



BEHAVIOUR PLAN FOR STUDENTS

1.0 PURPOSE

The Cathedral School (ELC, Junior School and OSHC) is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

An essential element of lifelong wellbeing is the experience of belonging, of being connected to others in a community, being accepted and valued, and being positively involved and engaged. The Cathedral School (ELC, Junior School and OSHC) is integral in the enhancement of student wellbeing. It follows that, when a member of staff is addressing student behaviour that is judged inappropriate or wrongful, behaviour management processes which ensure that the student remains engaged and connected with school activities and the school community are to be preferred to those that disengage the student. Disengagement and disconnection are potentially harmful to student wellbeing.

At The Cathedral School (ELC, Junior School and OSHC) we encourage and support children to reflect through their choices the behavioural standard of excellence within our school. We guide children to make effective choices that create a safe, respectful and caring learning and play environment for themselves and others. All children are provided with the ideal learning environment within the classroom for them to learn, develop and grow to their potential in a safe, caring and supportive space.

At Cathedral School (ELC, Junior School and OSHC) WE educate the whole child and acknowledge diversity for life long wellbeing.



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2.0 PROCEDURE

2.1 Consultation and data review

The Cathedral School (ELC, Junior School and OSHC) developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken. A review of school data and our commitment to implementing a positive behaviour system also informed the development process.

The Plan was endorsed in April 2014 and will be reviewed annually commencing in 2015.

2.2 Learning and behaviour statement

All areas of The Cathedral School (ELC, Junior School and OSHC) are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting The Cathedral School (ELC, Junior School and OSHC) to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

2.3 School Rules

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour:

- Stay Safe
- Be Responsible
- Show Respect
- Be an Active Learner

Our school rules have been agreed upon and endorsed by all stakeholders. They are aligned with the values, principles and expected standards outlined in The Cathedral School Code of School Behaviour.

3.0 Standards of positive behaviour and responding to unacceptable behaviour

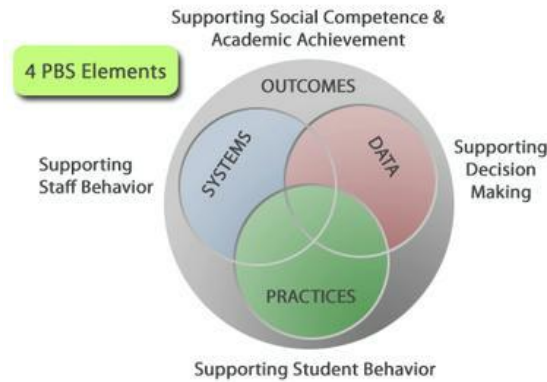
3.1 Universal behaviour support

Positive Behaviour Support

Positive behaviour support is defined as a broad range of systemic and individualised strategies for achieving positive social and learning outcomes while preventing problem behaviour. It consists of four elements that work together to support social competence and academic achievement.



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Positive behaviour support is the redesign of environments, not the individual.

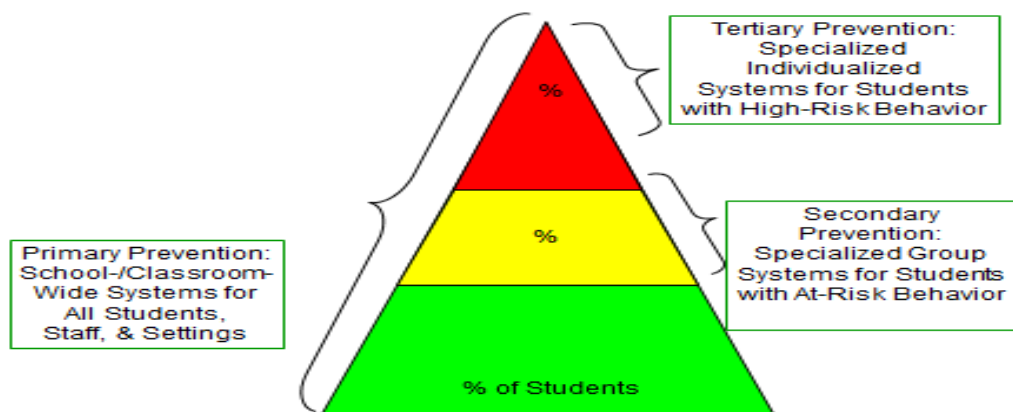
At The Cathedral School (ELC, Junior School and OSHC), we are informed by research that tells us that the most effective responses to problem behaviour are:

- Teaching Behavioural Expectations
- Academic Restructuring
- Behavioural Interventions

(Elliot, Hamburg and Williams, 1998 Gottfredson 1997; Lipsey, 1991; 1992; Tolan and Guerra, 1994)

The Cathedral School (ELC, Junior School and OSHC) recognises the link between behaviour and learning through the Continuum of School-Wide Instructional and Positive Behaviour Support data, and strategies are put in place to encourage high expectations for positive behaviour and therefore academic success. The continuum visually represents that although all students at The Cathedral School are entitled to and do receive effective and positive behaviour support, further specialised behavioural strategies are implemented for students who may require further intervention to achieve schooling success.

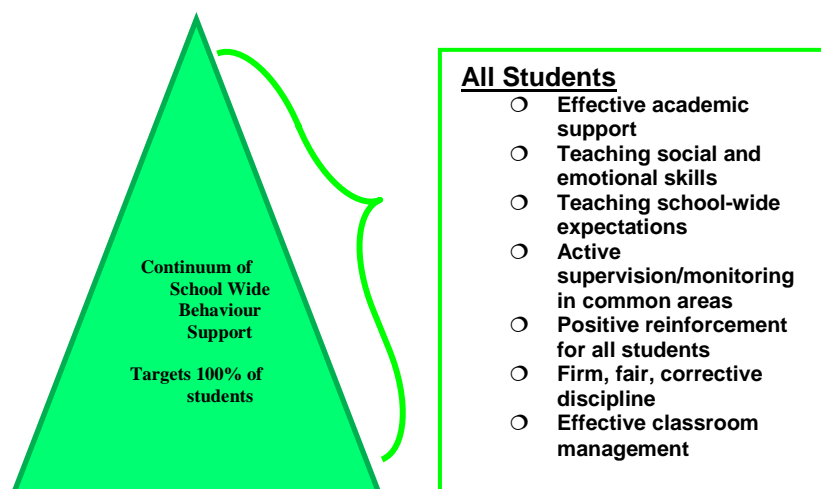
Continuum of School-Wide Instructional and Positive Behaviour Support





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A whole school approach means everybody in the school's community is **committed to a safe and supportive environment**. The first step is to develop positive relationships with students in a climate of mutual respect where students and staff have high expectations that are clearly communicated to **all** students. At The Cathedral School (ELC, Junior School and OSHC), we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school and in the school community as an informed social citizen. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to create positive behaviour and prevent problem behaviours.



Our whole school approach provides a supportive and positive learning environment through:

- Open communication with the school community on 'The Code of School Behaviour' the school's 'Behaviour Plan for Students' and the Positive Behaviour Support matrix.
- Emphasising the use of assessment and behavioural data to guide intervention and management decisions.
- Shared school values and positive reinforcement of the school rules.
- Establishment of agreed programs and procedures that are known and understood by all members of the school community.
- Staff, student and parent access to professional development, education or training.
- Managing of incidents through clear and well-understood processes.
- Supporting students and building strong community relationships.

