



Positive Behaviour for Learning Policy

Purpose

This document serves as a framework for developing and maintaining positive relationships at St John the Apostle Primary School. It has been developed in consultation with students, staff and parents. It outlines the:

- aims of the policy and practices;
- theory and philosophy underpinning the framework;
- expectations and practices of all stakeholders in the St John the Apostle School community.

Associated Policies

This policy is enacted in conjunction with:

- [Catholic Education Suspension of Students Policy](#)
- [Catholic Education Anti-Bullying Policy](#)

Rationale

At St John the Apostle our mission is *to be on earth the heart of God*. This calls us to approach all behaviour from a position of understanding and compassion with the goal of reconciliation, forgiveness and wholeness. We have unconditional positive regard for all in our community and believe that fundamentally all people are behaving the best way they know in each circumstance.

Behaviour has a purpose

It is therefore our belief that every student's behaviour has a purpose or a function. It is an attempt to fulfil a need. These needs are fulfilled both in and outside the school experience. According to Dr William Glasser, the most basic of these needs are:

1. **Survival:** This is a physiological need, which includes the need for food, shelter, and safety. It relates to risk taking, health, security and safety.
2. **Love & Belonging:** This need and the following three needs are psychological needs. The need to love and belong includes the need for relationships, connections, to give and receive affection and to feel part of a group. In children this is primarily experienced in family. Peers become increasingly valued through the years.
3. **Power:** To be powerful is to achieve, to be competent, to be skilled, to be recognised for our achievements and skill, to make a difference and to be listened to and have a sense of self-worth.
4. **Freedom:** The need to be free is the need for independence, autonomy, to have choices and to be able to take control of the direction of one's life. It relates to movement and mobility, creativity, decisiveness and fearlessness.
5. **Fun:** The need for fun is the need to find pleasure, to play and to laugh. It relates to hobbies, games, humour and amusement. In school this is linked to relevant learning which primarily begins in play before becoming more inquiry based and focused.

Each person's needs varies depending on their context including background, culture and predisposition.

We understand that student behaviours are strategies to **obtain or seek** opportunities to meet these needs or **avoid or escape** experiences. They can be constructive and destructive. For example,

Obtaining or seeking	Avoiding or escaping
<i>Constructive</i> - Joel persists with a task <u>because it is interesting and he feels like he is learning</u> a lot. <i>Destructive</i> - Jessica <u>wants to be friends</u> with Karen. She spreads rumours about Karen's other friend so that Karen becomes her friend.	<i>Constructive</i> - Georgia sees her friend sneaking inside the school during playtime and decides to go play with someone else where <u>she feels safe</u>. <i>Destructive</i> - Paul distracts others and walks around the classroom because <u>the task is too hard</u> and he feels embarrassed to ask what to do.

As seen in these examples, behaviour is context based, i.e. something precipitates the behaviour, and then results in a number of positive or negative outcomes for self and others. Relationships can be either nourished or damaged as a result. The outcomes also result in the person receiving reinforcement to determine whether to behave in this way again to meet a need. For example:

Antecedents <i>What happens before the behaviour making it more likely to occur.</i>	Behaviour <i>Observable behaviour</i>	Consequences <i>What happens immediately after the behaviour</i>	Function <i>The purpose of the behaviour.</i>
Several students are playing soccer in a group.	Joshua comes over and joins in, pushing others out of the way to get involved.	The students shout at Joshua.	Joshua wanted to have their attention to interact with them.

In this instance, Joshua wanted to play with the group. His strategy for getting involved resulted in people shouting at him. He has learnt that just joining in doesn't successfully meet this need. If he wants to join in, he is going to need to find another way.

Behaviour is a learned choice

While behaviour is context based and serves a purpose it is also *learnt*. The repertoire of behaviours that a person applies to various contexts have usually been witnessed or used before with some degree of success in achieving the purpose, e.g. smiling and saying hello to friends when arriving at school to connect with them again for day. Achieving the outcome reinforces the behaviour for that person. The learnt repertoire of behaviours may still have unintended positive or negative consequences for self or others.

As a result, we recognise that constructive, positive behaviours are learnt, adding to a student's repertoire of successful behaviours and replacing less effective or problem behaviours. This requires explicit teaching, acknowledging and monitoring of positive behaviours as well as discouraging negative behaviours.

Diversity of experiences of behaviour

Sometimes the choice is difficult for students. Early brain development means that children are still learning to self-regulate their emotions, impacting on their thinking. Some children have experienced significant trauma in their background and some children have a disability that may impact their capacity to read social and relational contexts effectively. In these circumstances, the school seeks to obtain the best understandings they can to support the student in developing productive and positive behaviour in the school context.

