STUDENT BEHAVIOUR SUPPORT

A Position Statement & Program

ST JOSEPH’S SCHOOL
GAYNDAH
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RATIONALE

The ministry of St Joseph’s Primary School is to be a caring Christian Community, based on gospel values, which strives to provide a holistic education for our students. With this as our focus and Christ as our model, our aim is to establish a standard of behaviour, which is consistent across the school, and to support student behaviour so that each child is able to achieve to his or her full potential.

Behaviour management at St Joseph’s Primary School will be a process involving every student, all staff and parents from Preparatory Year to Year 7; and will be built on the foundation of our Christian community and a desire to belong.

The model chosen for the Behaviour Management Policy and Program is “Mindfields of Behaviour”, John McArdle, 1995. McArdle suggests that “what you teach is what you get and where you teach it is where you get it”. The program will therefore include a clear and concise set of basic expectations for all students that will be explicitly taught, in a variety of settings, and reviewed annually or as needed.

The model “Mindfields of Behaviour”, promotes the belief that behaviour management is about purpose, method of behaviour to achieve purpose, and consequences of the behaviour. Students choose a variety of methods to achieve their purposes, but not all of these methods have positive or desirable consequences. Our task is to teach students that all behaviours have consequences and that inappropriate, unacceptable behaviours will result in certain set consequences. The program encourages students to choose appropriate behaviours that will result in positive consequences.

In Summary
- The Behaviour Management Program and Process involves
  - teaching the expected, appropriate behaviours,
  - establishing clear consequences to unacceptable behaviours and
  - having all stakeholders involved in Behaviour Management.
- Every member of the community will know
  - the policy,
  - the non-negotiable, unacceptable behaviours and
  - the clear set of consequences which will follow all behaviour.

BEHAVIOUR MANAGEMENT POSITION STATEMENT

At St Joseph’s School, Behaviour Management is a simple method involving all stakeholders that is consistent across the school. It consists of a program describing expected and non-negotiable, unacceptable behaviours; a clear set of consequences for unacceptable behaviour; and a process for dealing with students displaying unacceptable behaviours.
AIMS AND OBJECTIVES

1. Develop commitment to and ownership of Behaviour Management by involving all stakeholders in the development of expectations of how we live and learn together as a Christian Community.

2. Establish the basic principles and values of behaviour for our school, which teachers will then build on with their students.

3. Establish a classroom climate where students work and learn together to the best of their ability in a non-threatening, safe environment where all their needs are met.

4. Teach the basic non-negotiable acceptable and unacceptable behaviours across the school, and teach about decision making, consequences and choosing appropriate behaviours.

5. Establish a 5 Step-Out system, allowing for teacher individuality, for the management of unacceptable behaviours.

6. Establish classroom behaviour plans collaboratively between teachers and students through class meetings and activities.

7. Establish the expectation that we can work it out as described by McArdle 1995, p5.4; and encourage all stakeholders working with students - teachers, school officers, students, administration and parents – to work together.
UNDERLYING PRINCIPLES

1. **Purpose, Method, Consequences:** There is a purpose to all our behaviours. The *purpose* is generally to satisfy some basic need i.e. love/belonging, power, fun, to learn. The behaviour we choose to achieve the need is our *method*. The method is not always desirable in our community, and often in seeking to satisfy our needs, our methods can prevent others achieving theirs. However, if the method achieves the desired result and satisfies our need, we will continue to use it. Each method we choose has consequences, potentially positive or negative. Through the Behaviour Management Program, students are taught how to choose appropriate behaviours that have positive consequences.

2. **Shared Values and Principles:** Rather than authoritarian classrooms where the teacher makes all the decisions or laissez faire classrooms where children decide their own boundaries, this program promotes the use of a shared vision approach. In each class, teachers and students work collaboratively to identify values and principles of cooperation and set parameters for behaviour.

3. **We Can Work It Out:** We believe that as a group we are able to find solutions to creating the school and classroom environment we want. This principle is applied throughout the program, especially when individual behaviour contracts are negotiated.

4. **If It’s Not OK, It’s Not OK!:** As the title suggests, this principle is based on the idea that there are certain behaviours that are not acceptable under any circumstances, and this is *non-negotiable*. These non-negotiable behaviours will *always* result in certain consequences.

5. **Behaviour Expectations:** There are four basic behaviour expectations that are non-negotiable. They form the basis of this program. All behaviours, what they mean and how they apply will be taught at the beginning of each year or as is required.
   - Attack the problem, not the person.
   - Respect yourself and others.
   - Right place, right time, right task.
   - Speak to please.