At The Cathedral School (ELC, Junior School and OSHC):

- Appropriate student behaviour is taught.
- Positive behaviours are publicly acknowledged.
- Problem behaviours have clear consequences.
- Student behaviour is monitored and staff receives regular feedback.
- Effective behaviour support strategies are implemented consistently at the **specific, classroom and individual** student level by staff and administration.
- Effective behavioural support strategies are designed to meet the needs of all students.

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Expectations for student behaviour are designed by a school based team informed by the latest research on Positive Behaviour Support, professional development, school data, and an intrinsic knowledge of The Cathedral School (ELC, Junior School and OSHC). A set of behavioural expectations in specific settings has been attached to each of our four school expectations. The Positive Behaviour Support Expectations below outlines our agreed rules and specific behavioural expectations in all school settings.

4.0 Positive Behaviour Support Reward system

At The Cathedral School (ELC, Junior School and OSHC), communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

4.1 Reinforcing expected School Behaviour – A whole school approach

Using behavioural data from Teacher Kiosk, the Behaviour Support Team proactively implements The Cathedral School (ELC, Junior School and OSHC) Positive Behaviour Agenda (TCSPBA), which consists of data-generated targeted behavioural strategies that allow students and staff to interact in positive ways for the good of the whole school, classrooms and individuals.

4.2 Outline of The Cathedral School Positive Behaviour Agenda

- PBS Team creates data generated strategies on a term by term basis using Teacher Kiosk data (Junior School) or Qik Kids (OSHC/ELC) - several strategies will be deployed over a term.
- PBS Team create posters, lesson plans and language to be modelled.
- Class teachers and staff unpack the targeted lesson and modelled language.
- Awards are used to celebrate students' successes in the targeted focus.

4.3 Recognising Student Achievement

Our school has established systems to celebrate the success of those students who contribute to creating a safe supportive school environment.

Achievements may be in the area of:

- Personal best
- Academic success
- Sporting success
- Arts & Culture success
- Improved results
- School service
- Honest effort
- Appropriate behaviour choices
- Good citizenship

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4.4 Appropriate Acknowledgement and Rewards

At The Cathedral School (ELC, Junior School and OSHC), we set high expectations for positive behaviour and publicly recognise students and staff who strive to display the school values of **Respect, Responsibility, Safety and Active Learning**.

These students and staff are recognised through:

- Verbal praise and acknowledgement
- Awards
- Teachers or staff contact parents face-to-face, via email or telephone to acknowledge student effort.
- Acknowledgement in the school newsletter - Tatler
- Public Displays focusing on Culminating Activities, Foyer Displays, Community Displays and Assembly Performances
- Media Releases

4.5 Recognising School Values: Respect, Responsibility, Safety and Active Learning

The Cathedral School (ELC, Junior School and OSHC), reward system celebrates our students' achievements instantly, and is the main focus of our PBS approach. Students who earn Blue Merit Awards receive instant recognition for displaying the school values of Respect, Responsibility, Safety or Active Learning.

4.6 ELC, Junior School and OSHC Reward System.

- **ELC** - For the remainder of 2014 the Blue Merit System will remain in the Early Learning Centre. From 2015, we will be moving to a more visual reward system – 'The Strong Choices: Super Cape.' This cape will be handed out at each educator's discretion and is to symbolise a confident, persistent, resilient, organised or caring child. This aligns with the You Can Do It program employed in the Junior School. The child will be awarded the Super Cape to wear for the whole day.

ELC will also be developing a 'Directors Award' which either the ELC Nominated Supervisor or the Head of Junior School will hand out each week. These are centre based certificates and are a separate reward system to the Junior School's Blue Merit Awards.

- **Junior School** - The Blue Merit Award System will continue and is given out at the discretion of classroom teachers and other staff. Each award focuses on celebrating confident, persistent, resilient, organised or caring children. This aligns with the You Can Do It program, Harmony Cards and school expectations employed in the Junior School.

The Blue Merit Award System:

1. Achievement of 5 Blue Merit Awards = Class Award
2. Achievement of 3 Class Awards = Head of Junior School Award
3. Achievement of 3 Head of Junior School Awards = Principal's Award



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Weekly Blue Merit Awards are announced by the Head of Junior School during each weekly Year Level HOJS session. These achievements are celebrated with their peers and specific acknowledgement is provided by the Head of Junior School.

Classroom teachers have the discretion to give additional Blue Merit Awards in their classrooms as incentive for various reasons.

Class Awards are presented to students individually by classroom teachers.

Head of Junior School Awards and Principal's Awards are prestigious and presented on Assembly. Parents are invited to attend and will be notified ahead of time by the Junior School Receptionist.

- **OSHC** - OSHC rewards positive behaviour with the OSHC Star of the Week. Students are rewarded with their positive behaviour by going in a weekly draw to win prizes. The weekly draw occurs every Thursday.

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5.0 Whole School Behaviour Expectations Matrix

	The Stairs	Rock Centre	Classroom/ELC/OSHC/IRC	The Tuckshop
Be Responsible	<ul style="list-style-type: none"> Move on the stairs quickly but safely and follow the safe guidelines Ensure stairs are free of rubbish and food scraps 	<ul style="list-style-type: none"> Listen to staff Look after equipment/resources Remain in this area at all times with staff Use equipment/resources safely Share equipment/resources 	<ul style="list-style-type: none"> Listen to staff Look after equipment/resources Remain in your area Use equipment/resources safely Share equipment/resources 	<ul style="list-style-type: none"> Only move to the tuckshop after being released from eating time Line up at the correct window appropriately Return to correct eating area after your purchase and sit down to eat Purchase your own items
Show Respect	<ul style="list-style-type: none"> Listen and follow directions Use manners Allow adults to make their way up and down the stairs as a priority Talk quietly 	<ul style="list-style-type: none"> Speak politely Treat others equally Follow Rock Centre rules Share school equipment/resources Listen and follow all staff instructions Clean up after yourself 	<ul style="list-style-type: none"> Speak politely Treat others equally Walk quietly through the school Follow classroom/ELC/OSHC/IRC rules Share school equipment/resources Listen and follow all staff instructions Clean up after yourself 	<ul style="list-style-type: none"> Wait patiently in line Use manners—please & thank you Keep your hands and feet to yourself Put all litter in bins
Stay Safe	<ul style="list-style-type: none"> Walk on stairs Walk up the stairs on the left at all times Walk down the stairs on the left at all times Carry all equipment/resources in a safe manner 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use equipment/resources safely Ask permission to leave the Rock Centre Enter only with adult supervision 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use equipment/resources safely Ask permission to leave classroom/ELC/OSHC/IRC Walk at all times in classroom/ELC/OSHC/IRC Enter classroom/ELC/OSHC/IRC only with adult supervision 	<ul style="list-style-type: none"> Walk quietly and appropriately Wait patiently in line Keep your hands and feet to yourself No pushing in
Be an Active Learner		<ul style="list-style-type: none"> Ask questions Identify learning goals Try my best at all times Reflect on learning Celebrate success 	<ul style="list-style-type: none"> Engage in classroom expectations Ask questions Identify learning goals Try my best at all times Reflect on learning Celebrate success 	<ul style="list-style-type: none"> Make healthy food choices Know the limit you have for tuckshop Buy your own food

