

Our Lady of Fatima

Whole School Approach to Student Behaviour Support

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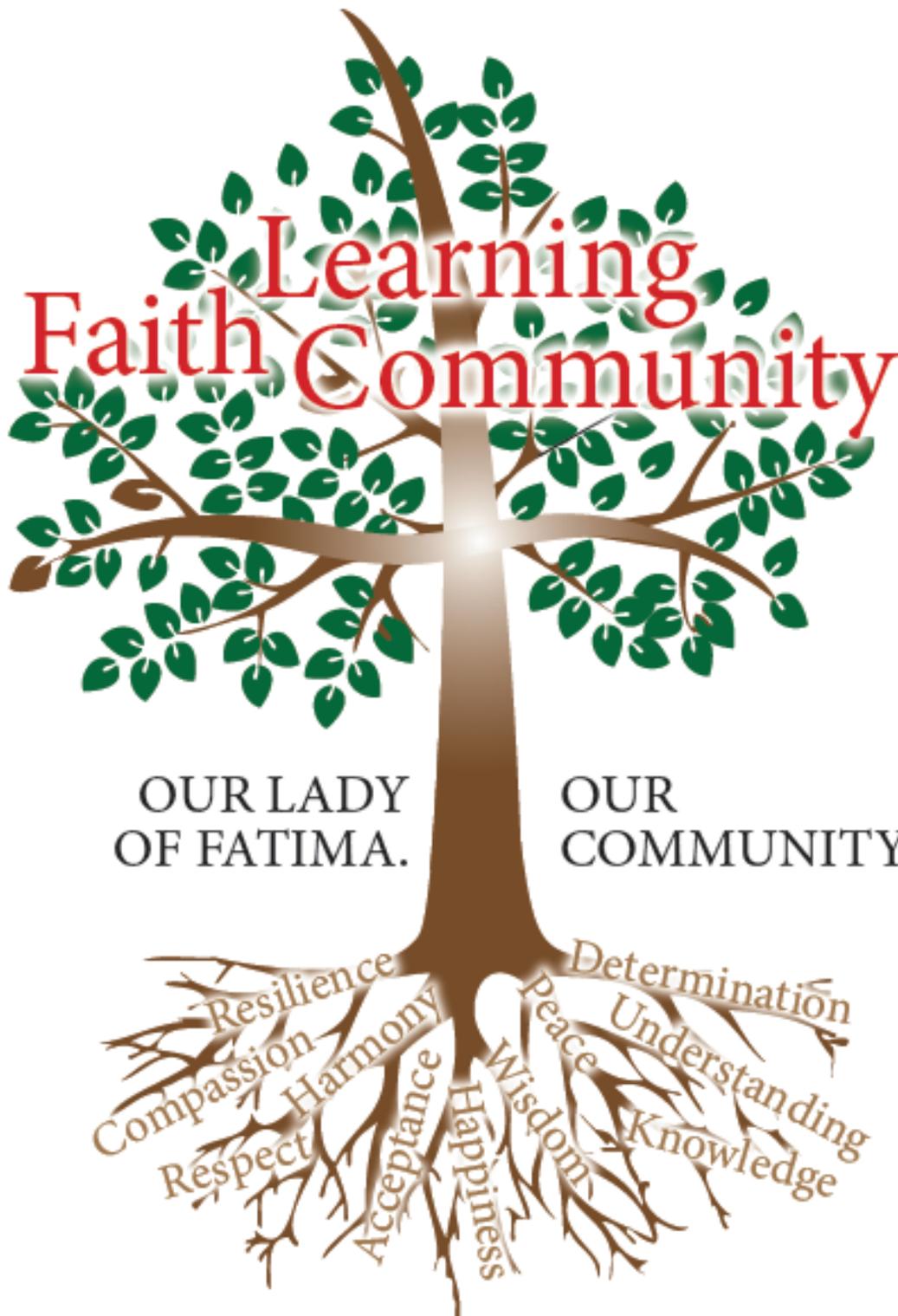
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1. Vision / Mission Statement

OUR LADY OF FATIMA
SCHOOL



In the tradition of Saint Mary Mackillop we strive to be lifelong learners; continually growing to reach our full potential. This is achieved in Faith, in Learning and in Community.



2. Consultation

Our Lady of Fatima developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, our School wide positive behaviour for learning committee and coach, and distribution of the draft plan for comment and review.

