ORANA CATHOLIC PRIMARY SCHOOL

Behaviour Education and Support Guidelines

Sources of Authority	
CECWA Policy	Community
Executive Directive	Student Safety, Wellbeing and Behaviour

Student Safety Wellbeing and Behaviour guides the creation of these cultures where students feel safe and can flourish in their learning and development.

1. Rationale

Orana Catholic Primary School's Behaviour Education and Support Guidelines is based on our School Values: Generosity, Respect, Excellence. The Student Code of Conduct is a student-led process and is created at the commencement of each academic year. This Code of Conduct guides all expected behaviours at Orana Catholic Primary School. It underpins both whole school and classroom rules which are not explicitly stated in our policy. Based on Restorative Practice, Orana Catholic Primary School endeavours to ensure children accept responsibility for their education and behaviour, understanding that attitudes and behaviours have a natural consequence.

The CEWA Executive Directive - Student Behaviour provides an explicit prohibition on the use of any form of child abuse, corporal punishment or other degrading punishment.

2. Aims

As a school, we aim:

2.1 To nurture Respect, Responsibility and Resilience towards self, others and their environment.
2.2 To create a positive environment where children respect the rights of others, including:
- The rights of other children to learn.
- The rights of the teacher to teach.
- The rights of everyone to feel safe.

2.3 To foster self-regulation and develop responsibility for one's own behaviour.
2.4 To accept that some children require an Individual Positive Behaviour Plan to recognise and assist in positive change of their emotional self-regulation, which impacts behaviour.
2.5 To accept that each child and each incident will be managed according to the needs of the child and the situation at the time, using restorative practices.
2.6 In escalating situations, one staff member is to assist with regulating a child's behaviour to respect the dignity of the child.
2.7 To promote the understanding that minimal dialogue reduces stress and calms escalated behaviour i.e. aim for 10 words or less.

3. **Behaviour Categories and Actions**

Below a <u>sample</u> of behaviours have been listed and categorised and how these behaviours are dealt with.

Minor Behaviours	**Moderately Serious Behaviours**	**Very Serious Behaviours**
○ Pushing in ○ Telling tales ○ Displaying cheekiness ○ Wasting time ○ Being noisy ○ Horseplay i.e. rough, noisy play where people push for fun. ○ Swearing (in context) ○ Play fighting ○ Name calling ○ Attention seeking ○ Interrupting the teacher ○ Avoiding work ○ Acting rudely ○ Running in walk only areas ○ Constant talking in class ○ Not using the iPad for learning intentions.	○ Being uncooperative ○ Lying ○ Stealing ○ Refusing to work ○ Inappropriate touch/language ○ Swearing (in context)	○ Dangerous refusal to follow instructions ○ Physical/verbal abuse of staff/students ○ Indecent exposure ○ Bringing weapons to school ○ Running out of school ○ Bringing drugs to school ○ Racial slurs ○ Striking violently ○ Vandalism ○ Inappropriate use of the internet at school i.e. use of chat features in Apps to demean another person. ○ Throwing furniture ○ Bullying
Actions	**Actions**	**Actions**
Classroom teachers manage the above behaviours using the steps that are part of their classroom behaviour management system. *NB Some of the above behaviours may still benefit by being placed on SEQTA, especially if it happens consistently. At teacher's discretion.*	These behaviours may require assistance from an Assistant Principal/Social Worker. 'Decision Please' Strategy implemented. *Appendix 2* **<u>Context dependent,</u>** small group or class conferences may be required. Parents/carers of parties concerned will be notified of what has occurred; how the school is dealing with it and what (if any) assistance is required from the parents/carers. Restorative Practice Mediation Undertaken. *Appendix 4* Reflection – complete a time to think sheet. *Appendix 1* This is often more successful if completed with an adult to reflect appropriately. Place notes on SEQTA.	Due to safety issues surrounding very serious behaviours, the Leadership Team (including social worker) will be required to help staff manage a situation and possibly intervene. 'Decision Please' Strategy implemented. *Appendix 2* There will be high-level (mini/class) conferencing between affected parties. Restorative Practice Mediation Undertaken. *Appendix 4* Parents/Carers will be notified and involved. Reflection – complete 'A Time to Think' sheet. *Appendix 1* This is often more successful if completed with an adult and 'time in' at school, an allocated time not working or playing with peers. An Individual Positive Behaviours Plan may be required. *Appendix 3* Place notes on SEQTA.

4. Glossary

SEQTA Pastoral Care

When a communication is placed as a Pastoral Care post on SEQTA, language used must be written in factual/objective form, free from emotive language.

Berry Street Education Model (BSEM)

The Berry Street Education Model Curriculum is purposefully designed to support the sequential development of students' physical, psychological, social and emotional capacities. It is designed to be responsive to the needs of children and young people as they emerge.

Restorative Practice

Restorative Practice is a teaching and learning approach that promotes self-regulation and encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others because of their actions. The focus is on building and maintaining positive relationships across the whole school community. Refer to *Appendix 2* For questions to prompt a restorative conversation.

