

Mother of Good Counsel School

Positive Behaviour and Relationship Plan

RATIONALE

Behavioural expectations vary considerably between cultures, social groups and child rearing practices. Adults' attitudes about behaviour management are affected by personal events, culture and childhood experiences. Due to the diverse and inclusive nature of schools, opinion differs as to what constitutes acceptable and positive behaviour, and what schools can and should do to develop, foster and maintain a positive behavioural environment.

The primary focus of Mother of Good Counsel's Positive Behaviour and Relationship Plan (PBRP) is the development of strong, positive interpersonal relationships between all stakeholders; students, staff and families. This plan raises awareness of the impact behaviours and choices have on others. The Positive Behaviour and Relationship Plan moves beyond the simple management of student behaviour and toward strategies and practices that positively affect the lives of all stakeholders, and empower them to make positive choices and manage personal behaviour.

At Mother of Good Counsel School, we base our values and behavioural expectations on our model; Jesus and the scripture '*Let everything you do be done in love*' (1 Cor 16:14). Through the gospels, Jesus demonstrates how to treat and interact with others. These stories emphasise Honour and Truth and reflect:

- Showing empathy
- Being responsible for our choices
- Being a supportive bystander
- Respecting self and others
- Acknowledging mistakes and restoring damaged relationships.

Mother of Good Counsel fosters a holistic approach to individual growth and development; emphasising spiritual, social, emotional and academic growth and development. The school adopts an ecological approach that considers aspects of a student's home, school and community interests and relationships, and how these can impact behaviour. Teachers are required to be skillful in looking beyond negative student behaviour to determine the underlying function of the behaviour.

Human behaviour is performed to serve a specific function. When negative behaviour is observed, we endeavour to determine WHY the specific behaviour is occurring. This involves identifying possible antecedents (what happened before the behaviour occurred) and coming up with strategies and consequences to modify and redirect the behaviour.

There are four functions of behaviour (SEAT); to avoid or receive **S**ensory stimulation, to **E**scape a person, activity or setting, to receive **A**ttention from adults or peers and to receive **T**angible rewards (activities or objects). Inappropriate behaviour tends to continue until the desired need has been met. School-based strategies and supports assist each individual child to make informed behavioural choices.

To foster positive behaviour and an engaging learning environment, staff at Mother of Good Counsel use a range of Positive Behaviour Supports. Based on the work of Maslow and Bronfenbrenner, Positive Behaviour Supports are *positive*: increasing and strengthening helpful behaviours through reinforcement, and *proactive*: anticipating when things may go wrong and preventing that from happening rather than reacting when things go wrong (Storey & Post, 2012; Egeberg, McConney & Price, 2016).

Mother of Good Counsel does not use punishment to modify behaviour, rather a collaborative and restorative approach that acknowledges mistakes and works with students and families supportively and respectfully to foster learning, while preserving student dignity and positive relationships. Students learn that behaviour elicits consequences (positive and negative).

Mother of Good Counsel School's philosophy fosters critical thinking and shared decision-making. Children develop responsibility through making choices (and sometimes mistakes) and learning from them. Mother of Good Counsel endorses self awareness and self management.

WHAT WE VALUE AT MOTHER OF GOOD COUNSEL

“Let everything you do be done in love.” 1 Cor 16:14

The three expectations of Mother of Good Counsel are based on gospel values with an emphasis on relationships, relevance to the curriculum and student's belief in their capacity for individual success.

Mother of Good Counsel classroom and school expectations:

- Be Respectful
- Be Responsible
- Be Safe

Staff and students at Mother of Good Counsel have the right to a working environment free from disruption, abuse or threat and to achieve their full potential in a safe and supportive environment. Students respond best to positive reinforcement. Positive behaviours are established through teaching new skills while responding effectively to problematic behaviours. Effective classroom management considers the behaviour and learning of students.

REINFORCING POSITIVE BEHAVIOURS

- Teachers acknowledge behaviour through verbal and non-verbal affirmation, positive gesture and body language.
- Teachers incorporate individual and group reward systems into classroom practices eg
 - Visual reinforcement strategy (online, hard)
 - Individual rewards
 - Group points
 - Class goal-based rewards
- Student of the Week awards are awarded and celebrated at Friday morning assemblies.

