



Positive Behaviour Plan

Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

Rationale

Each Catholic community, organisation and individual collaboratively engaged in the educational ministry of the Church in the Archdiocese of Brisbane is called to:

Teach

We promote faith in Jesus Christ, teaching and learning about Jesus, the gospel and the faith of the Catholic Christian community. Learning is lifelong, life-giving and engages the whole person.

Challenge

Inspired by the Holy Spirit, we challenge those we educate to live in communion with God, others and the whole of creation in prayerful, sacramental, just, peaceful, inclusive and reconciling communities.

Transform

We educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and the marginalised.

The Vision Statement for Catholic Education above underpins and guides the development and implementation of this policy.

Catholic schools are committed to positive, proactive practices in support of student behaviour. This policy is based on the belief that young people in Catholic schools are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. Formation in appropriate behaviour and respectful relationships in Catholic schools occurs in a safe, supportive community where students are provided with models of Christ-centred living; where they can learn from their mistakes and build and restore right relationships in a climate of safety, acceptance and reconciliation.

In Catholic schools, positive student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe. It is acknowledged that a diverse range of personal, social, cultural, family, technological and religious influences can impact on the relational and behavioural responses of students at any given point in time.

The Melbourne Declaration on Educational Goals for Young Australians (2008) recognises that schools play a vital role in promoting and improving the educational goals for all students. The National Safe Schools Framework (2011) provides schools with the following vision: "All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing". In light of these influences, Catholic schools seek to develop throughout the school community appropriate behaviours and respectful relationships that are infused with gospel values.

Student Behaviour Support assists schools in their integrated delivery of the curriculum and pastoral care programs through classroom strategies that reflects a proactive whole-school learning and teaching focus for all students and that develops effective student safety and wellbeing policies and practices.

- Quality relationships and partnerships – the fostering of respectful interpersonal relationships among and between all community members
- A commitment to justice and service - identifying and eliminating barriers that hinder students' participation and achievement
- Diversity is respected and valued - welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties
- Social and emotional learning – developing students' social/emotional skills, qualities of self-discipline, reciprocal responsibility, responsible decision making and a social conscience
- Effective networks of care across the community - partnerships with parents, the wider community, church groups, support services, respite care and health services
- Supportive Organisational structures – the establishment of specific whole school approaches and structures, processes and arrangements to support student formation and redirection, grievances and appeals, reconciliation and restoration.

Implementation Outcomes

In enacting this policy schools will develop, implement, review and monitor a Student Behaviour Support plan that:

- Aligns with Brisbane Catholic Education Student Behaviour Support Policy Regulations and Guidelines
- Reflects a proactive whole-school approach that develops effective student safety and wellbeing policies and practices.
- Is consistent with the Brisbane Catholic Education's Strategic Renewal Framework 2012-2016
- Promotes positive relationships with parents and caregivers and ensures effective communication with families
- Outlines an ongoing program of staff professional learning in terms of familiarisation, skill development and philosophical approach
- Promotes and ensures the availability of the Student Behaviour Support Plan to all members of the school community

The Brisbane Catholic Education Student Behaviour Support Regulations, Guidelines and Procedures (2012) and the Supporting Toolkit for Schools have been developed to provide background and guidelines to the policy and to clearly outline expectations in relation to its implementation.

Here at St Ambrose's, as members of a Christian community, all our actions must meet the test of being signs of love and respect for ourselves and for each other.

Our procedure aims at safeguarding the rights of teachers to teach and the rights of children to learn in a safe, supportive environment. The main objective is that children will accept responsibility both for their own behaviour and for the natural and logical consequences that flow from it.

At St Ambrose's every child has the right to feel safe, and the responsibility to ensure that all others feel safe and secure.

To achieve this we endeavour to create an environment within the classroom that is warm, encouraging and consistent. The areas that we have highlighted of importance are:

- Respect
- Learning
- Safety

The establishment and development of a **class covenant** is valued by all members of the St Ambrose's School Community. During Term 1, each class will work towards establishing a covenant that reflects a dream for the class – one which promotes a positive learning environment. Belonging to a class grouping is the primary focus of this process. Each class also develops their own Class Covenant to embed these ideas with that of Making Jesus Real – the GTS Way

and our values as the Habits of the Heart. The covenant should then be translated into behavioural rules that are framed in reference to the school code of behaviour.

This is carried out at the beginning of each year when each class will work through with students what these areas look like in the classroom and playground and what they don't look like. This enables a consistent approach to both positive and negative behaviours. Students will both contribute and be made aware of school and classroom rules and the consequences of their actions should these rules be broken. Continued misdemeanours and all serious matters are reported to the parents.

Because we believe in love, understanding and respect, we encourage the development of self-discipline and a sense of Christian and social responsibility through the **promotion of the Habits of the Heart** that underpin our behaviour **management**.

