



St Eugene College

Dare to grow in faith, hope and love

STUDENT BEHAVIOUR SUPPORT PLAN





St Eugene College

Dare to grow in faith, hope and love

Vision

Enter to LEARN, Dare to GROW, leave to SERVE

Mission

Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood.

Values

Dignity, Community, Excellence, Hope and Service

Introduction

This Student Behaviour Support Plan has been developed to clearly outline expectations in relation to whole school behaviour and to establish the guidelines upon which students are supported within the gospel values espoused by St Eugene College.

This plan has been written with the St Eugene community in focus and the particular needs of our students in mind. It is designed to be a guide to best practice, reflecting on the consistent approaches by all staff, while at the same time providing a reinforcement of behaviour teaching methods which are individualised and inclusive.

St Eugene College possesses a strong commitment to working with families in order for students to be supported with their behaviour in a seamless and consistent way. Our goal to, is to assist students to become prepared for their world when they leave the safety of the school environment, being capable and responsible citizens who can solve problems with confidence and success.

Our Oblate traditions are encapsulated in this plan, whereby we serve those in need and support all individuals in our community to reach their full potential.

Relationships

Values

We value and support all members in their journey as life-long learners and continue to build a family spirit across our school. We value collaborative partnerships with families in building and sustaining this quality learning community. Shared beliefs and a common vision guide us in embracing change and making a difference in the global community.

Policy statement

At St Eugene College our spirit of community is grounded in relationships marked by participation, by conversation and by cooperation. We draw strength from each other through mutual respect, collaborative partnerships and shared beliefs.

Student Behaviour Support Policy

Values

We acknowledge that right relationships create a positive atmosphere within our learning, teaching and social environments. Our community is grounded in mutual respect. We believe the following behaviours break down right relationships between members of our community:

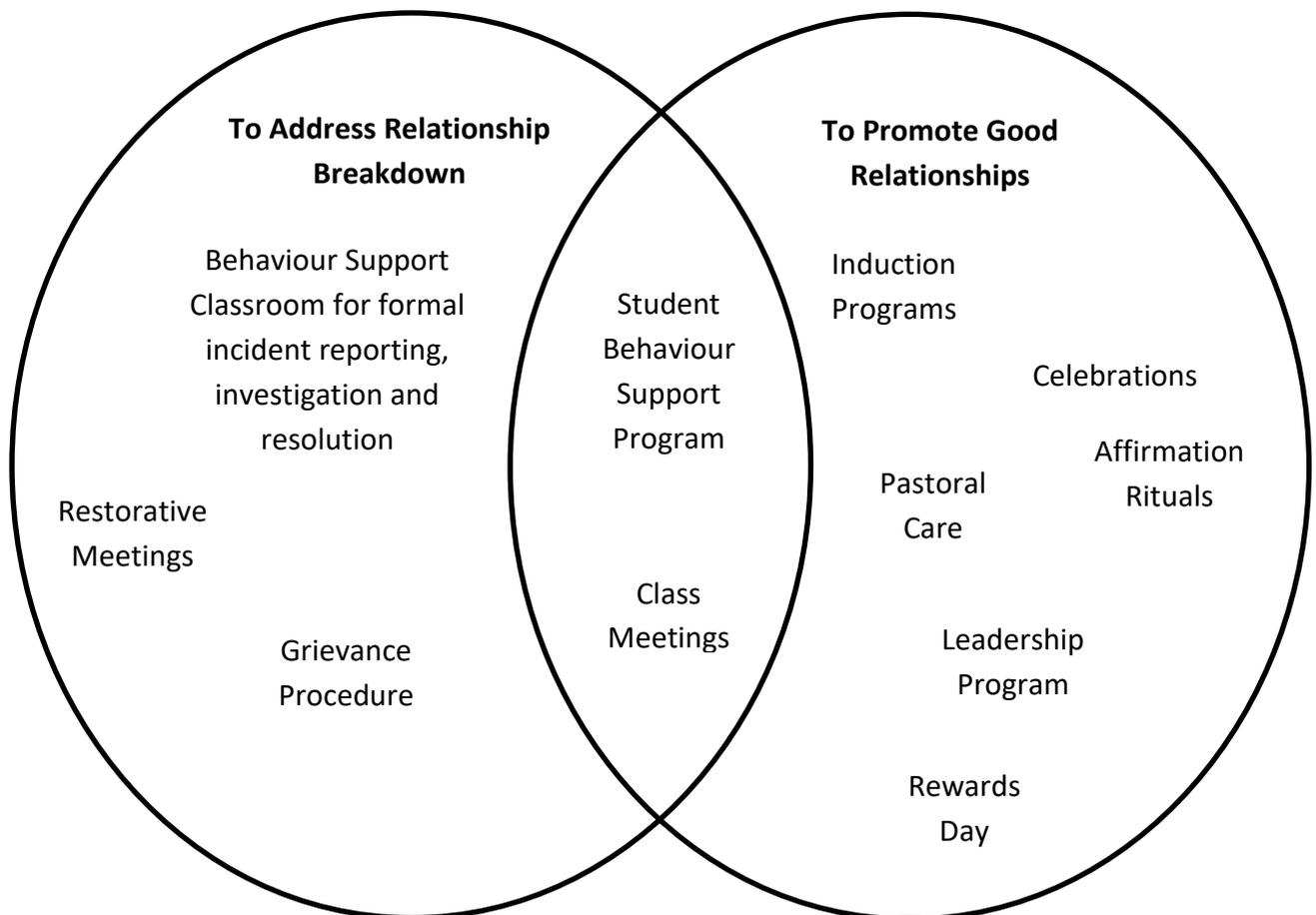
- Bullying
- Cyber-bullying
- Harassment
- Racial Vilification
- Anti-social behaviour

The Relationships Policy Framework

The Relationships Policy expresses the desire for 'Right Relationships' to exist between and among the individuals and groups which make up this community. Flowing out of this Policy Statement are a number of Procedures.

St Eugene College aims to promote a positive College community based on right relationships and partnerships. This includes:

- Respectful relationships
- Belonging and inclusion
- Community activities
- Community involvement and planning



Rationale and Vision for Student Behaviour Support

We believe that we are called to: Teach Challenge Transform – we educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised.

(Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2004)

Catholic schools are founded on the person of Jesus Christ and enlivened by the Gospel. We are committed to the development of schools which embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice, compassion and freedom.

