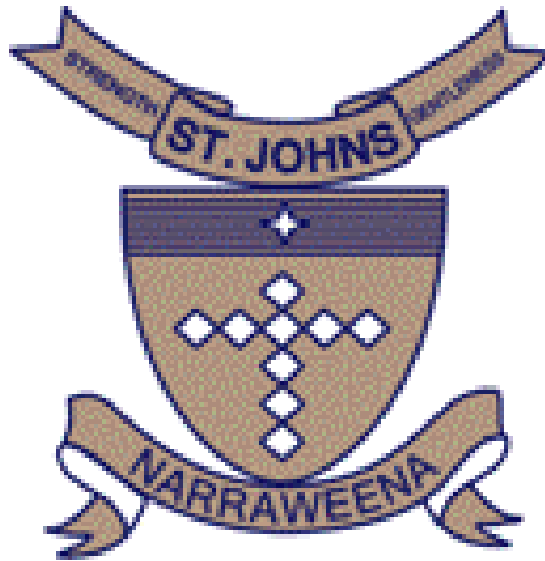


St John the Apostle Catholic Primary School, Narraweena



Pastoral Care and Behaviour Management Policy

Strength and Gentleness

“All that happens in the Catholic School, the curriculum, the relationships, the priorities, the aims and objectives, the pastoral care and discipline has the potential to speak of God’s life”

[The Distinctive Nature of a Catholic School]

Inspired by our motto, *“Strength and Gentleness”*, we at St John the Apostle School, Narraweena are committed to developing a community of learners in a safe school environment.

PURPOSE

At St John’s Narraweena, we believe all students, their families and staff have a right to be a part of a safe, nurturing and respectful learning environment.

Therefore we have a shared responsibility to build a community of strength and gentleness through teaching, fostering, promoting and encouraging positive behaviours and Catholic values.

Table of Contents

Purpose	1
Policy Framework	3
Definitions	3
Policy Content	4
School Rules and Expectations	4
Procedures for teaching expected behaviours	4
Procedures for encouraging expected behaviours	4
Procedures for discouraging inappropriate behaviours	5
Inappropriate Behaviour flowchart	7
Appendices	9
A. School Rules and Expectations	9
B. Procedures for teaching school rules and expected behaviours.....	11
C. Rewarding appropriate behaviours	13
D. Think Papers	16
E. Emergency Critical Incident.....	24
F. Wellbeing Team 2018.....	25
G. Active Supervision	26
H. Long time out buddy classrooms 2018	27
I. Behaviour Consequence Matrix 2016.....	28

POLICY FRAMEWORK

Pastoral care refers to action taken within a school to promote and enhance personal, social, physical, emotional, mental and spiritual wellbeing. Optimal wellbeing is characterised by positive feelings and attitude, positive relationships with others, resilience and satisfaction with self and experiences and engagement in learning.

Diocese of Broken Bay (2012). Pastoral Care Policy for Diocesan Systemic Schools.

Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy, schools are called to establish relationships which are grounded in love, compassion, reconciliation and justice. Our school Behaviour Management Policy takes into account the Diocesan Pastoral Care Policy, our school Pastoral Care Policy and the Student Discipline Policy for Diocesan Systemic Schools in that our approach to discipline has its basis in our pastoral care for each other – students, staff and parents.

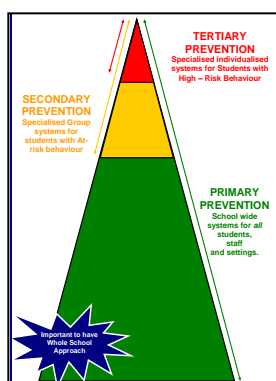
We believe that Pastoral Care:

- has the life of Jesus Christ as its focus;
- is concerned with the dignity and integral growth of the individual;
- is a responsibility entrusted to all members of the faith community;
- is a force for healing, reconciliation and liberation, and
- is an expression of, and commitment to, justice.

(Extract from Diocesan Pastoral Care Policy)

DEFINITIONS

- *St John the Apostle Catholic School Community* includes office staff, grounds staff, principal, friends, children, parents, carers, relatives, teachers, Parish Priest, Religious, visitors, cleaners, teacher assistants, casual teachers and parent helpers.
- *Behaviour* is defined as anything we say or do.
- *Appropriate Behaviour* is any behaviour that contributes to the positive learning environment and aligns with our school rules and behavioural expectations.
- *Inappropriate behaviours [teacher managed behaviours]* are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.
- *Major inappropriate behaviours [office referred behaviours]* are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well-being of other.
- The *consistent and repeated* occurrence of Minor inappropriate behaviours (teacher managed behaviours) may also be considered as *major*. These are behaviours that significantly challenge the day to day functioning of schools, impact on learning and interrupt students’ and staff capacity to function in a safe and orderly environment.
- *At Risk Behaviour* is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.



St John the Apostle Catholic Primary School has adopted a whole school approach to bring about positive behaviour; Positive Behaviour for Learning [PBL]. This approach has a strong emphasis on *teaching* appropriate behaviours and providing systems of *support* to bring about these positive behaviours.

“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”

Diocesan School Student Discipline Policy

Corporal punishment by any school person or non-school person is not permitted. Corporal punishment is defined as the application of force in order to punish or correct the student.