We recognise that the majority of children will grow in discerning right from wrong without major consequence or reward. We will encourage and praise behaviours by children that reflect the Habits of the Heart as we strive to develop an intrinsic motivation to do what is right (Remembering, Tolerance, Generosity, Love, Perseverance and Hope)

The responsibility for maintaining and promoting positive behaviours in the school is a shared responsibility of children, parents and school staff. All parties should reflect a cooperative spirit marked by mutual respect in communication.

Making Jesus Real is a way of life and reflects the purpose of the school's Behaviour Support Plan Policy. All members of our St Ambrose's School Community aim to develop their own responsibility for their growth as a person. As a way of life Jesus is our mentor and MJR centres on the belief that we are the image of Jesus to all those people around us. We are His representatives and our actions should reflect His values. Jesus made the comment that we are part of His family and that the ways we treat ourselves and others should be reflective of the way we would treat Jesus.

"Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."
Matt 25:40

The school community of St Ambrose's aligns this philosophy and way of life, through actions that support and challenge each member in their personal growth towards becoming the image of Jesus to others in the classroom, at home and in the wider community.

Area	Rights	Responsibilities
<i>Respect</i>	<ul style="list-style-type: none"> ▪ to be informed ▪ to be affirmed by others ▪ to be listened to by others ▪ to be accepted and valued for my individuality ▪ to have others care for me ▪ to care about my own well-being ▪ to be treated fairly and with dignity ▪ to be spoken to politely and appropriately 	<ul style="list-style-type: none"> ▪ to value communication ▪ to affirm others ▪ to listen to others ▪ to accept and value others for their individuality ▪ to care for others ▪ to care for the wellbeing of others ▪ to treat others fairly and with dignity ▪ to wait my turn ▪ to speak to others politely and appropriately
<i>Safety</i>	<ul style="list-style-type: none"> ▪ to feel safe around others ▪ to show or develop self-control ▪ to be involved in creating a safe environment ▪ to expect my belongings to be safe ▪ to have adult supervision ▪ to interact ▪ to be physically safe 	<ul style="list-style-type: none"> ▪ make sure others are safe ▪ show self-control and support others ▪ to maintain a safe environment ▪ to take care of my, others & school belongings ▪ to make sure children remain in supervised areas ▪ to ensure my interactions are safe & sensible ▪ to wear protective and appropriate clothing for feet, head & body.
<i>Learning</i>	<ul style="list-style-type: none"> ▪ to learn without distraction ▪ to enjoy learning ▪ to be involved in planning of learning ▪ to be supported in a positive way ▪ my needs as a learner are considered 	<ul style="list-style-type: none"> ▪ to be considerate of others when learning ▪ to support and encourage self and others in learning ▪ to make a commendable effort ▪ to contribute to class discussions ▪ to acknowledge and support learning differences and abilities

REWARDING POSITIVE BEHAVIOUR

It is our belief at St Ambrose's that the most effective way of achieving the aims of our positive behaviours policy is to model, encourage and praise positive behaviour.

It is our belief that rewards are more important than consequences and that good behaviour should be recognized and rewarded. At St Ambrose's we have agreed to:

- Recognise and highlight good behaviour as it occurs
- Explain, and importantly demonstrate, the behaviours we wish to see
- Encourage children to be responsible for their own good behaviour
- Reward individual children and groups for behaving well
- Let parents know about their children's good behaviour.

SUPPORT FOR INAPPROPRIATE BEHAVIOUR

Despite ongoing modelling and encouragement of positive behaviour, students do make errors in judgement and poor choices. At St Ambrose's, students will be supported to modify and correct their behaviour.

Staff are encouraged to utilise a 'least intrusive' approach to correction of inappropriate behaviour, aiming to disrupt the learning environment as little as possible in the process of maintaining conducive learning conditions.

Least intrusive to most intrusive strategies utilised by St Ambrose's Staff in correcting student behaviour include the following, in order of level of intrusion:

<ul style="list-style-type: none">• TACTICAL IGNORING• SELECTIVE ATTENDING• PROXIMITY• BODY LANGUAGE ENCOURAGING• WAITING AND SCANNING• PAUSE IN TALK• CUEING (Verbal/Non-verbal/Parallel)• DESCRIPTIVE ENCOURAGING• NON-VERBAL REDIRECTION (eg Flashcard/Private Signals)• DISTRACTION/DIVERSION• NON-VERBAL DIRECTIONAL ACTION (Bell/Whistle/Clapping)• ORAL DIRECTIONAL PHRASE (eg 1-2-3, eyes on me)• CURRICULUM REDIRECTION• CALLING THE STUDENT'S NAME	<p>QUESTIONING TO RE-DIRECT (eg Rule Questions)</p> <ul style="list-style-type: none">• INDIVIDUAL CLOSE TALK• VERBAL REDIRECTION – DIRECTIVE QUESTION• VERBAL REDIRECTION – DIRECTIVE STATEMENT• GIVE CHOICES (INCORPORATING CONSEQUENCES)• STATE LOGICAL CONSEQUENCE• FOLLOW THROUGH – ENFORCE CONSEQUENCES• MOVE STUDENT IN ROOM/PLAYGROUND• MOVE STUDENT TO REFLECTION/TIME-OUT AREA/BUDDY CLASS• REMOVE STUDENT FROM CLASSROOM/PLAYGROUND• HAVE THIRD PARTY REMOVE STUDENT FROM CLASSROOM/PLAYGROUND• REMOVE REST OF CLASS FROM ROOM/ AREA
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The use of Non-Emotive Behaviour questions to redirect student behaviour will be used by staff at St Ambrose's.

