



ST JOSEPH'S WANDAL BEHAVIOUR SUPPORT PLAN





ST JOSEPH'S WANDAL VISION STATEMENT

**St Joseph's Wandal strives,
through loving and serving,
to be a Christ centred community
committed to the total development
and dignity of each person.**

MISSION STATEMENT

**The community of St Joseph's Catholic
Primary School Wandal,
serves God,
seeks justice,
accepts responsibility and
strives for excellence.**

St Joseph's Wandal School's Behaviour Support Plan honours this Mission by highlighting the values we place on creating a supportive, safe and positive school environment in which staff, students and parents become known and valued members of the school community. It is an individual and community response not only to the school motto, "To Love is to Serve" but also to Jesus' call to: "love one another as I have loved you" (John 13; 34)

Rationale:

St Joseph's Wandal is a welcoming, safe and faith-filled learning environment which develops the full potential of each child. With Jesus as our model, we promote the dignity and respect of each person.

St Joseph's Wandal:

- Creates a positive environment which is conducive to learning and free from disruptive behaviour.
- Creates a caring school environment where the rights and responsibilities of the individual are recognised and respected.
- Recognises those members of the school community whose exemplary behaviour and care promotes a positive and caring school environment.
- Provides necessary support and guidance to ensure that every member of the school community develops the necessary skills and strategies to exhibit positive behaviour.
- Provides opportunities for students to reflect on their behaviour, to take responsibility for their actions and to develop the ability to become self-disciplined. (Responsible Thinking Process)
- Establishes a clear set of consequences for individuals who do not accept their responsibilities.



What is Bullying?

Saint Joseph's Wandal identifies that bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Behaviour Management Team:

While all staff at St Joseph's Wandal are responsible for effectively managing and supporting student behaviour, a team has been established to deal with those behaviours or situations which require further follow-up or intervention. The Behaviour Support Team at St Joseph's Wandal is comprised of:

PRINCIPAL	ASSISTANT PRINCIPAL RELIGIOUS EDUCATION	ASSISTANT PRINCIPAL CURRICULUM
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The Learning Support Teacher and School Counsellor may also, at times, be involved.



Promoting a Positive Culture

<p><u>School Environment</u></p> <ul style="list-style-type: none"> • Front office personnel are welcoming and friendly • School Mission statement is displayed in front office • School grounds are neat and well maintained • Classrooms are neat, orderly and in good repair • Equipment, furniture and facilities in good repair 	<p><u>Classroom Environment</u></p> <ul style="list-style-type: none"> • Classroom is aesthetically pleasing and child-centred • Positive message posters up in room • Acknowledgement of student birthdays significant achievements • Explicit teaching of appropriate social skills • Appropriate instructional strategies and pedagogies • Parents welcomed into classrooms
<p><u>Learning</u></p> <ul style="list-style-type: none"> • Providing an appropriate and flexible curriculum which addresses the needs of each individual learner • Providing engaging, instructional strategies • Providing pedagogy which caters for different learning styles and individual needs • Providing learning programs which enable students to experience success • Provide educational support plans and individual behaviour plans where necessary 	<p><u>Break Time Activities</u></p> <ul style="list-style-type: none"> • Varied play areas • Lunch Club • Library open at lunchtime • Variety of sport equipment • Special projects e.g. Knitting, Gardening, Rosary group
<p><u>Performance and Sporting</u></p> <ul style="list-style-type: none"> • School Choir/Choral speaking/Poetry • Instrumental Music Programs • Concerts • Competitions e.g. Chess, ICAS, Maths Teams Challenges • Training and competing in athletics, cross country • Formation, training and competing of school sporting teams (e.g. Tony Novak Touch Challenge, Challenge Cup etc) • Recognition of students' sporting achievements from sports other than school-supported, e.g. Golf, equestrian, fishing etc. 	<p><u>School based Presentations</u></p> <ul style="list-style-type: none"> • Student of the Week awards • Principal awards • Individual certificate awards

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<p><u>Giving Students Responsibility</u></p> <ul style="list-style-type: none">• Representing school community at special events e.g. Catholic Education Week, Anzac Day• Assembly Organisation• Fundraising projects• Prep Buddies/Peer Support Groups• Committees and groups e.g. Mini Vinnie's• Special responsibilities in the classroom and playground environment	<p><u>Badges or identifying clothing</u></p> <ul style="list-style-type: none">• Badges for school leaders• Leadership shirts for special days• Staff name badges• Staff shirt
<p><u>Staff</u></p> <ul style="list-style-type: none">• Staff uniform and name badges• Social activities for staff• Special lunches/morning teas• Acknowledgment of birthdays	<p><u>Parents</u></p> <ul style="list-style-type: none">• Parent helpers in the classroom• School Board• P & F• Playgroup• School fundraising activities• Community events• Using expertise in different ways e.g. Guest speakers



