



Good Shepherd Catholic Primary School Behaviour Learning Plan (BLP)

1. Introduction

Our community of Brisbane Catholic Education (BCE) schools values an inclusive approach to student support to enable students to successfully complete their studies. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

As Catholic educators, we hold fundamental beliefs that are foundational to our work with students, parents, colleagues and the broader community. As such we value: our Catholic Christian tradition; dignity and justice for all; Catholic Christian community; high quality learning; collaboration and subsidiarity (shared wisdom); creativity; stewardship; and a mutual accountability. (*Brisbane Catholic Education Strategic Renewal Framework 2012-2015*)

In Catholic schools the goal of **formation in right behaviour** and **respectful relationships** occurs in a supportive community where students are provided with models of Christ-centred living and where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

2. School Mission Statement

"I have come that you may have life and have it to the full. I am the Good Shepherd" John 10:10-11 (*In the process being written*).

This gospel verse depicts the values identified for the new community of Good Shepherd Catholic primary school. It speaks to us of belonging and connectedness. The Good Shepherd symbolises the inclusion, care and compassion for each member of the school community. Families are welcomed, supported and nourished in the love of God.

3. Rationale

Good Shepherd Catholic Primary School, in partnership with the wider community, is committed to empowering all learners to shape and enrich our changing world by living the Gospel of Jesus Christ.

Our motto, ***"Called by Name"***, signifies the call by God to be people of respect, hope, faith, love and reconciliation.

Behaviour management fits within the broad educational context. Teachers need to establish order in their class, and then respond flexibly to student management issues. The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007).

4. Context statement

Good Shepherd is a new Archdiocesan co-educational primary school and will eventually cater for students from Prep to Year 6. The school is part of the Archdiocese of Brisbane Catholic Education community of schools, providing high quality, inclusive teaching and learning to meet the needs of our culturally diverse community of learners.

The History behind our School Student Behaviour Support Plan

- 2012 – Judith Seery (Principal) and Terese Shephard (APRE) met with Linda Llewlynn to discuss set up of Behaviour Learning Plan
- 2012 – November Staff Induction – Established criteria for *Behaviour Learning*.
- 2013 – January PD Staff In-service – Established Behaviour Learning matrix and poster.

5. Beliefs about behaviour and learning

At Good Shepherd Catholic Primary School we are committed to providing the best possible educational opportunities for all of our students in an environment where all members of our community feel a sense of connectedness and belonging and where quality teaching and learning maximises educational, social, emotional, physical and spiritual outcomes for all.

Targeted behaviour support occurs around a specific setting, issue, student or group of students. Parents and caregivers are involved in the support through the classroom teacher. When a student requires support in the classroom setting, this support is aligned with our positive school behaviour plan.

6. Code of Expected Student Conduct

- Care (*self, others, environment*)
- Actively Learn
- Respect (*self, others, environment*)
- Everyone is safe and welcome

7. Rights and responsibilities of all school community members

Student Rights and Responsibilities

I have the right to....	therefore, it is my responsibility to...
be valued and treated with respect and dignity	respect and value others, their opinions, possessions and school property
feel safe	keep myself and others safe
learn in a supportive and stimulating environment	actively participate in all teaching and learning experiences
have achievements and successes recognised	be the best that I can be

Staff Rights and Responsibilities

I have the right to....	therefore, it is my responsibility to...
be valued and treated with respect and dignity	respect and value others with the same respect and dignity
feel safe	keep myself and others safe
teach effectively in a supportive and stimulating environment	provide inclusive and engaging curriculum and teaching
work collaboratively with the school community	encourage and support relationships within the community

Parent Rights and Responsibilities

I have the right to....	therefore, it is my responsibility to...
be valued and treated with respect and dignity	respect and value others with the same respect and dignity
feel safe	keep myself and others safe
be informed about student behaviour and consequences	positively support class/school behaviour expectations and use appropriate grievance procedures
be an active partner in the learning and development of my child	be part of an open and respectful dialogue between myself and my child's teacher/s

8. Celebrating Success

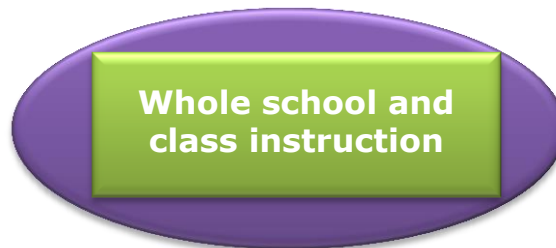
Celebrating students' efforts in the area of behaviour learning and self-management is very important, both on an informal and formal basis, and on a class and whole school basis.