What are you doing?
What should you be doing?
How are you going to do it?

INTERVENTION STRATEGIES

A framework of sequential steps is needed to deal with situations where children choose to misbehave, put in inadequate effort or do not complete required work. These "steps" provide a process that allows the teacher to plan ahead and to take consistent and decisive action if problems arise. The steps outlined below move from least intrusive to most intrusive. Steps 1-4 are instigated by the class teacher on an informal basis as required. If a child who has been given ample time to be informed, to understand what is inappropriate or unacceptable continues to be uncooperative, the formal process is initiated by the teacher.

Within the classroom context, an explicit and whole school approach to a five step behaviour management process will be evident in all classes at St Ambrose's.

Step One – Re-stating Rule

Step Two – Re-position

Step Three – Time out in classroom

Step Four – Time out in Buddy classroom

Step Five – Withdraw to Admin

Step Six - Meeting with Principal/Assistant Principal to Formulate a Behaviour Plan.

Step Seven - Referral to Specialists in BCEC and or to Outside Agency

Step Eight - Suspension/Exclusion

RESPECT

At St Ambrose's School we are considerate of the needs of self and others in the community.

	What does it look like?	What doesn't it look like?
Students	<ul style="list-style-type: none"> speaking courteously to other children speaking courteously to all other staff and volunteers displaying good manners listening to others take turns to speak and play use positive words & actions GTS active listening think of others feelings allowing people personal space 	<ul style="list-style-type: none"> teasing inappropriate language put downs interrupting excluding others being annoying being dishonest inappropriate touching copying and using other's ideas as your own cheating and unfair play taking things that don't belong to you
Staff	<ul style="list-style-type: none"> using GTS daily positive role modelling use positive words & phrases being genuinely interested in others teach children appropriate responses to different situations allowing personal space and recognising social cues positive communication with other staff, children and parents using positive body language especially when close proximity to personal space building rapport with others understanding student diversity keeping confidentiality 	<ul style="list-style-type: none"> Not using GTS daily negative role modelling making negative statements taking the time to listen to others <ul style="list-style-type: none"> not role modelling appropriate responses not assuming behaviours without investigation through appropriate channels <ul style="list-style-type: none"> jumping to conclusions respecting privacy of others being dismissive of others breaking confidentiality
Parents	<ul style="list-style-type: none"> positive role modelling use positive words & phrases being genuinely interested in others take/make time to listen teach children appropriate responses to different situations Two-way positive communication with other staff, children and parents investigating questions through the right channels keeping confidentiality and not engaging in gossiping or rumour-milling 	<ul style="list-style-type: none"> negative role modelling making negative statements and gossiping not taking the time to listen to others not assuming behaviours of children jumping to conclusions respecting privacy of others being dismissive of others breaking confidentiality

SAFETY

At St Ambrose's School we provide effective and consistent boundaries for creating and maintaining a safe environment for all.

