

Behaviour Support and Management Policy **St Brigid's Catholic Primary School**

Policy Statement

At St. Brigid's School we emphasise the importance of the development of the whole person and the implementation of behaviour support strategies that promote the dignity of all.

The staff of St Brigid's Primary School will act promptly and firmly in a respectful way with children when their behaviour is unacceptable. They will also acknowledge children who consistently behave positively and responsibly. There will be opportunities, as required, for education of parents and teachers for development of behaviour management skills and knowledge.

Purpose

The purpose of our behaviour support plan is to:

- Enable students to be responsible for their behaviour and environment
- To promote proactive management of behaviour routines and systems to reduce the need for reactive behaviour management
- Respect others' rights to learn without undue distraction and disruption and to feel safe in class and at play.

Principles

The School accepts teaching and learning as its mission. Behaviour is simply an area where knowledge and skills need to be taught. We cannot assume that all children know the appropriate way to act in a variety of circumstances nor can we assume that they have the required social and decision making skills to make positive behavioural choices. We are charged with the responsibility to teach.

From this 'educational' paradigm there emerges an instructional distinction between discipline and a coercion or punishment driven approach.

- Discipline is defined as training designed to teach proper conduct or behaviour in accordance with rules or norms. (It does not mean that there are no consequences for inappropriate behaviour but that these consequences are partnered with teaching and learning).
- Punishment is defined as making someone suffer because they have done wrong or to give a penalty for an offence.

(Education Queensland: Schoolwide Positive Behaviour Support, 2006)

An effective behaviour support plan is therefore about teaching children the specific social skills and behaviours expected at St Brigid's School, and then giving them opportunities to practise them successfully and receive feedback. All expectations must be based on fairness, rights and responsibilities.

Misbehaviour signals a point of teaching and learning and responsibility sits with the owner of the behaviour. Logical and predictable consequences are required (as a result of breaking well known rules) in a spirit of wisdom, justice and compassion.

Guidelines

A behaviour support plan needs the same reflection that is given typical teaching:

- The preventative aspects should include clear, fundamental rules for learning respect, manners and safety based on our school rules.
- These rules should be positive where possible and few in number (4). Our four rules are:
 1. Do as the teacher asks
 2. Move safely
 3. Keep hands and feet to yourself
 4. Speak and act politely.
- Routines are the teacher's way of enhancing the smooth running of classroom life and learning. These include the way we enter (and leave, pack-up and tidy) our classrooms; how we engage in whole-class questions and discussions; appropriate seating plans; appropriate noise levels in class

learning time; how to fairly get teacher attention and support and how to play fairly in the playground.

- These sorts of routines should never be 'assumed knowledge', but rather they should be explained why they are essential, discussed with the class (from day one), positively enforced and encouraged. It is the balance of encouragement and appropriate 'enforcement' (discipline) that creates workable learning communities.
- At all levels these routines should also be actively modelled as well as taught. Having clear, positive, published rules is imperative; however rules are never enough without teaching and learning. It is the foundation and reference point for all subsequent and necessary discipline.

Our behaviour support plan also needs to address the characteristic language we will use to meet the above aims when students call out, butt in, wander, roll distractingly on the carpet etc. The language of discipline seeks to:

- Be least intrusive where possible and encourage children to choose appropriate behaviour. A 'choice' enables a 'sense of ownership of behaviour'. There are times we do need to be 'more intrusive' in our discipline. Being more intrusive doesn't mean being more hostile or mean-spirited and should never mean we are aggressive. 'More intrusive' is the ability to be assertive (unambiguously assertive) where necessary, as in situations where students put each other down or use aggressive swearing or aggressive physical behaviour.
- Be positive where possible.
- Use firm, clear, decisive, language.
(Dr Bill Rogers, 1995, Behaviour Management: A whole school approach)

Students learn through consequences and they can learn to 'own' their behaviour in ways that respect others' rights if those consequences are fair, known in advance, related to the core rights and rules, and carried through with 'certainty'.

Fair certainty of consequence is always a more powerful learning for students than intentional severity which breeds unnecessary resentment in students. Students should know in advance how consequences work in the classroom.

Implications

Key to the behaviour as part of the teaching and paradigm is a belief that in order to improve behaviour, we must first set out to improve or redesign the environment in which we all operate and adjust routines and systems to avoid instances where negative behaviour occurs. The redesign relies upon building skills and relationships, on positive approaches to behaviour management and consistency among all. This requires a commitment by all over a significant period of time (3-5 years).

Our process of renewing our behaviour support and management approach at St Brigid's School requires an analysis of the following schoolwide systems:

- Our common purpose and approach to behaviour management
- A clear set of positive expectations and behaviours (ie. a manageable set of school rules)
- A common language
- Procedures for teaching expected behaviour (modelling and programs)
- Procedures for encouraging appropriate and discouraging inappropriate behaviour (positive reinforcement working with the step program)
- Procedures for monitoring and evaluating our efforts
- Positive expectations and routines taught explicitly
- Active supervision by all staff (consistency)
- Constant reminders of expectations
- Positive reinforcement
(Education Queensland: Schoolwide Positive Behaviour Support, 2006)

Dealing with Inappropriate Behaviour

When dealing with inappropriate behaviour it is crucial to be least intrusive initially. The following table describes steps from least to most intrusive intervention strategies. Note: Best practice management techniques may be used before a child is placed on a step

Incidence of Inappropriate Behaviour	Action
First	Step 1. Time out in own classroom for 5 minutes.
Second	Step 2. Time out in own classroom for 10 minutes.
Third	Step 3. Time out in buddy classroom for 30 minutes with reflection sheet to be completed. This sheet is signed by the teacher and the principle and is then sent home to be signed by parents and returned to school the following day.
Fourth	Step 4. Time out in office for 1 hour. Parents are contacted by the leadership team.

Under usual practice a student starts each new day at the beginning of the steps. Intentional swearing or extreme verbal aggression will result in the student moving immediately to step 3. Extreme physical aggression will result in the student being moved immediately to step 4. In crisis situations, it is important for a staff member to call another staff member and/or administration staff via the internal telephone system.

If a child persistently displays undesirable behaviour they will be referred to the Administration Team. Along with the child's carers, learning support staff and specialised consultants, the Team will negotiate a plan of action which is in the best interests of the child and all members of the school community.

More lengthy suspension may be considered as an option, particularly in the absence of parental support and/or failure to meet negotiated requirements of an individualised behaviour management plan. Expulsion is the decision of the Executive Director of Brisbane Catholic Education under recommendation from the Principal.

Playground

Two factors are critical for the successful implementation of the Behaviour Management Plan in the playground:-

That ALL staff take responsibility for ALL students before and after school and during recess periods.

That ALL staff are consistent in applying the School Rules and the agreed upon practices and procedures that support them.

Break Times

The emphasis is on an incentive system whereby individuals are awarded STAR cards by staff on duty. The teachers on duty write the names of the children on their card and the students place their cards into their house box in the office once the bell for the end of play has rung.

The teacher may choose to give a rule reminder for very minor infringements. If more serious consequences are necessary, the teacher on duty fills out an office referral form and must notify the leadership team as quickly as possible. As with the classroom, incidents such as intentional swearing or extreme verbal aggression will result in the student moving immediately to step 3. Extreme physical aggression will result in the student being moved immediately to step 4.

The majority of infringements should be dealt with as soon as possible by the staff member on duty.

Children who are not wearing hats must sit or play in the designated area in the shade for the duration of recess time.

The policy includes specific behaviour management steps as outlined in the above situations:

- In the classroom
- Within the school grounds
- Eating and play areas
- School approved activities outside school.