At Good Shepherd Catholic Primary School, we celebrate successes both **academic** and **personal**, including behavioural choices, in many different ways. These include:

- ✓ Praise/encouragement/reward (verbal/non-verbal/written eg. smiles, nods, handshakes, high fives...)
- ✓ Individual class-level rewards eg.
- ✓ Whole class rewards eg. Golden Time, Friday fun time, games, sport, free time
- ✓ Public displays of work (classroom, library, newsletter)
- ✓ Sharing great work with others (Principal, APRE, other class teachers and parents)
- ✓ Whole school celebrations

9. The Three Dimensional Approach to Prevention

Dimension I - Whole school/class preventative strategies



At Good Shepherd Catholic Primary School, we address the behaviour support needs of all students within a whole school context. This approach means that everyone is committed to the provision of a safe and supportive learning environment.

Our whole school approach provides a supportive learning environment through:

- ✓ Shared school values and a positive inclusive culture
- ✓ Management of incidents through clear and well defined processes
- ✓ Supporting our students and building strong community relationships.

At the whole school level, Good Shepherd Catholic Primary School expects and promotes the following behaviours in our community.



Behaviour Learning - Consistent Consequences Matrix

This matrix is one component of Behaviour Learning Program. The aim of our overall program is to teach right behaviours and reduce the frequency and impact of the negative behaviours outlined below. This can be achieved through the consistent and effective teaching of our School Rules:

<u>School Rules</u>		
Care for self, others and environment	Actively learn	Respect for
self, others and environment	Everyone is safe and welcome	

We recognise that poor choice behaviours are going to occur and therefore consider it important to provide consistent and known consequences to these behaviours.

STAGE ONE: TIMEOUT	STAGE TWO: BUDDY CLASS/ OFFICE REFERRAL	STAGE THREE: OFFICE REFERRAL
<ul style="list-style-type: none"> • Out of bounds / playing in the toilets / not responding to bells / running around buildings • Unsatisfactory completion of task (refer to classroom consequence chart which you've negotiated) • Low level non-compliance • Physically annoying others • Not wearing hat during outdoor play • Calling out • Distracting others • Leaving classroom without permission • Out of seat without permission • Back chatting / impolite language 	<ul style="list-style-type: none"> • Repeated stage one infractions • Verbal abuse, swearing, confronting others, teasing, aggressive behaviour • Pushing, tackling, fighting games (pretending to fight) • Inciting violence • Vandalism/graffiti on school or other's property – minor • Throwing / kicking other people's property • Disrupting the class lessons (see classroom consequences chart) • Walking away from a teacher or failure to respond, being impolite • Racist / sexist comments and harassment 	<ul style="list-style-type: none"> • Repeated stage two infractions • Fighting / violence • Bullying /standover/biting/intimidating/ threats/spitting • Serious theft • Cruelty to animals • Possession of weapon or illegal substance • Violence toward staff member • Leaving school grounds without permission • Climbing any raised area e.g roof structure • Serious graffiti • Dangerous acts • Swearing at staff member • Refusal to do B.I.P
CONSEQUENCES	CONSEQUENCES	CONSEQUENCES
Determined within classroom or playground context (e.g loss of points).	Buddy Class referral or possible B.I.P (Behaviour Improvement Process) at teacher discretion. AE1 paired with ME1, AE2 paired with AE2.	Office Referral and B.I.P (Behaviour Improvement Process) See over for outline of this.

Please note the above is at administrative discretion from Stage 2 onwards.

Please also note that 'compassion' and 'severity' issues will be taken into account with all decision making. The Principal or APRE has final say in all behaviour consequence matters.



Behaviour Learning Process

1. Student is asked to leave classroom, learning area or playground due to repeated Stage 1, Stage 2 or first instance of Stage 3 behaviours. Student goes to designated area in school office or alternative area.
2. Staff member completes referral form for B.I.P and send onto administration. This information will then be entered into the SBS (Student Behaviour Support) database for tracking purposes.

