Developing Personal and Social Capabilities

Student Behaviour Support Plan
Guidelines, Regulations and Procedures
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Siena Vision Statement

We are a Catholic School Community committed to nurturing and celebrating a love of God, self, others and learning. Our vision is to:

- provide a values framework built upon the faith tradition of the Catholic Church;
- affirm the dignity of each individual;
- build a strong sense of community;
- foster partnerships in education;
- nurture holistic development through enjoyable child-centred learning experiences;
- establish connections between life and learning;
- empower each child with a passion for life-long learning;
- develop global awareness and a sense of common good, and
- welcome renewal.

We give witness to our Vision through living Gospel values.
OUR SCHOOL CONTEXT

Siena is a Catholic co-educational three stream Prep to Year Six school situated beside Siena Catholic College. The construction of the school commenced in 2001 with Siena Catholic Primary School opening in 2002 to service the demand for another Catholic primary school on the Sunshine Coast. It was originally intended to be a two stream school, but when the concept of building the primary school emerged, a decision was made to plan for a three stream school instead.

Enrolments commenced with 142 students in 2002. The school rapidly grew in numbers with increases of approximately 100 students per year in the initial years of formation and in 2014 is at capacity with a population of 685 students. In 2015, with the transition of Year 7 to secondary, the school population will reduce to approximately 620 students. The school has been granted a Bubble Year for Prep 2015 and as a result, there will be 4 streams in this year level right through to their graduation from Siena in Year 6 2021.

Sippy Downs and many surrounding areas were experiencing rapid urban growth in the period prior to 2010. Although urban growth in this area has significantly reduced, the school continues to have high demand for enrolments. Siena is a school of preference for many local families. Although the Siena site operates as two separate schools on the one campus, Siena Catholic College and Siena Catholic Primary School, the general community sees Siena as one P-12 school. The school has one school Pastoral Board and one Parents and Friends Association for primary and secondary families to support.

PURPOSE

Our Developing Personal and Social Capabilities Student Behaviour Support Plan has been developed to assist the Siena Primary School community in:

- having an agreed code of behaviour in the school, based on Christian values;
- supporting the school in allowing effective teaching and learning to take place;
- providing a safe and welcoming school environment for all students, staff and parents;
- valuing the rights and dignity of all members of the Siena school community; and
- communicating the school procedures and expectations to assist in the development of sound self-management practices within the school.
CONSULTATION PROCESS

The review of our “Towards Self-Management: School Behaviour Support Policy and Procedures” was initiated by the publication of BCE’s Student Behaviour Support Guidelines, Regulations and Procedures in 2013. In response to this document Siena Primary School formed a Student Behaviour Support Team to take on the task of reviewing and updating our behaviour management policy and procedures. The team comprised of approximately twelve staff members who met regularly in 2013. In 2014 and 2015 we consulted with the school community regarding renaming the Student Behaviour Support Plan; the introduction of student behaviour support levels for all students; new processes to acknowledge students who consistently manage their own behaviour, the implementation of a wider range of behaviour support strategies and social emotional development programs, updating the anti-bullying policy and, intervention and data collection procedures. Underpinning these changes is our belief that:

- Expectations of acceptable behaviour needs to be clearly and consistently communicated across the school
- All children are capable of learning to manage their own behaviour for learning
- Early intervention for those at risk via use of effective behaviour support strategies is most beneficial
- Positive behaviour should be taught, recognised, rewarded and celebrated

This document provides a practical overview of the programs, processes and guidelines related to school specific student behaviour and Archdiocesan expectations. The intention of our Developing Personal and Social Capabilities Student Behaviour Support Plan is to ensure that students learn to make socially responsible behaviour decisions, which create safe and supportive practices at Siena Primary School. The whole school implementation of the Virtue’s Program and Program Achieve as well as the publication of “We Care at Siena Matrix”, “Learn and Play Between the Flags” and “Behaviour Levels Pyramid” classroom posters are integral to promoting the awareness of sound self-management practices for all students at Siena Catholic Primary School. In this way the whole school works towards developing each child’s personal and social capabilities.

