



## POSITIVE BEHAVIOUR SUPPORT PLAN

### 1. Mission Statement

Brisbane Catholic Education's Student Behaviour Support Policy (2012) acknowledges that a diverse range of personal, social, cultural, family, and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Catholic schools seek to develop, throughout the school community, right behaviours and respectful relationships that are infused with gospel values. The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students:

- *Quality relationships and partnerships:* fostering respectful interpersonal relationships among and between all community members
- *A commitment to justice and service:* identifying and eliminating barriers that hinder students' participation and achievement
- *Inclusive learning and teaching:* welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties
- *Formation of self-discipline and responsibility:* developing in student's qualities of self-discipline and reciprocal responsibility, as well as a social conscience
- *Effective networks of care across the community:* developing partnerships with the wider community, church groups, support services, respite care, and health services
- *Organisational structures:* establishing specific whole-school structures, processes and arrangements in order to support student formation and redirection, grievances and appeals, reconciliation, and restoration

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community.

Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting Our Lady of the Angels' Catholic Primary School to create and maintain a safe and orderly learning and teaching environment.

#### *Our Vision*

**Our Lady of the Angels' Catholic School is a welcoming, supportive community, where a love of life and learning is nurtured and celebrated within the Catholic Tradition.**

**Shine with life  
Learn with Love  
Grow with God**

#### *Our Mission Statement*

**As a Catholic community,  
inspired by the lives of Nano Nagle and St. Francis,  
we empower and celebrate all as lifelong learners and leaders.**

**We embrace joy, service and respect by shining with life,  
learning with love and growing with God.**

## 2. Profile of Our Lady of the Angels' School

Our Lady of the Angels' Catholic Primary School is a Prep- Year 6 school, with 572 students currently enrolled. Located in the Brisbane Central area, we have a large cross-cultural mix, and respond to that by involving all parents in our school community.

Our dedicated staff includes; 42 teaching staff (includes specialist teachers, support teachers and members of the leadership team), 23 school officers, and a Guidance Counsellor.

Our Lady of the Angels' School offers the latest in teaching and learning, technology, extra-curricular activity, and the benefits of being a high quality inclusive Catholic school. We offer our students a rounded education that encourages personal growth based on Christian values. We advance students to develop a knowledge of other cultures, languages and environmental and social issues. We encourage our students to participate as fully as they can in the life of the school. Our Mission Statement proclaims that we offer a program that seeks to empower and celebrate all as lifelong learners and leaders who are inspired by the lives of Nano Nagle and St Francis. As a Catholic school, we also strive to deepen the understanding of, and nurture a relationship with God, through an extensive Religious Education program and community worship opportunities based on the Catholic traditions.

## 3. Consultation and data review

Our Lady of the Angels' Catholic Primary School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our School Pastoral Board, Parents & Friends and distribution of the draft plan for comment and review to whole school community and small groups. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan is endorsed by the Principal, school staff and the Area Supervisor, and will be reviewed at least every 5 years.

## 4. Beliefs about learning and behavior

*"Whoever welcomes this little child in my name welcomes me; and whoever welcomes me welcomes the one who sent me. For it is the one who is least among you all who is the greatest."* Luke 9: 48

At OLA, as members of a Christian community, we strive to *"Shine with life; Learn with love; Grow with God"* by showing love and respect for ourselves and for each other.

Our beliefs about student behaviour and learning unify and inform us in implementing proactive practices and interactions with others in a safe and supportive environment.

Personal and Social Capabilities are identified within the Australian Curriculum as an essential element required of all young Australians to become successful learners, confident and creative individuals and active and informed citizens. Enhancement of these capabilities inform staff in their decision making regarding the teaching of social skills.

Effective Learning and Teaching should be based on the principles of consistency, equity, engagement and empowerment. This starts in the classroom with each individual student.

At OLA we believe quality learning outcomes value:

- School as pivotal in promoting intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Australians [Melbourne Declaration]
- A safe and supportive classroom environment where students, parents and teachers communicate effectively to develop positive relationships
- Visible learning opportunities to engage and empower students by providing authentic and timely feedback, promoting a positive growth mindset
- High expectations for learning and teaching, encouraging all to achieve to the best of their potential
- Positive approaches to develop student self-discipline
- The 5 OLA Attributes of Learning: - Being Creative, Reflective, Collaborative, Persistent and Self- Directed

All members of our OLA School Community are supported in developing their own responsibility for their growth as a person. As a way of life Jesus is our mentor, and we are reflected in the image of God to all those people around us.