	What does it look like?	What doesn't it look like?
Students	<ul style="list-style-type: none"> • self-control – hands off / gentle hands and feet • playing games safely • use play equipment safely • play without causing harm to self or others • play only in assigned areas • stay within the school grounds during school hours • stay out of classrooms during lunch times unless a teacher is present • keep classroom tidy • keep playground tidy • wearing sun safe hat outdoors • movement in and out of classrooms • not talking to strangers • care for my belongings • respect and take care of other children's property • maintain appropriate hygiene • use the toilets correctly and wash hands afterwards • make your way directly to and from school 	<ul style="list-style-type: none"> • running indoors, on concrete paths and driveways • using play equipment correctly • dangerous aggressive play • excluding others • hitting, kicking, spitting, teasing • being inside buildings at lunchtime • playing outdoor games indoors • keeping classroom and outdoor environments tidy • wearing school hat outdoors • entering classrooms without supervision • talking to strangers • moving electrical/heavy equipment • taking care of other children's belongings and property • using toilet correctly • washing hands correctly • travelling directly home after school
Staff	<ul style="list-style-type: none"> ▪ communicating calmly and professionally ▪ staff who administer first aid are accredited in First Aid ▪ teach Protective Behaviour Procedures ▪ reinforce road safety rules ▪ consistently reinforce school rules ▪ teach and reinforce procedures for wet days, lining up, moving between classrooms & outside school venues, teachers talking to another adult while in classroom, going to toilet with partner etc ▪ regularly assess Workplace Health & Safety ▪ using cleaning products/ classroom resources that conform to WH&S requirements ▪ using and carrying equipment correctly 	<ul style="list-style-type: none"> • not communicating calmly and professionally • unaccredited staff administering First Aid • hot drinks in the classroom/playground when on duty • leaving children unsupervised in classroom and school grounds during school hours • ignoring safe practice for wet days, lining up • using hazardous substances • unaware of WHS procedures
Parents	<ul style="list-style-type: none"> • Reinforce Protective Behaviour procedures • reinforce road safety rules • abide by Safety Protocols when dropping off or picking up children at clearly marked zone • reinforce school areas of behaviour and protocols • speaking to teacher at appropriate times during the day • Inform child's teacher / school office of variation of who and when your child is to be collected. • Informing school office of change of contact details and updating medication advice • Being supportive of staff in decision-making 	<ul style="list-style-type: none"> • Not reinforcing safe practices • parking illegally • not parking in school grounds during school hours • Ignoring safety protocols • arriving unannounced to collect child during school hours • sending someone else to collect your child unless school office/teacher has been notified • Not informing school office of change of contact details or changes to medication advice • Being unsupportive if staff decisions

LEARNING

At St Ambrose's School we empower individuals to become lifelong learners in an enjoyable, supportive and positive environment.

	What does it look like?	What doesn't it look like?
Students	<ul style="list-style-type: none"> • listening when others speak • taking risks • being open-minded • making mistakes • completing set tasks in set time • asking questions • being creative • being an effective participant • being a team player • giving assistance to others • having a positive attitude • making informed decisions • being responsible for own learning • taking pride in own work • setting personal goals to reach own potential 	<ul style="list-style-type: none"> • interrupting • distracting • speaking over others • calling out • not having 'a go' • wasting time • avoidance • stopping others from learning • being a uncooperative team member • putting down • having a negative attitude • excluding others • not taking pride in own work
Staff	<ul style="list-style-type: none"> • offer constructive feedback • acknowledge and accommodate different learning styles • update through purposeful Professional Development and share insights • involve children & parents in decision making • use a range of learning strategies • self-review, self-reflect & self-renew • a motivator • a role model • clear communication with children & parents • enabling and planning for diversity in learning 	<ul style="list-style-type: none"> ▪ being critical ▪ jumping to conclusions ▪ providing opportunities/strategies for learners needs ▪ not sharing new PD insights with other staff ▪ not providing opportunities for parent involvement ▪ not self-evaluating and making appropriate changes ▪ displaying a negative attitude ▪ making opportunities to effectively communicate with parents ▪ expecting all students to learn the same way
Parents	<ul style="list-style-type: none"> • communicate concerns to teacher immediately • making appointments to discuss child's progress /concerns • a positive role model • encourage children to apply learning to real-life situations • providing support and encouragement to make work at home worthwhile • when volunteering being an affective participant in classrooms • balance of work, rest & play for children • take an interest and an understanding in what your child is learning • consistently encouraging punctuality being • supportive to the teacher when volunteering in classroom activities 	<ul style="list-style-type: none"> • not addressing minor matters before they become major matters • speaking to teachers regarding their child's progress/concerns at inappropriate times [social events, tuckshop, at door of classroom • being unrealistic with expectation of child's learning at home • being unrealistic with expectation of teacher's role and responsibilities • being late each morning

Classroom Steps Process

These steps are the agreed school-wide approach to behaviour management used in conjunction with other teacher response option:

Before Step 1, teachers would have given child a Verbal Warning about consequences if behaviour continues.

- Teacher speaks to the student/s about the inappropriate behaviour choice and warns about the consequence if the behaviour continues.
- Name the rule that is broken
- Questions to ask student: What are you doing? What should you be doing? What should the behaviour sound like/look like?