STUDENT'S RIGHTS AND RESPONSIBILITIES

RIGHT	RESPONSIBILITY
<ul style="list-style-type: none"> To be able to learn in a friendly, encouraging, secure, supportive and positive environment. 	<ul style="list-style-type: none"> To be co-operative and considerate To be an engaged learning, striving for their personal best.
<ul style="list-style-type: none"> To have appropriate access to the school's facilities and resources. 	<ul style="list-style-type: none"> To share resources. To care for facilities and resources and report any damage to class teacher.
<ul style="list-style-type: none"> To have appropriate access to the teacher's time. 	<ul style="list-style-type: none"> To recognise and support the needs of others.
<ul style="list-style-type: none"> To have a safe non-threatening environment. 	<ul style="list-style-type: none"> To act in a safe and responsible manner.
<ul style="list-style-type: none"> To appropriate opportunities to communicate their ideas and concerns to the school community 	<ul style="list-style-type: none"> To give opinions and listen to others with courtesy.
<ul style="list-style-type: none"> To know what is acceptable and unacceptable behavior and the consequences of the behaviour. 	<ul style="list-style-type: none"> To accept the consequences of their personal choices
<ul style="list-style-type: none"> To be treated justly, fairly and sensitively. 	<ul style="list-style-type: none"> To respect the privacy of others.
	<ul style="list-style-type: none"> To be truthful and treat others fairly. To accept the wisdom of those who are ultimately responsible for just decision-making. To speak out about any perceived injustices.



PARENTS' RIGHTS AND RESPONSIBILITIES

RIGHT	RESPONSIBILITY
<ul style="list-style-type: none">• For their children to receive an education based on the Catholic Faith and Gospel Values.	<ul style="list-style-type: none">• To support the school in its endeavours to provide an effective education centered in Catholic Faith
<ul style="list-style-type: none">• To have their children taught by professionally trained, competent, caring teachers.	<ul style="list-style-type: none">• To keep informed regarding school activities and decision-making processes.
<ul style="list-style-type: none">• To expect support in their roles as the first and foremost educators of their children.	<ul style="list-style-type: none">• To be open-minded about education and willing to listen and work towards solutions to problems
<ul style="list-style-type: none">• To regular, informative communication from the school.	<ul style="list-style-type: none">• To communicate any concerns directly with those involved
<ul style="list-style-type: none">• To expect consistent implementation of the Behaviour Support Policy.	<ul style="list-style-type: none">• To support the implementation of the school's Behaviour Support Policy.
<ul style="list-style-type: none">• To expect equity in all circumstances.	<ul style="list-style-type: none">• To acknowledge that those responsible for making decisions do so in a fair and just manner.



STAFF RIGHTS AND RESPONSIBILITIES

<i>RIGHT</i>	<i>RESPONSIBILITY</i>
<ul style="list-style-type: none"> • The right to establish the optimum learning environment i.e. (the right to teach) by requesting and expecting appropriate behaviour. 	<ul style="list-style-type: none"> • To implement suitable behaviour management and classroom management and learning strategies.
<ul style="list-style-type: none"> • To have access to appropriate professional development. 	<ul style="list-style-type: none"> • To actively engage with all professional learning opportunities.
<ul style="list-style-type: none"> • To work in a pleasant and safe environment. 	<ul style="list-style-type: none"> • To provide learning environments and experiences that are supportive of the school's policies and procedures and maintenance of a safe environment.
<ul style="list-style-type: none"> • To have active support and loyalty from peers, administration and D.C.E.O. 	<ul style="list-style-type: none"> • To be supportive of other staff members and D.C.E.O. consultants and representatives
<ul style="list-style-type: none"> • To be part of collaborative decision making at the appropriate level. 	<ul style="list-style-type: none"> • To participate in collaborative decision-making.
<ul style="list-style-type: none"> • To be supported and treated with courtesy. 	<ul style="list-style-type: none"> • To treat others with courtesy.
<ul style="list-style-type: none"> • To be recognized as a competent professional. 	<ul style="list-style-type: none"> • To act professionally at all times.
<ul style="list-style-type: none"> • To receive/access information and co-operation from parents regarding home and family situations which may affect behaviour and attitudes at school in accordance with Diocesan policies and guidelines. 	<ul style="list-style-type: none"> • To establish open lines of communication with parents, and co-operate with them to support the behaviour and learning of students. • To ensure respect and confidentiality.
<ul style="list-style-type: none"> • To work in an environment that recognizes equity in all situations. 	<ul style="list-style-type: none"> • To treat others equitably.
<ul style="list-style-type: none"> • To expect a support from parents in relation students' observance of school rules as set out in this plan. 	<ul style="list-style-type: none"> • To be aware of school plan and to be consistent in methods of upholding that plan.