***“Then God said, “Let us make humankind in our image, according to our likeness” Gen 1: 26***

We are His representatives and our actions should reflect His values. Jesus made the comment that we are part of His family and that the ways we treat ourselves and others should be reflective of the way we would treat Jesus.

***“Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.” Matt 25:40***

***At OLA every student has the right to feel safe, and the responsibility to ensure that all others feel safe and secure.***

It is this understanding that students accept responsibility both for their own behaviour and for the natural and logical consequences that flow from it.

The overall responsibility for maintaining and promoting positive behaviours in the school is shared between students, parents and staff. All parties should reflect a co-operative spirit marked by mutual respect in communication promoting the positive behaviour process.

To achieve mutual obligation, an environment is created within the classroom and play areas through unpacking all elements of the OLA Hi-5 at the beginning of each year and consistently reflected and reinforced throughout the year, promoting inclusion, encouragement and consistency.

This provides a common and consistent language for individuals, groups, class and whole school discussion of what each element ‘Looks like, Sounds like, Feels like’ in the classroom and in the playground. School Assembly provides opportunities for a whole school discussion, identifying one element of the OLA Hi-5, twice each term.

By being **Responsible, Friendly, Safe, Healthy and Proud**, students and staff model positive and engaged citizenship within our faith-filled learning community.

## THE OLA HI-FIVE

<b>Be Friendly</b>	<ul style="list-style-type: none"> <li>Let others join in – be welcoming</li> <li>Assist anyone in need</li> <li>Speak politely at all times, using manners</li> <li>Celebrate the efforts and achievements of all</li> <li>Treat all people how you, yourself would like to be treated</li> <li>Greet, Treat and Speak with respect at all times</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Act on what being safe '<i>Looks like, Sounds like, Feels like</i>' in the classroom and in the playground so as to ensure our own safety and the safety of others</li> <li>Be in the right place at the right time</li> <li>Look after property respectfully</li> <li>Be stranger aware</li> <li>Remember your safety network</li> <li>Every student has the right to feel safe both at home and at school</li> <li>Keep hands and feet to yourself</li> <li>Keeping in boundaries</li> <li>Maintain a neat and tidy school environment</li> </ul>
<b>Be Healthy</b>	<ul style="list-style-type: none"> <li>Choose to eat healthy foods and to exercise regularly.</li> <li>Keep 'myself to myself'</li> <li>Be positive and have a go at all physical activities which may present themselves at OLA</li> <li>Get active and keep your body moving, especially at Break Times</li> <li>Be sun-smart "Slip, slop, slap" (wear your hat at all times)</li> <li>Drink lots of water to keep your fluids up</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Look after all property</li> <li>Take care of the environment- be responsible with your rubbish</li> <li>Represent our school responsibly</li> <li>Look after and care for our own belongings</li> <li>By being a caring member of our school community</li> <li>Wear the correct school uniform</li> <li>Recognise and respect that we are all here to learn</li> <li>Being organised with the materials required for learning</li> </ul>
<b>Be Proud</b>	<ul style="list-style-type: none"> <li>Set a good example for others especially Year 6 students as a Role Model</li> <li>Maintain a neat and tidy appearance, wearing correct school uniform</li> <li>Work to our best ability in a collaborative, positive and respectful manner</li> <li>Actively participating in all class / school activities.</li> <li>Be proud of ourselves</li> </ul>