Our Developing Personal and Social Capabilities Student Behaviour Support Plan is reviewed regularly in line with our school renewal processes and the Brisbane Catholic Education Strategic Renewal Framework 2012-2016.

OUR BELIEFS

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following staff beliefs underpin our Developing Personal and Social Capabilities: Student Behaviour Support Plan and are referenced throughout this document in green text:
OUR BELIEFS ABOUT STUDENT BEHAVIOUR

BELIEF 1: Catholic School student behaviour support practices should reflect gospel values, whereby all members of the school community foster the dignity, integrity and self-esteem of each person and feel valued and treated with dignity and respect.

BELIEF 2: Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians.

BELIEF 3: Positive relationships, particularly between teacher and student, are critical for maximising appropriate behaviour and achieving learning outcomes (MCEETYA Student Behaviour Management Project 2002).

BELIEF 4: Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum across different school settings. Expectations of what constitutes acceptable behaviour is learned, therefore responsible behaviour can be taught, using the same strategies used to teach academics.

BELIEF 5: Behaviour is a form of communication. A child’s inappropriate behaviour choice is often an effort to obtain or avoid something. Behaviour can also be the result of social skill deficits. Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.

BELIEF 6: Schools require processes that recognise, teach, reward and celebrate positive behaviour.

BELIEF 7: Student behaviour support is a collaborative effort and may include pastorally caring practices such as mediation, conflict resolution and restorative justice practices. In partnership with parents and carers, we are committed to each and every student’s success.

BELIEF 8: Behaviour at school should be managed supportively to achieve a positive learning environment for the benefit of students, staff and parents.

BELIEF 9: A comprehensive student behaviour support plan articulates a range of agreed age-appropriate responses including universal-whole school, targeted and individual behaviour support as a means of facilitating positive learning and responsible behaviour in students.

BELIEF 10: A proactive whole school approach to student behaviour and wellbeing is the most effective way to reduce behaviour problems (QSAAV 2011, Gladden 2002, Bucher and Manning 2005, and SWPBS) especially with students displaying chronic or intense behaviours.
OUR APPROACH: POSITIVE BEHAVIOUR 4 LEARNING

Behaviour at school should be managed supportively to achieve a positive learning environment for the benefit of students, staff and parents.

At Siena we have adopted school wide practices and processes to promote Positive Behaviour 4 Learning; it is not a program but describes the way we manage behaviour supportively. A focus on learning, personal and social capability building, wise use of data, and the utilisation of good evidence-based practice are all integrated into the PB4Learning strategy.

Continuum of support and key features

An important component of PB4Learning is the adoption of a continuum of behavioural supports. Within the continuum there are three tiers of support.

The first tier (Level 1) focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school.

The second tier (Levels 2 & 3) focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive targeted supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2013).

Finally the tertiary tier of support (Levels 4 & 5) is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.
Positive Behaviour 4 Learning Tiers:

Agreed upon student expectations promote consistency across the staff and school community across all settings and help develop similar tolerance levels. At Siena Primary School our school-wide positive behaviour expectations, “We Care at Siena Matrix”, are explicitly communicated according to location and focus on how to:

Care for Ourselves
Care for Others
Care for our Learning
Care for our School

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn, practice and demonstrate.

Refer to Appendix A: We Care at Siena Matrix
POSITIVE INTERACTIONS

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual, and aesthetic development and wellbeing of young Australians. Our goal and commitment at Siena is to ensure that every aspect of a child’s development is considered for the realisation of each child’s potential. We recognise that all students learn differently and require tailored learning and teaching approaches to enable all learners to achieve their goals.

Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum across different school settings. Expectations of what constitutes acceptable behaviour is learned, therefore responsible behaviour can be taught, using the same strategies used to teach academics.