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	Before/After School	Eating Areas	Toilets	In the Playground
Be Responsible	<ul style="list-style-type: none"> Wait calmly at the JS car park shelter or play appropriately in the UCA Enter class promptly and calmly when doors open at 8.25am Sit in undercover area until dismissed Organise tuckshop lunches/toilet/drinks by 8.35am Walk directly to classrooms when dismissed Line up sensibly on Ross River Rd for buses Walk calmly on the paths to exit grounds OSHC students walk calmly to OSHC building 	<ul style="list-style-type: none"> Go straight to your designated area and sit down Put all rubbish and food scraps in the appropriate bins Remain seated during eating time Raise your hand and ask to use the toilet/get drinks Eat your own food Remain in your designated eating area 	<ul style="list-style-type: none"> Use toilets during break time and use appropriately Return to class / area promptly. Use water responsibly. Wait sensibly Wash your hands Use soap appropriately 	<ul style="list-style-type: none"> Listen to staff Look after equipment Remain in your area Use equipment safely Share equipment Pack away all equipment
Show Respect	<ul style="list-style-type: none"> Treat school property with care Use appropriate school language Listen and follow all staff instructions 	<ul style="list-style-type: none"> Listen and follow directions Use manners Use appropriate school language Talk quietly Raise hand to ask to move from the area Sit appropriately listening to instructions after the whistle/bell 	<ul style="list-style-type: none"> Respect the privacy of others Clean up after yourself Speak respectfully 	<ul style="list-style-type: none"> Speak politely Wear your own hat Treat others equally Show good sportsmanship Follow game rules Share school equipment/resources Listen and follow all staff instructions
Stay Safe	<ul style="list-style-type: none"> Wait calmly on seats located in JS car park and UCA (outside classrooms for Prep) Keep your hands and feet to yourself Sit in supervised area until dismissed Walk safely on all concrete paths 	<ul style="list-style-type: none"> Walk on all concrete areas Sit still whilst eating Leave seats in correct position in eating area 	<ul style="list-style-type: none"> Use soap appropriately to wash hands 1 person per cubicle Use year/ age appropriate toilets Keep hands and feet to yourself No playing in the toilet area Go with a partner, if directed by staff 	<ul style="list-style-type: none"> Keep hands and feet to yourself Use equipment/resources safely Stay in your designated play area Wear your hat - NO HAT = NO PLAY Walk on all concrete paths Drink at the appropriate drink taps
Be an Active Learner	<ul style="list-style-type: none"> Be ready to start school with equipment/resources for the day Know what your day entails 	<ul style="list-style-type: none"> Getting changed into appropriate uniform after eating time only 		<ul style="list-style-type: none"> Listen to friends Take turns Understand that there are winners and losers



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5.1 Communication of Student Behaviour Expectation

These expectations are communicated to students via a number of strategies, including:

- Reinforcement of learning from behaviour lessons conducted during focused teaching episodes, Behaviour Focused episodes and School Assemblies
- During active supervision by staff during classroom and non-classroom activities.
- Clearly visible signs throughout the school grounds and in all classrooms and other buildings including; office, UCA, IRC, specialist rooms, OSHC and ELC rooms.

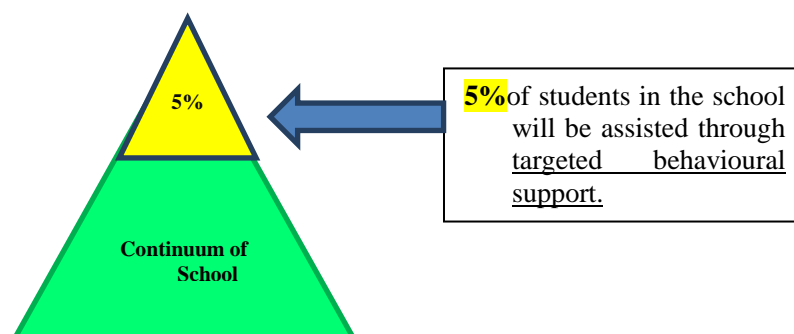
The Cathedral School (ELC, Junior School and OSHC), implements the following proactive and preventative processes and strategies to support student behaviour:

- The Cathedral School provides a whole school agenda for facilitating positive behaviour and learning.
- The Cathedral School provides regular provision of information to staff, and support to others in sharing successful practices
- Comprehensive induction programs in The Cathedral School (ELC, Junior School and OSHC) Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

5.2 Targeted behaviour support

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Each year a small number of students at The Cathedral School (ELC, Junior School and OSHC) are identified through our data as needing assistance with targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.



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Students that require **targeted behavioural support** have access to a wide range of resources to aid in their learning. Students are identified who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher. The team may consist of student, parent, teacher, support staff, Administrative Assistant to the Head of Junior School/OSHC Nominated Supervisor/ELC Director or Head of Junior School if required.

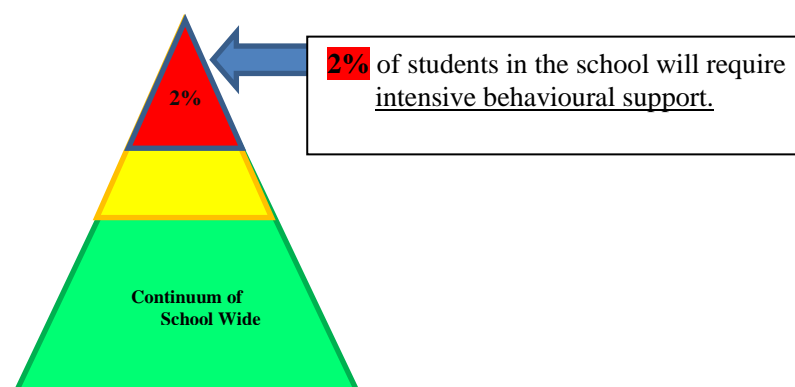
Strategies used for targeted behaviour support could include:

- Curriculum adjustments
- Reinforcement of verbal and non-verbal cues
- Increased attention from teacher, staff and administration
- Increased communication with the parents/caregivers, which occurs through all stages of targeted behaviour support, and includes positive/encouraging communication

Students whose behaviour does not improve after receiving Targeted Behavioural Support, or whose previous behaviour indicates a need for specialised intervention, are provided with **intensive behaviour support**.

5.3 Intensive behaviour support

The Cathedral School (ELC, Junior School and OSHC), is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. All students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported through The Student Support Network.



The Student Support Network:

- Works with other staff members to develop appropriate behaviour support strategies.
- Monitors the impact of support for individual students through continuous data collection.
- Makes adjustments as required for the student, and
- Works with the Behaviour Support Team to achieve continuity and consistency.

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The *Student Support Network* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. The support team may also include individuals from other agencies already working with the student and their family, a representative from the school's administration and behavioural support staff.

5.4 Case Management of 'At Risk' students

The case manager for each student who is identified as "seriously at risk" should be the class teacher. Next, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of higher level management strategies, such as suspension or cancellation of enrolment, should proceed through a systematic assessment procedure. This may include:

- Collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions.
- Referral to Administrative Assistant to the Head of Junior School/OSHC Nominated Supervisor/ELC Director for consultation or support.
- Full team collaboration to undertake a functional behavioural assessment and develop an Individual Behaviour Support Plan.

Strategies used will be preventative, supportive and/or corrective.

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling and the use of appropriate content and curriculum material.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the Individual Behaviour Support Plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents of the child/children involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances

5.4 Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

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Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

5.4.1 Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language)

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally)

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates)

Follow through

(If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour)

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations)

5.4.2 Physical Intervention

There is a Provision for the use of Physical Restraint involving the manual restriction of a student's movement for reasons of safety in cases where a student is behaving in a manner that is potentially injurious to themselves or others, or to prevent serious property damage.