3. School Wide Positive Behaviour Support

Our Lady of Fatima School participates in School Wide Positive Behaviour Support (SWPBS) programs. This is a whole school approach to behaviour that encompasses bullying. Within this framework, records are kept on a Student Behaviour System (SBS) database: monitoring and evaluation of student behaviour (both positive and challenging). This enables our staff to strategically plan for improved behaviour outcomes. All staff members at Our Lady of Fatima School undertake professional learning annually to review school policies and practices in relation to behaviour support.

A review of school data (occurs each term) relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. This is supported by a Brisbane Catholic Education representative. The Student Behaviour Support Plan for Our Lady of Fatima plan has been endorsed by the Principal, the school P&F committee, and the Area Supervisor, and will be reviewed prior to 2018.

4. Beliefs about learning and behaviour

Student behaviour support is at the core of business for all teachers. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. At Our Lady of Fatima School, we believe that there are five conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
2. Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning material would benefit them. That is not to say that it must always be of immediate practical use, but may be of some future aesthetic, intellectual, artistic, or social use.
3. Students are always asked to do the best they can. The teacher's role is to teach and facilitate this behaviour.
4. Students are asked to evaluate their own work and to improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.
5. Quality work should feel good. Recognition and encouragement should be given to those students who have done their best.

5. Whole School Expectations



6. Roles, rights and responsibilities of school community members

At Our Lady of Fatima School we expect that students will

- Participate actively in the school's education program, particularly our school goals
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community, and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority.

At Our Lady of Fatima School we expect that parents/caregivers will

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing, and behaviour
- Contribute positively to behaviour support plans that concern their child.

At Our Lady of Fatima School we expect that staff will

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students, colleagues and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

7. Universal Behaviour Support

At Our Lady of Fatima School, we work towards preventing inappropriate behaviour through the promotion of appropriate behaviour.

a. Establishing Behaviour Expectations

At Our Lady of Fatima School there are several ways in which staff establish the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of school goals
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- records are kept on a Student Behaviour System (SBS) database: monitoring and evaluation of student behaviour (both positive and challenging). This enables our staff to strategically plan for improved behaviour outcomes.
- Displaying photos of positive behaviours
- Displaying the school goals and mission statement clearly
- Using explanations of the school and classroom rules (i.e. look like, sound like, and feel like)
- Applying appropriate consequences for meeting and not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
- Maintaining effective communication and sharing a common language about behaviour
- Transitioning students to new year levels and new teachers at the end of the year

b. Positive School Culture

Every week, our school community gathers together for Whole School Assembly. During this time, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders, Bounce Back! and kidsmatter themes, and by raising awareness of current school events. The Bounce Back! Classroom Resilience Program supports the creation of a positive whole school culture.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including

- Praise/encouragement (verbal/non-verbal/written - Praise Note)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (staff, parents, celebration of learning afternoon)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Articles in Our Lady of Fatima School Newsletter.
- Actively teaching the general capabilities

c. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The following Our Lady of Fatima School initiatives outline the variety of awards/incentives available for teachers and other staff to use when acknowledging the achievements of students in our school.

The efforts of staff members are acknowledged at whole school assemblies, staff meetings, and/or are written in both the Our Lady of Fatima School weekly school newsletter, and in electronic Leadership Team Announcements.

<u>Positive behaviour and relationships promoted</u>	<u>Overview</u>
Responsible Behaviour Award	On assembly each week, staff/student leaders identify 3-5 students who have demonstrated responsible behaviour. On assembly this award is presented giving a description of the situation they have observed, highlighting the particular behaviour. This student is then awarded with a "Responsible Behaviour Award" certificate and name is placed in school newsletter. This also results in 10 behaviour points.
Star of the Week	Each class teacher allocates a star of the week, presented at assembly. This is for making a positive impact in class.
Really Cool	Reaching the top of the behaviour chart. Results in an award, sticker from the office and 20 behaviour points
100 points party	At the conclusion of each term or semester students who have reached 100/200/300 points attend a party with the Principal.

8. Targeted behaviour support

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff would usually take place before, during, and after additional supports are implemented (at the discretion of the Principal/APRE). Some of these interventions may include the following:

- 'Work it out' Reflection Worksheet
- Goals Program- Check in-check out process.
- Student Support Meeting each week
- Social Skills programs
- PALS Program (Guidance Counsellor support)
- Adjustments to Curriculum
- Guidance Counsellor / Pastoral Worker
- WRAP around meeting
- Year 7 high school transition
- Goal and wellObeing overview

Corporal punishment is expressly prohibited at Our Lady of Fatima Catholic School.