6. **Five Step Out System:** This is a consequence system which is also taught at the beginning of each year. The first three steps are *in class*, are developed by individual teachers and their class.
   - **Step 1** In class
   - **Step 2** In class
   - **Step 3** In class
   - **Step 4** With Principal
   - **Step 5** Sent home
     - Individual Behaviour Contract
     - In School Suspension
     - At Home Suspension
     - Exclusion from School
7. **Belonging:** This is the most basic principle and fundamental need of most individuals. The aim of the program is to promote the belief that if you want to attend St Joseph’s Primary School, then you want to belong. Belonging requires us to behave in certain ways. Unacceptable behaviours demonstrate means of *not belonging*. The 5 Step Out / consequences system is also based on this principle of belonging – when you are put out, you no longer belong.

8. **What You Teach is What You Get, and Where You Teach It is Where You Get It:** If we want children to exhibit a certain type of behaviour, then we must explicitly teach that expected behaviour. We must also teach the behaviour in places where we want it to be demonstrated eg classroom, playground, church, swimming, library.
THE PROGRAM

The Behaviour Management Program has the following Key Elements:
1. Teaching the Four Behaviour Expectations
2. Teaching the Five Step Out / Consequences System
3. Shared Vision and Class Meetings
4. We Can Work It Out Meetings
5. Review

1. Teaching the Four Behaviour Expectations
At the beginning of each year, in every class, either the teacher or the Principal teaches exactly what is meant by each of the four behaviour expectations. The teaching of the behaviours is a vital part of the program and must be done each year as a reminder to all students and especially, as part of induction for new students and teachers.

A suggested sequence could be:
   a Explain the need for these non-negotiable behaviours such as
      i. Personal safety
      ii. The rights and needs of others
      iii. Need for cooperative behaviours to support learning
   b Teach the first behaviour
   c Revise the behaviour and then teach remaining rules.

2. Teaching the Five Step Out / Consequence System
Teaching the expected behaviours is an important part of this program and teaching the consequences of not exhibiting these behaviours is of equal importance. There is a five-step system of consequences for inappropriate behaviour. (An apology is a minimum expected consequence.) Steps 1-3:

In the classroom it would look like this:

i Verbal reminders / reflective questioning

ii Step 1: Minor exclusion, e.g. standing up behind the desk for 1-2 minutes thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

iii Step 2: More serious exclusion, e.g. moving to different space in the classroom for a 3-5 minute thinking time period thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

iv Step 3: Serious exclusion, e.g. exit to another class to complete a ‘Working It Out’ plan for up to 30 minutes. Upon completion and dismissal from the teacher, the child is required to knock at the door of his/her own classroom and then seek the teacher’s permission to return to class.

NB. All completed ‘Working It Out’ plans are to be sent home for parents to view, sign and return to school.
On the playground it would look like this:

i  Verbal Reminders / reflective questioning

ii  **Step 1**: Minor exclusion,  
    e.g. sitting under a tree, or standing with the teacher for 1-2 minutes thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

iii **Step 2**: More serious exclusion,  
   e.g. sitting under a tree, or standing with the teacher a 3-5 minute thinking time period thinking about their choice of behaviour and reflecting on the expected behaviour and necessary consequences.

iv **Step 3**: Serious exclusion,  
   e.g. Student accompanied by another student goes to the Staffroom where he/she collects a ‘Working It Out’ plan and completes it in the shaded eating area.

*Please note: if a child is sent to step 3, three (3) times in one week, they should be sent straight to step 4 for their next indiscretion.*

**Step 4:** At this stage the child is sent to the Principal’s Office. The child will remain with the Principal for a period of approximately one hour. At Step 4, the child will be asked to complete normal school work and after the “cooling off” period, the Principal will discuss the child’s behaviour, the teacher’s actions, the choices they have made and the consequences which accompany those choices. When the Principal feels that the child is ready to return to class, s/he will accompany the child back to class.

Upon reaching the class, the child is required to knock at the door and then seek the teacher’s permission to return to class. At this stage, the teacher asks the child questions similar to these:

- Why were you sent to Step 4?
- What will you do differently now?
- Show me please.

If the teacher is satisfied with the child’s responses, the child may return to class. It should be noted at this stage that if the teacher is not satisfied with the responses (perhaps the child shows no remorse) the teacher may refuse the request to return to class. In this situation, the child would return to the office with the Principal for the rest of the day. Upon arrival at school the next day, the child proceeds straight to the office and when school begins, the Principal will accompany the child to the classroom and the child will repeat the request for readmission to the class.

Every child who is sent to Step 4 will automatically receive a form letter to parents which explains what has happened at school that day and the consequences of those actions for the child.
Step 5: This step has two elements:

a  If a child is exhibiting uncontrolled behaviour at school and will not respond to the staff or the normal steps, then that child goes to step 5. This involves the Principal calling the child’s parents and the child being sent home for the rest of the day. On return to school the next day, the child reports to the Principal’s office and satisfy the Principal that their behaviour will be acceptable and satisfy the non-negotiable expectations of the school.

b  When there are repeated instances of a child being sent to step 4 and there is no discernable change in their behaviour, the Principal will arrange a We Can Work It Out meeting with the child’s class teacher and parents. At this meeting, an Individual Behaviour Contract will be established for the child. This is done collaboratively to achieve the best possible outcome for the child, the class, the teacher and the parents.