It is used only as an immediate or emergency response or as part of student's individual plan, including prevention of self-harming behaviours. The legal basis for use of physical restraint is twofold. Firstly, it resides in the common law duty of care that staff owe to all students to protect them from foreseeable harm. Secondly, a defence to complaints of assault in respect of physical restraint is provided in section 280 of the Criminal Code.

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Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- Physically assaulting another student or staff member.
- Posing an immediate danger to himself/herself or to others.

Appropriate physical intervention may be used to ensure that The Cathedral School's (ELC, Junior School and OSHC) duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- Physical intervention cannot be used as a form of punishment.
- Physical intervention must not be used when a less severe response can effectively resolve the situation.
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction
- School disruption
- Refusal to comply
- Verbal threats
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- Be reasonable in the particular circumstances.
- Be in proportion to the circumstances of the incident.
- Always be the minimum force needed to achieve the desired result, and
- Take into account the age, stature, disability, understanding and gender of the student.

5.4.3 Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report on TASS (Junior School) or Qik Kids (OSHC/ELC)
- Debriefing report (for student and staff)

5.5 Consequences for unacceptable behaviour

When applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Setting Expectations



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Because The Cathedral School (ELC, Junior School and OSHC) believes in high expectations, we believe setting down clear expectations for teaching, learning and playing will assist students to know the standards required for successful participation in school life. When responding to problem behaviour the staff member follows:

- The PBS matrix for identifying types of negative behaviours students display and whether it is **minor** or **major**.
- The PBS matrix for identifying appropriate **consequences** for behaviour management.

Whole School Steps Program for escalating levels of behaviour at The Cathedral School - ELC, Junior School and OSHC

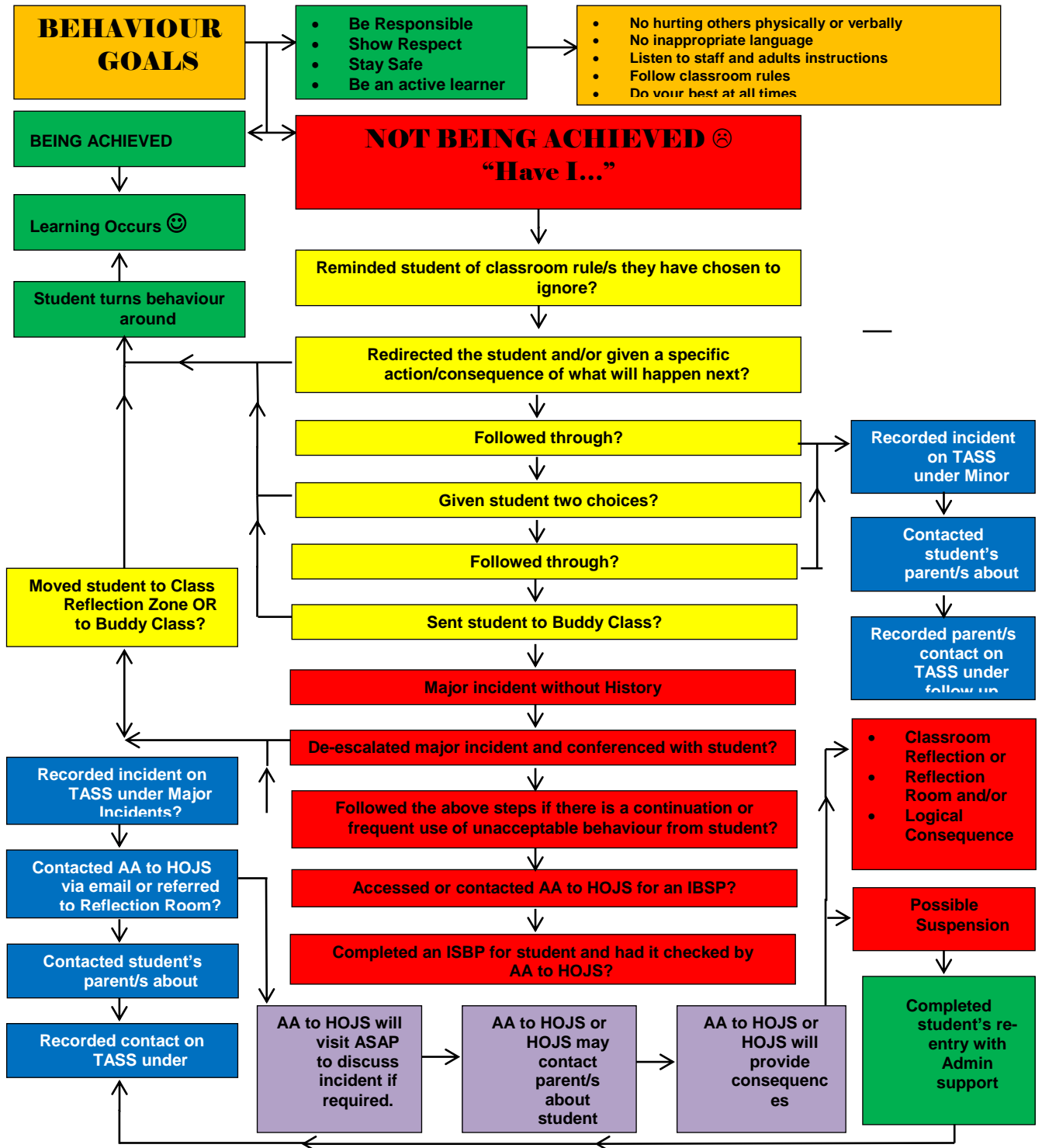
6.0 Classroom Behaviour Management

The Cathedral School (ELC, Junior School and OSHC), deploys consequences using a school wide step program, in which staff can universally respond to student behaviour using a consistent approach. The following flowchart outlines the procedure staff follow when instigating behaviour management consequences in a Junior School classroom.



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The Cathedral School Student Behaviour - 'Have I' Flowchart - Classroom



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Expectations:

The Cathedral School (ELC, Junior School and OSHC) Staff make clear to students:

- The four school expectations and define high standards of behaviour.
- That negotiated classroom rules and consequences are collaboratively arrived at and displayed clearly in the classroom or centre from the beginning of the year. These describe positive observable behaviours, are based on the school rules.
- That rules are modelled and referred to consistently.
- The Behaviour Thermometer is displayed in all classrooms and is used when discussing behaviour with students.
- The Behaviour Thermometer Steps 1 – 5 are adhered to by all staff and the language for each step is used when speaking with students about behaviour.

6.1 Recognising Minor and Major Behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the Administrative Assistant to the Head of Junior School/OSHC Nominated Supervisor/ELC Director or Head of Junior School.

6.1.1 Minor Behaviours

Minor behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause staff to suspect that the student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of problem behaviours.
- Do not require involvement of specialist support staff or administration.
- Are recorded in Teacher Kiosk (Junior School) or Qik Kids (OSHC/ELC).

Incidents are categorised through Teacher Kiosk and aligned against our **School Expectations of Respect, Responsibility, Safety and Active Learning**. When incidents occur, students are asked to reflect upon the matrix and discuss how they can use our school values to choose more appropriate behaviour.

6.1.2 Major behaviours

Major behaviours are those that:

- Significantly violate the rights of others.
- Put others / self at risk of harm.
- Require the involvement of School Administration.

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Major behaviours result in an immediate referral to the Administrative Assistant to the Head of Junior School/OSHC Nominated Supervisor/ELC Director or Head of Junior School because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member follows up with administration.