Siena’s aim is to enable our students to successfully access the Australian Curriculum and develop each student’s General Capabilities that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. Our Developing Personal and Social Capabilities Student Behaviour Support Plan specifically focuses on developing students’ knowledge, skills, behaviours and dispositions with regard to their:

- **self-awareness** (recognising emotions, personal qualities and achievements, understanding themselves as learners, developing reflective practice)
- **self-management** (appropriately expressing emotions, developing self-discipline and setting goals, working independently, being confident, resilient and adaptable)
- **social awareness** (appreciating other’s perspectives, understanding relationships and contributing to society)
- **social management** (communicating effectively, working collaboratively, making decisions, resolving conflict, developing leadership skills)

At Siena we have aligned the Australian Curriculum General Capabilities with Program Achieve and our Virtues Program to establish a school based Social and Emotional Development implementation plan.

Refer to Appendix B: General Capabilities and Program Achieve

I. **Social Emotional Learning**

While the curriculum embeds the General Capabilities to support the development of social emotional learning, Siena Primary School also offers the following variety of programs to support children through life situations and to assist them in developing appropriate social and emotional core skills. Program Achieve and The Virtues Program are the only two of these programs which have a school wide focus; other programs listed below are offered to individuals or small groups by the Guidance Counsellor or Assistant Principal via teacher nomination or parent request for children who are requiring additional social emotional learning support.
You Can Do It! Education - Program Achieve is central to the provision of ongoing social emotional learning that is taught across Prep to Year 6. Regular and planned teaching of the five Keys to Success and the Habits of the Mind: **Getting Along** (Being Tolerant of Others, Playing by the Rules, Thinking First, Being Socially Responsible), **Organisation** (Setting Goals, Planning your Time), **Confidence** (accepting Myself, Taking Risks, Being Independent), **Persistence** (Thinking ‘I Can Do It’, Giving Effort, Working Tough) will assist building each child’s emotional **Resilience** and social capability. Program Achieve is taught in all classrooms and is supported by whole school practices such as assemblies, classroom and school awards and parent education via class and school newsletters and parent workshops.

The Virtues Program is taught across Prep-Year 6 to support students in developing a range of virtues that are central to our lives as Christian people and to our Catholic faith.

**How Full is your Bucket (Tom Wrath)** is a resource used to support students in developing thoughtfulness and consideration of others by filling other’s buckets via acts of kindness.

**Bounce Back** is a resource that supports the development of resiliency skills.

**Winners** teaches children self-management and planning skills for success.

**Play is the Way** is a social skills program that teaches children to successfully interact with others, skills are taught through play and games.

**Seasons** supports children in navigating experiences of grief and loss.

**Rollercoasters** is a program designed for children who have recently experienced parental separation, divorce or other changes in family relationships. It helps young children through the transition of family change.

**Socially Speaking** teaches children how to develop positive social skills and how to transfer these skills to everyday life. Children learn how to communicate appropriately, how to make friends, how to cooperate and get along with others.

**Fun Friends** is a play based program for building resilience through social and emotional skill development.

**Autism Friendly Practices** have been incorporated to support students who present along the continuum of autism spectrum disorders (ASD). The following practices have been implemented at Siena to support the needs of students with ASD:

* Visual Timetables in classrooms
* Organised Play Options at Lunch (eg. Art, Craft, X-Box, Construction, Robotics, Book Club, Organised Games) and Chill zone available at break times and during school events/ carnivals
* Individual and/or small group support when required/appropriate
* Transition meetings that incorporate curriculum access plans, anxiety management and social skills training.
• **Transition Meetings** are conducted at the beginning of each school year between previous and future teachers and support staff. To enhance communication at handover, specifically of students at risk, a Red Dot is placed on Student Tracking Folders for students who are verified and also for other students who may require additional support (ASD, ADHD, dyslexic, anxiety, etc). These students are introduced to their teachers personally and a parent –teacher introductory meeting is offered to these parents at the beginning of each school year.

II. **Student Protection Programs**

The National Safe Schools Framework (2011) provides schools with the vision:

“All Australian schools are safe, supportive and respectful teaching and learning communities that promote student well-being”.