9. Individualised behaviour support

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care. Individual supports may include

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual behaviour plan based on Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor, Pastoral Worker)
- Wrap Around with outside agencies
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.
- Enrolment Application and Support Procedure (EASP)
- English as a second language (ESL)

10. Consequences for inappropriate behaviour

Schoolwide Response to Inappropriate Behaviour in the classroom

Behaviour Chart is displayed in each classroom and students are encouraged to understand that this process is in place to help them 'do the right thing'. Students' names are moved from one step to the next in response to significant appropriate and inappropriate behaviour.

Consequences for inappropriate classroom behaviour

Behaviour Chart is clearly displayed in classroom with all student names starting in 'positive' section at start of day. Positive behaviour acknowledged and rewarded through progression of names 'up' the scale. For inappropriate behaviour, students' progress through a series of 'downward' steps:

1. Reminder one and support of more appropriate alternatives
2. Reminder two and support of more appropriate alternatives
3. 'Working it Out' plan completed in designated area of classroom
4. Time Out in another classroom and completion of 'Working it Out' plan
5. Time Out in administration building
 - *Significant behaviours may require immediate administration support.*

(Refer to Appendix 1 for behaviour level chart)

Step 1. *Reminder and support of more appropriate alternatives*

Students are approached and informed of the behaviour they are demonstrating that is not appropriate. Student is then encouraged to state a more appropriate behaviour (and needs to come up with their own alternative) and is asked, "What happens if you choose to _____ again?" Student returns to the situation demonstrating the chosen behaviour.

Step 2. *Reminder and support of more appropriate alternatives*

As above

Step 3. *Working it Out*

The student sits at a desk allocated as the 'Working it Out' desk, facing away and removed from the class group for an allocated time. The student completes a Working it Out Sheet, outlining their inappropriate behaviour through drawings or writing and the behaviour they needed to show instead. The teacher follows up with the student and files the sheet for their records.

Step 4. *Time Out With Other Teacher*

If the child's response to the Working it Out sheet is not sincere, adequate or appropriate or, upon gaining re-entry into the class chooses again to not comply with expected behaviours, then the child is sent to another teacher for 10-15 minutes and takes their Working it Out sheet. The student sits quietly and, prior to returning to class, is given a reminder from this teacher. Class work missed during this time is to be completed prior to joining in 'fun' class activities. For Early Years students there is an option of drawing what they were doing and then colouring the picture of the more appropriate behaviour.

Step 5. *Behaviour Card and Office*

The child is issued with a Behaviour Card (form of written communication from the supervising teacher) and their Working it Out Plan and is removed to the office. The Principal notifies the parent(s). The Behaviour Card is sent home for the parents to sign and return.

Note:

- Where the student is getting to Step 3 over a period of consecutive days, a member of administration may need to meet with student to discuss one-on-one.
- This process starts afresh at the start of each day.
- Some extreme behaviours will progress automatically to Step 4 or 5
- A class incentive scheme can be determined for students who have not progressed to Step 1 or beyond for the duration of the day. Eg Two students are chosen to be 'Teacher for the Day' for final 20 minutes

Consequences for inappropriate playground behaviour

1. Staff give appropriate behaviour reminder and opportunity to return to situation to try again
2. If unsuccessful, student goes to designated area of playground or shadows teacher for a reasonable time period.
3. For ongoing inappropriate behaviour or a one-of significant misdemeanour, student goes straight to 'Responsible Behaviour' support in administration building and attends one follow-up session.

- If students come to staff with a less serious problem on the playground, it is emphasised by staff that they are pleased students came to talk about it. Students are reminded that, at OLOF, staff are able to assist students in solving their own problems. Students are asked if it's a problem that they may be able to resolve themselves with staff support. They are asked "What do you think you can do to solve this problem? What words could you use?" and encouraged to use "I" statements. Staff stand beside students to supervise the process.

Staff Support for playground misdemeanour:

Students are asked to move away from situation. Staff tell them / ask them:

"What choice did you make?"

"What is our goal at Our Lady of Fatima?"

Students are given the opportunity to return to the situation. Staff state, "I would like you to go back to (the situation) and this time show the right way to do it."