## 5. Roles, rights and responsibilities of school community members

### Rights and Responsibilities of our School Community

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

<i>At Our Lady of the Angels' we ...</i>	<b>Students</b>	<b>Parents</b>	<b>Staff</b>
<i>Have a right to:</i>	<ul style="list-style-type: none"> <li>• learn in a safe and secure environment, without intimidation, bullying (including cyber-bullying) or harassment, and being able to fully develop our talents, interests and ambition</li> <li>• participate fully in the school's educational program</li> <li>• feel safe and valued</li> </ul>	<ul style="list-style-type: none"> <li>• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> <li>• support teachers in their decision making</li> <li>• be informed on matters relating to their child's school that affects behaviour and learning</li> <li>• feel supported and valued</li> </ul>	<ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and cooperative environment</li> <li>• be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> <li>• feel safe and supported</li> </ul>
<i>Have a responsibility to:</i>	<ul style="list-style-type: none"> <li>• participate fully in the school's educational program and attend school regularly</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community</li> <li>• demonstrate respect for the rights of others, including the right to learn. They will contribute to an engaging educational experience for themselves and other students</li> <li>• take greater responsibility for their own learning and participation as members of the whole school community as they progress through school. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and</li> <li>• manage resources to achieve these goals</li> <li>• display pride in being an active member of the OLA community through our dress, actions and words.</li> <li>• respect and co-operate with teachers, other students and parents and community members</li> </ul>	<ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours</li> <li>• ensure their child's regular attendance at school</li> <li>• engage in regular and constructive communication with school staff regarding their child's learning and relevant family information</li> <li>• support the school in maintaining a safe and respectful learning environment for all students</li> <li>• provide students with all they need for learning</li> <li>• set child/ren up for success by providing healthy food for lunches and snacks</li> <li>• respect teachers, other students and parents and community members</li> <li>• reinforce manners and expected/not expected behaviours at home</li> </ul>	<ul style="list-style-type: none"> <li>• implement the Whole School Behaviour Support Plan consistently and equitably through the engagement and empowerment of students using the Hi-Five</li> <li>• know how students learn and how to teach them effectively</li> <li>• know the content they teach</li> <li>• know their students and provide targeted or individual supports to assist students to demonstrate behaviours for learning</li> <li>• plan and assess for effective learning</li> <li>• create and maintain a safe, challenging &amp; supportive learning environment</li> <li>• use a range of teaching strategies and resources to engage students in effective learning</li> <li>• communicate regularly with parents about their child's progress or matters of concern</li> <li>• respect students, fellow colleagues, parents and community members</li> </ul>

## 6. Our Lady of the Angels' approach to facilitating standards of positive behaviour and responding to minor or major unproductive behaviours for learning:

At OLA our goal is to develop self-disciplined and self-directed learners. Students need to develop an understanding that their actions and behaviours have consequences, as they learn about expectations of the HI-5 in the classroom and playground and development of personal and social capabilities as identified in the Australian Curriculum. They are responsible for the choices they make and they need to own and accept the subsequent consequences.

All Staff and Parents have a duty to guide, support and direct our students, so that their self-concept, dignity and sense of belonging can develop positively within the School Community and '**Shine with life; Learn with Love; Grow with God**' is lived out in the daily practices of all in the School Community.

An important part of this process is the implementation of Restorative Justice, which is developed on a philosophy that focuses on building, maintaining and valuing relationships within a school community. It is about building communities of care around individuals while not condoning harmful behaviour – in other words holding individuals accountable for their actions but focusing upon repairing and strengthening relationships.

Restorative practices involve direct participation of both the student that was harmed and the student doing harm. The student that was harmed has an opportunity to have a say in how the situation will be resolved and student doing harm, get a full understanding of the consequences of their actions.

***As a Christian Community, our emphasis will be upon fostering forgiveness and peacemaking. This also means students finding forgiveness and peace within themselves.***

### a. Establishing Behaviour Expectations

At Our Lady of the Angels' there are many ways that staff establish the behaviour expectations of our students, including:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Display photos of positive behaviours
- Display the school and classroom rules clearly
- Using explanations of the school and classroom rules i.e. what do they look like, sound like, and feel like
- Using appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or student with needs
- Using effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year
- Promoting the responsible use of digital technologies through Digital Citizenship. This is reinforced by each student and parent signing OLA's Acceptable ***Use of Digital Resources and Internet Form*** annually

## SUPPORT FOR INAPPROPRIATE BEHAVIOUR

Despite ongoing modelling and encouragement of positive behaviour, students do make errors in judgement and poor choices. At OLA, students will be supported to modify and correct their behaviour.

Staff are encouraged to utilise a '*least intrusive*' approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions.