All behaviour takes place in a community of relationships

Human beings are fundamentally social and so all behaviour takes place within a community of relationships. All members of the community have the same fundamental needs, though they may have varied ways of meeting them. Positive, constructive behaviours can result in collaboration that assists everyone to meet their needs collectively. Problem behaviours are when community members are behaving in ways that their needs are met at the cost of someone else's needs. In these circumstances, relationships can be broken.

Restorative practices are useful to restore relationships as well as assist students to learn about the impact of their behaviour on others, leading to choices that are more positive in the future. The purpose of restorative practices is to repair the harm that has been the result of any problem behaviour.

Restorative practices are an effective context for learning positive social behaviour

We recognise that incidents of problem behaviour are often not isolated and usually part of a more complex context. There can be a number of contributing factors that enable a problem behaviour, including the environment and the behaviour of others. We therefore look not at apportioning blame, rather we seek to recognise the contributions that each person has made to a situation and use restorative practices that empower each person to be accountable for themselves and thereby learn from their experience.

Young children, still early in their social and moral development, will need assistance and guidance to develop the empathy and responsibility required to recognise the positive and negative impact they can have on others. Our restorative approach assists students to take responsibility for their own actions and work with those who are affected by their actions to repair any harm done. We believe this approach promotes respect, cooperation, collaboration, communication, problem-solving and self-responsibility. Also, it encourages students to change their behaviour, restore damaged relationships, be forgiven, and to move forward with a positive attitude.

The process for repairing relationships is a critical piece of building and maintaining community. Navigating behaviour through a restorative lens helps each person in the process, especially the student, to build trust in others.

Key messages of our restorative philosophy:

1. It is important to take *responsibility* for the wrong things that we do.
2. It is important to *think* about why we do wrong things when we do them.
3. It is important to *understand how other people* are affected by our wrongs.
4. It is important to *fix things up* after we have done wrong.

Policy

St John the Apostle Primary School proactively and purposefully acts to develop a positive learning culture in which every student can learn, be safe and be happy.

To do this the school has developed a framework of systems and processes informed by the policies of Catholic Education Canberra & Goulburn and current research. These take the form of Agreed Practices for:

- Developing a culture of positive behaviour
- Acknowledging positive behaviours
- Creating a positive environment
- Discouraging and responding to problem behaviours
- Responding to and supporting students with highly complex behaviours

All students, staff and parents will consistently follow these Agreed Practices.

The school has developed these Agreed Practices in consultation with students, staff and parents. We consult with each group of community members on a regular basis and use this feedback to inform any alterations to the Agreed Practices. The Executive Team approve any alterations before implementation across the school.

Agreed Practices

The following Agreed Practices enable all stakeholders to action the Positive Behaviour for Learning Policy.

Agreed Practice: *Developing a culture of positive behaviour*

At St John the Apostle Primary School, all members of the community are expected to:

- Respect Others
- Respect Self, and
- Respect the Environment

This can look and sound different in various school contexts. To support students to understand these three expectations the following posters have been developed with the students to be displayed across the school and in every classroom:

At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Canteen We line up. Wait our turn. Use our manners. Buy for ourselves. Place rubbish in the bin. Follow the instructions of the staff.  	At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Eating Time We sit and stay in our space. Take time to eat. Put rubbish in the bin. Pack away our belongings. Wait to be dismissed.  	At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Excursions We stay together. Use our manners. Wear our uniform. Engage with activities. Organise our belongings. Put rubbish away.  
At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Playground We listen to each other. Cooperate with each other. Invite others to play. Safe hands, safe feet, safe words. Use equipment safely. Allow others space and time. Use your imagination. Follow teachers' instructions. Put rubbish in the bin. 	At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Playground Equipment We share and take turns. Invite others to play. Cooperate with each other. Safe hands, safe feet, safe words. Follow the safety rules. Look after the equipment. Tell the teacher if something is broken.  	At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Assembly/Liturgy We prepare ourselves. Enter and exit politely. Whole body listening. Help others to listen. Respond respectfully. Be reverent when required.  
At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Learning spaces/Hallways We use our inside voices. Whole body listening. Do our best work. Be ready to learn. Cooperate and help others to learn. Right time, right place, right task. Walk. Look after equipment, spaces and belongings.  	At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Front Office We knock politely. Wait our turn. Use our manners. Follow the instructions of the staff.  	At St John the Apostle Primary School we learn, play and work together. We respect others, self and our environment. Toilets We are brief. Respect others' privacy. Flush when finished. Wash hands afterwards. Put rubbish in the bin. Be sustainable.  

All staff will use these posters to teach, monitor and acknowledge positive behaviours that support learning. While they are not exhaustive, they are the foundation on which each class builds agreements and expectations.