An example of Individual Behaviour Contract

- If the child is sent to step 4 on two more occasions, a one week, in school suspension will occur.
- If after that suspension, the child is sent to step 4 on two more occasions, a one week out-of-school suspension will occur.
- If after that suspension, the child is sent to step 4 once more, enrolment privileges will be revoked.
- During this time, the child and parents receive help and counselling from the Guidance Counsellor. The school will also make every effort to offer support the class and the class teacher.
- Any Individual Behaviour Contract that culminates with suspension and exclusion must have the approval of both the Area Supervisor and the Executive Director.
IMPORTANT POINTS TO REMEMBER

- It is the responsibility of the teacher in the class situation to take control of the first 3 steps of the program. These steps must carry consequences that are appropriate to the teacher and the class and that have been established by the teacher and the class as part of Class Meetings.
- It is important to use “cueing in” techniques when repeating instructions so that the students are aware of what is being asked of them.
- This program will work best if there is minimal disruption to the class. In the event of inappropriate behaviour, the teacher simply needs to say to the child, “Step 1 please”, and then continue with the lesson. If the program has been taught to the class, the child will know what is expected and the consequences of their actions.
- Teachers need to avoid emotional involvement and conflict during episodes of inappropriate behaviour. Emotional discourse, arguing and yelling will only exacerbate the situation and disturb the whole class.
- It is expected that all students who are sent to any of the steps must catch up on any class work they have missed while being at the step. This should occur in the child’s own time or at a time suitable to the teacher.
- At each step, it must be stressed that it is the child who is responsible for their consequences. At each step, it is the child who decides what will follow. If they choose to exhibit belonging behaviour, then there will be positive consequences. If they choose to exhibit inappropriate behaviour, then they are choosing the negative consequences.
- It is the responsibility of all staff to take control of steps 1-3 for all incidents of inappropriate behaviour. Each member of staff who is in any way in control of students must use the step system and they must control the actions and consequences of the first three steps.
- At no step should a child be out of sight of the teacher. This is particularly relevant to children sent to step 3. If teachers are using the verandah for this step, the child must be in a position where the teacher can see them.
- The speed at which a child progresses through the steps is totally at the discretion of the teacher and dependent upon the actions/choices of the child. There is no set rule of thumb for this. For example, it is quite possible for a child who is exhibiting extremely uncontrolled, violent and /or abusive behaviour to move from step 1 through 5 in a matter of seconds.
- If this program is to be useful, it is essential that every member of the school staff is using the program. The particular strategies and consequences used by individual members of staff may be quite different but the essential elements are 3 steps controlled by the teacher in the class setting and steps 4 and 5 controlled by Administration must be used.
SERIOUS INCIDENTS
In the event of an incident occurring which a teacher or member of the Administration Team deems to be "serious", the child involved will be sent straight to step 4. Where the Principal deems this incident to be serious enough, s/he may decide to enforce an immediate in-school or at-home period of suspension.

Automatic step 4 behaviours (serious incidents) would include:
- Verbal abuse of staff
- Wilful destruction
- Assault
- Incidents involving possession or use of licit or illicit drugs
- Offences of a sexual nature
- Serious threatening behaviour
- Use of a weapon to threaten or hurt another person.

In the event of a drug related incident, Brisbane Catholic Education Policy stated in the Guidelines for Managing Drug Related Incidents policy statement will be followed as directed. This will involve following the “Sequence of Actions” as stated in the document.

3. Shared Vision and Class Meetings
An important principle of this policy is that of shared vision. This principle suggests that in our school, teachers, students, administration and parents are all involved in behaviour management as important stakeholders.

In classrooms, it means that teachers need to work with their classes to establish a "vision” for the class and to come up with a set of class expectations.

4. We Can Work It Out Meetings
The principle of shared vision also relates to the use of We Can Work It Out Meetings. These meetings occur at step 5 before a student is placed on an Individual Behaviour Contract.
At this meeting, the Principal, Class Teacher, Parents and the child are all present. The inappropriate behaviours are discussed and this group will work together to come up with a Behaviour Contract for the child that is acceptable to all people. At this meeting, steps such as the use of Guidance Counsellors or other professionals, suspensions, time-out periods are arranged. A record of the meeting’s outcomes will be kept in the child’s school file.

5. Review
This policy has been written as a result of the work of the School Behaviour Management Review Committee 2003 and was last reviewed by teaching staff in January 2007, and October 2009. It is expected that this document would be reviewed annually to ensure its validity and effectiveness.