- If students then do not demonstrate the appropriate behaviour, they move away from the situation to a designated area on the playground that is still supervised for a nominated time or 'shadow' the teacher.
- If the student continues to make a poor choice not following school goals then the student attends "Responsible Behaviour" session. Teacher on duty fills in a card/slip from bumbag indicating the student's choices. "Responsible Behaviour" is for the support of more prosocial behaviour following ongoing inappropriate playground behaviour.
- "Responsible Behaviour" is also an option for serious playground incidents:
 - deliberate physical aggression
 - intending to hurt others
 - racial taunts with the intent to offend
 - excessive physical and verbal aggression (using 'the finger', calling others names, swearing at others)
 - swearing at a staff member.

These behaviours require immediate administration support.

Staff:

- Model a calm, respectful manner of interaction
- Respond to student behaviour and needs in a Christ-like manner (*We have a Jesus Christ-like response to students - ask ourselves "How would Jesus respond in this situation?"*)
- Set students up for success - we want all of our students at OLOF to view this process to be achievable
- Set consistently high expectations for all student behaviour regardless of their special and particular needs and/or cultural backgrounds
- Demonstrate unconditional acceptance of students regardless of behaviour

Tips for staff

- Give students much support (particularly 'high needs' students) at being successful
- Praise often (80%)
- Prompt, consistent support of serious inappropriate behaviour
- There are many less serious behaviours that are best ignored
- When more serious inappropriate behaviour is escalating fast - intervene early - redirect student to an alternative activity, give students a job to do (eg errand)
- Consider 'least intrusive' to 'most intrusive' responses to student behaviour

Format for "Responsible Behaviour Session":

Responsible behaviour sessions seek a sense of restorative justice and occur for both classroom and playground referrals. Following a discussion with the student and staff member who may possess knowledge of the incident, each student completes a 'Work it our plan'

The person who has overseen the work it out plan (usually the Principal/APRE) records the name and description of choices for each student attending on an online database. Please refer to **Appendix 1** for copies of the work it out plan).

Consequences Chart -

BEHAVIOUR MAY INCLUDE	POSSIBLE CONSEQUENCE	MANAGED
Minor incidents of inappropriate behaviour: <ul style="list-style-type: none"> • Ignoring instructions and direction • Lateness to class • Littering /Uniform/hat/ jewellery transgressions • Swearing • Playing in inappropriate areas • Disrespect for school resources • Disruption of teaching and learning (calling out, interrupting) 	Reminder of expectations <ul style="list-style-type: none"> • Send student to buddy class • Verbal negotiation Withdrawal from playground • Consultation and reflection with teacher • Contact with parents 	Teacher
Inappropriate behaviours at this level include: <ul style="list-style-type: none"> • Continued minor behaviours above • Repeated defiance • Inappropriate use of technology (including school internet, mobile phones, and other electronic devices) • All forms of harassment such as repeated name-calling, teasing, ostracising, derogatory comments (including through the use of technology: emails, social pages) 	Staff and support staff responses may include: <ul style="list-style-type: none"> • A monitoring program developed and implemented between teacher, student and parent • Restorative justice meeting • Peer mediation • Referral through Student Support Committee for support considerations. • Parent contact • Nonattendance at extra-curricular activities 	Teacher & Parent
Inappropriate behaviours at this level include: <ul style="list-style-type: none"> • Continued behaviours above • Stealing • Truancy • Physical and/or verbal aggression toward students and staff • Smoking • Intimidation and/or harassment of staff (including through the use of technology) • Pornography • Vandalism Sexual harassment/ misconduct • Strong verbal abuse towards students and staff 	Parent interview <ul style="list-style-type: none"> • Review of IBSP • Non Attendance at off campus and/or extracurricular activities (at Principal's discretion) • Referral to outside agency • Police notification • Suspension <ul style="list-style-type: none"> • Restorative conference on return from suspension 	Teacher , Parent & Principal or other support staff
Inappropriate behaviour at this level includes: <ul style="list-style-type: none"> • Extreme or continued behaviours above • Possession of drugs • Supply of drugs • Possession of a weapon/Use of a weapon • Violent assault 	Parent interview <ul style="list-style-type: none"> • Review of ISBP • Non Attendance at off campus and/or extra-curricular activities (at Principal's discretion) • Police notification • Suspension • Recommendation for exclusion 	Teacher , Parent, Principal and other support staff

11. Appeals Process

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents may appeal a suspension of 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 or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be 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
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

12. Anti-Bullying Policy

Preface:

Our Lady of Fatima School is committed to providing a safe and caring environment that fosters respect for others and does not tolerate bullying or harassment. This is clearly articulated in our School Mission Statement, Well-being Policy and School Goals.

What is Bullying?