Teaching positive behaviours & building a positive classroom climate

Using the *Second Step* program and the Positive Behaviour posters as the primary resource, every class will begin the year with a two to three week inquiry unit that develops:

- shared teacher and student knowledge of each other,
- consistent and clear classroom structures and routines,
- a clear understanding of the positive behaviour expectations, and
- a positive classroom identity that facilitates a sense of belonging.

Throughout the year each class will:

- embed the *Second Step* program into the curriculum map, and
- undertake any additional program relevant to the year level that is developed internally or externally and responds to an observed need, e.g. Think U Know, UR Fab, Ophelia Project (relational aggression).

A focus for teaching & learning of positive behaviour

In collaboration with staff, the Executive Team will determine a school wide positive behaviour focus for each fortnight. This will be a focus for explicit teaching in classrooms, it will be stated each morning at assembly and all staff will have the opportunity to look for, acknowledge and celebrate this specific positive behaviour on a daily basis.

Agreed Practice: Acknowledging positive behaviour

Developing a system of acknowledgement is a critical component in that it increases the likelihood that desired behaviours will be repeated, focuses staff and student attention on the desired behaviours, fosters a positive school climate, and reduces the need for engaging in time-consuming disciplinary measures.

Responding to students with specific, timely, and constructively worded feedback and recognition helps them to learn and practise the behaviours expected at school. Positive performance feedback is just as important for learning *social behaviour* as for learning academic skills. When students display expected behaviour, the use of positive, specific, contingent feedback increases the likelihood that students will display that behaviour again (Maag, 2001; Church, 2014). In addition, the school-wide system of positive performance feedback gives all adults in the school a consistent language to use when guiding students in their behaviour.

The school therefore uses the following system of acknowledgment and feedback for positive behaviour:

Free and frequent	<i>For everyday use by all staff throughout the school</i>	Brag tags: Students will have a brag tag. They wear it on a lanyard or it is situated in their classroom. When staff members observe the student displaying the fortnightly focus behaviour or another positive behaviour they will provide verbal feedback to the student and a tangible acknowledgement in the form of a small sticker, placed on their brag tag.	No record.
Moderate and intermittent	<i>Awarded occasionally</i>	Brag tag celebration: When students have reached 20 stickers on the back of their brag tag they will submit the brag tag to the front office and receive a new one. Their name will be recorded on the Brag Tag Wall of Fame and they will participate in a recognition celebration (once or twice a term as required). Award Certificates: Each fortnight the teacher will select two students from the class to receive an award certificate	Office Manager record in STARS Office Manager record in STARS

Agreed Practice: *Creating a positive environment*

A safe, supportive, respectful, caring and positive learning environment is fundamental for all students. The learning environment fosters a sense of belonging, enhances the joy of learning, honours diversity, allows for student choice and promotes respectful relationships. The physical environment relays strong messages about what is valued and the pedagogy that takes place. The student is the centre of all learning, and the physical classroom environment reflects this.

The classroom is the meeting point for students and teachers. The physical environment shapes how students feel, think and behave. It has a powerful influence on how well students achieve academically, socially and emotionally. The physical classroom layout and aesthetic characteristics enhances student's attitude and motivation towards learning. Feeling comfortable in their surroundings allows students to relax and feel safe so that learning can occur.

All learning spaces will:

- be student-centred, facilitating optimal learning opportunities for every student
- be flexible and adaptable for a variety of pedagogical focuses
- be comfortable for teachers and students
- have carefully considered colours and themes that are relaxing
- reflect the class' current learning
- have order and space that is conducive to creating independence, safety, predictability and collaboration
- contain an area designated to support emotional self-regulation, e.g. calming space

Each year the teacher and Band Leader will conduct a classroom environment audit to evaluate and reflect on the classroom's conduciveness to learning. The audit will be signed by the teacher and Band Leader and provided to the Principal.

The school will determine sufficient funds in the school budget to:

- maintain a safe and clean environment
- provide sufficient and appropriate general classroom furniture which is conducive to student engagement in learning
- support the purchase of environmental resources to meet specific students' needs for access and participation in the curriculum, e.g. specifically designed stools or tables, etc.

Agreed Practice: Discouraging inappropriate behaviour.

St John the Apostle Primary School takes a corrective rather than punitive approach to reducing inappropriate behaviours in school.