We show this through:

- Practical expression of the Gospel message within and beyond their communities
- Their care for those within the school community, especially those experiencing disadvantage
- The extent to which students experience school as a place of hope and promise for their future

Our community is committed to the development of the whole person and the development of Catholic schools which:

- Provide loving, caring and secure environments
- Recognise the individuality and dignity of each student
- Foster life-giving relationships within the school community

We reflect this in:

- The ways in which we foster dignity, self-esteem and integrity of each person
- The quality of relationships within the school, and the pastoral care of each person
- The recognition given to the variety of learning styles of students
- Promoting inclusive practices related to race, socio-economic circumstances, culture, gender, religion, physical and cognitive abilities and mental health.

Our philosophy of inclusion is grounded in certain essential core beliefs about student learning for all students in Catholic Education Archdiocese of Brisbane. We believe that:

- All students should have an opportunity to learn to live and to contribute as responsible members of society
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts
- Students who have exceptional needs are more like other students than they are different
- An attitude of welcome acceptance and celebration of individual differences and unique gifts is to be encouraged and supported among students, parents and staff
- All students have the right to be treated with dignity

School Context

St Eugene College began its journey as a Pre-School – Year 3 primary school, known as Blessed Eugene de Mazenod School in 1990. The school continued to grow to become a Prep – Year 7 Primary School, with a name change in 1995, to become St Eugene de Mazenod School. Following two years of committed work by a steering committee, St Eugene College came into being in 2008 with 83 Year 8 students and a total enrolment of 557.

The P-12 educational precinct is located in the parish of St Eugene de Mazenod and serviced by the Oblate Missionaries of Mary Immaculate. St Eugene College has adopted the Oblate charism. This charism of commitment to the poor and marginalised finds a home in our College community and gives life to our school motto: *Dare to Grow in Faith, Hope and Love*.

Christ the King Primary School at Deception Bay is part of the St Eugene de Mazenod Parish and there is a close partnership between the two schools. This is realised through monthly parish meetings with members of both leadership teams, together with our parish priest. St Eugene college has hosted a number of activities for Christ the King students to enhance the partnership between our schools. Christ the King students have automatic, preferential enrolment into Year 8, Year 7 in 2015 and a fee concession structure.

Our educational context is characterised by the following strengths: academic excellence, digital technologies, provision of sporting and cultural pursuits, commitment to life-long learning and providing for the needs of individual learners. Our vision for learning and teaching is based on the four phases of learning: Early Years (P – 2), Junior Years (3 – 5), Middle Years (6 – 9) and Senior Years (10 – 12).

Our school community has a philosophical commitment to the development of team, the valuing of the greater good and the celebration of the gifts and talents of members within our community. It is open and welcoming to Catholic students and all who support our values.

Process of Writing the Behaviour Support Plan

The process of writing the St Eugene College Student Behaviour Support Plan included:

- The formation of a Behaviour Support Core Team;
- Consultation with various BCE and St Eugene College Policy documents;
- Examination of other College Behaviour Support models;
- Consultation with parents, staff and students;
- Review of existing structures and processes;
- Critical reflection and evaluation of proposed programs;
- Invitation for comments from key stakeholders.

Code of Expected Conduct

<u>ST EUGENE COLLEGE RULES</u>	
Speak Respectfully Act Respectfully Act Safely Hands and Body to Self	
OUR COLLEGE VALUES	RULES THAT LINK WITH OUR COLLEGE VALUES
RESPECT for self as a: <ul style="list-style-type: none"> • person who is created in the image and likeness of God • lifelong learner • community contributor • person with belief and confidence in their own unique abilities • person who wears their school uniform with dignity • person who values personal health and well being 	<ul style="list-style-type: none"> ✓ <i>Act Respectfully</i> ✓ <i>Speak Respectfully</i> ✓ <i>Act Safely</i>
RESPECT for others and the community and: <ul style="list-style-type: none"> • their right to learn • their right to teach • their right to feel safe • their right to contribute and voice opinions responsibly in a safe environment 	<ul style="list-style-type: none"> ✓ <i>Speak Respectfully</i> ✓ <i>Act Respectfully</i> ✓ <i>Act Safely</i> ✓ <i>Hands and Body to Self</i>
RESPECT for the environment and resources as: <ul style="list-style-type: none"> • stewards of creation • shares in this place and space who treat school and personal property respectfully 	<ul style="list-style-type: none"> ✓ <i>Act Respectfully</i> ✓ <i>Act Safely</i>

Behaviour Support Processes and Procedures

The Behaviour Support Classroom

If students are experiencing difficulties with relationships or have been involved in any incident they are encouraged to visit the Behaviour Support Classroom and fill out a formal incident report. An incident report can be completed for bullying, cyber bullying, physical or verbal incidents or any behaviours of concern. Once a formal report has been made, the matter will be investigated by the Behaviour Support Teacher. This investigation will include statements being taken from all students involved including bystanders and witnesses. Appropriate action will then be taken.

If an incident is very serious, the Behaviour Support Teacher will meet with P-12 Heads and/ or Principal who will assess the situation and decide on action to be taken.

Supports and consequences that may occur when a student is referred to the Behaviour Support Classroom or as a result of an incident report may include:

- a) Completing a Behaviour Support Plan;
- b) Upskilling using the 'Behaviour Made Easy' resources;
- c) Referral to Guidance Counsellor;
- d) Community Service;
- e) Behaviour Monitoring cards;
- f) Restorative Conferencing;
- g) Structured Play;
- h) Detention;
- i) Alternative Timetable;
- j) Functional Behaviour Assessment;
- k) Suspension;
- l) Interview with student, parent/s, Pastoral Coordinator, Behaviour Support Teacher and P-12 Head;
- m) Interview with College Principal.

**See Appendices D, E and F – Use of the Behaviour Support Classroom*

Incentive Programs – Positive Behaviour Support

- A. Prep – 5 called 'Gotcha' Program - Each teacher on duty will have a number of 'Gotcha' cards in their playground duty folder. When they catch students being good they can simply hand them a 'Gotcha' card. The student will fill in their name and class and place the 'Gotcha' card in their class 'Gotcha' bucket. Each week the buckets will be taken to assembly and the 'Gotcha' cards will be tipped into a communal bucket. A winner will be drawn and prize handed out on assembly.
- B. Reward Days Process for Year 6 – 12 – Students in year 6 – 12 will be invited to attend a reward session or a reward day at the end of each term if they have adhered to the College Rules and Expectations during that school term. Students will become ineligible to attend the reward day if, during the term of the rewards day, they have:
 - a. Not submitted assessment;
 - b. Received a D or E or rarely for effort in two or more subjects;
 - c. Three or more uniform infringements;
 - d. Three or more phone infringements;
 - e. Three or more unprepared for class infringements;
 - f. Three or more behaviour support referrals;
 - g. Been suspended.