Child Protection Code of Professional Standards for Catholic School Employees (2nd June 2005) item 5.

POLICY CONTENT

SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St John the Apostle Catholic School rules and behavioural expectations outline appropriate student behaviours that contribute to the functioning of our school as a safe, nurturing and inclusive learning environment. Students at St John the Apostle Catholic School will be taught, encouraged and supported to demonstrate these expected behaviours.

Guided by our school values of “Hope, Compassion, Service, Celebration, Justice and Respect”; we at St John the Apostle aim to be a community of “Strength and Gentleness” by following the school rules ...

Respectful	Responsible	Safe
Use caring words and actions	Make good choices	Play safely play fairly
Let others learn	Be in the right place at the right time	Move safely at all times
Include others	Be an active listener	Look out for others
Be a turn taker	Take pride in your work	Wear correct clothing
Care for the place you are in	Care for belongings	Protect yourself
Be honest	Care for your appearance	

PROCEDURES FOR TEACHING SCHOOL RULES AND BEHAVIOURAL EXPECTATIONS

St John the Apostle Catholic Primary School community is committed to:

- **Teach,**
- **Practise,**
- **Apply,** and
- **Acknowledge** appropriate behaviours

The St John the Apostle Wellbeing Team (See Appendix F) will coordinate the process involved and support staff in teaching, practising, applying and acknowledging appropriate behaviours. Team members will take on specific roles in the process to support staff and school community. All staff will actively support all systems and processes in order to bring about appropriate student behaviours for learning.

PROCEDURES FOR ENCOURAGING POSITIVE BEHAVIOUR

See Appendix G for details of procedures for teaching Behavioural Expectations

St John the Apostle Catholic Primary School community is committed to *acknowledging* students in order to encourage the behavioural expectations and school rules. We endeavour to acknowledge students through a wide variety of means:-

- **Smile Award:** Each class teacher uses the ‘Smile award’ systems of acknowledgement and reinforcement within their class based on the school rules, Refer to **Appendix C**.
- Body language strategies – smile, gestures, nod, thumbs up, proximity etc
- Verbal acknowledgment – recognition of how behaviours effect other, single word utterances, praise, descriptive encouraging etc

- Positive comments in student workbooks
- Being chosen for responsibilities
- Class visits sharing of work / achievements
- **Merit awards** – (Friday Assembly) given by class teachers or other staff:
 - at least one merit award for **academic achievement and learning**
 - at least one merit award for **demonstrating behavioural expectations**
- **“Strength and Gentleness” award** (Monday prayer assembly) given to one person for modelling one of the school values
- **Sports Award** given out weekly by the sports teacher for **sporting achievement, learning or behaviour**
- **Creative Arts Award** given out weekly by the creative arts teacher for **creative achievement, learning or behaviour**
- **Library Award** given out weekly by the library teacher for **achievement, learning or behaviour** during library lessons
- **Core Value Awards** given out at the end of each term by a member of the St John’s Advisory Council to one child in each class who **epitomises the nominated values for the term**. The teacher and children in each class identify the recipient.

PROCESSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOURS

St John the Apostle Behaviour Management Policy and practices are based on our school values of *Hope, Compassion, Service, Celebration, Justice and Respect* and are respectful of the dignity, rights and fundamental freedom of individual students. At the same time this policy focuses on the effective running of the school for the benefit of all.

Staff are encouraged to remember the dignity of students when responding to inappropriate behaviour. When discouraging or correcting students behaviours, staff are encouraged to use the least intrusive methods possible.

St John’s have spent time in 2016 creating, introducing and modifying a ‘Behaviour Consequence Matrix’ with inappropriate behaviours and consequences for these behaviours recorded. *See Appendix I for the Behaviour Consequence Matrix (and modified version for Kinder/Year 1)*

Inappropriate behaviours

Inappropriate Behaviour is behaviour that challenges the day to day functioning of our school and is contrary to our “School Rules and Behavioural Expectations”.

Inappropriate behaviours [teacher managed behaviours] are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.

Major inappropriate behaviours [office referred behaviours] are identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of other. The consistent and repeated occurrence of minor behaviours may also be considered as major.

Minor Teacher Managed Behaviours any behaviour that does not meet the “School Rules and Behavioural Expectations”.	Major Office Referred Behaviours deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of other.
Off task behaviours - not engaging in learning activities, task refusal, task avoidance, calling out, wandering around room etc	Repeated on going off – task behaviours – off task behaviours occurring for long periods of time or repeated over time (ie long duration, high frequency)
Disruption - low intensity but inappropriate interruption to learning	Disruption - sustained or intense disruption of learning
Inappropriate Language – low-intensity use of inappropriate language	Abusive Language - verbal aggression such as swearing name calling, threats
Physical contact -non-serious but inappropriate physical contact	Physical Aggression - serious physical contact where injury may/ has occurred
Defiance disrespect - brief or low-intensity failure to respond to teacher request	Defiance / disrespect - repeated refusal to follow reasonable requests / directions