Bullying is when someone or a group of people with more power repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

Bullying isn't:

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause great distress. However, they're not examples of bullying unless someone is **deliberately** and **repeatedly** doing them to you.

(Source: National Centre Against Bullying - www.ncab.org.au/whatisbullying/)

Four Types of Bullying

Bullying can take many forms. We consider the following four behaviours to be bullying or harassment:

- 1. Physical bullying**
- 2. Verbal bullying**
- 3. Covert bullying**
- 4. Cyber bullying**

1. Physical bullying

- Hitting, kicking, punching, and tripping.
- Pushing, shoving, spitting.
- Making rude, threatening non-verbal actions or gestures.
- Taking or damaging others' belongings.
- Forcing others to hand over food, money or belongings.
- Forcing others to behave against their will.

2. Verbal bullying

- Name calling
- Teasing
- Threatening
- Making fun of someone because of his/her appearance, physical characteristics or cultural background.
- Making fun of someone's actions/behaviour.

3. Covert bullying

Covert bullying is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:

- lying and spreading rumours
- negative facial or physical gestures,
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- Damaging someone's social reputation or social acceptance.

(Source: www.ncab.org.au/Page.aspx?ID=88)

4. Cyber bullying

Cyber bullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. (Australian Communication and Media Authority)

Cases of cyber bullying are a direct violation of our school ICLT enrolment agreement.

Strategies we use to deal with bullying at Our Lady of Fatima:

At Our Lady of Fatima School we will:

- Openly talk about bullying:
 - What it is, how it affects us and what we can do about it.
- At Our Lady of Fatima School, we take a positive, proactive approach to bullying by teaching the five anti-bullying strategies displayed on the Break Through Bullying "be AWARE" to all students of our school. The strategies are as follows and are displayed on a poster in all classrooms:
 - **A** is for Ask them to stop
 - **W** is for Walk away
 - **A** is for Ask a teacher to help
 - **R** is for Remember to ignore
 - **E** is for Even try to make friends
- Teach our children the skills that will build their self-esteem and empower them to take the responsibility for themselves - and give them the opportunity to practice these skills (Feeling Safe & Safe Start resources).
- Have human resources available to support students:
 - School Pastoral Worker & Guidance Counsellor
- Have text resources to support families

Reporting of Bullying

Incidences of bullying need to be reported to any teacher or the principal by any child or parent. Bullying incidences that are dealt with will be recorded and parents of all children will be notified as soon as possible by phone, in person or written communication.

Responsibilities of Staff

- To model appropriate behaviour at all times.
- To deal with all reported and observed incidences of bullying as set out in our SWPBS policy immediately.
- To ensure that children are adequately supervised.
- To report incidences of bullying to the principal or to the classroom teacher.

Responsibilities of Children

- To speak to a person they trust at school and home if they are being bullied, feel unsafe or if they see someone else being bullied.
- To help someone who is being bullied by 'speaking out' and telling a teacher.
- To not bully others.