Prior to each reward day, eligible students will receive an invitation to the event and ineligible students will receive a letter outlining the reason for their ineligibility.

Consequence for non-submission of assessment – Academic Detention

Academic Detention will occur for 45 minutes after school each Wednesday and will be run by the Behaviour Support Teacher in the Behaviour Support Classroom.

**See appendix B – Academic Detention Flow Chart*

Consequence for uniform infringement – Uniform Detention

St Eugene College requires students to maintain a high standard of dress and grooming so as to present an appropriate image of the College to the broader community and to each other.

If a student in the Middle or Senior Years is in incorrect uniform, they are to attend the Behaviour Support Room to rectify the issue. They will be issued with the correct uniform item and they will be required to attend a Uniform Detention in the Behaviour Support Room during the next break **See Appendix B – Uniform Procedure*

Consequence for being unprepared for class – Unprepared for Class Detention

If a student in Year 6 – 12 attends a lesson without necessary materials, including complete homework or a charged computer, they will be issued with a 10 minute detention that will occur in the Behaviour Support Classroom during their next break.

Serious Breaches of Behaviour

Students who choose to offend staff or students in a physical, verbal and/or defamatory way may be choosing the consequence of being asked to go home or be formally suspended.

In the event that a student acts in a violent or dangerous manner, or participates in illegal behaviour at the College, that student will be required to go home and may be formally suspended.

Once a student has reached this stage of inappropriate behaviour, an interview must be arranged between the P - 12 Head or the Principal and the student's parent and the student, in order to negotiate re-entry to the College.

Weapons

No weapons are allowed to be taken to school by students. It is against the law for a student to have a knife at school.

'A weapon means: any object, device or instrument designed as a weapon or through its use, is capable of threatening or producing bodily harm or which may be used to inflict injury'.

Knives

A knife is defined in [Weapons Act 1990](#) (s.51(7)) to include: *'a thing with a sharpened point or blade that is reasonably capable of being held in one (1) or both hands and being used to wound, or threaten to wound, anyone when held in one (1) or both hands'.*

Parents and students need to be aware of the laws in Queensland regarding the possession, use or distribution of weapons in schools. The *Weapons Act 1990* states that *"it is an offence to possess a knife in a public place or school without reasonable excuse"* –s51(1).

Possession of a knife or other weapon for protection or self-defence is **not** a reasonable excuse.

If a student has a weapon or knife at school, they can expect serious consequences (see above) including legal and school disciplinary consequences. Formal reports will be made to Brisbane Catholic Education and BCE procedures followed.

BULLYING

At St Eugene College we have the expectation that everyone is treated with respect and dignity. We will not tolerate bullying and we can do something about it. Everyone has the right to feel safe and valued and it is everyone's responsibility to ensure that this happens.

A Definition of Bullying

Bullying is a systematic and repeated abuse of power (Rigby 2010). This can be face to face or using technology (cyber-bullying), such as mobile phones, the internet via email, social networking sites, and chat rooms to bully verbally, socially or psychologically etc.

It is important to note that other forms of undesirable interpersonal behaviour are often confused with bullying.

These behaviours ARE NOT bullying:

- conflict between children of equal power,
- non-malicious exclusion of some children,
- one-off acts of meanness and spite, and random acts of aggressiveness.

Bullying involves:

- an unjust use of power
- a power imbalance
- (typically) repetition
- dominating or hurting someone
- unfair action (physical, psychological or social) by the perpetrator/s
- a lack of adequate defence by the target and feelings of oppression and humiliation

What might bullying look like?

When someone is / has

- hit, punched, jostled or pushed
- called hurtful, abusive or offensive names
- threatened
- a victim of abusive or obscene language
- ridiculed about their appearance or abilities
- teased repeatedly in a nasty manner
- singled out for unfair treatment
- rumours spread about them
- their property interfered with.

What can you do?

Report it to the Behaviour Support

Tell Mum or Dad

Classroom

Tell a friend

Tell a teacher

What happens when someone reports bullying to the Behaviour Support Room?

As with all serious breaches of behaviour, the matter will be investigated by the Behaviour Support Teacher. This investigation will include statements being taken from all students involved including bystanders and witnesses.

The BST will then meet with P-12 Heads and/ or Principal who will assess the situation and decide on action to be taken.

CYBERBULLYING

Cyber bullying is everyone's business and the best response is a proactive or preventative one. To be proactive students can:

- **Guard contact information.**
- **Take a stand against cyber bullying.** Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults.

Action

If you are being harassed online, take the following actions immediately:

- **Tell an adult you trust/Report the issue to the Behaviour Support Classroom.** This can be a teacher, parent, older sibling or grandparent - someone who can help you to do something about it.
- **Leave the area or stop the activity.** People who bully get their kicks from knowing they've upset their target. Don't let them know they've upset you, and you've taken away half their "fun". Easier said than done when it's face-to-face, but if it's on your mobile or the internet - easy!
- **Block the sender's messages.** If you are being bullied through e-mail or instant messaging, block the sender's messages. Never reply to harassing messages.
- **Keep a record.** Save any harassing messages and record the time and date that you received them.
- **Advise your Service Provider.** Most service providers have appropriate use policies that restricts users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.
- **Report to police.** If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it's a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person

What if a student experience cyberbullying outside of school hours?

If the cyberbullying incident involves other students at the College, the student is still required to fill out a formal incident in the Behaviour Support Classroom so the incident can be recorded, investigated and acted upon appropriately.

Beliefs about Behaviour and Learning

At St Eugene College we believe that all students have the right to learn and all teachers have the right to teach. We believe that students and staff have the right to be respected at all times and also have the right to feel safe. All students and staff also have the responsibility to ensure they do not take these basic rights away from other members of the College community.