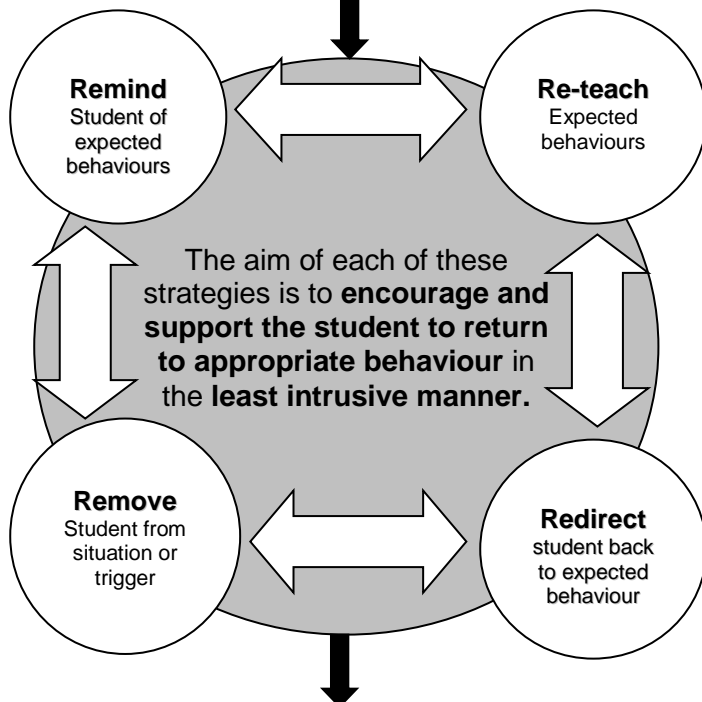
Dress - student wears clothing that is not within the expectations of school guidelines	Theft - having possession of or removing property belonging to someone else
Property misuse -low intensity misuse of school or personal property	Property damage - substantial destruction or disfigurement of property
Technology misuse - inappropriate but low-intensity misuse of technology (phone, iPod, iPad, camera, computer etc)	Technology misuse - misuse of technology (phone, iPad, iPod, camera, computer etc) which is sustained or (potentially) harmful to others
Tardiness - student arrives late after bell	Repeated Tardiness - repeated or sustained incidents of arriving late after the bell
Other - any other inappropriate behaviour that has low intensity	Other - any other inappropriate behaviour that is potentially harmful, or has caused harm to self or others

Inappropriate behaviour occurs

Is behaviour Minor (teacher managed) or Major (office referred)?

TEACHER MANAGED BEHAVIOUR

Minor inappropriate behaviours are recognised as any behaviour that does not meet the “School Rules and Behavioural Expectations”.



When all efforts at re-teaching, redirecting, removing and reminding have been exhausted, **Short Time Out** should be used.

Time out is described as “time away from reinforcement”. For example, if the behaviours are seeking and gaining attention, the use of time out is effective in removing the reinforcement of ‘attention’ for the inappropriate behaviours.

Classroom: Student sits within the classroom away from others for a pre-determined amount of time. This time frame should be age appropriate; **one minute per student's age**. [eg 5 yr old kinder student = 5mins] and not exceed 15mins.

Playground: Student is asked to sit out of play for 5minutes [max].

When the ‘Time Out’ is over, the child returns to the class / playground with a reminder of behavioural expectation and classroom teacher is informed.

Remember,
Time Out is used to help bring about a positive change in behaviour - a circuit breaker’, not purely as punitive action.

OFFICE REFERRED BEHAVIOUR

Major inappropriate behaviours are identified as deliberate actions that are offensive and / or dangerous to the physical and /or emotional well being of other [or repeated minor].

CLASSROOM:

Student has **Long Time Out** in ‘buddy’ class immediately after the incident for one minute per age of the child. (See Appendix H)

The buddy class teacher is to direct the student to a suitable space where the student can sit with no interaction from others.

When student returns to class, they are supported to join in class activity without any further follow up of incident at this stage.

Before the end of the day, the teacher who sent the child to have a long time out completes the online PBL data form.

PLAYGROUND:

Student is asked to have **Long Time Out** (sit out away from distraction for one minute per age of child.

When student is returned to play, duty teacher can remind student of the behaviour expectation. Eg “Off you go and play and remember to use caring words and actions”. Teacher needs to support child’s re-entry by using 4Rs (“*What can you do next time? How can we change the way we play this? Etc*”

Playground duty teacher:-

1. informs relieving duty teacher of incident (where applicable)
2. informs class teacher of incident (after duty)
3. fills in the online PBL data form (at end of duty)
4. Phone call to parents (after consultation with classroom teacher and leadership team)

Staff complete [GoogleForms Long Time Out Slip](#). PBL Team review data regularly to decide future action and support for staff and students. Whole school data reviewed by PBL team at term staff meeting.

In addition to above steps, staff to inform leadership in person in cases of **severe incidents**. (see also critical incident procedures Appendix E)

“**Think Paper**” (appendix D) may be used after office referral for inappropriate Behaviour/s at Principal / AP’s discretion in order to restore right relationships and plan ways of supporting positive behaviour. This could be as a result of one off serious incident or repeated minor incidents.

When inappropriate behaviours continue, or a serious incident occurs, the Principal or delegate may facilitate a session with the student using **Think Paper** [Appendix D]. This practice is aimed at restoring relationships and also to facilitate initial 'investigations' so that possible reasons for the behaviours can be understood in order to put strategies in to assist and promote more appropriate behaviours.