SCHOOL EXPECTATIONS

***Serve God
Seek justice
Accept Responsibility
Strive for Excellence***

It is the responsibility of the St Joseph's Wandal school community to provide a safe and secure environment for each person.

At St Joseph's Wandal we endeavor to develop the whole person in an atmosphere where Christian attitudes and values are nurtured, the rights of individuals are respected, and children are encouraged to take responsibility for their actions.

Integral to our practice is a commitment to consistent and fair practices that are positive, professional and ethical.

CLASSROOM EXPECTATIONS AND RULES: GUIDELINES

Teachers may use the School Expectations as their classroom rules. If additional classroom rules are developed, they must highlight the school expectations should reflect the rights and responsibilities outlined in this plan.

Rules should be:

- Written in a positive tone – highlighting desired behaviour
- Clear and concise
- Few in number
- Easily understood by children

The number and type of rules should reflect the developmental age of students.

Students and teachers should develop the rules in collaboration at the beginning of the school year and review them regularly.

Rules should be clearly displayed in the classroom and referred to regularly.

Responsible Thinking Program

RESPONSIBLE THINKING PROGRAM

What is the purpose of St Joseph's Wandal Responsible Thinking Program?

To create a safe environment, conducive to learning, free from disruptive behaviour, where students develop the ability to become self-disciplined.

What is the basis of RTP?

RTP is based on the Perceptual Control Theory and the book Discipline for Home and School by Edward Ford. Simply stated, the Perceptual Control Theory says, "Human beings act when they are trying to control their perceptions of the world to make it conform to their internally set goals." (Ford 1997) That is, we change our actions only when we see a difference between our present situation and what we want.

What is the Responsible Thinking Process?

The goal of this process is to help children to think in such a way that their actions demonstrate respect for the rights, safety, and learning of others. In many instances people do things to get what they want but pay little attention to whom it hurts or what may happen as a result of their actions. By asking the children a series of questions, they are provided with the processes to think responsibly about what they have done and the choices they have made. Throughout the questioning process children are not being told how to act, but instead are being taught to think.

What happens when children choose to break a rule?

At St Joseph's Wandal we have school and classroom rules which are based on the belief that everyone has the right to engage in the teaching / learning process in a safe environment. When children choose to break a rule they are asked a series of questions:

- What are you doing?
- What are the rules?
- What happens when you break the rules?
- Is that what you want to happen? Or Where do you want to be now?
- What happens if you choose to disrupt again?

If a child persists in not dealing with the situation or if they disrupt again or if they choose not to follow the rules then the following questions are asked?

- What are you doing?
- What did you say would happen the next time you broke the rule?
- I see you have chosen to leave?

What happens when children choose to go to the Responsible Thinking Classroom?

The RTC is a place where children are taught how to think for themselves, deal with their problems through effective plan making and develop self-discipline.

What is a plan?

A child who chooses to go to the RTC will reflect on their behaviour and write a plan about how they intend to change their behaviour. Only when the child is ready to return to the classroom with a willingness to work within the rules are they able to return.

What happens if students choose to go to the RTC frequently?

If students choose not to follow their plan and continue to disrupt, they return to the RTC to evaluate and revise their plan. After a number of visits to the RTC an Intervention meeting may be called to assist students.

What happens when students return to class?

When students approach the classroom teacher they are given time to explain their plan and how they are going to deal with their problem should it occur again. This plan is negotiated with the teacher who can offer suggestions on alternatives to the plan. Negotiation is critical to building student – teacher relationships. Some students may need to have their plans reviewed three or four times a day – asking if they are succeeding with their plan. If the plan is not working then the plan needs to be re-negotiated.

What is an Intervention Team?

The Intervention Team meets when students make frequent visits to the RTC or refuse to write a plan within a reasonable period of time. This team may consist of the principal, parents, the students' teachers and other relevant personnel.

Parents can learn more about the Responsible Thinking Program by reading the book, Discipline for Home and School by Edward E. Ford. Information is available online at www.responsiblethinking.com



PROGRAMS

At St Joseph's Wandal School we promote effective social skills and positive relationships through the following programs:

- **Making Jesus Real:** *MJR* is not a program, but a way of life - Christ's way.
MJR is easy, you are already doing it.
MJR is a simple message, it is part of our lives, the way we live our daily lives.
<http://catholic.tas.edu.au/our-schools/school-values-education>
- **Responsible Thinking Processes (RTP)** (By Edward E Ford – based on perceptual control theory)
For children to succeed, they must believe you care, and you have confidence in their ability to solve problems. Always ask questions, in a respectful, calm, curious voice. Never punish, reward, lecture, or yell, because trying to control another doesn't work. Avoid excuses, don't ask why. www.responsiblethinking.com
- **Life Education Van:** Life Education Queensland (LEQ) is a community-based, independent organisation at the front line of positive and preventative drug and health education. Children learn to truly appreciate the wonder of the human body and therefore to treat it with respect, whether it be their own or someone else.
<http://www.lifeeducation.org.au/queensland/qld-about>
- **Performance Visits to the School:** Some shows focus on anti-bullying, cyberbullying, friendship, etc.
- **Better Behaviour, Better Learning (BBBL):** This course is for teachers who are in their first year or second year of teaching. The course covers introductory concepts associated with behaviour support and management in a school context. It also offers learners the opportunity to engage in structured online learning experiences that focus on both process and content in the topical field of behaviour in school.
- **School Counsellor:** A school counsellor is employed to work with children who have been referred by their parent/s or teacher. The school counsellor is qualified in Triple P Parenting Program and offers support to families in the community.

STRATEGIES TO RESTORE APPROPRIATE BEHAVIOUR

Our Best Practice Management Techniques
(from least intrusive to most intrusive)

1. Tactically Ignoring Behaviour
2. Waiting and Scanning
3. Proximity
4. Parallel Acknowledgment
5. After Class Chat
6. Descriptive Encouraging
7. Casual Statement or Question
8. Simple Directions
9. Rule Restatements and Reminders
10. Question and Feedback
11. Tuning-In
12. Deflection and Defusion
13. Blocking or Broken Record Technique
14. Assertive Messages



RESPONSE OPTIONS NOT AVAILABLE WITHIN THIS POLICY

1. Children excluded from the room (e.g. onto the verandah, etc.) without work or an appropriate place to go. If children choose to work on a Responsible Thinking Plan in a place other than their classroom, then a referral form must be completed. The supervisor at the destination must be informed of the impending arrival of the student.
2. Detention during eating times.
3. Corporal punishment.
4. Regular exclusion without moving to further stages or utilising other options.
5. Ridicule, sarcasm or other verbal abuse by teacher.
6. Exclusion from team sport is not an option for class or duty teacher.
7. Playground duty teachers may need to communicate observed behaviours to the class teacher, but they must not abdicate their responsibilities for following through with the students in question.
8. Detention after school.

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Please note: These stages are fluid and there are no set time frames to remain in each – students may move from one to the next, or, in the case of serious behaviour breaches, may move straight to a particular level. This is dependent on the behaviours exhibited and the individual needs of each student.

Level	Behaviours Exhibited	Possible Consequences/Action/Support	Who is Involved?
1	Expected behaviours in class and on playground	Positive reinforcement, access to all school activities	All staff members, fellow students
2	Minor disruptive or unsafe behaviour Incorrect uniform (including no hat) Minor Unsafe behaviour/play	Verbal and non-verbal cues, reminders (See Management Techniques) Two-way verbal response using Responsible Thinking Questions	Class Teacher, student
3	Additional, continued or escalated Level 2 behaviour	Responsible Thinking Plan is written. Return to classroom is negotiated with class teacher. Informal contact with parents at teacher's discretion e.g. email, phone call	Class teacher , RTP class buddy teacher, student, possibly parents
4	Additional, continued or escalated Level 3 behaviours. Behaviours may include: <ul style="list-style-type: none"> • RTP x 2 in one day • RTP x 3 in a week • Swearing • Physicality and/or exhibiting unsafe behaviours • Destruction of property • Defiance and/or Disrespect • Theft • Bullying 	Leadership Team Member or delegate is informed and holds formal interview with student. Student writes Responsible Thinking Plan. Parents must be notified, student removed from classroom / play for a nominated period of time as determined by Leadership Team Member or delegate. Negotiated return to class.	Leadership team, (Leadership Team Member or delegate to maintain record of interview), parents, student, classroom teacher, school counsellor if deemed necessary
5	Additional, continued or escalated Level 4 behaviours	Parent interview required – Individual Behaviour Support Plan may be written at the discretion of the Principal or delegate Student removed from class/playground and returns on conditions negotiated by Principal or delegate. Parents may be requested to remove child from the school for a period of time as requested by Principal.	Principal or delegate, parents, student, school counsellor if deemed necessary. Class teacher to be informed.
6	Further breaches	May result in a period of external suspension from school at the discretion of the Principal or delegate. Negotiated return to school/classroom/ playground Repeat steps in level 5	Principal, parents, Assistant Director: Schools
7	A student whose conduct is seriously or persistently contrary to the school's ethos and standards of behaviour may have his or her enrolment terminated.	Enact DCEO policy for termination of enrolment	Principal, Assistant Director: Schools, Director