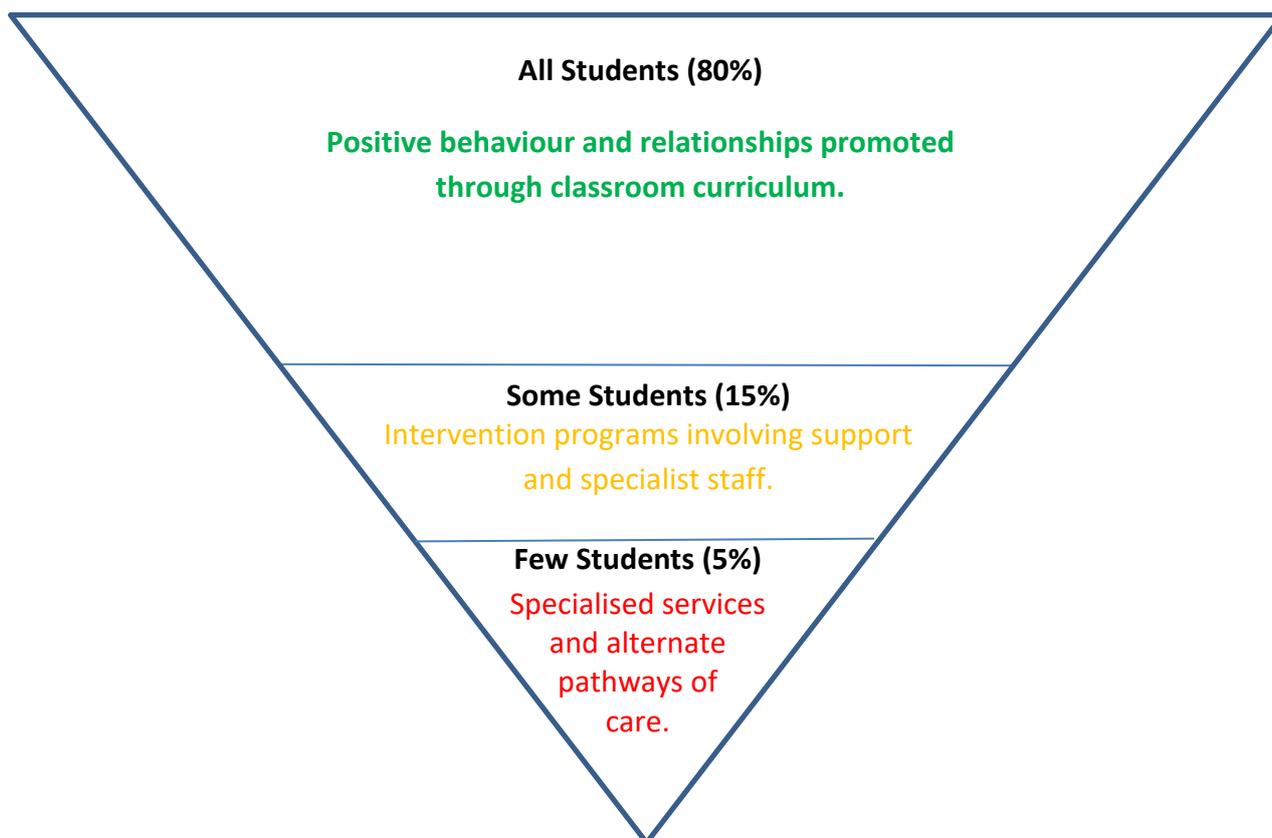
At St Eugene College we have chosen to implement Positive Behaviour Support Procedures as we believe they are the most appropriate strategy to ensure these basic rights are met. We also use a number of other strategies in the classroom and the playground to set our students up for success.

Three Dimensional Approach to Prevention

Student behaviour can be considered to be occurring along a continuum, like that of academic achievement. The majority of students will require minimal support or assistance to achieve academic success, some students require additional instruction to achieve set goals and a few students will require more intensive levels of support to make academic progress.

Similarly, in social, emotional, motivational and behavioural development some students will require minimal or instruction to engage in a socially appropriate manner and others will require intense levels of support to achieve desired behavioural outcomes.

The three dimensional prevention logic is comprised of dimensions:



DIMENSION I:

- a) Positive behaviour and relationships promoted through classroom curriculum
 - i. Behaviour Teaching - staff are encouraged to spend time explicitly teaching any behaviours their students are expected to adhere to throughout the year and to use the ten Essential Skills of Classroom Management to help students who are finding it difficult to engage in the classroom or playground.
** See appendix A – Essential Skills of Classroom Management*
- b) Pastoral Care Program – school wide approach
 - i. Programs to promote social, emotional and motivational development
 - ii. Addresses the 5 Keys to success
 - i. Resilience
 - ii. Getting Along
 - iii. Organisation
 - iv. Persistence
 - v. Confidence
- c) Positive Behaviour Support Processes – school wide approach
 - i. Students at St Eugene College are encouraged to meet College expectations. Prep – 5 students participate in the ‘Gotcha’ program that is designed to catch students doing the right thing. House points are earned through the ‘Gotcha’ program and there are prizes given away at assembly every week after the ‘Gotcha’ raffle. Students in Year 6 – 12 become eligible for a reward activity each term if they have met College expectations.
 - ii. At St Eugene College, we believe students have the right to learn and teachers have the right to teach. When the ten essential skills of classroom management are ineffective and a students’ behaviours are disrupting the learning of other students they may be instructed to attend the Behaviour Support Classroom. Here they will receive support and make a plan with the Behaviour Support Teacher. Students in Prep – 6 will complete this plan in their lunch break, students in Year 7 – 12 will complete their plan during class time and will be required to attend the Behaviour Support Room at break time to negotiate their plan with their class teacher.
- d) Strategies for effective teaching and learning for all students - Behaviour Support Process – school wide approach
 - i. At St Eugene College, we believe students have the right to learn and teachers have the right to teach. No one has the right to disrupt, to prevent other students from learning, or to violate the rights of others.
 - ii. The intent of the Behaviour Support Process is to teach students who are acting as a disturbance within the school environment how to think of ways

of reaching their goals without violating the rights of others. This is done by teaching students how to search within themselves and decide the way they want to be.

- iii. At St Eugene College, we expect students to meet College expectations with regard to handing in assessment on time, arriving at class prepared to learn and following the St Eugene College uniform policy. Students who do not meet these expectations are required to attend a detention at lunch time or after school.

e) Pastoral care

- i. Pastoral care program conducted in Prep – 6 classrooms and in PDE time for 7 – 12 students.

DIMENSION II:

a) Strategies for students who are at risk

i. Behaviour Plans

- i. When student support team meetings occur, the team supporting the student can implement a number of strategies to support a student. Students who require high levels of intervention require an Intensive Individual Behaviour Support Plan that outlines all strategies that are being implemented to help the student experience success. All teachers of students on Intensive Individual Behaviour Support Plans will be made aware of the contents of such plans.

ii. Intervention Strategies

- i. Continued use of the Behaviour Support Process;
- ii. Functional Behaviour Assessments conducted by the Behaviour Support Teacher;
- iii. Supervised/structured play time;
- iv. Behaviour monitoring sheets
- v. CAST Meetings

b) Intervention programs involving support and specialist staff

- i. Student support teams including ST:IE and Guidance & Counselling offer programs to entire cohorts, to small groups of students or to individual students on a case by case basis.

