appropriate action that the student could have taken. It is used to support teachers when communicating with parents.

If a child is removed from the classroom more than twice in one week, teachers need to seek advice from a senior staff member. An individual behaviour management plan may need to be devised in consultation with parents.

Serious Incidents

A serious incident is one where the student’s behaviour is a danger to themselves and/or other members of the school community.

If a serious incident occurs the following procedure is to be followed:

- The student is removed from the situation. If the student refuses or is a danger to others remove the class group and contact the office for assistance.
- The parents are notified by the Principal or Nominee, they may be asked to collect the student and the student may not attend school for the remainder of that day.

- In circumstances which are extremely serious and the belief is formed that the student's right to attend our school will be suspended for a period of time, the parents will be required to attend a meeting to discuss the student's behaviour at school and a re-entry plan is to be devised and agreed upon.
- In consultation with the parents, Principal, Deputy Principal, Director of Student Services and School Services Support Staff (CEM) a plan for assistance and support for the student and family will be developed. This could include referral to counselling services and medical practitioners/services
- If necessary, complete School Injury/Incident Report form on the CEVN website <https://cevn.cecv> under Staffing& IR/School Injury Incident Report form.

Managing Challenging Behaviour

To support Specialist Teachers and Casual Relief Teachers (CRT) it is important that classroom teachers in consultation with the Director of Students, complete an Individual Behaviour Management plan for any challenging students in their class. This plan needs to list strategies that work successfully with these students. This should be given to the Specialist Teachers and placed at the front of the CRT class booklet where it can be clearly visible.

Managing the behaviour of students beyond the learning spaces

At all times teachers have a duty of care. The key emphasis of duty of care is that teachers support students' behaviour in ways that enhance safety, wellbeing and fair treatment.

Teachers need to:

- Affirm positive behaviours in the classroom and on the yard
- Work with students to resolve problems in a restorative manner
- Be vigilant at all times
- Supervise and monitor all children and areas under their care
- Have foreseeability of situations (*Foreseeability is a requirement under tort law that the consequences of a parties action or inaction could reasonably result in the injury. In such cases, the resultant injury was reasonably predictable by a person of ordinary intelligence and circumspection as in the case of throwing a heavy object at someone.*)
- Communicate expectations of appropriate behaviour to students
- Be professional at all times
- Use the same model of behaviour support in all environments so that expectations and consequences are clear and consistent

Communicating the policy to the school community

- At the beginning of each school year, staff will clarify the school policies, Behaviour Support Plan and Restorative practices as a group and review their implementation and expectations.
- The Student Wellbeing Leader and the Leadership team has the responsibility for ensuring that any new staff to the school are familiarised with the school's policy and its implementation.

- Parents are advised of the school's Behaviour Support Policy through the newsletter at the beginning of each year and reminders are included at regular intervals. The Behaviour Support Policy will also be available on the school website.
- At the time of enrolment, parents are advised of the school's behaviour support policy.
- At whole school and other assemblies, reminders are given to those present (students, parents, teachers) regarding the school's Behaviour Support Policy.

Evaluation

This policy is evaluated in accordance with the School Improvement Plan. The practices and procedures are evaluated on an ongoing basis by staff members, the Leadership Team and Student Wellbeing Committee.

References

Catholic Education Melbourne:

<http://web.spgww.catholic.edu.au/documents/policies/restorativejusticeresearch.pdf>

Guidelines for Behaviour Support; Catholic Education Melbourne 2016

WHOLE-SCHOOL APPROACHES TO Supporting Positive Student Behaviour; Catholic Education Melbourne 2015

David Vinegrad: http://www.behaviourmatters.org.au/Restorative_Practice.php

Thorsborne, M. & Vinegrad, D. (2006). Restorative Practices in Classrooms: Rethinking Behaviour Management. Second Edition

Victorian Department of Education and Training

Victorian Department of Education and Training 2014c, Responding to Challenging Behaviour, accessed 29 April 2016 www.education.vic.gov.au/school/principals/participation/Pages/respondingtobehaviour.aspx

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

Supporting Restorative Practices: www.mauriziovespa.com



Name: _____ Grade: _____ Date: _____

Junior Restorative Practice Sheet

Which school rule was broken?

<p style="text-align: center;"><u>Queen of Peace School Rules</u> Move and play safely Keep hands, feet and objects to yourself Look after all property and the environment Listen to the speaker Follow instructions Speak appropriately and use manners</p>
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Write/draw your answers.

What happened? What were <u>your</u> actions?	Who do you think was affected? Why?
How can I make things right?	Next time what will you do differently?

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Date:

Student Signature: _____

Teacher/s Signature: _____

Parent Signature: _____

Principal Signature: _____

Action Taken

Entered on NWellbeing by:



Name: _____ Grade: _____ Date: _____

Senior Restorative Practice Sheet

1. Which school rule was broken?

Queen of Peace School Rules
Move and play safely
Keep hands, feet and objects to yourself
Look after all property and the environment
Listen to the speaker
Follow instructions
Speak appropriately and use manners

2. What happened?

What were your actions?

3. How did it happen?

4. Who do you think was affected? How were they affected?

5. How were you affected?

6. What needs to happen to make things right?

7. If you find yourself in the same situation again how could you behave differently?

Date _____

Student Signature: _____

Teacher/s Signature: _____

Parent Signature: _____

Principal Signature: _____

Action Taken

Entered on NWellbeing by _____