Least intrusive to most intrusive strategies utilised by OLA Staff in correcting student behaviour include the following, in order of level of intrusion:

<ul style="list-style-type: none"> <li>• tactical ignoring</li> <li>• selective attending</li> <li>• proximity</li> <li>• body language encouraging</li> <li>• waiting and scanning</li> <li>• pause in talk</li> <li>• cueing (verbal/non-verbal/parallel)</li> <li>• descriptive encouraging</li> <li>• non-verbal redirection (eg flashcards/private signals)</li> <li>• distraction/diversion</li> <li>• non-verbal directional action (bell/whistle/clapping)</li> <li>• oral directional phrase (eg 1-2-3, eyes on me)</li> <li>• curriculum redirection</li> <li>• calling the student's name</li> </ul>	<ul style="list-style-type: none"> <li>• questioning to re-direct (eg rule questions)</li> <li>• individual close talk</li> <li>• verbal redirection – directive question</li> <li>• verbal redirection – directive statement</li> <li>• give choices (incorporating consequences)</li> <li>• state logical consequence</li> <li>• follow through – enforce consequences</li> <li>• move student in room/playground</li> <li>• move student to reflection/time-out area/buddy class</li> <li>• remove student from classroom/playground</li> <li>• have third party remove student from classroom/playground</li> <li>• remove rest of class from room/ area</li> </ul>
---	---

The use of *Non-Emotive Behaviour questions* to redirect student behaviour will be used by staff at OLA.

***What are you doing?***

***Which Hi-Five Rule should you be following now?***

***What should you be doing?***

***What should this look like, sound like and feel like?***

## Positive School Culture

Every week, our school community gathers together for *Sacred Time* and *Whole School Assembly*. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, Hi-Five reminders with fortnightly focuses on individual elements and by raising awareness of current school events.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Praise/encouragement (verbal/non-verbal/written)
- Class rewards systems (individual/group goal-setting)
- Public display of work (classroom, library, LIFE Class Pages)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (assessments/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Articles in *Our Lady of the Angels' Newsletter* – fortnightly electronic publication

At OLA we promote our Positive Behaviour Support Plan to model, encourage and affirm positive behaviour.

<p><b>Beaut Behaviour Award</b></p> <p>This is a fun, random ticket reward system that acknowledges positive Hi-5 behaviours in the playground.</p>	<ul style="list-style-type: none"> <li>• Acknowledges achievements made by students in the play areas</li> <li>• Class Teachers collect the Beaut Behaviour tickets</li> <li>• All tickets in the draw are to be collected on Friday at midday by student leaders. The draw will occur at assembly on Monday afternoon.</li> <li>• Each ticket receives one point towards their house colour.</li> <li>• 5 students from Prep-2 and 3-6 are drawn from the box and given a <b>Beaut Behaviour Award</b>.</li> </ul>
<p><b>Let Your Light Shine Award</b></p> <p>We believe that members of our community contribute in extraordinary ways to mission and service. These members are recognised and celebrated during Assembly. They also meet with Principal for a Special Morning Tea at the end of each term.</p> <p><b>Let Your Light Shine Award</b> Is based on the Presentation Values of : <i>Hospitality, Justice and Simplicity</i></p>	<ul style="list-style-type: none"> <li>• Acknowledges extraordinary and outstanding achievements made by students in mission and service.</li> <li>• Staff forward names of students and their contribution to mission/service to Admin team to prepare the Award.</li> <li>• These awards will be presented at the end of Term Assembly indicating the focus of the extraordinary action.</li> </ul>
<p><b>Weekly Class Awards based on the HI-Five</b></p> <p>We believe that every child is worthy of receiving a Hi-Five Weekly Award to celebrate and acknowledge the way they have actioned the HI-Five in the classroom.</p> <p style="text-align: center;"><i>Be Friendly Be Safe Be Healthy Be Responsible Be Proud</i></p>	<p>Classroom Teacher would select a student who has demonstrated one of the HI-Five's and highlight the action of the Hi-Five on the Award.</p> <ul style="list-style-type: none"> <li>• <b>One child from every class each week is to be awarded a Hi-Five Award on assembly.</b></li> <li>• <b>All awards</b> are to be filled in by <b>Friday end of Break 2</b> and placed in basket in School Office.</li> </ul>

## 7. Inappropriate Behaviour

### INTERVENTION STRATEGIES

At OLA a development of sequential steps, based on the work of a modified William Glasser and Bill Rogers approach to Behaviour Management is used to address inappropriate behaviour.