DIMENSION III:

a) Strategies to support the 2 – 5% of students who display challenging behaviours.

Intervention can include:

- Continued use of the Behaviour Support Process;
- Functional Behaviour Assessments conducted by the Behaviour Support Teacher;
- Supervised/structured play time;
- Behaviour Monitoring sheets
- Wrap around meetings including all staff that interact with student as well as the parents of the student;
- Staff notification of behaviour support strategies that are most likely to allow the individual student to experience success;
- Additional classroom support where available;

- Targeted programs designed specifically for the current needs of the child;
- Up skilling students using 'Behaviour Made Easy' resources;
- Personal and careers counselling;
- Involvement of outside agencies;
- Alternative Timetable;
- Student Behaviour Contract
- Individual Student Behaviour (Safety) Plan (AQ)
- Individual Anxiety Management Plan (AQ)

STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING FOR ALL STUDENTS AT ST EUGENE COLLEGE

Programs and systems (ie. Curriculum) focus attention on the set of social skills all students are expected to display. At this level attention is focussed on school-wide expectations, rules and procedures, as well as the lesson plans used to teach them. The provision of whole of school or cohort programs established common student knowledge of behavioural expectations and processes through general programs of social skills and self-understanding for the purpose of learning. Students engage in reflective learning exercises that encourage and promote positive social interaction that is modelled by their teachers, the staff of the school and their peers. (SBSG 2008)

Examples of programs and systems that support expected social skills:

- Incentive Programs;
- Pastoral care classes;
- Personal development education lessons;
- Immersion program across all year levels;
- Reward Day activities.

ROLES, RIGHTS & RESPONSIBILITIES OF STAFF

All members of staff have a responsibility to model inclusive and respectful practices in all interactions with members of the school community and visitors to the school.

PREP – 6 CLASSROOM TEACHER / PC TEACHER

Behaviour teaching is expected to be part of the classroom curriculum and to be age appropriate. The classroom/PC teacher is generally the first point of contact with parents and students with regards to behaviour support. A fair and equitable approach is expected to be a first consideration to be employed by all teachers. Having exhausted normal classroom strategies to modify behaviour teachers should avail themselves of the BSR process to support classroom teaching and learning.

It is expected that classroom teachers make themselves aware of Behaviour Support Processes and the consistent implementation of these processes in their classrooms.

STUDENT BEHAVIOUR SUPPORT TEACHER

The Student Behaviour support Teacher is responsible for:

- The day to day operation of the Behaviour Support Classroom;
- Contacting parents of students involved in serious incidents;
- Liaising with Pastoral Leaders, ST:IE's and Classroom teachers to identify students who require further intervention such as student support meetings;
- Liaising with the P-12 Heads and Guidance Officers when serious incidents occur to ensure appropriate actions are taken;
- Participating in student support meetings;
- Arranging and conducting re-entry meetings for students who are sent home from the BSR;
- Conducting and implementing Functional Behaviour Assessments;
- Training new staff about Behaviour Support Processes used at St Eugene College;

SUPPORT TEACHER – INCLUSIVE EDUCATION

The ST:IE is responsible for:

- Planning a course for individual students to solve problems;
- Referring students, through the Principal, to other agencies for specialist help;
- Providing staff with specific characteristics and implications of disabilities, which may impact upon student behaviour;
- Working proactively with the school team to assist students in their behaviour;
- Providing additional support during play times and before school;
- Proactively supporting staff to differentiate their curriculum;
- Facilitation of meaningful outcomes for students, parents and teachers through intervention frameworks;
- Sharing of skills and knowledge through professional development, consultation and advice;
- Mapping and planning of students;

- Maintaining professional expertise in a dynamic and evolving context;
- Facilitating parental and community links.

GUIDANCE COUNSELLOR

The Guidance Counsellor is responsible for:

- facilitating activities promoting the mental health and life skills development of all students in partnership with school communities.
- developing and/or providing early intervention activities which address the emerging needs of at-risk students and are aimed at reducing the likelihood of long-term negative outcomes of these students.
- facilitating whole class or group learning programs that target a specific area of social emotional development.
- providing counselling and consulting services for students with personal, social, emotional and educative needs .
- providing psycho-educational and other assessments (e.g., administer psychometric and cognitive assessments).
- applying for Severe Behaviour Funding Support.
- verifying some students with challenging behaviours such as some with ODD, ADHD, ASD, reactive attachment disorder, depression, anxiety etc.
- working with students on an individual basis to enhance resilience and coping.
- coordinating parent information evenings e.g., bullying.
- taking on a referral role to external professionals, e.g., paediatricians, psychiatrists, CYMHS, Department of Child Safety, Drug and Alcohol Counselling.
- providing and informing staff on professional developmental opportunities focusing on behaviour support.

Year Level Pastoral Leaders

Year Level Pastoral Leaders have the responsibility to:

- Develop self-esteem, confidence and discipline amongst the students within their year level;
- Build rapport with all students, parents and staff members;
- Provide opportunities for students to explore spirituality at camps, retreats, masses, assemblies and during pastoral care lessons;
- Lead through example in prayer at all assemblies, masses, camps and retreats;
- Communicate with students and parents regarding pastoral concerns or the well being of students;
- Fostering college, year level and house spirit through organised activities and positive reinforcements of student achievement and effort.

ACADEMIC COORDINATORS

Academic coordinators have a responsibility to assist those in their departments in the teaching and learning process. This can be achieved by

- Mentoring teachers new to the profession
- Monitoring and supporting the classroom practices of those within their department
- Ensuring curriculum is being adequately taught and resourced
- Assisting in developing best practice models to be used by staff

ASSISTANT PRINCIPALS

Dependant on their specific roles the Assistant Principals have a responsibility to oversight and support behaviour across the College under the leadership framework.

This includes the dimensions of:

- Educational leadership
- Religious leadership
- Organisational practices
- strategic planning
- staff practices

P-12 HEADS

Heads will generally be directly involved in the third dimension of behaviour support.

- Continued use of the Behaviour Support Process;
- Supervised/structured play time;
- Behaviour Monitoring sheets
- Wrap around meetings including all staff that interact with student as well as the parents of the student;
- Staff notification of behaviour support strategies that are most likely to allow the individual student to experience success;
- Additional classroom support where available;
- Targeted programs designed specifically for the current needs of the child;
- Up skilling students using 'Behaviour Made Easy' resources;
- Personal and careers counselling;
- Involvement of outside agencies;
- Alternative Timetable;
- Student Behaviour Contract

PRINCIPAL

The Principal will become directly involved in any serious matter that has the potential to effect student enrolment and any matter involving serious physical harm.