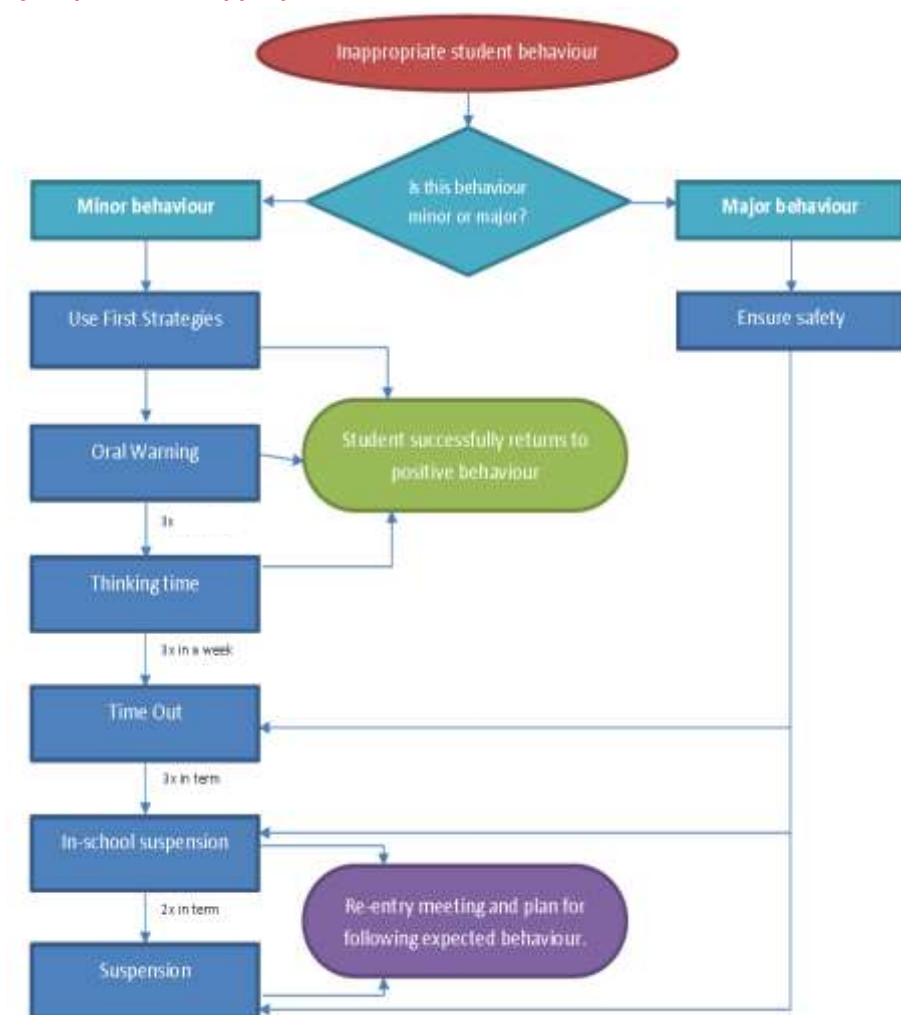
Continuum of inappropriate behaviour

The following behaviours have been defined by staff as minor or major behaviours:

Minor Behaviour
Inappropriate language (e.g. name calling)
Physical contact – reaction (e.g. pushing/shoving)
Disrespect (e.g. talking back)
Defiance (e.g. not completing work in class, not following directions, non-compliance)
Observed behaviour (e.g. running in the hallway, poor line behaviour, throwing food, speaking in assembly)
Disruptive (e.g. ‘dobbing’, distracting other students)
Property misuse (e.g. looking in other people’s bags/desks, being inside without permission)
Deliberate inappropriate uniform items
Lying/cheating

Major Behaviour
Abusive language (e.g. racial taunting)
Physical contact – intent to hurt (e.g. kicking, hitting, pushing, shoving, biting, wrestling, etc)
Leaving school grounds without permission
Intimidation/Bullying (e.g. verbal threats of violence, repeated/targeted aggression)
Vandalism of personal/school property
Aggression towards staff member (e.g. striking or swearing at a staff member or visitor)
Weapons/Dangerous items (e.g. knives, matches, etc)
Harassment (based on race, gender, disability, cultural background, physical attributes)
Truancy
Theft
Repeated refusal to follow a staff members instructions.
Consistent disruptive behaviour.

Summary stages of response to inappropriate behaviour



Detailed stages of response to inappropriate behaviour

Step 1: First Strategies

These strategies are initially used as a proportional response to minor inappropriate behaviours. The aim is to support a student towards self-regulation and developing responsibility for their own behaviour.