3. The student will have time away from the learning or play area to - if necessary - cool down or calm down, and work through a process which aims to improve their behaviour, provide restitution and prevent repeated offence.
4. Student works through Behaviour Learning Process with supervised support. This may be provided by Principal, Assistant Principal, School Pastoral Care Worker, STIE, or a teacher not involved with the particular incident but able to provide supervisory support.
5. The staff member supervising the process will determine with the student and, where necessary, the staff member and / or other students involved, when the student is ready to return to the classroom, learning area or playground.
6. Student satisfactorily completes re-entry process (eg. Restitution through recognising poor choice, apology and intent to change behaviour). This could also include a mediation process if appropriate.
7. Monitoring process – class teacher and/or B.I.P supervisor monitors future behaviours.
8. Outline of negative behaviour is recorded on School Database indicating which rules have been compromised and level of consequence.

Dimension II - Small group support and intervention



Targeted behaviour support occurs around a specific setting, issue, student or group of students. Parents and caregivers are involved in the support through the classroom teacher. When a student requires support in the classroom setting, this support is aligned with our positive school behaviour plan.

Strategies used for targeted behaviour support can include:

- ✓ **Curriculum adjustment** - adjusting class work, working with peers or learning support teacher
- ✓ **Verbal cues** - verbal reinforcement used everyday in the classroom and playground; targeted direction giving
- ✓ **Non-verbal cues** - body language (smile, thumbs up); proximity of teacher to student
- ✓ **Communication within the school community** - communication with parents through all stages of targeted behaviour with the aim of building a productive partnership

Teachers keep a record of both the student behaviour and the strategies implemented in order to gauge when more intensive support is required. Students identified as requiring more intensive support may require an Individual Behaviour Plan. A team approach is used to formulate and record strategies for the Individual Plan. Teachers, Administration, the Guidance Counsellor, Support Teacher Inclusive Education are involved in the collaborative process of preparing the Individual Behaviour Plan. This plan aims to have students accept responsibility for their current behaviour and undertake a process to bring about positive behaviour change.




Dimension III - Individual support and intervention



Intensive behaviour support is required to support those students who are exhibiting a high incidence of challenging behaviour. These students display significant educational underachievement due to their inappropriate behaviour. This in turn contributes to classroom disruption and conflicts with the values of Good Shepherd Catholic Primary School which respects the rights of all students and teachers.

To fully understand the severity of the problem behaviour, a functional behavioural assessment may be administered. This assessment focuses on identifying significant social, affective, cognitive, and or environmental factors associated with the occurrence and non-occurrence of specific behaviour. The assessment allows personnel to select and implement interventions to address problem behaviour. The individual behaviour support plan is reviewed regularly through the collection of further data. Parent involvement must continue through all stages to ensure a productive partnership exists between the parents and the school.

Support across the Three Dimensional Approach to Prevention

	PROACTIVE / WHOLE SCHOOL	RESPONSIVE / SMALL GROUP	REACTIVE / INDIVIDUAL
			
Strategies	<ul style="list-style-type: none"> • Whole school philosophy (Vision and Mission Statements) • Engaging students in learning • Positive interactions • Quality of relationships • Pastoral relationships • Building a sense of community • School policies & programs for all students • Social skills training • Teaching resilience and development of control • Ongoing professional development for staff 	<ul style="list-style-type: none"> • Social skills training • Curriculum restructuring • Preventative teaching • Individualised behaviour interventions 	<ul style="list-style-type: none"> • Individualised behaviour interventions • Functional behaviour assessment • Target environment, teacher and student
Who	<ul style="list-style-type: none"> • School administration • Support staff eg GC, STIE, • Staff • Parents • Students 	<ul style="list-style-type: none"> • Administration • Year coordinators • Guidance counsellors • Support teacher IE ...in consultation with:- • Classroom teachers • Parents • Students 	<ul style="list-style-type: none"> • Case management- allocation of specific roles
How to implement	<ul style="list-style-type: none"> • Feedback, monitoring and evaluation • Mediation, conflict resolution • Individual and group student support • Restorative practices • Staff-student interactions • Anti-bullying policy • School Behaviour plan • Community building activities <p>Resources</p>	<ul style="list-style-type: none"> • Small group student training • Student consultation • Staff training and support • Small group parent training (e.g.: Triple P) • Individual behaviour plans 	<ul style="list-style-type: none"> • Specialist groups • Extra-curricular activities tailored to specific concerns • Individual Behaviour plans <p>Severe Behaviour Funding</p>

10. Consequences for a breach of the Code

Although Good Shepherd Catholic Primary School focuses on pro-active strategies that encourage students to adopt a positive attitude towards their studies and behaviour, it is essential that students realise that if they make inappropriate decisions then specific consequences will be immediately implemented.