We believe student behaviour support practices should reflect gospel values, whereby all members of the school community foster the dignity, integrity and self-esteem of each person and feel valued and treated with dignity and respect.

At Siena we support the teaching of appropriate behaviours and respectful relationships that are infused with gospel values and underpin our school motto of “Prayer, Care, Learn”. The feeling safe at home, school, online and in the community student protection message of ‘Recognise, React and Report’ is mandated by Brisbane Catholic Education and is an integral part of our student protection processes. Teachers use the ‘Be a Hero when it comes to Safety’ posters to discuss the following key messages about student safety:

- Be Alert
- Be Smart Online
- Speak Up
- Recognise when you feel unsafe
- Have a Plan

Positive relationships, particularly between teacher and student, are critical for maximising appropriate behaviour and achieving learning outcomes (MCEETYA Student Behaviour Management Project 2002)

Student protection is the responsibility of each and every member of the Siena School community. To build positive relationships with students, staff must be recognised as caring, compassionate adults who take an interest in student’s lives and set appropriate boundaries and expectations of behaviour.

Protection Contacts (SPCs) for Siena are the Principal, Guidance Counsellor, Assistant Principal and APRE. These staff members are to be contacted for student protection issues.
The Daniel Morcombe Foundation, ‘Keeping Kids Safe’ resource is used at Siena to promote the Student Protection message that “Everyone has the right to feel safe”. The aim of this interactive program is to educate children regarding their personal safety; the content covered includes:

- Prep-Year 2: Why Obeying the Rules is Important
  Create a Family Password
- Year 3-Year 6: Safety Strategies
  Getting Lost at the Shopping Centre
  Safe Internet Use

All additional information concerning Student Protection BCE Guidelines, Forms, Policies and Procedures can be accessed via the following k-web link. https://kweb.bne.catholic.edu.au/policiesandforms/Pages/StudentProtection.aspx

**BEHAVIOUR SUPPORT: Universal, Targeted and Individual**

A comprehensive student behaviour support plan articulates a range of agreed age-appropriate responses including universal-whole school, targeted and individual behaviour support as a means of facilitating positive learning and responsible behaviour in students.

Our Behaviour Support Plan encompasses the three tiers of support: universal, targeted and individual. The following guidelines, regulations and procedures outline our approach to facilitating positive learning and responsible behaviour in students.

**Universal Supports (Level 1-Level 3)**

Behaviour is a form of communication. A child's inappropriate behaviour choice is often an effort to obtain or avoid something. Behaviour can also be the result of social skill deficits. Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.

At Siena our Behaviour Support Plan is based on the program, ‘Mindfields of Behaviour’ (J McArdle). It focuses on student needs being met in order to promote positive behaviours. There are several Universal Supports that are used at Siena to ensure positive student behaviours are taught, encouraged, monitored and recorded and that appropriate behaviour support interventions are put in place when necessary.

The students are taught about the Roles, Rights and Responsibilities; these are detailed in the table below. This table is used as a reference for teachers creating their class behaviour wall and year level vision.
## ROLES, RIGHTS AND RESPONSIBILITIES

### STUDENTS

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| To learn in a positive, non-threatening school environment | It is my responsibility to:  
  - Be punctual and prepared for learning  
  - Work diligently and work to the best of my ability  
  - Engage in appropriate behaviours that facilitate, rather than disrupt, their own and other’s learning  
  - Acknowledge and value the efforts of others  
  - Work collaboratively with staff, parents and students to maximise learning outcomes |
| To be accepted, valued and respected | It is my responsibility to demonstrate behaviour that models Christian values by :  
  - Treating others with respect and courtesy  
  - Demonstrating consideration of others and accept differences  
  - Encouraging the efforts of others  
  - Speaking and acting respectfully towards others  
  - Listening and respecting other’s viewpoint and not to put others down |
| To be safe | It is my responsibility to:  
  - Act in a manner, which does not threaten others or their property.  
  - Follow the “We Care at Siena”- Code of Conduct Matrix  
  - To stay within the school grounds  
  - To be in the right place at the right time  
  - Follow school safety procedures/evacuations  
  - Report safety issues to staff |
| To access appropriate school facilities | It is my responsibility to:  
  - Care for the school environment, school equipment and to share resources |
| To be supported in developing sound self-management practices | I must take responsibility for:  
  - My actions and accept the consequences of my behaviour. |