DATA COLLECTION

- Behaviour Support database is published and circulated to the relevant stakeholders weekly.
- BCE SBSS to be used for serious breaches of behaviour including weapons, drugs and alcohol, bullying and incidents resulting in suspension from school.

RELATED RESOURCES (refer resources in SBS Regs & Guidelines or SBS website)

- a. <https://kweb.bne.catholic.edu.au/AdminIndex/Documents/Student%20Behaviour%20Support%20-%20Regulations%20and%20Guidelines.pdf>
- b. <https://kweb.bne.catholic.edu.au/LandT/Priorities/Student%20Behaviour%20Support/Documents/Implementation%20Framework.pdf>
- c. <https://kweb.bne.catholic.edu.au/LandT/Priorities/Student%20Behaviour%20Support/StudentBehaviourSupportDocumentation/Documents/SBS%20Training%20Handbook.pdf>
- d. <https://kweb.bne.catholic.edu.au/LandT/Priorities/Student%20Behaviour%20Support/StudentBehaviourSupportDocumentation/Documents/Incident%20Screen.pdf>

APPENDICES

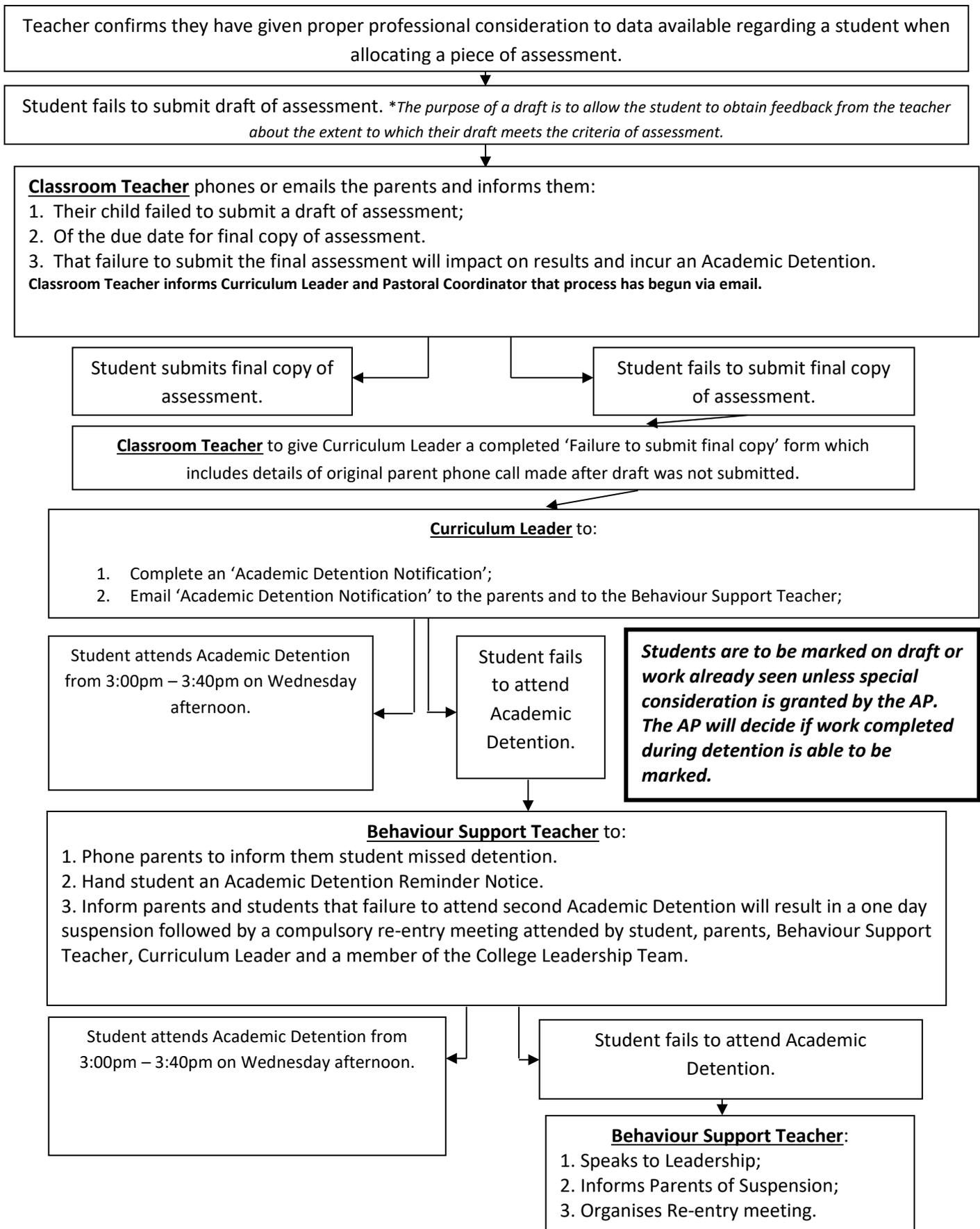
- A. Essential Skills of Classroom Management
- B. Academic Detention Flow Chart
- C. Uniform Procedures
- D. Use of Behaviour Support Room at lunch time
- E. Behaviour Support Classroom Procedure Prep – Year 6
- F. Behaviour Support Classroom Procedure Year 7 – 12 In Class Behaviours