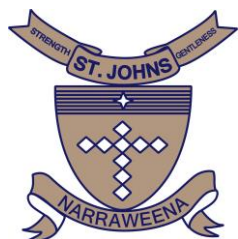
In order to analyse ongoing inappropriate behaviours, the school may also make use of the **"Students Presenting Challenging Behaviour Form 1"** [Diocesan Behaviour Management – Support Classpage] in order to write and implement a **"Behaviour Support Plan"** (this is for your 'yellow' or 'red triangle' child). The purpose of both being about teaching and supporting the student to develop more appropriate replacement behaviours.

Major disciplinary sanctions including suspension, suspension pending negotiated transfer, negotiated transfer, and expulsion are outlined in the Diocesan Student Behaviour Management and Discipline Policy.

Date of Policy June 2012

Reviewed June 2018

Date of next review December 2019



OUR SCHOOL RULES

*At St John the Apostle Narraweena we show
Strength and Gentleness by being...*











- +** RESPECTFUL
- +** RESPONSIBLE
- +** SAFE



...Learners

At St John the Apostle, Narraweena, we show Strength and Gentleness by being ...



Respectful	Responsible	Safe
<p>✚ Use caring words and actions</p>  <p>✚ Let others learn</p> <p>✚ Include others</p>  <p>✚ Be a turn taker</p> <p>✚ Care for the place you are in</p>  <p>✚ Be honest</p>	<p>✚ Make good choices</p>  <p>✚ Be in the right place at the right time</p>  <p>✚ Be an active listener</p> <p>✚ Take pride in your work</p>  <p>✚ Care for belongings</p> <p>✚ Care for your appearance</p> 	<p>✚ Play safely. Play fairly</p>  <p>✚ Move safely at all times</p>  <p>✚ Look out for others</p> <p>✚ Protect yourself</p>  <p>✚ Wear correct clothing</p>

...Learners

Teach

PBL TEAM will:-

- prepare the PBL lesson plans, visual supports and home tasks for behaviour expectations following the yearly lesson plan schedule.
- Direct teachers to Pastoral Care and Wellbeing website <http://wellbeing.dbbco.org/> (password: dbb123) to access teaching support resources.
- dedicate regular time for PBL communication with staff at business meetings to address trends in the data and allocate one PBL staff meeting a term to support staff in implementation.
- distribute any lesson plans, visuals and other resources necessary for staff in order to teach the expected rules and behaviours of PBL lessons. Alternatively direct staff to the 'O Drive/School Share/PBL folder'
- review annotated lesson plans and/or overview plan, which will be kept in teachers' programs under a 'PBL' section
- update magnetic signs stating fortnightly focus of School rule and behaviour.

STAFF will:-

- *explicitly* teach expected behaviours using PBL lesson plans and visual supports embedding it into their teaching program (throughout the fortnight)
- include their lesson plans in PBL section of Teaching Learning Program if the lesson is stand alone
- review / critique / evaluate the PBL lesson plans
- save any modified lesson plans to O Drive/School Share/ PBL folder', as they adapt them for particular year groups.

WHOLE SCHOOL COMMUNITY will:-

- use language of behaviour – eg PBL section in school newsletter, fortnightly focus announced at assembly (YR 6 students or Monday Class assemblies), language of rule and behaviour for example "At St John the Apostle we are responsible when we make good choices" used when teaching, acknowledging or reminding students of appropriate rules and behaviours.
- SRC of each class to update Perspex display outside individual classroom with fortnightly school rule and focus.

Practise

PBL TEAM will:-

- include practising strategies in lesson plans for class teachers to implement
- [may] call for whole school practice times to re-teach expected behaviours as need arises
- organise demonstration / role plays of behaviours at assemblies eg student leadership (possible senior students)
- prepare case studies for staff to practise application of procedures.

STAFF will:-

- practise within the explicit teaching time as outlined in lesson plan and throughout the fortnight as needed. Eg In our maths lesson today I will be looking for active listeners who are...
- Encourage expected behaviours and practise rewarding those behaviours.

WHOLE SCHOOL COMMUNITY will:-

- encourage expected behaviours to be practised across all settings [eg library, Music, PE, Church, excursions]

Apply

PBL TEAM will:-

- support staff in the application of these behaviours eg feedback at staff meeting regarding lessons, distribution of resources, following procedure and flowchart, analysing own data and sharing data trends, etc

STAFF will:

- staff will develop classroom rules based on school rules and expectations.
- encourage expected behaviours to be applied outside of the classroom environment and across all settings eg excursions, library, Church, hall etc

WHOLE SCHOOL COMMUNITY will:

- encourage expected behaviours to be applied outside of the classroom environment and across all settings. Eg When we are at Gala Day we are turn takers...
- encourage families to support students when completing PBL home tasks

Acknowledge



PBL TEAM:-

- acknowledge staff members who are following processes

STAFF:-

- appropriate student behaviours are to be acknowledged through a variety of means [verbally, non-verbally, extrinsic, etc]
- Use smile award systems to encourage and reward students who follow the school rules and behaviour. Playground – aim to distribute 3 smile awards per duty, when catching children following school rules. Refer to **Appendix C** for staff package rewarding appropriate student behaviour.