MAINTAINING CLASSROOM EXPECTATIONS

The primary goal for staff at Mother of Good Counsel is to create a positive classroom environment that enables student learning and fosters social and emotional growth. One of the major contributors to a positive learning environment is interpersonal relationships (Curwin & Mendler, 1999)

At the commencement of each school year, teachers work with their class to reinforce the school expectations: Be Respectful, Be Responsible and Be Safe and develop class expectations based on these. In order for the school and classroom to be a safe, enjoyable and engaging learning environment, expectations need to be met. Teachers and students work collaboratively to identify appropriate positive and negative consequences for when expectations are and are not met.

Class expectations and consequences are regularly reviewed by teachers and students.

Process:

When a student becomes disengaged from learning or disrupts the learning of other students, staff use non-verbal (least intrusive) and verbal redirections to modify the behaviour, re-engage the student in learning and act according to the school and class expectations. If the inappropriate behaviour continues, the student is given a choice and redirected to learning and the desired behaviour.

If the student continues to behave inappropriately or prevent others from learning, he/she is sent to a support class for a period of time, when the teacher, class and student have 'time out' to calm, refocus and/or complete a required task.

On arrival at the support class

- the student is reminded of expectations of appropriate behaviour during that period
- the student does not participate in the support class' activities, he/she quietly sits/completes work at the designated work area

- after a predetermined time, the student returns to his/her classroom, works through a 're-entry process' with his/her teacher and rejoins his/her classroom lesson
- the class teacher notifies the child's parent/guardian via email that their child required time out from the classroom environment.

If students arrive at support class unwilling to be respectful, responsible and/or safe, a member of the Leadership Team is called to support the student/teacher.

When students refuse to attend the support class, do not re-enter productively or require support from the Leadership Team, they may remain out of class for the remainder of the day at the discretion of the Leadership Team, in collaboration with the classroom teacher. A member of the Leadership Team discusses with the student his/her inappropriate behaviour and parents are notified of their child's escalating behaviour and removal from the classroom.

If students are removed from the classroom due to disengagement, inappropriate behaviour or disrupting the learning of other students twice within a week, parents are immediately contacted by the classroom teacher and the parents are asked to attend a meeting at the school.

If time out work is not completed to a satisfactory level, the student may be expected to complete this work during his/her own time. This may be during play time, supervised by the classroom teacher. Parents are notified that their child missed out on play. Students are always given the opportunity to eat.

Staff record repeated inappropriate behaviours on ENGAGE, the CES electronic system, which may trigger discussions about a Request for Support, and the need for an Individual Behaviour Plan.

A re-entry process takes place when students have required time-out from the learning environment:

- **What did you do/What happened?**
- **What expectation did you forget about?**
- What can be done to fix things?
- **What might you do differently next time?**
- What should happen if the same or similar behaviour occurs again?

Our social-emotional program, Second Step, supports students in making choices by explicitly teaching them the values of self-awareness and self-management, and social awareness and social management rather than demanding blind obedience.

ESCALATING BEHAVIOUR

- If a student is removed from the classroom and requires intervention by the Leadership Team three times within a school term, a Care Team Meeting is organised with parents/guardians and relevant school personnel (principal, class teacher, school counselor, Leader of Diversity, Wellbeing teacher). Parents, staff and, when necessary, outside agencies collaboratively create an Individual Behaviour Plan to support the student in the school setting (classroom and/or playground). The success of meeting the predetermined goal is recorded and communicated to parents/guardians daily. As students experience continued success in meeting his/her goal, the Individual Behaviour Plan is gradually released.
- If a student is sent home twice within a school term. A review of the child's learning and behaviour is conducted and reviewing the child's future enrolment may be discussed.
- If the student is unable to work productively in the classroom environment, he/she may be internally suspended. When he/she is working productively, he/she will gradually re-enter his/her classroom.
- Students re-entering the classroom after a suspension period are required to take part in daily/session 'check ins' with the classroom teacher/a member of the Diversity Team.
- When a student is sent home numerous times within a term due to the repeated interruption to other student's learning, the student may be suspended for up to a week from school, at the discretion of the Leadership Team.