6.2 Consequences and Behaviour matrix

<u>Level 1:</u> Behaviours that impact the student and others learning	<u>Level 2:</u> Behaviours that interfere with the learning of others	<u>Level 3:</u> Behaviours that affect an orderly environment	<u>Level 4:</u> Harmful/Illegal Behaviours
MINOR BEHAVIOURS		MAJOR BEHAVIOURS	
	<p><u>All Level Two behaviours:</u> significantly violate the rights of others <i>or</i> put others at risk or harm <i>or</i> are extreme Level One behaviours</p>	<p><u>All Level Three behaviours:</u> violate SWPBS policies <i>or</i> are chronic Level Two behaviours <i>or</i> may require Admin involvement</p>	<p><u>All Level Four behaviours:</u> violate SWPBS policies <i>or</i> violate TCS policies or laws <i>or</i> are chronic Level Two behaviours <i>or</i> require Admin involvement</p>
<ul style="list-style-type: none"> • Not listening • Not lining up • Playing at or in desk • Calling out during lessons • Not following simple instructions • Moving around the room during lesson • Tattling • Not being prepared • Copying behaviours • Whining • Inappropriate use of equipment/resources • Not returning to class on time • Inappropriate noises • Non-contextualised inappropriate language • Speaking when asked not to 	<ul style="list-style-type: none"> • Refusing to begin work • Out of seat and interfering with other’s learning • Inappropriate use of equipment/resources • Destroying equipment or resources • Not completing set tasks • Touching people inappropriately • Poking • Talking back to an adult • Refusing to line up • Cheating • Lying • Name calling • Constant talking • Constant inappropriate noises • Throwing things around the room • Repeated level one behaviours 	<p style="text-align: center;"><i>Also see Major Behaviour Definitions sheet</i></p> <ul style="list-style-type: none"> • Disrespect to people or property • Inappropriate language • Threatening to do injury to person or property • Stealing • Leaving the lesson without permission • Pushing/shoving • Repeated teasing/bullying • Throwing objects around the room at students or staff • Graffiti on school property • Profane hand gestures • Forgery of assessment • Repeated non-compliance • Repeated level 2 behaviours 	<ul style="list-style-type: none"> • Actions that cause physical harm • Inappropriate language directed at a staff member • Striking a staff member • Stealing • Fighting • Using weapons to threaten or harm • Spitting on others • Punching, hitting, kicking, biting • Throwing furniture • Vandalizing school property • Threatening to do injury to person or property • Bullying (constant verbal/physical/cyber) • Sexual harassment or behaviours • Repeated level 3 behaviours



BEHAVIOUR PLAN FOR STUDENTS

<p><i>Ideas for guiding behaviour</i></p> <ul style="list-style-type: none"> - Clear expectations in room - Constant referral to rules - Waiting and Scanning - Descriptive encouragers - Cueing with parallel acknowledgement - Positive feedback - Selective attending - Peripheral vision - Non-verbal redirections gestures, pause in talk, proximity - Proactive rule reminders - Give a choice - Follow through - Post lesson discussions - Debriefing with student - Link rewards to appropriate behaviours 	<p><i>Ideas for guiding behaviour</i></p> <ul style="list-style-type: none"> - Clear expectations in room - Constant referral to rules - Waiting and Scanning - Descriptive encouragers - Cueing with parallel acknowledgement - Positive feedback - Selective attending - Peripheral vision - Non-verbal redirections gestures, pause in talk, proximity - Proactive rule reminders - Give a choice - Follow through - Post lesson discussions - Debriefing with student - Link rewards to appropriate behaviours - Consultation with AA to HOJS/ OSHC Nominated Supervisor/ELC Director/Teacher Colleagues/ Behaviour Support Team for management ideas and/or intervention strategies 	<p><i>Ideas for guiding behaviour</i></p> <ul style="list-style-type: none"> - Clear expectations in room - Constant referral to rules - Waiting and Scanning - Descriptive encouragers - Cueing with parallel acknowledgement - Positive feedback - Selective attending - Peripheral vision - Non-verbal redirections gestures, pause in talk, proximity - Proactive rule reminders - Give a choice - Follow through - Post lesson discussions - Debriefing with student - Consultation with AA to HOJS/ OSHC Nominated Supervisor/ELC Director/Teacher Colleagues/ Behaviour Support Team for management ideas and/or intervention strategies 	<p><i>Ideas for guiding behaviour</i></p> <ul style="list-style-type: none"> - Clear expectations in room - Constant referral to rules - Waiting and Scanning - Descriptive encouragers - Cueing with parallel acknowledgement - Positive feedback - Selective attending - Peripheral vision - Non-verbal redirections gestures, pause in talk, proximity - Proactive rules reminders - Give a choice - Follow through - Post lesson discussions - Debriefing with student - Consultation with AA to HOJS/ OSHC Nominated Supervisor/ELC Director/Teacher Colleagues/ Behaviour Support Team for management ideas and/or intervention strategies
<p><i>Consequences may include</i></p> <ul style="list-style-type: none"> - Time out in room - Parent contact - Loss of privileges - Moving seat - Documentation on Teacher Kiosk 	<p><i>Consequences may include</i></p> <ul style="list-style-type: none"> - Timeout in room - Buddy Class room - Parent contact - Loss of privileges - Personal Behaviour contract - Admin/parent/student/teacher conference - Referral to AA to HOJS/ OSHC Nominated Supervisor/ELC Director, Learning Support, Chaplain - Documentation on Teacher Kiosk <p><i>*Students should receive referrals to <u>Admin Assist HOJS/OSHC Nominated Supervisor/ELC Director or HOJS if ideas for controlling</u></i></p>	<p><i>Consequences may include</i></p> <ul style="list-style-type: none"> - Timeout in room - Buddy Classroom - Parent contact - Loss of privileges - Personal Behaviour contract - Office referral - Referral to AA to HOJS/ OSHC Nominated Supervisor/ELC Director, Learning Support, Chaplain - Admin/parent/student/teacher conference - Suspension - Documentation on Teacher Kiosk <p><i>*Students should be referred to admin at the referring staff member's discretion</i></p> <ul style="list-style-type: none"> • Inform student of rule 	<p><i>Consequences may include</i></p> <ul style="list-style-type: none"> - Suspension - Cancellation of enrolment - Documentation on Teacher Kiosk <p><i>* IMMEDIATE office referrals should occur with this level of infraction</i></p> <ul style="list-style-type: none"> • Inform student of rule violated • Describe expected Behaviour • Call admin for assistance

BEHAVIOUR PLAN FOR STUDENTS

	<i>behaviours have not been successful</i>	violated <ul style="list-style-type: none"> • Describe expected Behaviour • Call admin for assistance • Document incident on Teacher Kiosk (Junior School) or Qik Kids (OSHC & ELC) 	<ul style="list-style-type: none"> • Document incident on Teacher Kiosk (Junior School) or Qik Kids (OSHC & ELC)
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When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. The language of the PBS matrix and Behaviour Thermometer is used. One method that staff members might use to achieve this is to have students:

- Work through The Cathedral School (ELC, Junior School and OSHC) Student Behaviour ‘Have I’ Flowchart and show student where they are on the Behaviour Thermometer
- Articulate the relevant expected school behaviour outlined in the PBS matrix
- Explain how their behaviour differs from expected school behaviour
- Describe the likely consequences if the problem behaviour continues and
- Identify what they will do to change their behaviour in line with expected school behaviour.

Should problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour. Use of the language from the Behaviour Thermometer is used in every classroom.