WHOLE SCHOOL COMMUNITY:

- appropriate behaviours are to be acknowledged within the whole school setting

Dear staff,

You will notice that each of you have a little package of ‘Smile’ awards in your pigeonhole. These are to be used from the beginning of Term 1, 2014 by all staff, mainly on the playground and in class, including Sport, Library, Music and Learning Support, to ‘catch children being good’. When you give a ‘Smile’ award to a child, ensure you are giving them the reason using the PBL framework language, especially the big picture 3 rules “We are Respectful Learners, We are Responsible Learners and We are Safe Learners”.

The ‘Smile’ awards are to be introduced to the children by classroom teachers in the first week of school and at the first morning assembly of Term 1.

Classroom teachers – when the children come in from recess and lunch, get in the habit of asking if anyone received a ‘Smile’ award and make a big fuss and encourage the children to make a big fuss too – and make sure you are asking the child why they received it, referring them to the matrix if they are unsure (further embedding the PBL language).

To start with let’s have each class work towards collecting 10 ‘Smile’ awards. When the class have collected the 10 they have earned a reward (which is given by the classroom teacher). The reward is to be negotiated with your class and may be extra play-time or sport time, an art activity or computer time, etc.

In your ‘Smile’ package you will receive a Smile award chart. This chart should be used to record your class’ progress in working towards 10 ‘Smile’ awards. Once the 10 ‘Smile’ awards have been charted, please clear your chart, give reward and send ‘Smile’ awards down to the office in the office bag.

Staff should aim to distribute 3 smile awards on the playground during rostered duty time. These smile awards should be acknowledging those children who are following a variety of behaviours allocated under the 3 school rules.

Thanks and have fun with ‘smiling’ next year!

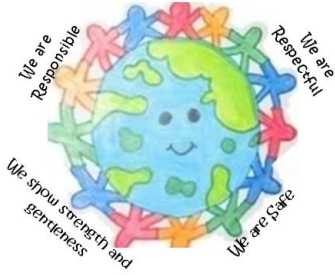
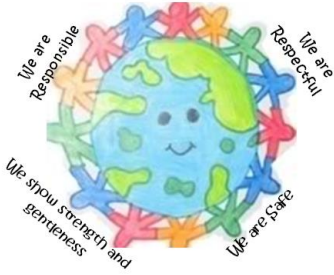
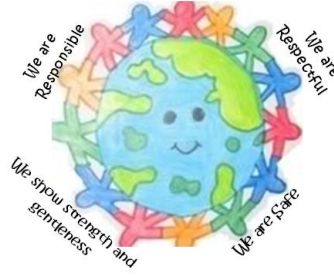
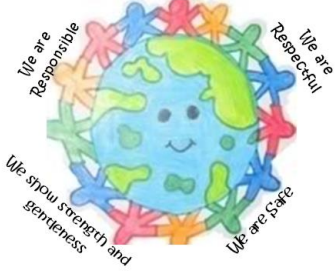
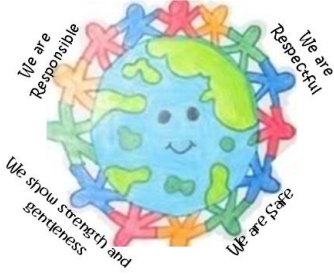
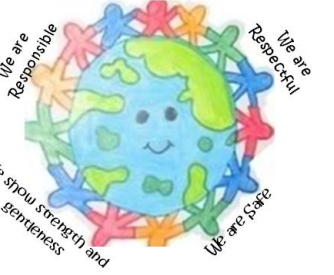
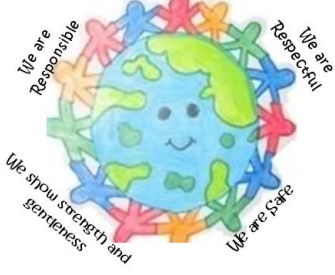
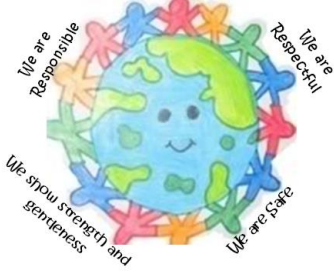
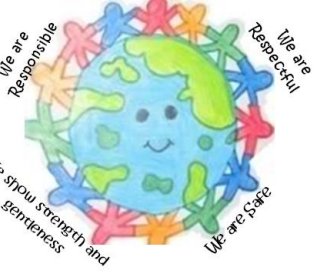
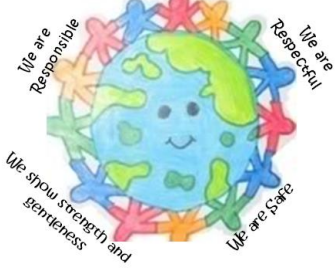
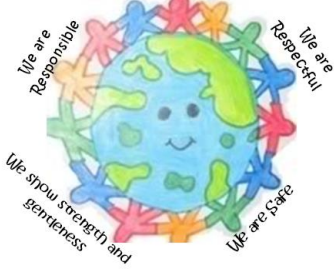
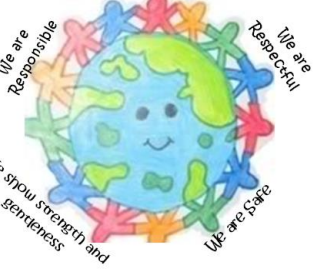
PBL Team