Explanation	Verbal Cue	Communication
Proximity Control Stand near the student who is behaving inappropriately to encourage expected behaviour.	<i>None</i>	No record in STARS.
Signal or non-verbal cue Use a signal to communicate to the students that you are aware of their inappropriate behaviour and prepared to intervene if needed, e.g. eye-contact, hand clap (to listen), clearing one's throat, etc.	<i>None</i>	No record in STARS.
Ignore, attend, praise (proximity praise) Praise an appropriately behaving student near a second student who is not. It acknowledges and reinforces the first student while reminding the second student of expected behaviour. When the second student begins behaving appropriately, provide attention and praise.		No record in STARS.
Prompt Anticipating expected inappropriate behaviour, prompt students about expected behaviour before task begins.	<i>Remember to move to your seats safely and quietly.</i> <i>(Soon after) Well done on returning to your desks in a safe and quiet way.</i>	No record in STARS.
Redirect Provide a very brief, clear reinstatement of the expected behaviour (referring to the positive behaviour posters where possible).	<i>(N) it's time to begin your writing, thank you.</i> <i>(Later) Nice job (N) you've begun you writing. I look forward to reading it.</i>	No record in STARS.
Re-teach Build on redirect by reviewing the expected behaviour more thoroughly. Acknowledge student when the student behaves as expected.	<i>(N) you need to stay on task. That means your desk is clear of everything but your book, you continue working until you're finished and, if you need help, raise your hand.</i> <i>(soon after) (N) Excellent (N), it looks like you are ready to learn. Let me know if you need help.</i>	No record in STARS.
Provide choice When the above strategies have been unsuccessful, direct the student to choose between the expected behaviour and a less preferred alternative (that still gets the task done).	<i>(N) you can get on task and work here with the group, or you can work by yourself at the quiet table. Which will you choose?</i> <i>Thanks (N), I'm glad to see you've made a choice that helps you finish your work.</i>	No record in STARS.

Step 2: Oral Warning

This step is undertaken to transition from First Strategies into a more formal set of consequences. It can be used in conjunction with the First Strategies language but it must also be made very clear to the student that a warning is being given.

Explanation	Verbal	Communication
After several preventative strategies have been used a formal oral warning is given to the student that identifies the problem behaviour <u>and restates the expected behaviour</u> . Students are provided with three oral warnings (about the same behaviour) before being sent to Thinking Time.	<i>(N) this is your first warning. You are (name behaviour). You need to (name behaviour).</i> <i>(N) this is your second warning. You are (name behaviour). You need to (name behaviour). The next warning and you will go to Thinking Time.</i> <i>(N) this is your third warning. You now need to go to thinking time....</i>	No record in STARS. Teacher's discretion to call parents.

Step 3: Thinking Time

Thinking Time is a short break from what is happening for both teacher and student to assist in the de-escalation of the situation and time for the student to, if appropriate, work through a thinking time sheet. This sheet is structured around the restorative practices approach and allows time for the students to reflect on their behaviour. Students then have the opportunity to have a restorative conversation with their teacher. A thinking time will occur after three oral warnings about the same behaviour over a day.

Explanation	Verbal	Communication
Each classroom will have a table/space dedicated to 'Thinking Time. The table/space will include a timer, pencils/pens and an age appropriate form for students to complete. Teachers can opt to have the student undertake thinking time in their own classroom or a buddy classroom. They will set the time for <u>ten minutes</u> . Students will sit in this area and draw/write about the inappropriate behaviour they are doing, the positive behaviour they need to be doing and how they will restore positive learning. If the behaviour occurs at Recess or Lunch thinking time will occur while walking with the teacher on duty. While there will be no form, it will still be documented by the teacher on STARS.	<i>(N) you now need to spend some time thinking more about what is happening. Take yourself to (name place) for ten minutes. Complete a thinking time sheet and we will discuss after that how we will solve this.</i>	Teacher to record on STARS. Teacher to scan and upload thinking time sheet to STARS entry. Teacher to inform parents. Teacher on duty to document on STARS.
Follow Up Conversation Following the ten minutes the student's classroom teacher will speak with the student to talk through the drawing/writing, discuss any factors preventing the student from positive behaviour and planning how to succeed. When students have had three Thinking Time sessions in a week they will also attend a time-out session at the next lunch time.	<i>(N) several times today I've had to remind you about being on task. When you're given a task, you need to work on it until it's finished. That way you'll learn what you need to and help you friends learn too. Tell me what you will do next time....OK, how can I help you to do that?.... Let's practice.</i>	

Thinking Time buddies:

Thinking Time buddy classes will be determined at the beginning of each school year to match the capacity of each cohort to independently conduct Thinking Time.

Step 4: Time Out

Time Out is a longer, formal reflection and planning time between student and Executive Member to understand what has been happening and make a plan for improving behaviour. Student will engage in Time Out when they have had a number of successive Thinking Times in one day or when they have been physically or verbally violent towards other students. The process of timeout is based upon restorative practices. The form that is completed during this time reflects this.