<p>Step 1.</p>	<p>Re-Stating Rule Minor consequences child stands behind chair (recommended time 2 minutes – use of Egg Timer).</p>
<p>Step 2.</p>	<p>Re-position</p> <ul style="list-style-type: none"> • Move student to a different position within class. <p>Student still expected to participate as part of class. Inform student of what will happen at Step 3 but ensure that there is little or no discussion with student.</p> <p>Further consequences child stands in designated position in the room facing the teacher (recommended time Prep to Yr. 2 - 5 minutes, Yr. 3 to 7 to 10 minutes).</p>
<p>Step 3.</p>	<p>Time Out in Classroom</p> <p>This behaviour should be documented by the teacher.</p> <ul style="list-style-type: none"> • Ask the student what inappropriate behaviour they were engaging in and discuss what they could have done and what they need to do to fix their behaviour. • Student moves to designated 'Time Out' space in classroom. • Behaviour notification given to parents. <p>Any work missed must be negotiated with Class teacher and completed by student's in own time.</p> <p>Serious exclusion child stands in a designated position in the room away from rest of the class (recommended time Prep to Yr. 2 - 10 minutes, Yr. 3 to 7 - 15 minutes)</p>
<p>Step 4.</p>	<p>Buddy Classroom</p> <ul style="list-style-type: none"> • If the behaviour continues, the teacher will send child to a buddy class. • Time limits should be discussed with the teacher or written on a note to take to the teacher. • The buddy class should not be the same year level that the student is in. • A reflection form should be completed and then a continuation of work should occur. • The child is only re-admitted to the class if the class teacher is satisfied with the reflection form and if any set work has been followed through. <p>Serious consequences the teacher after conferring with Buddy Teacher sends the child to a Buddy Classroom(recommended time of withdrawal - 1 hour).</p>
<p>Step 5.</p>	<p>Withdraw to Admin</p> <p>Any child who refuses to go to the buddy class, or who misbehaves in the buddy class or escalates on home classroom return, is referred to Administration.</p> <ul style="list-style-type: none"> • Admin will speak with the child, and if they are compliant and settled, will escort them to the buddy class or keep them in the Office area to complete their reflection form. • If the student remains non-compliant or unsettled, the parent is phoned and given the following options: <ul style="list-style-type: none"> - speak to their child on the phone - withdraw the child for the rest of the day to calm and reflect - let the school handle the situation • Documentation by Admin that a child has been in the Office will occur and a letter sent home to parents. • If a child is sent to the Office more than three times in a term, a formal meeting with parents, class teacher and Admin will occur. <p>Very, very serious consequences..... the teacher requests a member of Administration Team to come to collect child or child is sent over to School Office. Depending on the behaviour the Administration Team phones parents to discuss situation and requests them to come immediately to the school to discuss the situation and possibly take the child home for the remainder of the day. A follow-up meeting for the next school day is made to negotiate the conditions for the child's re-entry to the school and development of a Behaviour Plan. This would constitute a formal agreement between the parents, child and school Principal in consultation with the class teacher.</p>

STEPS IN BEHAVIOUR LEARNING/POSITIVE BEHAVIOUR

Classroom	Playground	Life Threatening or Severe Behaviours
<p>Informal: Before Step 1, teachers would have given child a Verbal Warning about consequences if behaviour continues.</p> <ul style="list-style-type: none"> • Teacher speaks to the student/s about the inappropriate behaviour choice and warns about the consequence if the behaviour continues. • Name the rule that is broken • Questions to ask student: What are you doing? What should you be doing? What should the behaviour sound like/look like? 	<p>Informal:</p> <ul style="list-style-type: none"> • Teacher speaks to the student/s about the inappropriate behaviour choice and warns about the consequence if the behaviour continues. Child re-states Nutshell Statement.. 	
<p>Step 1: Re-Statting Rule</p> <ul style="list-style-type: none"> • name the rule that is broken • Perhaps question student: What are you doing? What should you be doing? Are you going to do it? <p>Minor consequences child stands behind chair (recommended time 2 minutes).</p>	<p>Step 1:</p> <p>Child stands or walks around with teacher for 2 mins</p>	
<p>Step 2: Child stands in designated position in the room facing the teacher (recommended time Prep to Yr. 2 - 5 minutes, Yr. 3 to 7 to 10 minutes).</p>	<p>Step 2: Stand/sit in shaded playground for 5 mins</p>	
<p>Step 3: Child stands in a designated position in the room 1 (recommended time Prep to Yr. 2 - 20 minutes, Yr. 3 to 7 - 30 minutes) or removal to another teacher's room [1 session] Teacher contacts parents for an informal chat.</p>	<p>Step 3: Stand/sit in shaded playground for 10 mins</p>	
<p>Step 4: If the behaviour continues, the teacher will send child to a buddy class. (Recommended time of withdrawal - up to 1 hour). In another Teacher's Room –</p> <ul style="list-style-type: none"> • Other Teacher shows child to a place • Child does nothing BUT he/she is not spoken to or involved in anything the class is doing. • Student returns to own class after 20 mins. • On return to class use Class Covenant to talk with child and a Reflection Sheet about Future Behaviour. • Reteach the rule <p>Class Behaviour Plan is developed by child & teacher</p> <p style="text-align: center;">Report needs to be written up by Class Teacher – see Behaviour Plan in Curriculum Portal.</p>	<p>Step 4: Removal from the playground to Admin area. Notify Sue/Ben and complete a playground Incident form (in Behaviour Learning Folder) Withdrawal from Playground –</p> <ul style="list-style-type: none"> • Incident report sent to Sue/Ben • Reteach of behaviour occurs in withdrawal time • If step 4 occurs at Morning Tea, withdrawal is at Lunch • If Step 4 occurs at Lunch , withdrawal is at Play Break <ul style="list-style-type: none"> • If child does not show up, we go and get him/her • Playground / Classroom Incident Letter sent to parents 	
<p>Step 5 - 8 The teacher requests a member of Administration Team to come to collect child.</p> <ul style="list-style-type: none"> • If the student remains non-compliant or unsettled, the parent is phoned and given the following options: - speak to their child on the phone - in the next session withdraw the child for the rest of the day to calm and reflect - let the school handle the situation • If a child is sent to the Office more than three times in a term, a formal meeting with parents, class teacher and Admin will occur. <p>A follow-up meeting for the next school day is made to negotiate the conditions for the child's re-entry to the school and development of a Behaviour Plan. This would constitute a formal agreement between the parents, child and school Principal in consultation with the class teacher.</p>	<p>Step 5 – 8 If a child receives another Playground Incident Report in the same term, a meeting with a member of Admin, child's class teacher and parents will occur. Child is removed immediately from Playground and a plan developed for Playground from meeting. A follow-up meeting for the next school day is made to negotiate the conditions for the child's re-entry to the play-ground. This would constitute a formal development of a Behaviour Plan agreement between the parents, child and school Principal in consultation with the class teacher.</p>	<p style="font-size: 2em; font-weight: bold;">Contact John/Ben immediately</p>