### TEACHERS

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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| To be treated with respect, courtesy and fairness | It is my responsibility to:  
  - Demonstrate behaviour that models Christian values  
  - Demonstrating respect, courtesy and fairness |
| To have privacy, personal safety and security of property | It is my responsibility to:  
  - Act in a manner which promotes the privacy and safety of all people and the security of their property |
| To facilitate learning without harassment | It is my responsibility to:  
  - Manage students who inhibit the process of learning.  
  - Develop rules which are consistent with Siena’s Developing Personal and Social Capabilities- Student Behaviour Support Plan  
  - Create experiences which maximise student learning outcomes |
| To expect the full support of the total school community | It is my responsibility to:  
  - Provide a supportive and encouraging learning environment  
  - Act as an appropriate role model for all students  
  - Be punctual and prepared to teach all students  
  - Set clear guidelines and expectations for all students |
| To be kept informed of the specific needs of the students | It is my responsibility to:  
  - Respect the privacy of students and their families  
  - Record and use data relating to student academic progress, behaviour and well-being |
| To access appropriate school facilities | It is my responsibility to:  
  - Care for the school environment, school equipment and to share resources |
### PARENTS

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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</thead>
</table>
| To receive and offer information about my child’s education, health and behaviour | It is my responsibility to:  
- Monitor my child’s progress and to negotiate, develop and support strategies which will benefit my child |
| To expect consistent behaviour management throughout the school | It is my responsibility to:  
- Support Siena’s Developing Personal and Social Capabilities-SBS Plan |
| To receive respect and support from the school community in my role as parent | It is my responsibility to:  
- Advise the school of information relating to the well-being of my child  
- Respect school staff and maintain a positive relationship with the school |
| To be treated with respect, courtesy and fairness | It is my responsibility to:  
- Demonstrate behaviour that models Christian values |

### PRINCIPAL/ASSISTANT PRINCIPALS (AP/APRE)

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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| To be treated with respect, courtesy and fairness | It is my responsibility to:  
- Demonstrate behaviour that models Christian values |
| To have privacy, personal safety and security of possessions | It is my responsibility to:  
- Act in a manner which promotes the privacy and personal safety of all people, and the security of their property |
| To expect the full support of the school community | It is my responsibility to provide consistency of management in developing a supportive school environment by:  
- Ensuring that all members of the school community take responsibility for their various roles within the school  
- Setting clear goals for the direction of the school  
- Providing support as appropriate to the circumstances |
| To be informed by members of the school community of any problems, difficulties or concerns | It is my responsibility to:  
- Be a welcoming presence to all in the school community and offering an opportunity to hear and respond to others views and concerns |
| To be able to manage students who inhibit the effective functioning of the school | It is my responsibility to:  
- Support and manage consistent implementation of the school “We Care at Siena”-Code of Conduct Matrix |

### NON-TEACHING STAFF

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
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</table>
| To be treated with respect, courtesy and fairness | It is my responsibility to:  
- Demonstrate behaviour that models Christian values |
| To have privacy, personal safety and security of property | It is my responsibility to:  
- Act in a manner which promotes the privacy and personal safety of all people, and the security of their property  
- Respect and maintain confidentiality of information |
| To fulfill their duties without harassment | It is my responsibility to:  
- Consistently implement Siena’s Developing Personal and Social Capabilities-Student Behaviour Support Plan |
| To expect the full support of the school community | It is my responsibility to:  
- Communicate areas of concern to the appropriate person  
- Support the class teacher in their endeavours to enhance the teaching and learning of students |