This Positive Behaviour & Relationship Plan is designed to support and meet the needs of 95% of the student population. At times verified students, or students with unique needs require adjustments to this plan and are done so in collaboration with parents and staff.

Mother of Good Counsel playground expectations:

- Be Respectful
- Be Responsible
- Be Safe

Procedures:

- 'Kids Who Care' vouchers are given to children displaying appropriate behaviours during playtime. Vouchers are placed in designated boxes. Vouchers are drawn on a weekly basis for Prep-Yr 2 and Yr 3-Yr 6 at Friday assembly.

- Minor infringements result in immediate 'cool off' time at the discretion of the teacher on duty eg. sit out of play for 5 minutes, "walk with me", pick up papers etc. Incidents are recorded in the playground duty folder.
- Students are removed from the playground and escorted to the office when extreme verbal and/or physical behaviours are displayed. Incidents are recorded in the playground duty folder.
- Students who display extreme verbal and/or physical behaviours attend an Out of Play session with a member of the Leadership Team. This process enables the student to actively reflect on the incident and complete a Responsible Thinking Sheet, which is sent home to parents. If the incident occurs at the end of the playtime break, and it is not possible to complete an Out of Play session, the student completes his/her session the following day.
- Incidents recorded on the playground duty folder are monitored weekly.
- If a student attends Out of Play more than twice within a week or three times in a term, a member from the Leadership Team contacts parents to discuss the matter at hand.

NOTES:

- When a child receives a classroom time out, parents are advised via email / phone call. When three incidents of classroom time out have occurred parents are requested to meet with the class teacher to discuss the behaviour of their child.
- Where two or more students have equally contributed to an issue, consequences for all students are equivalent as a matter of justice.
- Consequences are age appropriate and relative to the severity of the incident.
- *Child Protection Legislation and Catholic Education Services Policy and Procedures* are referred to when exceptional circumstances involving ongoing behavioural issues and/or abusive situations occur.

POLICY FOR EXTREME BEHAVIOURS

- Incidents involving **INTENTIONAL SWEARING & / OR EXTREME / DELIBERATE VERBAL AGGRESSION** directed at a person results in the student immediately being sent to the office, with a follow up phone call made to parents. Further infringements in the playground or classroom result in suspension for the rest of the day and up to a week at the discretion of the school's leadership team.

- Students involved in incidents of **INTENTIONAL, EXTREME, DELIBERATE PHYSICAL AGGRESSION** are immediately removed from the classroom/playground. The student is suspended for the remainder of the day and up to a week at the discretion of the Leadership Team. If parents are not contactable, the student remains in the office for the remainder of the day and is automatically suspended the next day.
- Students involved in serious deliberate acts of physical aggression twice in a term are suspended from school pending further action to be enforced by the school and parents.
- When students display serious, deliberate physical aggression that requires an internal or external suspension, students follow a re-entry process to the school setting and are gradually reintroduced to the classroom and/or playground setting. The duration of re-entry to inclusion is at the discretion of the Leadership Team.
- In the case of internal and external suspensions, students are excluded from any or all of the following: special events, extracurricular activities, excursions, camps and opportunities for student leadership roles.

PARENT - STAFF RELATIONSHIPS

MOGC takes a relational approach to supporting students with social behaviour needs. Our culture of working with students to solve problems, including repairing the harm created from negative behaviour incidents, taking responsibility for actions and identifying strategies to avoid doing the same again (Thorsborne & Blood, 2013) reflects a restorative approach.

Reference list

Curwin, R.L. & Mendler, A.N. (1999). *Discipline with Dignity*. ASCD Publications; Virginia.

Egeberg, H.M., McConney, A. & Price, A. (2016). Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice. *The Australian Journal of Teacher Education*, 41(7).

Storey, K. & Post, M.A. (2012). *Positive Behaviour Supports in Classrooms and Schools*. Charles C Thomas Pub Ltd: Illinois.

Thorsborne, M. & Blood, P. (2013). *Implementing Restorative Practices in Schools*. Jessica Kingsley Publishers: London.