Appendix A – Essential Skills of Classroom Management

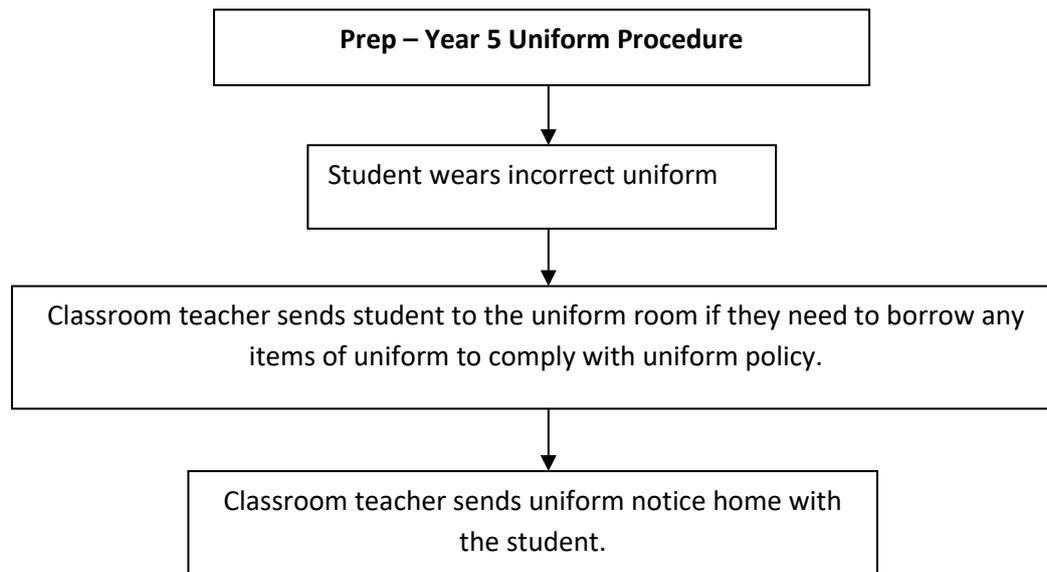
Language of	Essential Skills of Classroom Management
<p>Expectations</p> 	<p>Establishing Expectations- students need to know what is safe & responsible in a particular context</p> <ul style="list-style-type: none"> • Articulate clear expectations for each task / day / learning context • Expectations – keep short and simple. • Keep rules positive. eg. 'Stay on task' or 'Keep hands to yourself' <p>Giving Instructions – to give a clear direction about what to do.</p> <ul style="list-style-type: none"> • Clear. Start with a Verb, make it short. Less than 8 words is good. • Phrase as an instruction, not a question. • Tone of voice- calm but expectant, use 'thanks / now' rather than 'please' at the end of an instruction. • Keep instructions separate from curriculum / content talk eg. 'Move to your seats, thanks'. 'Walk down the stairs, thanks'/ 'Come here, Sally' <p>Waiting and scanning – 5+ secs after giving an instruction</p> <ul style="list-style-type: none"> • Gains student attention / allows processing of information. • Remain silent. Maintain eye contact. Assertive body language. • Praise compliance. Re-direct if necessary <p>Cueing with parallel acknowledgement –acknowledge students' on task behaviour in order to influence another to copy / follow suit.</p> <ul style="list-style-type: none"> • Correction of inappropriate behaviour without negativity • An alternative to re-direction. Can avoid nagging.
<p>Acknowledgement</p> 	<p>Body Language Encouraging- use of body language to encourage students to remain on task.</p> <ul style="list-style-type: none"> • Walk around the room/ touch work of students on task • Smile/ make eye contact. Do not stare. Make non verbal gestures/ finger signals to indicate what you want. • Approach off-task students, but don't stand too close. Walk away after giving correction. Scan back. • Avoid showing of irritation. <p>Descriptive Encouraging- encourage students to become aware of their competence by commenting on their behaviour.</p> <ul style="list-style-type: none"> • Say exactly what you want to see or hear more frequently. Encourage (+) behaviour. eg. 'This group is on task' • Use non-emotive language. Be respectful, not gushy. Avoid 'warm fuzzies' such as, 'great, beaut, terrific' • Use privately to individual students, publicly to the group. • Avoid conditional praise. eg. 'Good, you could have done this before'
<p>Correction</p> 	<p>Selective Attending- give minimal attention to off-task behaviour</p> <ul style="list-style-type: none"> • give instruction, encourager. Say 'Thanks', not 'please'. • walk away- give take-up time for student to start work • Attend in least intrusive way, then acknowledge if compliant <p>Re-direct to the Learning- gives the impression you care about the learning not just behaviour.</p> <ul style="list-style-type: none"> • Avoid talking about behaviour when re-directing • De-personalise comments when re-directing. eg. Do you need help with the maths assignment? • Acknowledge when student returns to task <p>Giving a Choice- respectfully confront the student who is disrupting others with the available choices and their natural consequences. (Use RTP Questions for the first time)</p> <ul style="list-style-type: none"> • not seen as punishment but logical consequence • firm, calm, measured tone, not a threat <p>Follow Through- planned action to deal with on-going disruptive behaviour</p> <ul style="list-style-type: none"> • It is the certainty not severity. Do what you planned and said you would do (at the best time). Establish that you mean what you say. • Model assertive, morally courageous behaviour.