INTERVENTION STRATEGIES

A framework of sequential steps is needed to deal with situations where children choose to misbehave, put in inadequate effort or do not complete required work. These “steps” provide a metacognitive process that allows the teacher to plan ahead and to take consistent and decisive action if problems arise. The steps outlined below move from least intrusive to most intrusive. Prior to implementing the Step System, a regime of questions are followed to support the child in making the right choice. If mis-behaviour continues, Steps 1-4 are instigated by the class teacher on an informal basis as required. If a child who has been given ample time to be informed, to understand what is inappropriate or unacceptable continues to be uncooperative, the formal process is initiated by the teacher.

FORMAL PROCESS (Steps 5-8)

When a child’s behaviour is persistently disruptive and classroom strategies are not helping to improve the behaviour, then a shared and more formal approach to the problem is essential. In these instances, the principal or member of the school support team will work with the teacher to assist the child in solving the problem.

The approach to be used can be described as follows:

The principal is briefed by the teacher. The child explains what he/she was doing and his/her plan for improvement. The principal explains the **Formal Steps (1-4)**, as outlined on attached sheet, to the child. Parents are informed by the principal that the child has been placed on a formal process. The teacher invokes Step 1-4 as described above as needed and tells the child each time “This is Step Two” etc. When the child demonstrates over a period of several days that he/she has made a change for the better, the principal is asked to return and the Step process is revoked.

Should the child continue to choose to do the wrong thing and Steps 1,2, 3 & 4 are used, the child is referred to the principal (or members of the school support team) for Step 5.

Step Five - Withdrawal from Class

If a child continues to make no effort to change, parents and child will be informed that the child will be withdrawn from class and placed, supervised, in a designated withdrawal area. The child will work alone until such a time as he/she is prepared to make the necessary changes to be included in his/her learning group.

Collection of more formalised data on student.

Use of BCEC specialist staff.

Use of Functional Behaviour Checklists

Step Six - Meeting with Principal/Assistant Principal to Formulate a Behaviour Plan.

If a child continues to misbehave and the formal Steps 1-4 prove to be unsuccessful in affecting an appropriate change, the class teacher requests Step 5 by meeting with the Principal/Assistant principal to discuss issues and formulate a plan. This will lead to a formal meeting involving the teacher, child, parents and Principal/Assistant principal. At this meeting the teacher will outline the problem. The child will be given the opportunity to explain his/her behaviour. The child will then be involved in the process of drawing up a Behaviour Plan (see Appendix 3). A copy of this behaviour plan will be provided for the child, teachers and parent. A monitoring period will be determined at the end of that period the child and teacher will meet with the principal to review the process. If the child has shown a marked improvement, the formal process will end. If progress has been average, the period of monitoring will be extended. If progress has been completely unsatisfactory, another parent meeting will be reconvened.

Step Seven - Referral to Specialists in BCEC and or to Outside Agency

If Steps 1-5 are ineffective in helping a child to behave and work in an appropriate manner, the case will be referred to outside specialist help such as the Brisbane Catholic Education Guidance Officer, Counsellor or other appropriate agency.

Every effort would be made to work collaboratively with parents and specialists to create an environment conducive to helping the child to make appropriate changes to his/her behaviour.

Step Eight- Suspension/Exclusion

This is an extreme action. However, should a situation warranting suspension/exclusion arise, the procedures set out in the Brisbane Catholic Education Student Behaviour Support Guidelines, will be followed.

During this time the Support Team comes together and works out how we support this student in developing positive behaviours.

With the Suspension comes a re-entry program to ensure this student is scaffolded and supported to further learn positive behaviours.