Explanation	Verbal	Communication
Each lunch time a Time Out session will be held for students who have reached this point. The Time Out session will be held in a set space and supervised by an Executive Member as part of their roster for duties.	<i>(N) you now need to spend some time thinking more about what is happening. Take yourself to (name place) for ten minutes. Complete a thinking time sheet and we will discuss after that how we will solve this.</i>	Teacher to record on STARS.
Students will complete a Time Out Sheet with the supervising Executive Member.		Teacher to scan and upload thinking time sheet to STARS entry.
As a result of repeated thinking times: Teacher will inform the Executive teacher of why the student needs to attend Time Out, referring to the STARS entries and any Thinking Time sheets that have been used previously.		Teacher to call parents to inform of Thinking Time if necessary.
As a result of major behaviour: Executive member will collect the student immediately if necessary. Teacher will inform the Executive teacher of why the student needs to attend Time Out. Executive Member will talk with student to plan when Time Out will occur. Some de-escalation time in an Executive Office may be required before doing this.		Executive to record on STARS.
When a student participates in three Time Out sessions in a term they will also participate in an In-school suspension.		Executive to scan and upload Time Out time sheet to STARS entry. Executive to call parents to inform of Time Out. Time Out form is sent home for parents to sign.

Step 5: In-school Suspension

In-school suspension is a day of schoolwork, formal reflection and planning by a student with an Executive Member to understand what has been happening and make a plan for improving behaviour. A student will engage in in-school suspensions when they have had three Time Out sessions for the term or when they have been physically or verbally violent with the intent to harm other students and/or staff members. The number of days will be determined by the Principal. In the latter case this step may be by-passed and move directly to Suspension. This decision will be made based upon the risks associated with the student's continued attendance at school.

Explanation	Verbal	Communication
Students will stay with the supervising Executive Member in a designated space in the school. The space will allow for the privacy of the student. As a result of repeated time outs: Executive team will run a report at the end of each week. If a child has had three time outs across the term, the child will engage in an in-school suspension the following week. As a result of a physically or verbally violent behaviour with the intent to harm: Executive member will collect the student immediately. Teacher will inform the Executive Member of what has occurred. Executive Member will keep the child in a designated space for the remainder of the day and will make a decision whether the in-school suspension will continue the following day or if the child can return back to class the following day. When a student participates in two In-school suspensions in a term they will also participate in a Suspension from school.	<i>(N) you have had three Time Out sessions this term. This means that we need to spend some extra time helping you to learn to make more positive choices.</i>	Executive to record on STARS. Executive to call parents to inform of In-school suspension. Executive to communicate with Classroom Teacher and parents at the end of the day regarding any plans to be put into place.

Step 6: Suspension

A suspension is when a student is required to leave the school for a specified period of time and the student's return is subject to specified conditions. The purpose of suspension is to maintain or restore a safe and supportive learning environment for students and staff, allow the school time to review its practice and establish support plans for the student, communicate the significance of the behaviour and for the student to accept responsibility for behaviour change. The *CE Suspension of Students Policy* outlines that students will engage in a suspension when they:

- demonstrate persistent and wilful non-compliance
- act violently or threaten violence
- threaten the good order of the school or the safety or well-being of themselves, another student attending the school, member of staff of the school or anyone else involved in the schools operation
- display behaviour that is disruptive to the students learning or that of other children.

When the above behaviours are exhibited the Principal will make the final determination of suspension. The nature of a student's behaviour may involve bypassing the Thinking Time and Time Out steps. It is the school's policy that students will also receive an external suspension when they have when they have had two in-school suspensions for the term.

Further details about suspension can be found at [CE Suspension of Students Policy](#)

Agreed Practice: Responding to and supporting students with highly complex behaviours.

Some students require additional support to learn pro-social school behaviours that enable them to access and participate fully in school. These students can display complex and challenging behaviours that impact not only themselves but also the wellbeing of staff and other students in the school.

In the case of highly complex and challenging behaviours, a Case Management Team (CMT) will form to provide additional strategies to support the student. The team will include an Executive Member, the Classroom Teacher, parents and a member of the Classroom Support Team. These may include some or all of the following *where relevant*:

Proactive strategies:

- Initial identification and assessment processes for understanding the behaviour
- Behaviour observation and data collection of problem behaviours
- An appropriate level of functional behaviour analysis
- Development of a Personal Plan focusing on relevant goals
- Building of a support network of adults and peers
- Behaviour response plan
- Safety plan

To help the student self-regulate and focus on positive behaviour:

- Development of a Positive Behaviour Support Plan
- Development of a Behaviour Contract
- Participation in programs and activities with the Student Welfare Officer
- Referral to the School Counsellor
- Referral to the school psychologist

References

Glasser Institute of Choice Theory. <https://wglasser.com/>. Accessed February 2019.

Ministry of Education NZ (Te Tahuhu O Te Maturanga), <https://pb4l.tki.org.nz/PB4L-School-Wide>. Accessed February 2018.