7.0 The Cathedral Junior School Behaviour Thermometer Overview

The student focus on the thermometer is the first two steps - practicing self-regulation, self-correction, self-management and to practice making choices while thinking for themselves and problem solving.

You can't have the first step without having to tune inward and notice how you feel and think. The student must learn there and then, they have a choice to change course or not. Step 1 is similar to this theory.

The thermometer takes the emotion out of the situation for the teacher and puts the responsibility and accountability back on to the child. Some of the phrases may seem similar and repeated. This to give options, some teachers will find this way of talking new. For that reason shorter phrases or longer phrases helps.

Step 1: Checking in Self-awareness (Responsibility – Response/ableness)

Teachable Moments and Opportunity for:

- ✓ Self-correction
- ✓ Self-regulation
- ✓ Self-management
- ✓ Personal responsibility



BEHAVIOUR PLAN FOR STUDENTS

- ✓ Fostering trust and respect
- ✓ Seeing children as capable of solving their own problems
- ✓ Building upon their choice making muscles
- ✓ More calm and connecting interactions
- ✓ Fostering Social and emotional awareness

Phrases to guide and encourage checking in:

You need to 'check in' with what you are doing.

You need to check in with yourself and...

You need to check in ... is it helpful to your learning?

...is it supporting your learning?

...is it supporting you and your classroom/classmates?

...is what you are doing appropriate?

...is what you are choosing to do, going to get you to where you need to be?

...is what you are choosing to do, what has been asked of you?

...let me help you check in, it's dangerous to swing on your chair etc...

Step 2: Different choice

Redirection (Rule reminder) and Guidance

Teachable Moments and Opportunity for: (More practice, reinforcement and another chance at...)

- ✓ Self-correction
- ✓ Self-regulation
- ✓ Self-management
- ✓ Personal responsibility
- ✓ Response-ability (emotional awareness)
- ✓ Fostering trust and respect
- ✓ Seeing children as capable of solving their own problems
- ✓ Building upon their choice making muscles
- ✓ Maintaining calm and connection within the classroom
- ✓ Fostering Social and emotional learning
- ✓ Encouraging boundaries and limits
- ✓ Guiding towards classroom values and school rules
- ✓ Staying connected
- ✓ Trusting the child to correct course

Phrases to guide and encourage a different choice:

- What you are doing is not working for you or others? You need to make a different choice.
- You need to stop as what you are doing is not working.
- You need to stop, what else can you do?
- You need to stop and make a different choice.
- You need to make a different choice, it's not okay to (rule reminder).
- You need to make a different choice, what you are doing is not helping you/your classroom/your classmates/the environment.



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- You need to make a different choice. You have a few minutes to work out what your choice is going to be.
- You need to make a different choice. Do you need my help in giving you some options?
- You need to stop. What you are doing is not appropriate and within the classroom rules. Make a different choice.
- You need to make a different choice. What you are doing is not working for you.
- Do you need my help? Because what you are doing is not working for you? Make a different choice
- You need to make a different choice.

Step 3: Classroom Buddy Think and reflect **Teachable Moments and Opportunity for:**

- ✓ Time away to think.
- ✓ Time away to think for both of us.
- ✓ Support for the child to self-reflect and time away from the existing environment.
- ✓ A time for self-reflection.
- ✓ A time to calm down and rethink choices.
- ✓ Respite for teacher to think about how he/she can support you with moving forward to stay connected in your learning and classroom.

Phrases to guide and encourage as the child is requested to go to the buddy room.

- You need to go to your buddy room for some time away to think and reflect. Is there anything you would like to say or do before you go? Please keep in mind you are at level 4 of the Behaviour Thermometer and you can cool and calm down and turn this around.
- You need to stop now. Please go to your buddy room and take the time to really think about your choices. I am here to support you when you return or we are all here to support you when you return.
- You have had 2 chances of making your own choices. You need to go to the buddy room now. We will support you to move forward from here when you return.
- That is enough. You have had two chances to manage your choices. I am requesting you go to your buddy room to have some time for self-reflection. From your choices, it's clear you need more support. I'll have a think about how I can do that while you're gone and we will discuss it together.

Step 4: Administration Assistant to the Head of Junior School/Reflection Room **Extra support and guidance**

Teachable Moments and Opportunity for:

- ✓ Coaching/guiding the child.
- ✓ Reminding the child of the next step and the seriousness of it.

BEHAVIOUR PLAN FOR STUDENTS

- ✓ Encouraging the child to reflect on how to make amends with themselves and others.

Phrases to guide and encourage as the child is requested to go to the Reflection Room:

- You need to take some time out to reflect on the seriousness of your choices. Please gather your journal/day book (whatever is required) and go to...
- You need to spend some time with...and come up with some strategies for how this won't happen again and what you can do to make amends with...
- Your behaviour is not acceptable, as your teacher I am responsible to you and I think you will benefit with extra support in helping you with your choices.

Step 5: Head of Junior School

External Support

Teachable Moments and Opportunity for:

External support, parents, guardians, professionals etc...

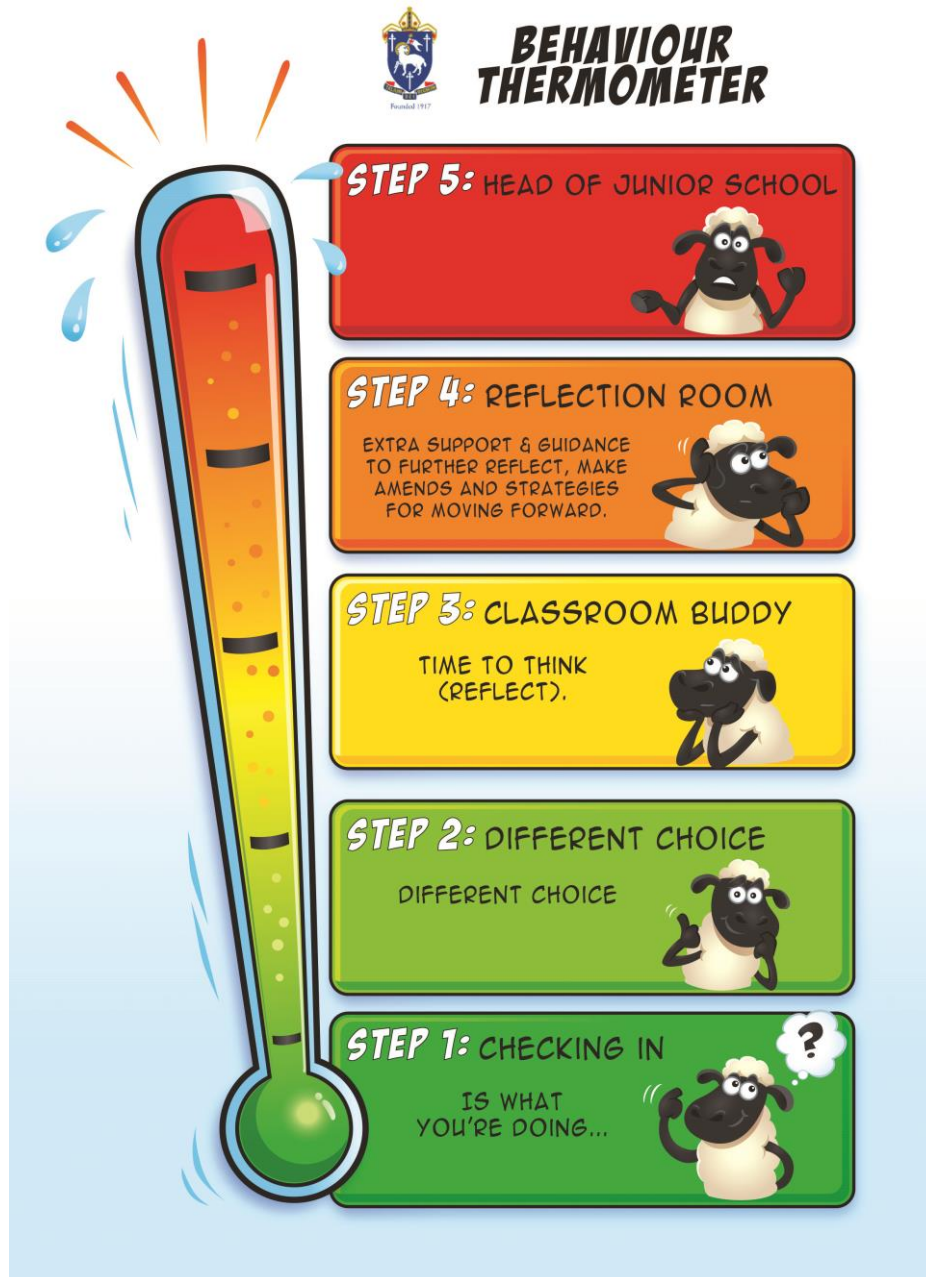
- ✓ Where to from here conversations.
- ✓ Long term expectations and goals.
- ✓ Long term consequences of behaviour choice.
- ✓ Decision of consequences.