The process for exclusion is that the student will be suspended pending exclusion and an Application for Exclusion will be made by the Principal to the Executive Director. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents to notify them.

Appeals

Parents/caregivers who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal.

Parents/caregivers may appeal a suspension longer than three days to the Area Supervisor.

Parents may appeal exclusion to the Executive Director.

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance.

Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver who requires assistance to participate in the inclusive community will have access to help with the appeals' process.

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Appeals are made to:

- The Principal of the school about a decision to suspend a student for less than three days,
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education School.

Anti-Bullying Policy

St Ambrose's School strives to provide a supportive learning environment which is underpinned by strong values. The School is committed to ensuring that all members of the school community feel safe, respected and happy. No one should expect to be bullied and no one has a right to bully. This policy and associated procedure confirms the school's strong position of not accepting any form of behaviour that undermines the safety of its community members, impinges on human rights and diminishes the school's shared values.

A school without bullying:

- Embraces and celebrates the diversity of its school community range
- Accepts that everyone is an individual and understands differences
- Promotes respect of others, values and compassion
- Applauds the efforts and achievements of all individuals in the school community.

Definition of bullying

At St Ambrose's, bullying is the misuse of power, position and privilege. It is done to intimidate, coerce, and engender fear and to control.

There are three critical elements in this definition:

Power

Children who bully may acquire power through various means either directly or indirectly. This may take one or

more but are not limited to misuse of physical size and strength, coercion, status within a peer group and recruitment within a peer group so as to exclude others.

Frequency

Bullying is not a random act; it is characterised by its repetitive nature. Because it is repetitive, the children who are bullied not only have to survive the humiliation of the attack itself but live in constant fear of its reoccurrence.

Intent to harm

Bullies usually deny any intent to harm others and may not always be fully conscious of the harm they cause. Causing physical and emotional harm is usually a deliberate act. It puts the child who is bullied in a position of oppression by the child who bullies.

Bullying is 'recipient defined', ie "It was only a joke" or "He doesn't mind" are unacceptable excuses. In many cases of bullying, there are elements of harassment and discrimination on the grounds of difference. The intention of the bully is irrelevant, the important factor is the harm done to the other person.

Bullying can be:

Physical

Kicking, punching, pushing, shoving, spitting, fighting, damaging or destroying other people's property, jostling, pinching, touching, or any unwelcome physical intimidation, such as gestures or staring.

Verbal

Offensive or abusive comments, sarcasm, crude jokes and comments, ridiculing appearance, actions or beliefs, obscene or threatening communications via any medium, teasing or putting other people down, verbal intimidation, whistling.

Social

Exclusion, spreading rumours, gossip, racial or sexual comments, graffiti and inappropriate notes/information about others, using emails, SMS and social networking sites.

Emotional

Victimisation, instilling fear in others, extortion (forcing other students to hand over money, food or other possessions), forcing other students to do their work.

This list is not exhaustive.

Signs your child maybe the victim of bullying

- Loss of interest in schoolwork
- Reluctance to attend school
- Diminished academic performance
- Reluctance to talk about school and activities
- Limited social contact with peers
- Mood swings, especially toward depression, irritability, unhappiness or outbursts of anger
- Reported headaches, stomach pains (frequently in the morning before leaving for school), poor appetite
- Loss of sleep
- Visible cuts, scratches, bruises
- Loss of personal property because of theft or extortion or damage to personal property

The National Safe Schools Framework states that the effects of bullying on school victims can be:

- Negative impacts on educational outcomes
- Long term stress and anxiety
- Depression and illness
- Increased tendency to self-harm.

Responsibilities and accountabilities

Managing bullying is not just the responsibility of the school. It requires a commitment from all members of the school community. The responsibility and accountability to address incidences of bullying lies with the school, children and parents.

At St Ambrose's this means:

The Principal creates the best circumstances for a safe environment by:

- Ensuring the expectations of children and teachers are clear
- Monitoring the implementation of rules
- Encouraging rewards
- Developing strong parent and community links
- Effectively communicating and promoting the school's behaviour management policies
- Ensuring all members of the school community are aware of the school policy and procedures
- Responding to each incidence of bullying in accordance with the procedures set out in association with this policy.

Teaching and non-teaching staff actively create a safe environment by:

- Being role models in words and actions at all times
- Treating every complaint of bullying seriously no matter the perceived level
- Discouraging any signs of bullying or anti-social behaviour
- Being vigilant and observant for signs of bullying in the playground and classroom
- Managing bullying issues in accordance with the anti-bullying policy
- Where applicable ensure that incidences are reported to the principal
- Providing children with skills and strategies to recognise and manage stress which may arise through relationships, individual differences and communication.
- Developing within the children non-violent alternatives to resolve conflict
- Developing a sense of 'fair play' in children.