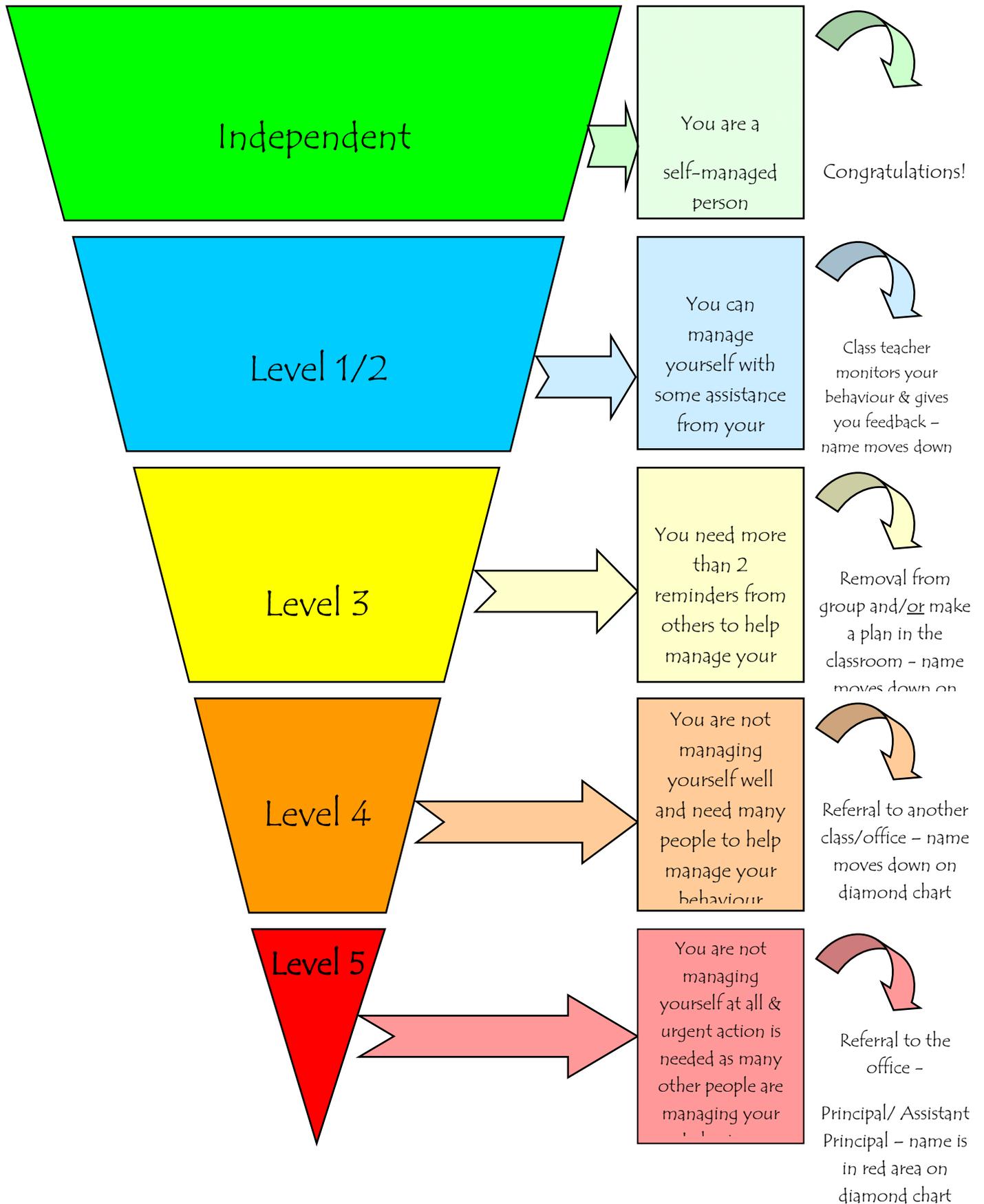
Responsibilities of Parents

- To watch for signs that children may be being bullied.
- To arrange a time to speak to a staff member at OLOF if their child is being bullied or they suspect that this is happening (Parents are not to confront or discipline another child/student)
- To instruct their child to tell if they are bullied.
- To inform the class teacher or school if they suspect their child is bullying another student.

13. Links to related BCE policies

- Student Behaviour Support Policy
- Student Behaviour Support Regulations and Procedures

Behaviour Level Chart



Work it Out Plans

Time Out Plan

(Prep)



Name _____ Grade _____
 Date ____/____/2013 Time Outs this Term _____

What happened?

Which of our School Rules was not kept (circle):

Be Respectful Look After Property Be Safe Follow Directions

Was this a good choice? YES NO

How can I make things better now?

Checked by _____ Class Teacher _____
 Parents Contacted: Yes No Parent Signature: _____

Time Out Plan

(Year 1,2,3)



Name _____ Grade _____
 Date ____/____/2013 Time Outs this Term _____

What happened?

X	✓
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Which of our School Rules was not kept (circle):

Be Respectful Look After Property Be Safe Follow Directions

How can I make things better now? _____

Checked by _____ Class Teacher _____
 Parents Contacted: Yes No Parent Signature: _____

Time Out Plan

(Year 4/5)



Name _____ Grade _____
 Date ____/____/2013 Time Outs this Term _____

Write about what happened: _____

Which of our School Rules was not kept (circle):

Be Respectful Look After Property Be Safe Follow Directions

Why was this the wrong thing to do? _____

How can I make things better now? _____

Checked by _____ Class Teacher _____
 Parents Contacted: Yes No Parent Signature: _____

Time Out Plan

(Year 6/7)



Name _____ Grade _____
 Date ____/____/2013 Time Outs this Term _____

Write about what happened: _____

Which of our School Rules was not kept (circle):

Be Respectful Look After Property Be Safe Follow Directions

What was wrong with what I did? _____

How could I do things differently next time? _____

Checked by _____ Class Teacher _____
 Parents Contacted: Yes No Parent Signature: _____