



## School Behaviour Support Plan Information For Parents

### **Mission:**

*The MISSION of St John Vianney's Catholic Primary School is to sustain and enhance the presence of quality Catholic Education in our community by:*

***Empowering learners***

***Sharing the spirit, and***

***Living the Gospel,***

*through the relationships within all aspects of school life.*

### **Rationale:**

In keeping with the St John Vianney's School Mission Statement, the school community of St John Vianney's School, we respect the rights and responsibilities of all members of the school community to have a safe and secure environment in which the Catholic ethos is encouraged. All community members are expected to work actively and positively together. This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community.

*"We envision a school that is safe, energetic, and friendly; where staff, parents and members of the community work harmoniously to ensure the personal success of each and every student. Staff collaborate to set high academic and behavioural standards for students and to model the social skills along with the professionalism, problem solving and enthusiasm necessary to motivate students to be the best they can be. We put our students first, and demonstrate positive attitudes, creative thinking, a commitment to learning, compassion for others, and pride in everything we do."*

### **Aim:**

The St John Vianney's School Behaviour Support Plan aims to:

- provide a framework to ensure students are taught the consequences of both positive, appropriate behaviour and negative, inappropriate behaviour;
- develop and maintain a safe and secure teaching and learning environment;
- document the School's agreed position on the implementation of the Behaviour Support Plan which compliments the School-Wide Expectations; and
- ensure a consistent approach to behaviour management from Prep to Year 6.

### **School-Wide Expectations:**

The St John Vianney's School-Wide Expectations summarise in a positive and empowering way, the behavioural expectations of all within our community. All students are briefed and taught the expectations. There is an ongoing commitment to the proactive social skilling of all children and the Gospel call to live in right relationship with our God, our world, ourselves and our fellow human beings.

### **Our Expectations:**

School-Wide Expectations encourage consistent communication and establish an effective verbal community for all staff and students across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At St John Vianney's our School-Wide Expectations are:

- Be Respectful
- Be Responsible
- Be Safe
- Be A Learner

Our School-Wide Expectations determine the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline.

### **Curriculum links:**

In addition to our School-Wide Expectations our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully.

### **Restorative Practices:**

Since we recognise behaviour as a part of the learning journey we incorporate the use of Restorative Practices. When things go wrong we ask specific questions to encourage reflection and action:

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- What happened?
- What were you thinking?
- What are you thinking now?
- Who has been hurt or is sad because of what you have done?
- What do you need to do to make things right?
- What will you do differently next time?

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- What did you think when you found out what had happened?
- How have you and others been hurt?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

### **Continuum:**

- Research has shown that approximately 80-85% of students will respond to proactive universal supports, display desired appropriate behaviours, and have few behavioural problems (Horner & Sugai; Lewis, Newcomer, Trussell & Richer, 2006)
- Correctional strategies
  - Classroom support/management (minor behaviours)
  - Correction, reteaching

- Prevention strategies
  - Preventing behaviour from escalating beyond what can be appropriately managed in an instructional environment (our staff are trained in Non-violent Crisis Intervention)
  - Time away from regular program (separate area within classroom, in another supervised classroom, or in the office). The intent of the time away is for the student to regain control of their own behaviour
  - Office managed behaviours are more serious. Including but not limited to - chronic disruption, concerns for safety for the student or others, potentially illegal behaviour etc

**Stages:**

1. Teaching expected behaviour (focus), Encouraging Expected Behaviour (feedback)
  - a. Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement. Instruction takes place each day, throughout the year, all year long
2. Targeted Supports
  - a. Targeted interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions. These students consistently have trouble with low level but disruptive behaviours that are detrimental to instruction and interfere with their own learning (e.g. Check In Check Out Program)
3. Individualised Interventions
  - a. Successful outcomes for student’s whose behaviour has not responded to universal or targeted supports are dependent on our ability to intervene with appropriate evidence-based interventions. Interventions are linked to the function or purpose of the behaviour (e.g. Individual Behaviour Support Plan)
4. Suspensions & Exclusions
  - a. A clearly documented range of strategies has been tried and the cause of the behaviour has attempted to be identified and addressed before implementation of suspensions/exclusions

**Acknowledgement:**

Even with our positive approach to teaching and supporting appropriate behaviour, some problem behaviour will still occur. For some students, they do not know how to perform the expected behaviour or don’t know it well enough to routinely use it at the appropriate times. For other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

The process of responding to problem behaviour is much like an error analysis, which is commonly used for academic work. Students who have a “skills deficit” will need more explicit instruction and practice while students who have a “performance deficit” need more prompts and cues to highlight the need for replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.