

BEHAVIOUR SUPPORT GUIDELINES

St Joseph's Catholic Primary School Wandal



OUR VISION

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.

OUR MISSION

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)

At St Joseph's Wandal we value the relationships that we foster in a rich and caring learning environment. We support all community members to:

- develop a close relationship with Jesus
- demonstrate a deep concern and respect for others
- act with hope and love
- grow our community of faith
- learn and develop in an atmosphere of acceptance and justice
- see learning as a journey that is life long
- celebrate the steps, large and small, that are made along the journey
- accept responsibility for maintaining a focus on personal excellence
- look to the future with a sense of optimism
- engage with rich learning tasks creatively, posing solutions to deep questions

LEARNING COMMUNITIES

At SJW we believe that we are a community of learning. The staff are a professional learning community, and meet weekly to share their learning during PLCs. Our students, with the support of staff, a learning communities that work together to learn through engaging with meaningful and challenging tasks.

STRIVING FOR EXCELLENCE

At SJW we believe that striving for excellence means we expect the best of ourselves and others. It also means we support each other to achieve this.

SEEKING JUSTICE

At SJW we believe that seeking justice means that we put others before ourselves and we empower others to achieve.

ACCEPTING RESPONSIBILITY

At SJW we believe that striving for excellence accepting responsibility means that we all have to take an active role in our learning community, working together and being accountable for our own choices and behaviours.



CONNECTEDNESS

At SJW we believe that we are all 'in this together'. We grow and learn as a community that supports each other, and celebrates the successes of each other.

RESPONSIBLE THINKING PROGRAM

We want our learners to be self-disciplined and have the opportunity to learn and grow in a safe environment that is conducive to learning and free from disruptive behaviour.

One way we achieve this is through the Responsible Thinking program. RTP is based on the Perceptual Control Theory and the book 'Discipline for Home and School' by Edward Ford. 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).



We want to support our learners to think and act in a way that shows respect for the rights, safety, and learning of others. When students need help to live out our school expectations, we encourage learners to think about their own behaviour and how that may impact others. In order to do this, we ask a series of questions. This is the basis of RTP.

- 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/statements are used:

- What are you doing?
- What did you say would happen the next time you broke the rule?
- I see you have chosen to reflect on your behaviour and write a plan

The second time a student is questioned, they choose to complete a plan in their Responsible Thinking Classroom (RTC). 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.

The plan is about reflecting on the behaviour and how they intend to meet the school expectations in future. The student then returns to class and discusses the plan with their teacher, who may offer suggestions or alternatives to the plan.

SCHOOL EXPECTATIONS

Serve God

Seek Justice

**Accept
Responsibility**

**Strive for
Excellence**



Sometimes students need more support. An intervention team may be required to support this learner. This team may consist of the principal, parents, the student's teachers and other relevant personnel.

Parents can learn more about the Responsible Thinking Program at www.responsiblethinking.com

RESOURCES

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>

Incursions: Tours, presentations and visiting speakers: Many focus on anti-bullying, cyberbullying, friendship, etc.

School Counsellor: A school counsellor is employed to work with children who have been referred by their parent/s or teacher.

Triple P – Positive Parenting Program: Our school counsellor is a qualified Triple P coach offering this free support program for parents and carers of children up to the age of sixteen.

Daniel Morcombe Child Safety Curriculum: Education, protection and support for children to be safe from risk and harm. <https://danielmorcombe.com.au/keeping-kids-safe-resources/>

Catholic Education Diocese of Rockhampton Mental Health and Wellbeing Policy: <https://drive.google.com/file/d/1WuVxTr8zpZSUyKLezDZnuhJP-rFw59J9/view>

United Nations Convention on the Rights of the Child: https://www.napcan.org.au/wp-content/uploads/2020/02/NAPCAN_rights-of-the-child-poster_0614-1.pdf

Student Mental Health and Wellbeing Framework: <https://sites.google.com/rok.catholic.edu.au/ceowellbeing2020/home>

St Joseph's Wandal Teaching and Learning Framework : <https://drive.google.com/file/d/1BJlBpJjY8YOHM1Xx62syeHs4dU47hx/view>



**Serve God,
Seek justice,
Accept responsibility and
Strive for excellence.**

BEHAVIOUR SUPPORT PROCESS

Level	Behaviours Exhibited	Possible Consequences/Action/Support	Who is Involved?
1	School expectations being exhibited	Positive reinforcement, access to all school activities	All community members
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: <ul style="list-style-type: none"> • What are you doing? • What should you be doing? • What will happen if you choose this behaviour again? 	Teacher, student
3	Additional, continued, or escalated Level 2 behaviour	Student chooses to write a Responsible Thinking Plan. Return to classroom is negotiated with class teacher. Informal contact with parents/caregivers at teacher's discretion.	Teacher, RTP class buddy teacher, student, possibly parents/caregivers
4	Additional, continued, or escalated Level 3 behaviours. Behaviours may include: <ul style="list-style-type: none"> • 2 Plans in one day • 3 Plans in one week • Swearing • Physicality and/or exhibiting unsafe behaviours • Destruction of property • Defiance and/or Disrespect • Theft • Bullying behaviours (including Cyberbullying) • Inappropriate use of technology and/or devices 	Leadership Team Member or delegate is informed and holds formal interview with student. Student writes Responsible Thinking Plan. Parents/caregivers 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 on Teacher Kiosk), parents/caregivers, student, classroom teacher, school counsellor if deemed necessary



5	Additional, continued, or escalated Level 4 behaviours	<p>Parent/Caregivers interview required – Individual Behaviour Support Plan may be written at the discretion of the Principal or delegate</p> <p>Student removed from class/playground and returns on conditions negotiated by Principal or delegate.</p> <p>Parents/Caregivers may be requested to remove child from the school for a period of time as requested by Principal.</p>	<p>Principal or delegate, parents/caregivers, student.</p> <p>School counsellor to meet with family</p> <p>Class teacher to be informed.</p>
6	Further breaches	<p>May result in a period of external suspension from school at the discretion of the Principal or delegate.</p> <p>Negotiated return to school/classroom/ playground</p> <p>Repeat steps in level 5</p>	<p>Principal, parents, Assistant Director: Schools</p> <p>School counsellor to meet with family</p>
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.	<p>Enact CEDR policy for termination of enrolment</p> <p>https://www.rok.catholic.edu.au/about-us/policies-publications/</p>	<p>Principal, Assistant Director: Schools, Director</p>

NB: 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.