Policy Details

Approved by:	Executive Team and Community Council
Implementation Date:	July 2019
Policy Revision Date:	June 2020
Policy Contact	Principal or Assistant Principal

Appendix 1: Positive Acknowledgement Classroom Chart



Acknowledging Positive Behaviour for Learning

Everybody and every day • Brag Tags <i>Recognising <u>how and when</u> you show great examples of:</i> • <i>Respect Self</i> • <i>Respect Others</i> • <i>Respect the Environment</i>	
Important and sometimes • Fortnightly Awards • Brag Tag Celebration <i>Thank you for doing your very best to be a great member of the St John the Apostle Community.</i>	 certificate  celebration
Special and occasional • End of term Awards • End of Year 6 Awards <i>A special recognition for students who are a great example to their friends, classmates and other members of our community.</i>	  certificate  shield

Appendix 2: Responding to Problem Behaviour Classroom Chart



Returning to Positive Behaviour for Learning

When my choices are affecting the learning, happiness and safety of others and myself.

First Strategies • Proximity control • Signal or non-verbal cue • Ignore, attend, praise • Prompt • Redirect • Re-teach • Provide choice	 work
Oral Warning • Restate the expected behaviour • Three warnings maximum 3 times leads to:	 stop
Thinking Time • In the classroom or in buddy classroom • 10 minutes • Follow up conversation by own classroom teacher 3 times in a week leads to:	 think
Time out • During lunch time • In the Time Out Room • Thinking and Planning 3 times in a term leads to:	 work
In -school suspension • For the whole day • In the Front Office • Thinking and Planning 2 times in a term leads to:	 principal student
Suspension from school • For the whole day or more • Not at school • School work and reflecting • A meeting first before returning to class	 home school

Thinking Time



Name: _____ Class: _____ Date: _____

I'm having a **problem**. I can use this plan to help me think and **solve it**.

What happened? What was the problem?	What happened as a result? What was the impact?	How did I feel?	What will I do to make this better? What help do I need?

We talked and agreed to this plan. If I can't follow this plan I may need to go to have a longer talk at Time Out.

Student: _____ Teacher: _____

Thinking Time



Name: _____ Class: _____ Date: _____

I'm having a **problem**. I can use this plan to help me think and **solve it**.

What happened? What was the problem?	What happened as a result? What was the impact?	How did I feel?	What will I do to make this better? What help do I need?

We talked and agreed to this plan. If I can't follow this plan I may need to go to have a longer talk at Time Out.

Student: _____ Teacher: _____

Appendix 5: Time Out Sheet K-2



Time Out Sheet

K - 2



Name: _____ Class: _____ Date: _____

What happened?

What did I do? Why am I at Time Out? *Supervisor fill this in with student*

Which of our school expectations did you not follow? (please circle)

Respect Others

Respect Self

Respect the Environment

What happened as a result? Who was affected? *Supervisor to discuss with the student*

What was I trying to do? What did I want? *Supervisor fill this in with student*

What will I try next time?

What needs to happen now to make this right?

My signature: _____ Supervisor's signature: _____

Parent's signature: _____ Date: _____

Appendix 6: Time Out Sheet 3-6



Time Out Sheet

Middle & Upper Primary



Name: _____ Class: _____ Date: _____

What happened?

What was my contribution? Why am I at Time Out?

Which of our school expectation did you not follow? (please circle)

Respect Others

Respect Self

Respect the Environment

What happened as a result? Who was affected?

What was I trying to do? What did I want?

What are some things I could have chosen to do instead?

1. _____

2. _____

3. _____

Which choice will I make next time? _____ Am I committed to this choice? ☐ Yes ☐ No

What needs to happen now to make this right?

My signature: _____ Supervisor's signature: _____

Parent's signature: _____ Date: _____

Appendix 7: Positive Behaviour Support Plan



St John the Apostle Primary School
Morey, ACT

Positive Behaviour Support Plan

POSITIVE BEHAVIOUR SUPPORT PLAN

Proactive approach that seeks to **prevent** the inappropriate behaviour from occurring, while teaching and rewarding appropriate behaviour

Student's Name:

Date:

Support Team:

1. All behaviours causing concern This list will assist staff to recognise which behaviours need to be prioritised.		
2. Choose a priority concerning behaviour It is important to choose one behaviour only, generally aggression is first and then behaviours that disrupt the class. However, you may prioritise a behaviour that can be changed easily.		
3. What are the functions of the behaviour? Functions may include to get or avoid attention, an activity or a sensory stimulus. There may be more than one function.		