In order to produce good behaviour in a school, Glasser believes that five basic elements must exist:-

**School must be a good place; students must know the behaviour expectations; these should make sense; students participate in their development and know the consequences of not following them.**

These “steps” provide a process that allows the teacher to plan ahead and to take consistent and decisive action if problems arise.

The steps outlined below move from least intrusive to most intrusive.

Steps 1-4 are instigated by the class teacher on an informal basis as required. If a student [who has been given ample time to be informed, to understand what is inappropriate or unacceptable] continues to be uncooperative, the formal process is initiated by the teacher.

**Within the classroom context, an explicit and whole school approach to a four step behaviour management process will be evident in all classes at OLA following Hi-Five:**

#### *Classroom Steps Process*

*These steps are the agreed school-wide approach to behaviour management used in conjunction with other teacher response option:*

***Before Step 1, teachers would have reminded the student of the Hi-Five they are not following.***

- Teacher speaks to the student/s about the inappropriate behaviour choice and warns about the consequence if the behaviour continues.
- Name the rule that is broken
- Questions to ask student:

***What are you doing?***

***Which Hi-Five Rule should you be following now?***

***What should you be doing?***

***What should this look like, sound like and feel like?***

**Staff move to the STEP PROCESS when ‘least intrusive’ strategies have been followed and implemented.**

STEPS	PROCESS	CONSEQUENCES – Classroom	CONSEQUENCES Playground
Step 1.	Re-Stating Rule	Give student ‘take up’ time to follow the teacher directions. Say what you have to say and then leave expecting that your direction will be adhered to and they have a sense of shared responsibility to follow the direction.	Same as Classroom
Step 2.	Re-position in Classroom	Move student to a different position within class. Student still expected to participate as part of class. Inform student of what will happen at Step 3 but ensure that there is little or no discussion with student.	Reposition in Playground for 5-10 mins in a position in sight of Teacher on Duty.
Step 3.	Time Out in Classroom	This behaviour should be <b>documented by the teacher</b> in <b>Student Behaviour Support System</b> . Ask the student what inappropriate behaviour they were engaging in, and discuss what they could have done and what they need to do to fix their behaviour. Student moves to <b>designated ‘Time Out’ space</b> in classroom and completes a <b>Reflection Sheet (use designated age-appropriate ones in Appendices)</b> The student is only re-admitted with the rest of the class if the teacher is satisfied with the <i>Reflection Sheet</i> and if any set work has been followed through and completed. <b>Behaviour Notification</b> given to parents. Any work missed must be negotiated with Class teacher and completed by student’s in own time.	Stay with Teacher on Duty Write up on in <b>Student Behaviour Support System</b> . Let Class Teacher know. Parent notification when student has accumulated 2 Behaviour Reports.
Step 4.	<b>We must work it out – ACTION PLAN</b>	Say, and mean, " <b>We have to work it out.</b> " The behaviour cannot continue; <b>A Reflection Form:</b> re- look at by the student to discuss with Class Teacher - the teacher and student must reach a solution, through negotiation and develop an Action Plan.	Remove to Office Admin to follow through A meeting is arranged with Parents Playground Plan with Class Teacher and Admin developed
Step 5.	<b>Withdraw to Administration</b>	Any student who further misbehaves and escalates in classroom, is referred to Administration. Admin will speak with the student, and if they are compliant and settled, will keep them in the Office area to complete their Behaviour Form & Classroom Re-entry Form. If the student remains non-compliant or unsettled, the parent is phoned Documentation by Admin that a student has been in the Office will occur and a letter sent home to parents. See below for further detail.	

## 8. Behaviour Support for Individual Student Needs

At Our Lady of the Angels' we believe that everyone is entitled to be treated with respect and encouraged to develop their full potential. Therefore, the individual circumstances of each case will be taken into account when deciding upon and applying consequences not only towards the correction of inappropriate behaviour in the classroom or playground, but also towards acknowledgement of student achievement and the intervention strategies introduced for chronic behaviour issues. This belief reflects the philosophy of the Our Lady of the Angels' community and is done in light of the Vision and Mission Statement.

Our Lady of the Angels' staff recognise that students are individuals and have individualised needs, relating to factors such as ability and disability, socio-economic status, race and culture. Staff identify that behaviour is dynamic and contextual, and is influenced by a range of diverse personal and systemic factors intrinsic and external to the school setting.