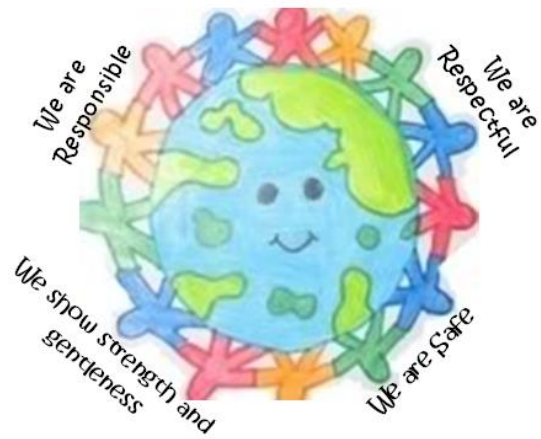
At St John the Apostle, Narraweena, we show Strength and Gentleness by being ...



Respectful	Responsible	Safe
<p>✦ Use caring words and actions</p> <p>✦ Let others learn</p> <p>✦ Include others</p> <p>✦ Be a turn taker</p> <p>✦ Care for the place you are in</p> <p>✦ Be honest</p>	<p>✦ Make good choices</p> <p>✦ Be in the right place at the right time</p> <p>✦ Be an active listener</p> <p>✦ Take pride in your work</p> <p>✦ Care for belongings</p> <p>✦ Care for your appearance</p>	<p>✦ Play safely. Play fairly</p> <p>✦ Move safely at all times</p> <p>✦ Look out for others</p> <p>✦ Protect yourself</p> <p>✦ Wear correct clothing</p>

<p>SMILE AWARD</p> 	<p>SMILE AWARD</p> 	<p>SMILE AWARD</p> 
<p>SMILE AWARD</p> 	<p>SMILE AWARD</p> 	<p>SMILE AWARD</p> 
<p>SMILE AWARD</p> 	<p>SMILE AWARD</p> 	<p>SMILE AWARD</p> 
<p>SMILE AWARD</p> 	<p>SMILE AWARD</p> 	<p>SMILE AWARD</p> 

SMILE AWARD





THINKING THINGS THROUGH (“Think Paper”)

- When Level 3 behaviours occur, the Principal (or delegate) will work with the student using this **Thinking Things Through (Think) Paper**.
- It is aimed at **restoring relationships** and also to investigate **possible reasons for the behaviours** in order to put strategies in to assist and **promote more appropriate behaviours**.
- These questions are used to guide **conversation** between Principal (or delegate) and the student involved.
- Students are not to complete this on their own. In some cases, these discussion questions may be revisited over period of time if need be.

Student Name: _____

Class: _____

Facilitating Staff member: _____

Date: _____

Respectful	Responsible	Safe
Use caring words and actions	Make good choices	Play safely play fairly
Let others learn	Be in the right place at the right time	Move safely at all times
Include others	Be an active listener	Look out for others
Be a turn taker	Take pride in your work	Wear correct clothing
Care for the place you are in	Care for belongings	Protect yourself
Be honest	Care for your appearance	

1. Explain what you did. How was your behaviour inappropriate?

Which of the **School Rules** did you **not** follow?

- ☐ **We are Respectful**
☐ **We are Responsible**
☐ **We are Safe**

Which behaviour expectation was not followed? [refer to matrix]

2. What caused you to behave this way?

What were you thinking at the time?

3. How might others be affected by your actions?

4. How could you do things differently next time?

What have you learned?

5. What can you do to help **restore** right relationships? How might you help 'fix the problem'?

What could be an appropriate consequence for you as a result of your behaviour?

6. What can the teachers in our school do to help you remember our school rules and behaviour expectations?

What help do you need from others to remember our school rules and behaviour expectations?

Student:

Signature

Teacher:

Signature

Principal:









Signature

Parent/Guardian:

Signature








Date:

 <p>Use unkind words</p>	 <p>Scream or answer back</p>	 <p>Hit or push someone</p>	 <p>Give someone a hard time</p>
 <p>Not do the right thing with technology</p>	 <p>Say no to the teacher</p>	 <p>Not on task</p>	 <p>Disrupt others</p>
<p>Other – draw your own or write what happened:</p>			

It made _____ feel:

happy sad mad scared frustrated

Next time I can choose to:

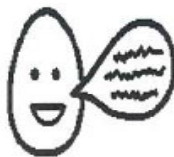
have SAFE feet



have SAFE hands



use kind words



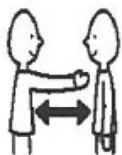
listen and not
talk during
instruction



ask for a calm
break



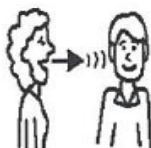
say "I need
space."



ask someone to
"Please stop."



follow directions



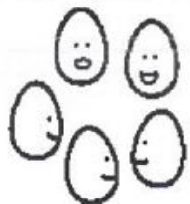
stay in my work
area



say, "I don't
understand."



When I make GOOD CHOICES...



Others want to
be with me.



