**Behavioural Support Policy: A Planned Approach for Recognising and Responding to Behaviour**

Rationale:

Effective schools collaboratively develop and implement fair and respectful whole-school behaviour management and support systems based on pro-social values, social competencies and positive relationships. A Behaviour Support Policy details behaviour management guidelines that clearly articulate positive behaviour expectations, support systems and responses in order to create learning environments in which all students are included and feel safe and supported (CECV Positive Behaviour Guidelines 2018)

# Beliefs:

### At Corpus Christi Primary School, we believe that effective teachers:-

* Have a positive, planned and consistent approach to supporting student behaviour
* Have high expectations
* Have clear, set and predictable routines
* Teach and model appropriate behaviour

*We believe that we all have the right:*

* To feel safe and be safe
* To learn
* To be respected for who we are and for what we have to offer
* To be part of a happy and peaceful school
* To work and play in a clean, comfortable environment

### Our school’s Behaviour Matrix, as developed by students in consultation with staff, outlines the type of behaviours we expect from each other.

It is understood then that:

* Teachers have the responsibility to establish these Expected Behaviours from the commencement of the year
* Students have the responsibility to consistently adhere to these behavioural expectations
* Teachers have the right and responsibility to ask for assistance from other teachers, parents and/or administration staff when support is needed in managing the behaviour of students
* Students have the right to have teachers who set firm and consistent boundaries
* Students have the right to teachers who set consistent routines and structures
* Students have the right to receive consistent, positive feedback
* Students have the right to know what behaviours to engage in so that they may succeed at school and interact positively
* Students have the right to be taught how to manage their own behaviour so that they can make independent, responsible choices.

# Guidelines for Action:

In order to create an optimal environment in which students feel emotionally and physically safe, consistent routines (and structures) along with classroom and playground expected behaviour will be established. This plan is displayed in classrooms and communicated to parents.

### The plan consists of three parts:

1. Behavioural Expectations that we must all adhere to
2. Positive recognition and feedback that students will receive for adhering to these expected behaviours
3. Hierarchy of Consequences that are applied when students choose to behave inappropriately

*In order to make the plan work:*

* Our Behavioural Expectation Matrix is clearly posted in all classrooms for easy and instant reference
* Behavioural expectations (and routines) are clearly articulated at the beginning of each year
* Students are explicitly taught these behavioural expectations as part of the curriculum throughout the year
* Students own these behavioural expectations
* Feedback is provided to recognise/reward positive behaviour, and/or encourage appropriate behaviour to motivate students

*Positive Reinforcement needs to be:*

* Specific feedback about appropriate behaviour
* Age appropriate
* Meaningful to each child
* Planned

Tangible rewards and/or special privileges are applied in recognition of expected positive and responsible behaviours.

Classroom

As well as the normal ‘redirecting’ techniques employed in the classroom, a consequential hierarchy will apply when students choose to behave opposite to what is expected:

1st time: Redirection: ‘the look’, gesture, name, signal, etc, or separation/movement (i.e. child moved away from the group but must still perform the designated task)

2nd time: Formal warning: Name! You need to… or the next step will be Time Out! (Spell out the choice)

3rd time: Time Out with a Behavioural Reflection sheet. Teacher may scribe for the child

(at all year levels) because this is not a writing task and some children do not have the literacy skills in place as yet. Behavioural Reflection sheet is signed by Principal/Deputy Principal and taken home by the child to be signed (and returned) by the parent. *Any ‘on task’ time a student misses must be made up at playtime/lunchtime in the classroom and under teacher supervision*

 4th time: Child is sent/brought to Principal/Deputy Principal.

*Notes:*

* *‘Redirection’ techniques are always to be used prior to the official warning*
* *In normal circumstances, a student should commence each learning block with a ‘clean slate’*

A Severity Clause applies when a student:

### Wilfully hurts another child

* Wilfully destroys property
* Deliberately refuses to follow directions
* Engages in behaviour that completely stops the class from functioning
* Is involved in incidents of bullying

In this case, a student is removed immediately and reports to the Principal (where a Behavioural Reflection sheet, which includes agreed consequences, will be completed).

For the purpose of tracking ‘at risk’ students, a Behaviour Tracking Sheet should be used to monitor and record:

* Positive reinforcement

***Note****: It is recommended the sheet be passed on by the classroom teacher to all ‘specialists’ or relieving teachers throughout the day. Behaviour Tracking Sheets should be kept on file.*

* Warnings
* Time Outs in the classroom
* When a student is sent to the office
* When a child is subject to the Severity Clause

An Individual Student Behavioural Support Plan ( in line with CECV: Guidelines for Behavioural Support 2018), based upon each student’s needs, will be devised in conjunction with parents, teachers and students for students who do not respond to the school Behavioural Support Plan where necessary.

## Play Ground

When students make poor choices on the playground, the following will apply:

* For minor incidents: Name! You need to… (Spell out the choice)
* Repeated incident or dangerous play: Time Out / Equipment removed where appropriate
* For serious incidents:\* Proceeds to Principal/Deputy: Behavioural Reflection Sheet may be administered.

*\*A Severity Clause applies when a student:*

### *Wilfully hurts another child*

* *Wilfully uses inappropriate language (swearing)*
* *Wilfully destroys property*
* *Deliberately refuses to follow directions*
* *Engages in behaviour that puts others at risk*
* *Is involved in incidents of bullying (see policy re definition)*

#### *In this case, a student is removed immediately and reports to the Principal (where a Behavioural Reflection Sheet, which includes agreed consequences, will be completed).*