Teachers and support staff are able to ensure that behaviour support processes in the school cater for the individual circumstances of the student and situation through:

- the development and maintenance of positive and collaborative relationships with students, fellow staff, parents and school support personnel;
- the careful assessment of the behaviour situation, including gathering of relevant information, before taking action; and
- the application of non-emotive, systematic and logical correction and intervention strategies.

If a student requires individualised, explicit behaviour support at Our Lady of the Angels' School, we have a variety of strategies that teachers can access to support behaviour management and positive behaviour choices, including:

- Individual Behaviour Plan that targets specific behaviours
- Support for the classroom teacher to implement individual behaviour plans which may include time for resource making, one on one time with the student involved or explicit teaching of behaviours for small groups of students
- Teacher self-care and coping strategies are in place with support from buddy class teacher or team teachers
- CAT Kit tools and least intrusive to most intrusive strategies as outlined on page 7
- School Officer assistance and support to make helpful resources
- Learning Support assistance and / or testing
- Guidance Counsellor assistance and / or referrals
- Meeting with parents on a regular basis to keep open lines of communication
- Communication book or regular contact with parents
- Communicating as a class about the needs of individual students and positive supporting behaviours

*When a student's behaviour is persistently disruptive and classroom strategies are not helping to improve the behaviour, then a shared and more formal approach to the problem is essential. In these instances, the principal or member of the school support team will work with the teacher to assist the student in solving the problem.*

At OLA we implement a Restorative Practices approach to encourage engagement, and build pride, respect and responsibility in each individual student. This is extended to the classroom and is the basis for respectful communication, relationships and how to respond to behavioural issues.

Restorative Practices allows classroom and playground incidents/disruptions to be dealt with in a manner which:

- Allows students to understand what they have done wrong
- Gives them ownership of the problems created
- Acknowledges children will make mistakes
- Allows for a desirable way to solve problems
- Gives them a chance to fix things with support
- Leaves their dignity intact and respects them as people

We believe a fair process is one that allows students:

- A chance to be heard
- An opportunity to right wrongs
- Support for those affected
- A chance to learn from experiences
- Shared accountability and responsibility
- Engagement and empowerment
- To feel harmony has been restored

Should the student continue to choose to do the wrong thing and Steps 1,2, 3 & 4 have been used, the student is referred to the principal (or members of the school support team) for Step 5.

## Step Five - Withdrawal from Class

Any child who refuses to go to a withdrawal area or who misbehaves in the withdrawal area, is referred to the school leadership team. A leadership team member will speak with the child, and if they are compliant and settled, will escort them to the school administration area to complete their Classroom Re-entry form.

If the student remains non-compliant or unsettled, the **parent is phoned** and given the following options:

- speak to their child on the phone
- let the school handle the situation
- withdraw the child for the rest of the day to calm and reflect.

Documentation by administration that a child has been in the school administration area will occur and **a letter sent home to parents**, at the discretion of the leadership team member (see Resource Booklet). If a child is sent to the school administration area more than three times in a term, **a formal meeting with parents**, class teacher and the Principal, APA or APRE will occur.

As a Catholic school community we acknowledge that corporal punishment is expressly prohibited in all Brisbane Catholic Education schools.

If a student's behaviour results in significant unsafe and / or unacceptable words or actions (which may, for example, compromises the safety of themselves or others), part of the school support process will involve the teacher concerned completing an *Internal Incident Report* (see Resource Booklet) following discussion with a member of the school leadership team.

### **Strategies for Re-entry to the Classroom**

If a student has been given time out from his/her classroom at Our Lady of the Angels' School, we have re-entry strategies in place to allow the student to successfully re-enter the class.

The following are positive re-entry strategies:

- Teacher and student to talk together to discuss the incident and reflect on alternate, positive behaviour choices when the student returns to the class.
- Apology or restorative process for students involved in a behaviour incident
- Student asks permission for re-entry before coming back into the classroom
- Cool down time for all involved is important
- Praise positive behaviours after re-entry
- Student starts afresh after re-entry to try to make positive behaviour choices to stay in the class
- Prepare other students for the re-entry of a student through a discussion or class meeting

This process may involve a third person i.e. learning support, teacher aide or administration for additional re-entry support and keep documentation of the incident if required.