Others
feel good around me.



Others play
with me.



People know
that I am kind.



I feel proud.

What can I do next time? _____



Kindergarten Reflection Sheet

Child's Name: _____








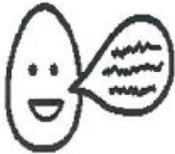


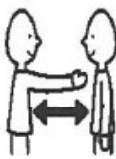

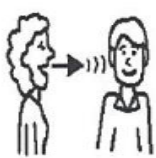


Date: _____

This is what happened (what I did and how it affected others)...

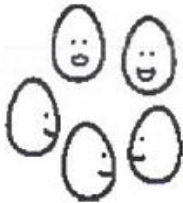




Teacher scribes (Word for word is possible)

Teacher Signature: _____

How it affected others:

It made _____ feel:				
happy	sad	mad	scared	frustrated
				
Next time I can choose to:				
have SAFE feet	have SAFE hands	use kind words	listen and not talk during instruction	ask for a calm break
				
say "I need space."	ask someone to "Please stop."	follow directions	stay in my work area	say, "I don't understand."
				

When I make **GOOD CHOICES**...

				
Others want to be with me.	Others feel good around me.	Others play with me.	People know that I am kind.	I feel proud.











Stage Two Reflection Sheet

Name: _____

Date: _____






I can think about my choices and how they affect ME and OTHERS.
 What I chose to do:

 <p>Use unkind words</p>	 <p>Scream or answer back</p>	 <p>Hit or push someone</p>	 <p>Give someone a hard time</p>
 <p>Not do the right thing with technology</p>	 <p>Say no to the teacher</p>	 <p>Not on task</p>	 <p>Disrupt others</p>

OR write about what happened:

How it affected others:

It made _____ feel:

happy	sad	mad	scared	frustrated
				

Next time I can choose to:

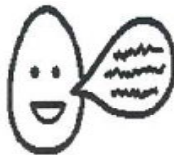
have SAFE feet



have SAFE hands



use kind words



listen and not
talk during
instruction



ask for a calm
break



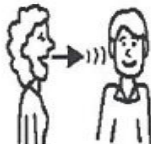
say "I need
space."



ask someone to
"Please stop."



follow directions



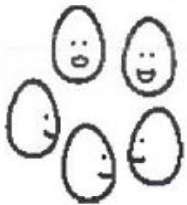
stay in my work
area



say, "I don't understand."



When I make **GOOD CHOICES**...



Others want to
be with me.



Others
feel good around me.



Others play
with me.



People know
that I am kind.



I feel proud.

What can I do next time? _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Emergency Critical Incident Procedure

In the event of an emergency / unusual occurrence – for example a person suffering from epilepsy or similar illness or a person behaving in a manner which is endangering the safety of the other members of the class.

1. **Evacuate the children to a safe place** – ie the classroom next door, the playground or the Library. (If incident occurs on the playground, remove all other students to a safe place well away from incident)
2. **Send the red emergency card to the office** / ask neighbouring teacher to contact office / send for help/ use walkie talkie to contact office.
3. In the case of illness, remain close to the person and render assistance if required.
4. If a person is demonstrating **threatening or aggressive behaviour** keep a safe distance nearby exit / doorway.
 - **Do not** block the doorway
 - **Do not** attempt to touch or restrain the person
 - **Do not** attempt to prevent the person leaving the room – observe and, if necessary, follow at a discreet distance.

EMERGENCY

Room 100

WELLBEING TEAM 2018

Any questions regarding PBL at St John the Apostle, please refer to the table below for a Wellbeing/ PBL team member to talk to.

Wellbeing Team
Wellbeing Team leader – Ms Liz Rath
Wellbeing Team
Mr Mark Bateman
Ms Natalie Ingram
Mrs Inga Booth (PBL data)
Mrs Kirstin Blyton (PBL data)
Mrs Jeanie McDonnell (Family Liaison)
Mrs Eirene Vidler (Learning Support)
Mrs Suzanne Bragg (PBL Coach)

School Wide **P**ositive **B**ehaviour For **L**earning (PBL)

Encouraging Appropriate Behaviour Expectations in Non – Classroom Settings

The expectation is that all staff at St John the Apostle Primary School will use active supervision in all non-classroom settings – on the playground, bus duty etc.

Expectation of staff: Be Positive and Proactive

Movement

- circulate throughout the playground area
- be in proximity of more active areas such as toilets, stairwells, corners etc
- be visible

Interaction

- talk with students, greet students
- acknowledge groups of students doing the right thing
- engage in problem solving

Scanning

- look for areas of concern
- pre-correct where ever possible

St John the Apostle Classroom Long Time Out Buddy classrooms

In the event of a child needing a classroom long time out (1 minute per age of child), the child is sent by the teacher and walks to the buddy classroom with another student.

The buddy classrooms are:

KC to KG (room 1 to 2)

KG to KC (room 2 to 1)

1B to 1G (room 3 to 4)

1G to 1B (room 4 to 3)

2N to 2R (room 19 to 18)

2R to 2N (room 18 to 19)

3B to 3O/3R (room 15 to 14/13)

3O to 3B/3R (room 14 to 15/13)

3R to 3B/3O (room 13 to 14/15)

4B to 4SC (room 7 to 6)

4SC to 4B (room 6 to 7)

5D to 5NF (room 8 to 9)

5NF to 5D (room 9 to 8)




















6DI to 5D/5NF (room 11 to 8/9)

Sport/Library/PE – Remove to an area of the room where the student is not interrupted and can complete their long time out.