4. Expected positive/ replacement behaviour. State the behaviour you want in a positive way, e.g. instead of 'no calling out' state 'put hand up to take a turn to talk'.		
5. Strategies to teach positive behaviour Strategies may include: • Implement visual supports • Instructional changes • Curriculum changes • Teach relaxation • Social stories/scripts • Social skills program • Provide choice charts • Visual cues/rules • Structured teaching of new skill • Self-regulation strategies • Increase routines • Teaching 'ask to help' • Teach first → then • Use consistent prompting across staff/school contexts • Build on student strengths		
6. Environmental changes to be made. Environmental changes may include: • Visual supports such as timetables and mini schedules that clarify task expectations • Have a way to show changes to routines, e.g. surprise symbol • Creating classroom calming corners		

• Class seating plan • Manage interactions with range of peers • Colour coding of equipment • Access to sensory input • Structuring deskwork, e.g. worktray • Increased supervision • Playground 'teach to play' program • Organise classroom equipment		
7. Reinforcement for appropriate behaviour (consequence) Reinforcement may include: • Rewards charts/stickers/tokens • Praise (explicit) • Time outside/relaxation space • Tie with high interest toy • Time with IT device • Note to family/SeeSaw • Regulated access to preferred sensory stimulation/obsession		
8. Reactive strategies / Crisis Intervention Plan These are the strategies to be used when the behaviour occurs. Staff must be clear about the words to talk about the desired behaviour and the consequences for the inappropriate behaviour.		
9. Priorities: Who, what, when, how. This section notes who will make the visual supports/charts, etc, inform a family, other staff, etc of plan, make environmental changes,		

3

call the next meeting, etc. How will the new behaviour be generalised across other environments? How do staff need to change their behaviour to bring about the changes in the student?		
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Review Date: _____

This document is a dynamic one and will be reviewed as the student's behaviours change and new needs may arise.

Teacher/s:

Classroom Support Teacher: Anthony Ganley

Principal: Matthew Garton

Appendix 8: Example Behaviour Response Plan

Behaviour Response Planning

When _____ is fine Write in what the person is usually like. For example, chatty and interactive.	(ASD friendly strategies) Write in ASD friendly strategies. For example; visual supports, positive instructions. For _____		Write in what you will do when the person is fine. For example; Follow plan, praise, reward, have fun. For me
Early warning signs When _____ starts: Describe the observable behaviours that show that the person is beginning to feel distressed, anxious or agitated. This could include; rocking, pacing, talking louder or faster, grumpy facial expression, withdrawal, red face etc.	To prevent challenging behaviour: Write in the strategies you are going to use to help the person calm down and feel more comfortable. Preventative strategies could include; being supportive, giving them space or getting them involved in a fun activity, distraction and redirecting. For _____		Write in what helpful thoughts you are going to use for yourself or other people involved. For example; show empathy, look at the situation from their perspective, try and work out what the problem is. For me
Low level challenging behaviours When _____ starts: Describe the observable low level challenging behaviours. At this stage the person is still rational, therefore can still make decisions. These behaviours may look like; swearing, threatening, shoving, knocking things off the desk, excessive talking, challenging questions etc.	To de-escalate the situation and prevent severe challenging behaviours: Write in strategies you will use to help de-escalate the behaviour. Strategies might include; redirecting, distracting, setting limits, giving simple clear instructions, saying "no" in a different way. For _____		Write in what strategies you or other people will use to remain calm. For example; deep breath, think positively eg. "He is not doing it on purpose", "I can do this". For me
Severe challenging behaviour When _____ starts: Describe the observable severe challenging behaviours. At this stage the person has lost rationality and has no control over their behaviour. The person and others are at risk of getting hurt. Behaviours may include; hitting, biting, kicking, throwing things, head banging etc.	Safety strategies: The main goal is to reduce the severity and duration of the episode. Write in safety strategies such as; respecting their space, avoiding verbal interaction, removing other people from area. For _____		Write in what strategies you or other people will use to remain calm. For example; deep breath, take a break, call for help. For me
The recovery has started when: Describe the observable behaviours you see when the person has calmed down. For example; re-engages in communication, cries, asks for a drink.	To speed the recovery: Write in strategies to re-establish the relationship and avoid re-escalation. For example; go on with the day as planned. For _____		Write in strategies to recover yourself. For example; debrief with someone. For me

Appendix 9: Example of Behaviour Contract

My Behaviour Goals

Name: _____ Class: _____ Term: ____ Week: ____

I am working hard to be happy and learn well at school. To do this I am going to:

1. Use my own calming space when I need it.
2. Complete all of my work.
3. Put my hand up to share my ideas and make positive comments.

The teacher and student discuss and agree on whether the goals were met at the end of each session.

My day	Monday	Tuesday	Wednesday	Thursday	Friday
Morning session	  	  	  	  	  
Middle session	  	  	  	  	  
Afternoon session	  	  	  	  	  

When I am not working towards these goals I will:	When I do achieve these goals I will celebrate by:
1. Be reminded once of my goal from my teacher. 2. Be warned of the consequence. 3. Practice of my goals by working for about 30 minutes in Mr Garton's office, then go back to class. 4. Stay in Mr Garton's office for the rest of the day.	I will also feel proud and happy with myself and enjoy sharing this with Mum and Dad.