*If a child's behaviour adversely affects the growth and development of the other members of the school community, the Principal may consider suspension.*

### **INTERNAL SUSPENSION**

Suspension is the temporary, full-time or part-time withdrawal of a student's right to participate in class and/or school activities. Students will be suspended only

- After all the appropriate steps to modify the student's negative behaviour have been exhausted.
- All appropriate support personnel available, within the school system have been involved eg. Guidance officer, administration team.
- Discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour.
- Records of all actions taken are recorded in school files.
- A negotiation process for the student's re-entry to class, based on the student achieving some explicit goals related to improved behaviour, will be undertaken.
- A member of the Administration team as delegated may suspend where behaviour includes:
- Persistent non-compliance – Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended.
- Persistent disruption – Students who persistently disrupt and prevent the learning and teaching of others may be suspended.

### **EXTERNAL SUSPENSION**

If the Principal and Administration team are satisfied that a student has behaved in an unacceptable manner, or whose attendance poses an unacceptable risk to a member/members of the school community, an external suspension may be imposed. Parents/caregivers have responsibility for their child while they are under external suspension. As part of the re-entry process the Principal or authorized delegate will convene a meeting with the student and parents/caregivers to devise a mutually-acceptable plan, conditions and followup evaluation for the student.

## 9. Crisis Management

In the case of a crisis or major behaviour incident, teachers are required to have a plan to follow to assist managing the situation. This plan must take into consideration:

- the safety of the students and the teacher(s)
- the physical environment of the classroom or learning area
- the emotional well-being of all involved
- support teacher, learning support or administration able to assist ways for all involved to remain calm
- debriefing of crisis or major behaviour incident for all involved

At Our Lady of the Angels' School we can use the school phone system to give a signal or call for assistance in a crisis or critical behaviour incident. In this instance it may be necessary to use a *Nonviolent Crisis Intervention Strategy*. This is a safe, non-harmful behaviour management system designed to help professionals provide the best possible care, welfare, safety and security of disruptive, assaultive, and out of control individuals even during their most violent moments. All staff will further be offered the opportunity to participate in the first part of the *Nonviolent Crisis Intervention* program, which focuses on proactive approaches to support positive behaviour and prevent or redirect unacceptable behaviour. In addition to this, a number of school officers, teachers and members of the school leadership team will maintain their accreditation with the second aspect of *Nonviolent Crisis Intervention* which supports safe, non-harmful behaviour intervention

## 10. Staff Professional Learning

Ongoing professional learning for both teachers and school officer's is considered an important part in assisting staff in developing the necessary confidence and competence to effectively enact behaviour support at Our Lady of the Angels' School, both individually and collectively. The program for such professional learning will include, for teachers and school officers newly appointed to the school community:

- initial induction to the *Positive Behaviour Support Plan*, ideally at orientation but no later than within the first two months of commencement at the school.
- follow up induction within the context of Mentor / Mentee meetings, with staff provided with the opportunity to revisit the plan, in light of their first few months of engagement at the school.

## 11. Support Mechanisms

In addition to the support provided to staff within the school by both the school Leadership Team and the Guidance Counsellor, together with professional learning opportunities staff are encouraged to access the *Student Behaviour Support Portal* through the K-Web:

<https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Student%20Behaviour%20Support/Pages/default.aspx>

This site contains information about approaches, training opportunities and best practice from schools.

## 12. Use of Data

Gathering data collected by school staff and using this to inform, potentially modify and evaluate the effectiveness of this Behaviour Support Plan and student behaviour is considered to be important in enacting this plan. Key elements of such data collection include the *Playground Incident Reports* (in Blue Playground Folder), and the associated *Summary of Playground Incident Reports* (refer to Appendix Documents), together with information collected from *Internal Incident Reports* (refer to Appendix Documents). School leadership are called to, at a minimum, annually review this data and use it in making planning decisions.

***All incidents are dealt with, and follow one of the above processes. We ask that families trust the school's professionalism and understand that it is a priority to maintain student confidentiality. The steps the school takes to address a student's individual behaviour will not be made public.***

## 13. Appeals

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents, or students living independently, may appeal a suspension longer than three days to the Area Supervisor. Parents or students living independently may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options to respond will be considered if a written appeal is not possible.

Appeals should be made to:

- The Principal of the school about a decision to suspend a student for less than three days
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school,
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).