Phrases to request Head of Junior School visit:

- What you are doing is unacceptable and not appropriate...you are at Step 5 of the Behaviour Thermometer. You will need to speak with the Head of Junior School and see what the consequences are of your choices.
- You have reached Step 5. You will be required to speak with the Head of Junior School.
- You need to go to the Head of Junior School, I have phoned through and he is expecting you. Just checking in, you are aware that this is Step 5 of the Behaviour Thermometer we have.
- That is enough now, you have reached Step 5 and you know what that means for you. You need to explain your choices to the Head of Junior School.



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8.0 Playground Behaviour Management (Junior School ONLY)

- Playground rules and expectations are displayed clearly around the school.
- These describe observable behaviour and are stated in the positive.
- All staff should consistently monitor these, model them and refer to them.



BEHAVIOUR PLAN FOR STUDENTS

Junior School ONLY

Playground infringements that break the School Expectations of Respect, Responsibility, Safety and Active Learning may result in time spent in the Reflection Room. This involves the removal of the child from the playground for infringements that occur before or after school, during lunch breaks, and after school or on buses. The process is clearly laid out for staff and students as shown below.

Yellow Slip Playground Process Reflection Room	
Process steps	Student procedure
Student is identified as displaying inappropriate or unsafe playground behaviour. Staff to redirect student/s teacher to cease current activity.	Student/s is asked to cease current activity and stand with staff on duty while slip is written out.
Staff to write out yellow slip with accurate details including time, date and nature of incident. Supervisor in Reflection Room will choose number of days in Reflection Room for consistency.	Student directed to take slip to the Reflection Room to be checked and logged ensuring attendance and follow through.
Reflection Room Duty Officer will check student attendance on a daily basis informing of non-attendance. Any non-attendance is extended to reinforce expectations.	Student is required to attend their assigned days in the Reflection Room, marked present for every attendance and reminded of extended consequence for non-attendance. Students will be required to complete activities targeted toward personal behaviour reflection and skilling.
Yellow slip detentions are fulfilled, then slip is used to complete Teacher Kiosk and is photocopied and attached to Reflection Room Student Worksheet to send home to parents to be signed and returned to Reflection Room Duty Officer.	Student completes required Reflection Room detention responsibly and respectfully, return signed Reflection Room Student Worksheet and then is free to resume normal lunchtime activity.

To assist in continuity, the PBS committee has developed a School Wide Consequences Matrix that the Reflection Room Duty Officer uses to select the number of break times students receive for playground infringements.

8.1 Lunchtime Penalty Consequence Matrix

REFLECTION ROOM LUNCHTIME PENALTY SCHOOL WIDE CONSEQUENCE MATRIX

1 Break Time Seems excessive for some of the	<ul style="list-style-type: none"> • Calling out or screaming repeatedly at eating or play area • Not following simple instructions or rules (sit quietly etc) • Littering • Taking others' food
---	--



BEHAVIOUR PLAN FOR STUDENTS

<p>offences. What about natural consequences? You litter – you pick up litter. Refuse to play by the rules – you don't play etc</p>	<ul style="list-style-type: none"> • Touching people or objects without consent • Going to play before instructed • Caught in wrong eating or play area • Loitering in / near toilets • Refusing to play by game rules (cheating) • Playing in the toilets • Inappropriate use of computers • Inappropriate behaviour in the tuckshop line • Not wearing hat/shoes where and when required
<p>2 Break Times</p>	<ul style="list-style-type: none"> • Refusing or ignoring staff instruction at eating or play • Interfering with others eating or play (stirring) • Unsafe play and disregard for others safety (eg footy pile on) • Taking others play equipment/resources • Poking or taunting during eating or play time • Talking back to an adult • Lying • Playing in an out of bounds area • Inappropriate language during eating or play time • Inappropriate behaviour at drink taps (pushing, shoving, screaming) • Continued offence of Level 1 & 2 behaviours
<p>3 Break Times</p>	<ul style="list-style-type: none"> • Disrespect to people or property • Repeated Teasing/bullying of one or more students • Repeated non-compliance • Threatening to do injury to person or property • Profane hand gestures • Continued offence of Level 3 behaviours
<p>4 Break Times</p>	<ul style="list-style-type: none"> • Stealing from bags • Pushing / shoving with intent to cause conflict • Throwing objects with intent to cause harm to others or property (sticks, seeds, rocks etc) • Graffiti on school property / Damaging school property • Pranking (Dacking, Chinese burns) • Continued offence of Level 4 behaviours
<p>5+ Break Times</p>	<ul style="list-style-type: none"> • LEVEL 4 BEHAVIOURAL OUTLINED IN PBS BEHAVIOUR MATRIX REFERRAL TO ADMINISTRATION FOR INVOLVEMENT

9.0 Network of student support

The network for student support at The Cathedral School (ELC, Junior School and OSHC) includes the involvement of a team of personnel and agencies.

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This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Behaviour Support Team
- Parents
- School Counsellor
- Adopt-a-Cop
- Advisory Visiting Teachers (AVT)
- School Chaplain

At The Cathedral School (ELC, Junior School and OSHC), we provide support to students who require more targeted or intensive support.

Government agencies such as the local Child Youth Mental Health Service, Department of Communities, Department of Child Safety, Queensland Health Services, Centre Care and Juvenile Aid Bureau also work closely with the school to provide support when necessary. There are many other community organisations that can support students at risk.

9.1 Consideration of individual circumstances

To ensure alignment when applying consequences, the individual circumstances and actions of the student, and the needs and rights of school community members are considered at all times.

The Cathedral School (ELC, Junior School and OSHC), considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account students':
 - Age, gender, cultural background
 - Disability or impairment.
 - Emotional state
 - Socioeconomic situation
 - Previous behaviour record
 - Severity of the incident
 - Amount of reliable evidence
 - Degree of provocation
 - Intent of the action
 - Honesty and perceived level of genuine remorse
- Recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.