If buddy classroom is unavailable please send to nearest classroom.

APPENDIX I – Behaviour Consequence Matrix

St John's Behaviour Consequences Matrix

Level 1 Behaviour	Level 2 Behaviour	Level 3 Behaviour	Level 4 Behaviour
<p>Off task behaviour</p>  <ul style="list-style-type: none"> - Not engaging in learning activities - Task refusal, task avoidance - Calling out - Wandering around the room etc - Leaving class without permission <p>Property misuse</p>  <ul style="list-style-type: none"> - Low intensity misuse of school or personal property, including littering or not picking up paper around you. <p>Dress</p>  <ul style="list-style-type: none"> - Student wears clothing that is not within the expectations of school guidelines, including no hat. <p>Physical contact</p>  <ul style="list-style-type: none"> - Non-serious but inappropriate physical contact e.g. rough play <p>Playing in out of bounds area</p>  <ul style="list-style-type: none"> - Toilet, out of sight areas, behind kindy block. 	<p>Disruption</p>  <ul style="list-style-type: none"> - Low intensity but inappropriate interruption to learning - Talking over the top of the teacher - Continually talking to other students - Purposely disrupting other students when working <p>Disrespect</p>  <ul style="list-style-type: none"> - Brief or low-intensity failure to respond to teacher request - Refusing to do work - Answering back to teacher - Towards other students (verbal & nonverbal) <p>Inappropriate language</p>  <ul style="list-style-type: none"> - Telling a lie, giving someone a hard time through teasing, name calling, put downs, lack of manners & courtesy <p>Technology misuse</p>  <ul style="list-style-type: none"> - Inappropriate but low intensity misuse of technology (phone, iPod, camera, computer, iPad, etc) <p>Tardiness</p>  <ul style="list-style-type: none"> - Student arrives late after bell, not in the right place at the right time <p>Ongoing repeated Level 1 behaviour</p>	<p>Repeated on going off task behaviours - Off task behaviours occurring for long periods of time or repeated over time (long duration, high frequency)</p>  <p>Disruption</p>  <ul style="list-style-type: none"> - Sustained or intense disruption of learning <p>Technology misuse</p>  <ul style="list-style-type: none"> - Misuse of technology (phone, iPod, camera, computer, iPad, etc) which is sustained or (potentially) harmful to others - Including misuse of social media at home <p>Physical Aggression</p>  <ul style="list-style-type: none"> - Serious physical contact where injury may/has occurred e.g. hitting, punching, kicking, fighting <p>Repeated tardiness-</p>  <ul style="list-style-type: none"> - Repeated or sustained incidents of arriving late after the bell <p>Ongoing repeated Level 2 behaviour</p>	<p>Abusive language</p>  <ul style="list-style-type: none"> - Verbal aggression such as swearing, prolonged name calling, threats, continued intimidation including social media, prolonged use of putdowns <p>Theft</p>  <ul style="list-style-type: none"> - Having possession of or removing property belonging to someone else <p>Repeated defiance/disrespect</p>  <ul style="list-style-type: none"> - Repeated refusal to follow reasonable requests/directions <p>Property damage</p>  <ul style="list-style-type: none"> - Substantial destruction or disfigurement of personal, school or others property e.g. graffiti <p>Ongoing repeated Level 3 behaviour</p>
Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> • Verbal reminder - 4R's remind, reteach, redirect, remove 	<ul style="list-style-type: none"> • Short time out- (use as calm down time) – in 'thinking zone' in classroom or at time out spots in playground • In the classroom: complete reflection sheet and discuss with teacher (check if calm down time required before completing) • In the playground: review consequences matrix and discuss with teacher (check if calm down time required before discussing) → moving forward • Reteach the focussed behaviour- teacher to discuss with student and offer support as needed for the child to be successful with that behaviour • Online PBL form- (teacher not required to inform student) 	<ul style="list-style-type: none"> • Time out- (circuit breaker and calm down time) Student to use the time to review own behaviour against the consequences matrix in 'thinking zone' in buddy classroom or at time out spots in playground • "Thinking things through" Think Paper to be completed/discussed with teacher or member of the Wellbeing team. This needs to be signed by parent/guardian and stored in student file. • Call with parent/s. Principal is informed (and may advise on incident form – TBC) • Online PBL form- (teacher informs student) → moving forward • SEL/community service/action affect others/ apology/ relationship restored. 	<ul style="list-style-type: none"> • Meeting with principal, teacher & parent/s. • Meeting between student and principal (parents provided with option to attend). • Incident form completed • Behaviour Plan to be developed & communicated to staff & parents. <p>Ongoing Level 4 behaviours- refer to Diocesan Policy re suspension, transfer, and expulsion.</p>

REMEMBER: The purpose of consequences is to let children know that the behaviour is unacceptable, to help them to take responsibility for their behaviour in a meaningful way, and to offer them strategies to change their behaviour.

Minor behaviours

Major behaviours