Appendix B – Academic Detention Flow Chart

ACADEMIC DETENTION FLOW CHART FOR YEAR 7 - 12

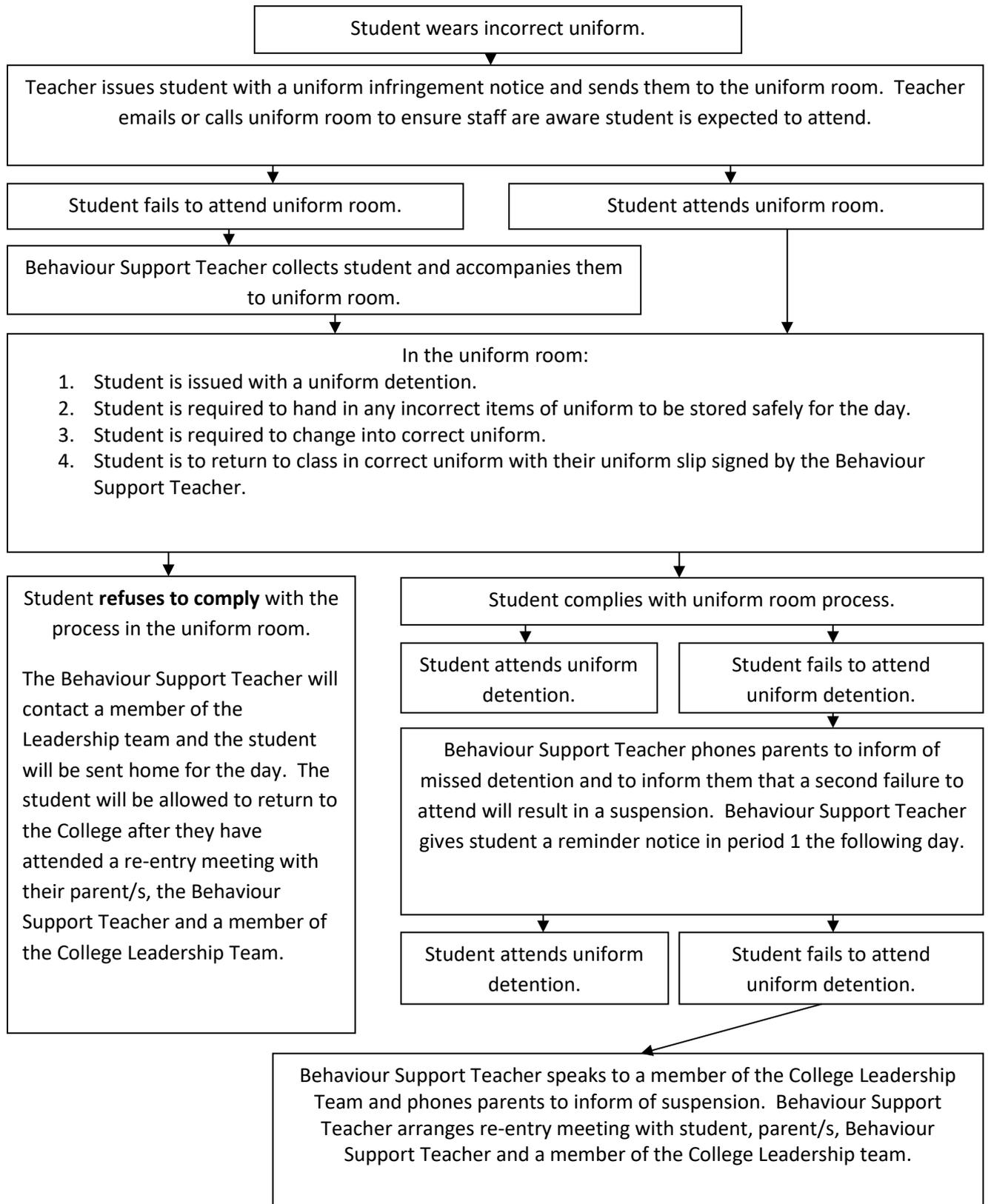


Appendix C – Uniform Procedures



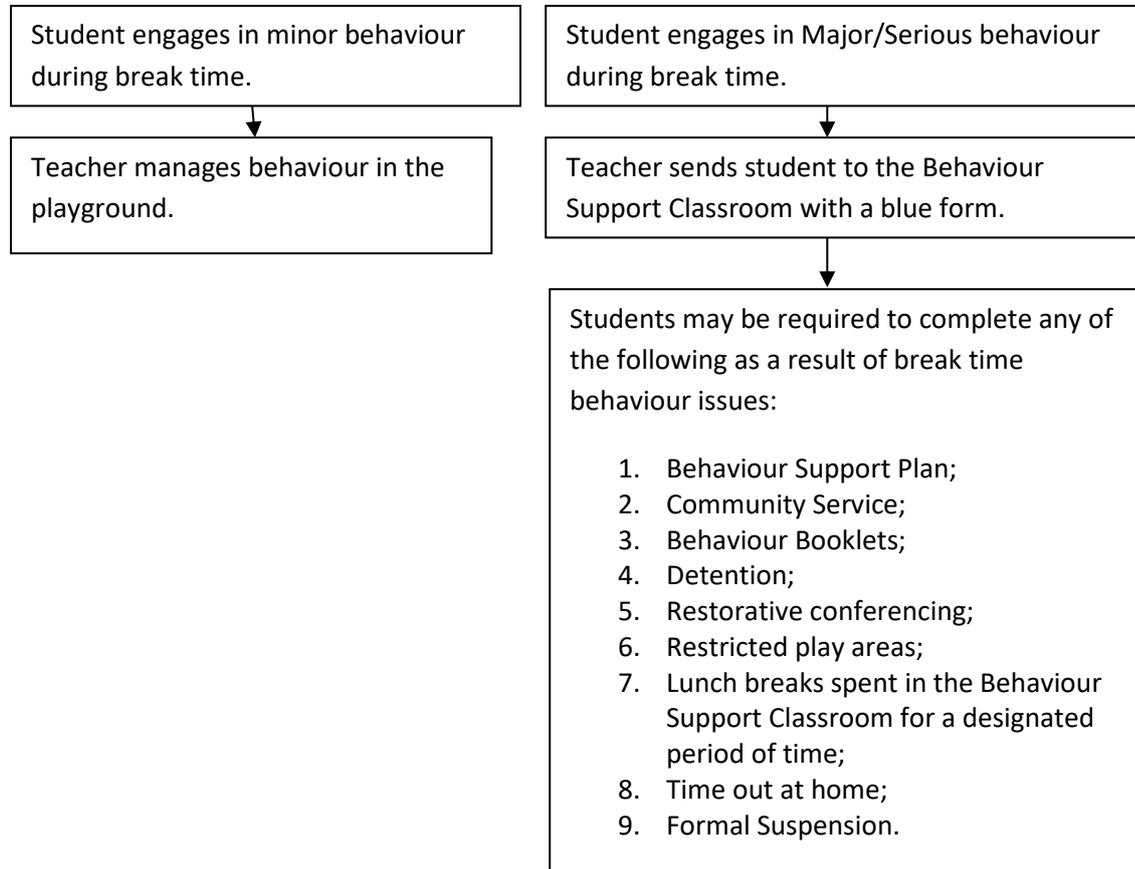
Appendix C Continued

Year 6 - 12



Appendix D – Use of Behaviour Support Room at lunch time

USE OF BEHAVIOUR SUPPORT ROOM AT LUNCH TIME



Appendix E – Behaviour Support Classroom Procedure Prep – Year 6

BEHAVIOUR SUPPORT CLASSROOM PROCEDURE PREP – 6 IN CLASS BEHAVIOURS

Student displays minor behaviour in classroom.

Teacher uses 10 essential skills and other classroom management techniques to manage the behaviour in the classroom.

Student displays major/serious behaviour in classroom.

Teacher fills out a blue form. Student is sent to the Behaviour Support Classroom with blue form. Student remains in the classroom for a short debrief with Behaviour Support Teacher then returns to their class teacher. At the beginning of the next break, the student returns to the Behaviour Support Classroom with their lunch to work on their plan. The student will spend each break in the Behaviour Support Classroom until their plan is completed.

Student attends Behaviour Support Room on three occasions in one week.

Student attends mandatory meeting with a member of the College Leadership team.

Student attends Behaviour Support Room again after meeting with a member of the College Leadership team.

Student required to attend a meeting with their parents and a member of the College Leadership team.

Appendix F – Behaviour Support Classroom Procedure Year 7 – 12 In Class Behaviours

BEHAVIOUR SUPPORT CLASSROOM PROCEDURE YEAR 7 – 12 IN CLASS BEHAVIOURS