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Equity in Negotiating Student Behaviours

Furthermore, when an incident occurs between students it is important that it is understood that staff will endeavour to find out the most likely event. To ensure consistency and equity in the decision making process, the student/s are debriefed:

The following questions are considered:

1. What happened?
2. How did you feel?
3. What were you thinking at the time?
4. What have you thought about since?
5. Who has been affected by what you did?
6. In what way?
7. What do you think you need to do to make things right?
8. How do you feel now?

Questions for those harmed:

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



BEHAVIOUR PLAN FOR STUDENTS

10.0 APPENDIX

10.1 Individual Behaviour Support Plan

Individual Behaviour Support Plan						
Student Name:		Class:		Date:		Review Date:
Teacher Signature:				Date:		
Parent Signature:				Date:		
Specialist Signature:				STUDENT ID:		
CRITICAL INFORMATION:						
•						
STUDENT SUPPORT NEEDS:						
<input type="checkbox"/> SWD(IEP)	<input type="checkbox"/> Behaviour	<input type="checkbox"/> Risk Assess	<input type="checkbox"/> ESP	<input type="checkbox"/> Health	<input type="checkbox"/> Speech Pathologist	
<input type="checkbox"/> SAS	<input type="checkbox"/> Transition	<input type="checkbox"/> STL	<input type="checkbox"/> BMST	<input type="checkbox"/> GO	<input type="checkbox"/> OT/Physiotherapist	
<u>STUDENT STRENGTHS:</u>						
<u>Target behaviours:</u>						
<u>Behaviour Motivation:</u>						
Possible triggers/antecedents:						
<u>STUDENT GOALS/ LEARNING OUTCOMES: (Long term goals)</u>						
<u>SHORT TERM GOALS:</u>						
1. Be able to						
2. Be able to						
3. Be able to						
PROACTIVE STRATEGIES (teaching of replacement behaviours):						
Environment Changes	1.					
Curriculum Changes	1.					
Focussed By	1.					
Monitoring & Assessment Tools	Recording of incidents (positive and negative) Contact with parent via... Behaviour Support Plan reviewed and amended as required by classroom teacher & Administrative Assistant to HOJS					
REACTIVE STRATEGIES						
Frequent reminders of expectations						
1. Offer choice – always given two: this activity now or Buddy classroom						
2. Provide immediate feedback for appropriate behaviour						
3. Reward good choices – negotiated free time on computer, or individual game with aide						
4. Certificates						
5. TASS records						
6. Classroom reflection						



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- 7. Buddy classroom reflection
- 8. Parent contact
- 9. Administrative Assistant to HOJS contact
- 10. Suspension

10.2 Play Plan



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Junior School Play Plan

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>1st Break:</i>	<i>1st Break:</i>	<i>1st Break:</i>	<i>1st Break:</i>	<i>1st Break:</i>
<i>UCA</i>	<i>JS Oval</i>	<i>JS Oval</i>	<i>JS Oval</i>	<i>JS Oval</i>
<i>2nd Break:</i>	<i>2nd Break:</i>	<i>2nd Break:</i>	<i>2nd Break:</i>	<i>2nd Break:</i>
<i>Adventure Playground</i>	<i>Reflection Room</i>	<i>Adventure Playground</i>	<i>Library</i>	<i>UCA</i>



BEHAVIOUR PLAN FOR STUDENTS

10.3 Classroom Behaviour Plan (STATE document)

The Cathedral Junior School Classroom Behaviour Plan

(STATE ... space, time, activities, transitions and energy)



Space (S)

Time (T)

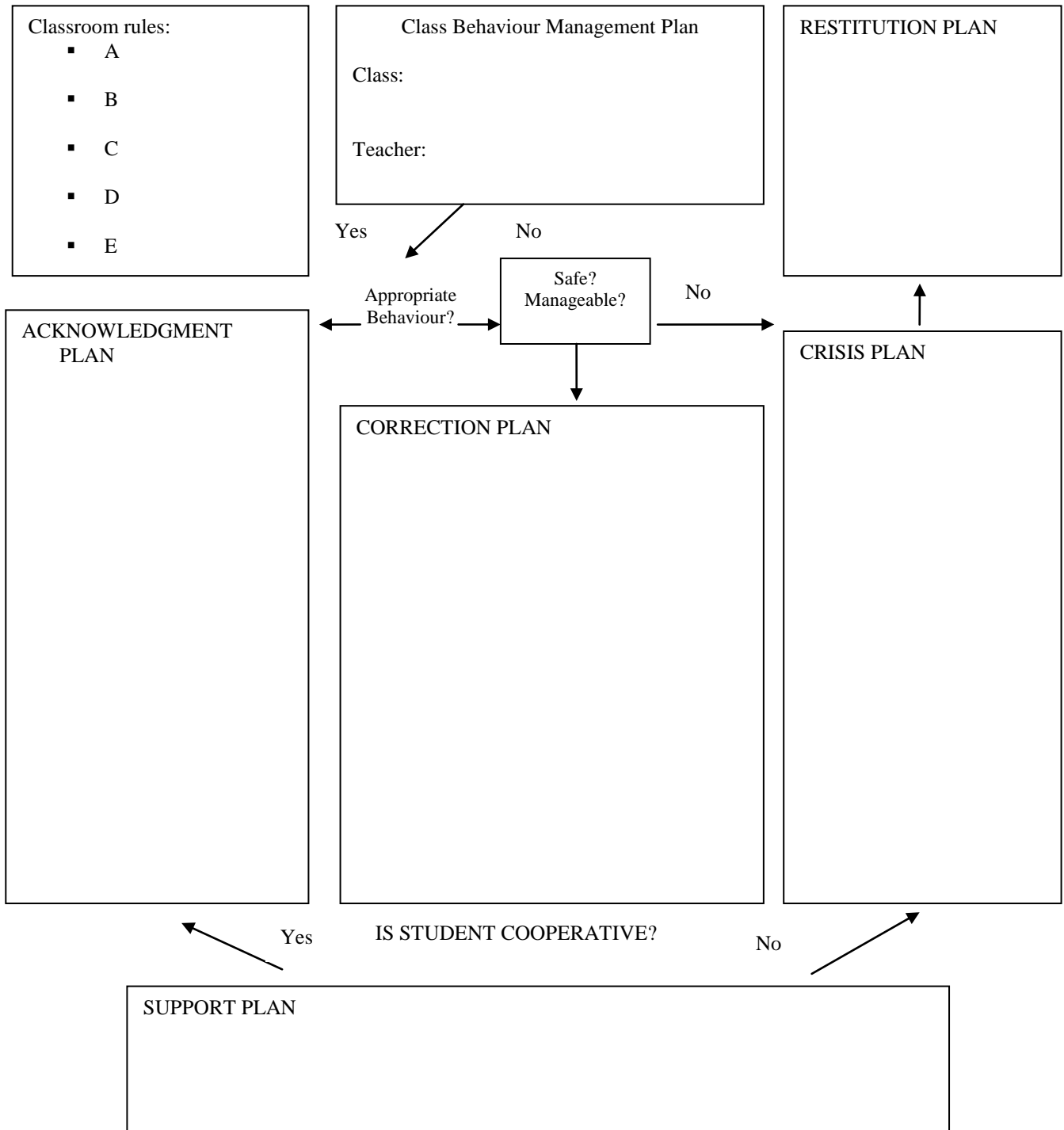
Activities (A)

Transitions (T)

Energy (E)



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The individual circumstances of each case will be taken into account when deciding and applying consequences.