A consequence is the stated (or negotiated) outcome that relates to irresponsible behaviour.

Consequences will be:

- ✓ supportive
- ✓ fair
- ✓ logical
- ✓ consistent

Where a pattern of inappropriate behaviour on the part of an individual student becomes evident or an instance of inappropriate behaviour is especially significant or serious, a consistent and coherent process of response has been established i.e. a process for the management of inappropriate behaviour, including parent communication. This process exists as a demonstration of duty-of-care to the benefit of individual students in balance with preserving the collective rights of others. Our plan recognises and reinforces that *there are always consequences arising from our actions and decisions.*

Responsible thinking procedure – classroom

Steps:

1. Warning – rule reminder/redirect to the learning
2. Thinking - Students reflect on behaviour choices:
 - What were you doing?
 - What were you supposed to be doing?
 - Relate thinking to School Rules & rights and responsibilities
 - What will you do differently?
 - Do you need help?
3. Reflection - Students complete a reflection sheet (debrief orally/draw a picture/written reflection)
4. Time Out – Student sent to another class to work
5. Principal/APRE – Student sent to Office and behaviour recorded

Responsible thinking procedure – playground

Steps:

1. Warning – rule reminder
2. Thinking - Students reflect on behaviour choices:
 - What were you doing?
 - What were you supposed to be doing?
 - Relate thinking to School Rules & rights and responsibilities
 - What will you do differently?
 - Do you need help?
3. Time Out – Student removed from play area to Time Out seats
4. Principal/APRE – Student sent to Office and behaviour recorded

Formal Sanctions

It is an expectation that formal sanctions (detention/suspension/exclusion) are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed

action should appropriately balance the best interests of the student and the safety and the right to learn of other members of the school community.

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been fully informed about the school's Behaviour Learning Plan and code of student conduct (School Rules).
- Teachers are fully conversant with the school's process for formal sanctions
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified
- Adequate consultation has occurred with all stakeholders to best support the student

Rules and sanctions within our Behaviour Learning Plan recognise pastoral care as the distinctive feature. They:

- Are cooperatively formulated, positive in orientation and purposeful
- Are just and reasonable and convey a sense of forgiveness
- Encompass a range of options that are related to the disruptive behaviour
- Are supported and enforceable
- Contribute to the development of justice in the class/school
- Foster responsibility for actions
- Positively contribute to changing, healing and restorative practices.

11. Process for Appeals - Grievance Process

Any parent, staff member or student who feels that our Behaviour Learning Plan is not being implemented appropriately has the right to have their grievance/s addressed. It is important that any such grievance is kept confidential.

Students:

- Arrange a time to speak with the teacher
- Arrange a time to speak to another teacher, Principal or Guidance Counsellor

Parents:

- Arrange a time to speak to the teacher
- Arrange a time to speak to another teacher, Principal or Guidance Counsellor
- If not satisfied with School's response, approach school's Area Supervisor

Staff:

- Arrange a time to speak to the person concerned
- Arrange a time to speak to another staff member, the Principal, Guidance Counsellor or staff from ACCESS
- If not satisfied with School's response, approach school's Area Supervisor

The school follows Brisbane Catholic Education Guidelines for appeals against formal sanctions (suspension, detention and exclusion). The Guidelines specify certain processes which must be followed in each case of formal sanctions.

12. Data collection

- Teachers record classroom data in a variety of ways (eg Diary/record sheet)
- Students' reflection sheets/targeted behaviour plans are kept in their portfolio
- Playground exit cards sent to classroom teacher
- Behaviour book in Principal's Office for serious breaches of the Code
- Functional Behaviour Assessments
- Student Support Referral Form
- Office Referral Form
- Student Behaviour Database

13. Links to related school philosophies/policies

Education Brief and school website

14. Related resources

Behaviour Management Policy (1994) Brisbane Catholic Education
Student Behaviour Support Policy (2008) Brisbane Catholic Education
Student Behaviour Support Regulations and Guidelines (2008) Brisbane Catholic Education
National Safe School Framework www.ncab.nssfbestpractice.org.au/resources
Bullying. No Way! www.bullyingnoway.com.au
Working Together Toolkit
<http://education.qld.gov.au/student-services/behaviour/qsav/index.html>

15. Appendices