Children actively create a safe environment by:

- Not bullying other children
- Not standing by while another child or children are being bullied but actively intervene to stop the situation, if possible
- Reporting to a teacher or the principal if they feel they are being bullied or if they witness any incidence of bullying either at school or on the way to and from school.
- Obeying rules
- Developing self-discipline and helping others
- Being good role models for other children by displaying strong values as taught and expected of all children at St Ambrose's.
- Taking a level of responsibility for their behaviour appropriate to their stage of development.

Parents create a safe environment by:

- Being role models in words and actions at all times
- Familiarising themselves with the school anti-bullying policy.
- Discouraging any sign of bullying behaviour which may become apparent in their child/children
- Cooperating in full with the school if it is found that their child has been directly or indirectly involved in bullying behaviour and supporting any activity designed to change the child's behaviour
- Encouraging their child/children to tell them and the teacher, if they feel they are being bullied
- Watching for any indication of bullying and notify the child's class teacher immediately if they suspect their child may be the victim of bullying.

- Seeking understanding of all the facts of a bullying instance before reacting
- Working in partnership with the school to assist the child to overcome the impact of identified bullying, including implementation of appropriate support and coping strategies which will empower the child to respond to emerging situations with confidence
- Working in partnership with the school to assist the child to take responsibility for bullying behaviour and its impact on others and developing appropriate behavioural strategies to strengthen and improve their social interactions.

Procedures

Dealing with bullying is difficult in that many of the behaviours are not readily observed and hotly debated with much taking place 'out of sight' away from the attention of teachers or adults. One critical factor in the treatment of bullying is the disclosure of such treatment to an appropriate person. Without knowledge of these matters the school is unable to attend to addressing them.

Staff shall:

- Make efforts to remove opportunities for bullying through active supervision at all times
- Provide children with clear procedures in the event of bullying
- Take appropriate action by reporting suspected incidents to the appropriate staff member [Class Teacher, Assistant Principal-Religious Education or Principal].

The school expects parents to:

- Take an active interest in their child's whereabouts after school and their child's friends and acquaintances
- Inform their child's class teacher if bullying is suspected, if the child is reluctant to do so
- Discourage the child from retaliating
- Not approach the child or the parents of the child that has allegedly bullied your child or involve an older child to deal with the bully. Please inform the school immediately
- Be willing to attend meetings with staff at the school if their child is involved in bullying incidents.
- Reassure their child that steps are being taken
- Keep listening to their child as 'the story unfolds'.

This requires children to:

- Refuse to be involved in any bullying situation
- Put in place strategies from 'Say No to Bullying' from the Protective Behaviours and Personal and Social Development Programs
- Immediately, if present when bullying occurs:
 - if appropriate, take some form of preventative action
 - refuse to condone or encourage or be a spectator to bullying
 - report the incident or suspected incident to a teacher.

Bullying Prevention and Policy Implementation

The school shall adopt a four-phase approach to anti-bullying.

Primary Prevention

- Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving
- Continue professional development of staff in strategies relating to counteraction of bullying and harassment

- Buddy program and peer mediation in conjunction with the Year 7 Leadership program
- Continue to educate children about prevention of bullying through the 'Say No to Bullying' from the Protective Behaviours and Personal and Social Development Programs
- Each classroom teachers shall clarify at the start of each term, the school anti-bullying policy and the Behaviour Management Program, appropriate to the developmental level of the child.
- Expose children regularly and frequently to activities to educate about and reinforce positive social behaviours.

Early Intervention

- Children shall report bullying incidents involving themselves or others to an appropriate adult immediately
- All teachers on a regular basis, shall remind children to report incidents and reinforce that reporting is not dobbing
- Parents are encouraged to contact their child's class teacher as soon as they become aware of a problem
- There may be acknowledgement of positive behaviours through recognition and rewards at assembly via Lifeskills.

Intervention

- The Incident Register shall be closely monitored by the principal and action plans followed up promptly
- All allegations of bullying will be fully investigated and documented. Parents will be notified
- Once identified, a bully, victim and witnesses will be interviewed individually
- All parties involved will be offered support
- If bullying is ongoing, parents and child will meet
 - with school staff to develop an action plan, including
- consequences consistent with the school's Behaviour Management Program Individual Behaviour Learning Plans will be developed as needed
- Counselling may be recommended if applicable.

Consequences for children will be individually based and may involve:

- Exclusion from class
- Exclusion from playground
- Teaching children social problem-solving strategies, mending of relationships and offering opportunities for reconciliation between victim and bully
- Withdrawal of privileges
- Internal suspension
- External suspension
- Ongoing counselling from an appropriate agency for both victim and bully
- Ongoing monitoring of the identified bully, victim and other children involved
- Rewards for positive behaviour.

This policy is related to and shall be read in conjunction with:

- ***National Safe Schools Framework***
- ***Brisbane Catholic Education Protective Behaviours Policy***
- ***Brisbane Catholic Education Behaviour Management Policy***
- ***St Ambrose's Education Behaviour Management Policy***