Collaborative Proactive Solutions (CPS Model)

Collaborative & Proactive Solutions (CPS) is the evidence-based model of care that helps teachers and other carers focus on identifying the problems that are causing concerning behaviours in children and solving those problems collaboratively and proactively. The CPS model has a track record of dramatically improving behaviour and dramatically reducing disciplinary concerns. The CPS model is non-punitive, non-exclusionary, trauma-informed, transdiagnostic, and transcultural. Website: ***Collaborative Proactive Solutions***

'Time In'

Some children need lots of hits to practise self-regulation effectively. It is important that they learn to read the signs of when a student is escalating and find ways that assist them in independently regulating their behaviour so they can learn again and be happy. 'Time in' can be achieved by:

- Walking to a place that helps them to calm down (a pre-organised venue where a safe relationship helps to restore calm such as the sensory room).
- Taking big, deep breaths.
- Completing some 'heavy' work e.g. pushing logs.
- Running.
- Drinking water.
- Brain breaks

Mini Conference

Continued misbehaviour, harmful events or conflicts that involve one or more students and a teacher, but not serious enough to involve parents, are resolved by holding a mini conference. The class teacher becomes the neutral facilitator, leads the process and an agreement is reached and formalised and recorded on SEQTA.

Class Conference

A class conference is held when the whole class is being affected by hostility or conflict to the point where learning is impeded, and relationships are damaged. A neutral facilitator, teacher(s), support personnel and the students, sit in a circle and discuss the issues, explore the harm and come up with solutions. This should be used regularly to reinforce positive behaviours and sort out any issues that maybe underlying. It helps to keep the class focused on being positive.

5. **Moderate to Very Serious Clause**

A serious behaviour breach is when a student behaves in a manner – physically or verbally, that is a threat to either themselves or others.

Teacher/s will phone through to the office where necessary. Where possible, the student will be removed immediately and escorted to a safe place.

1. Appropriate staff will assist in escorting the student to a safe place, using Team Teach practices.
2. Staff member to support student with regulation.
3. Once details are established, parents of the student will be contacted immediately and informed of the severe incident.
4. A student who has demonstrated behaviours that impacts the rights of others to learn, to teach and to feel safe will lose their right to work and play with their peers.
5. A student who physically injures another person or uses a racial slur towards another person, will be sent home for the remainder of the day.
6. Notes of incident are placed on SEQTA.
7. Ongoing consultation (home and school) are required to monitor and observe the frequency of further incidents and make judgements as to whether an Individual Positive Behaviour Plan is required.

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See appendices below.

APPENDIX 1

TIME TO THINK… (for all ages – write or draw – 2 pages)

Name: _____ **Class: _____**

Staff Name: _____ **Date: _____**

What happened?

I Felt:

MAD	SCARED	LEFT OUT	SAD	SILLY	**Other (draw)**

Draw or write who was affected by my actions? In what way?

How did you make them feel?

MAD	SCARED	DISAPPOINTED	SAD	LEFT OUT	**Other (draw)**

Draw or write about yourself making a better choice.

What can you do or say to make things right?

What strategies can I use next time I am _____ .

APPENDIX 2

'Decision Please' Process - *Steps to Support Behaviour Regulation*

Step 1 **Calm**	Request desired behaviour. Avoid focus on negative behaviour. Reinforce what you would like from the student, rather than what he/she is not doing.
Step 2 **Triggered**	Utilise usual classroom management strategies.
Step 3 **Agitated**	Provide structured choice. 2 options. Do desired behaviour or calm zone/brain break/activity to support regulation. E.g. Sit under the tree or walk and talk Jump on trampoline or sensory room Mindful colouring or sensory box Complete maths sheet at desk or in beanbag
Step 4 **Acceleration**	Re-state options in step 3 Say "Decision please" if not answered If no response call Admin (331) for support. Principal, Assistant Principal or Social Worker to attend classroom. Use de-escalation and co-regulation strategies. If no response, student told to come to the office/sensory room. If refuses told "next step – we will call home". Parents called if not co-regulating.

APPENDIX 3

Orana Catholic Primary School

Individual Positive Behaviour Plan

Student Name	
Date of Birth	
Year	
Teacher/s	
Principal	
Date	

Background Information

Triggers

Areas Requiring Teaching and Learning Adjustment

Level of Adjustment (highlight)	No Adjustment	Supplementary Adjustments	Substantial Adjustments	Extensive Adjustments

Desired Outcomes:
e.g. The student uses communication and cooperation skills to share feelings and meet basic needs when interacting with other people.

Curriculum Adjustments	
Instructional Adjustments	
Environmental Adjustments	

Specific Objectives:

Strategies:

Consequences: (positive and negative)

Signatures:
We have sighted the above program and agree to it.

Parents/Carers	
Teacher/s	
Assistant Principal	
Social Worker	

APPENDIX 4

Restorative Questions

To respond to challenging behaviour…….

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done?**
    - **In what way?**
- **What do you think you need to do to make things right?**

To help those harmed by other's actions….

- **What did you think when you realised what had happened?**
- **What impact has this incident had on you and others?**
- **What has been the hardest thing for you?**
- **What do you think needs to happen to make things right?**