### CLEANERS & VISITORS

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
</table>
| To be treated with respect, courtesy and fairness | It is my responsibility to:  
- Demonstrate behaviour that models Christian values |
| To have privacy, personal safety and security of property | It is my responsibility to:  
- Act in a manner which promotes the privacy and personal safety of all people, and the security of their property |
| To fulfill their duties without harassment | It is my responsibility to:  
- Communicate areas of concern to the appropriate person |
1. Teaching Expected Behaviour

At Siena we teach four key expected behaviours:

1. Care for Ourselves  
2. Care for Others  
3. Care for our Learning  
4. Care for our School

At the commencement of each school year, teachers in all classes use the ‘We Care at Siena’ matrix and the ‘Roles, Rights and Responsibilities’ to work with students in developing the following:

- Class Behaviour Wall- in conjunction with the students class teachers establish clear and consistent guidelines for acceptable and appropriate behaviour, and appropriate consequences for breaches of behaviour. These are published in each classroom. Teachers refer to the “We Care at Siena” matrix to assist them in developing their class Behaviour Wall.

- Year Level Vision- these are developed with teachers and students across a year level. The vision is presented to a member of the Leadership Team and is shared with the school community at the beginning of school year liturgy. Visions are displayed in the school office and also in each classroom.

- Steps to Becoming a Siena Star Student – each child receives a booklet at the commencement of Term 1. Whilst the ‘We Care at Siena’ matrix is being taught teachers sign off or stamp each of the expectations. At the end of Term 1 students who have successfully completed this booklet receive a Level 1 Siena Star Certificate. If students have not been successful in completing the booklet, it is hoped that students will achieve this in Term 2 and be presented their certificates at this time.

2. Encouraging Expected Behaviour

Schools require processes that recognise, teach, reward and celebrate positive behaviour.

It is important to follow desired behaviours with consequences that are reinforcing the student’s positive behaviour choices (eg. give specific positive feedback, build rapport and relationships with students, reward systems). At Siena we encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. The following are tangible reinforcement systems that are utilised at Siena:

- Siena Star Awards – issued to all students for positive behaviour at play times. Students issued a Siena Star place them in the Siena Star box located at Student Access. Each week a number of Siena Star Awards are drawn out of the box – (three Prep –Yr 2 and three Yr 3-6), winners are announced during morning messages, receive a tuckshop ice-block voucher and have a group photo published in our Siena school newsletter. All Siena Star Awards are tallied each term so that when students who have received the greatest number of Siena Stars are presented with rewards. (ice block vouchers or prize box gifts)

- Encouragement Awards – presented at weekly assembly

- Classroom reward systems

- Virtues Awards- presented to students by class teacher
### Siena Star Awards 2016

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold Award</td>
<td>A student whose attitude to learning and behaviour are a positive example to their peers. They participate fully in all aspects of school life while consistently demonstrating respect for all members of the school community.</td>
<td>These students are exemplary in their attitude and behaviour. Most effort boxes (at least 90%) on their report would be ‘Consistently’.</td>
</tr>
<tr>
<td>Silver Award</td>
<td>A student who usually takes responsibility for their own behaviour and learning. They do this by participating in all aspects of school life, demonstrating respect for all members of the school community.</td>
<td>These students demonstrate the right attitude and appropriate behaviour most of the time. Effort boxes on their report could be a mixture of ‘Consistently’ and ‘Generally.’</td>
</tr>
<tr>
<td>Bronze Award</td>
<td>A student who may have required some support to take responsibility for their own behaviour and learning. They generally participate in all aspects of school life and on most occasions demonstrate respect for all members of the school community.</td>
<td>These students demonstrate a willingness to improve their attitude and behaviour. Effort boxes on their report would mostly be ‘Generally.’</td>
</tr>
</tbody>
</table>

*These awards are to be assigned by class teachers after semester reports have been written.*

### 3. Essential Skills for Classroom Management

To address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to succeed, the need for behaviour management conversations in classrooms is reduced. Siena employs strategies that promote positive classroom behaviours using the 10 Essential Skills for Classroom Management:

1. Establishing Expectations - making rules
2. Giving Instructions - telling students what to do
3. Waiting and Scanning - stopping to assess what is happening
4. Cueing with Parallel Acknowledgement – praising a student to prompt others
5. Body Language Encouraging – smiling, nodding, gesturing and moving near
6. Descriptive Encouraging - praise described behaviour
7. Selective Attending - not obviously reacting to certain behaviours
8. Redirecting to the Learning - prompting on-task behaviour
9. Giving a Choice - describing the student’s options and likely consequences of their behaviour (refer to classroom behaviour wall)
10. Following Through - doing what you said you would do
4. Intervention for Inappropriate Class Behaviour

When teaching and encouraging expected behaviour it is also necessary to be consistent in acknowledging and responding to inappropriate behaviour. If a child’s behaviour is unacceptable then consequences need to be enforced with the provision of ‘reconciliation’ to occur at a time throughout the process. Teachers need to reinforce and reteach the expectations and behaviour boundaries as per their agreed classroom behaviour wall and also utilise an out-system when students have continued to make a wrong choice. Students are given an opportunity to calm down and reclaim self-management of their own behaviour through this process:

Step 1: Student is given an explicit warning about inappropriate behaviour that fails to meet class/school expectations. The behaviour and its consequences are named. If inappropriate behaviour continues the student proceeds to Step 2.

Step 2: Student stands in a set position for a short period. Teacher encourages student to reflect on behaviour and remind student of expected behaviour. If inappropriate behaviour continues the student proceeds to Step 3.

Step 3: Student is withdrawn from main class (in own classroom or buddy classroom) for a period up to 5 minutes. Student is informed on re-entry that if inappropriate behaviour continues they will be sent to the Responsible Thinking Room (RTR) and their previous Behaviour Level will be at risk of increasing (parents are notified whenever a student’s behaviour level moves).

Should inappropriate behaviour continue a student is given a RTR session or at any stage a teacher may determine that a behaviour is significant enough for the student to be placed in RTR without going through Steps 1-3.

A Responsible Thinking Room session is a 45 minute withdrawal from the first play period (11.00-11.45am) and takes place in the OSHC room in the Daintree building. When a student is placed in a RTR session the teacher is to complete an RTR referral form by briefly outlining why the student was referred and whether the student’s behaviour level has increased as a result of their poor choice of behaviour (tick relevant boxes). All students referred to RTR are to meet the supervising teacher promptly at 11.00am with their lunch outside the OHSC room and are to bring along the RTR Referral sheet to their session. The supervising teacher on RTR will complete the referral form. At the end of each week a Leadership team member returns all RTR Office Referral forms to secretarial staff to input data onto the behaviour management data base on the school portal.

Typical referrals to RTR may include repeated off task behaviour, repeated incomplete homework, repeated running on concrete, leaving classroom without permission, playing in out of bounds areas, repeated minor bullying, repeatedly on Step 3 withdrawal in class, displays of disrespect towards staff and/or adults. Serious breaches of the school cares or more than five RTR sessions in a term require a different level of behaviour support for the student and a parent interview with the class teacher and a member of the Leadership Team (and/or if required the Guidance Counsellor) to determine appropriate behaviour support interventions (eg: Monitored Play Plan, Independent Behaviour Plan, Check and Connect Program).
5. Intervention for Inappropriate Playground Behaviour

Should a student exhibit behaviours which are considered unacceptable or dangerous by the teacher on play duty the following procedure will be followed:

i. The student is warned that their behaviour is unacceptable or dangerous and that it must cease.

ii. Should the behaviour continue then the student is given an on the spot consequence for minor infringements (eg time out of play).

iii. Serious breaches require the student to be sent to the office by the teacher on duty. When a student is forwarded to the office behaviour support intervention is managed by a member of the Leadership Team. The Leadership Team member will further investigate the incident, follow up with the teacher on duty for a report of what occurred, confirm the student’s class teacher is informed and ensure the incident and school response is communicated to the student/s’ parents on the same day either via e-mail or phone conversation. This communication may be forwarded by the class teacher or by a member of the Leadership Team with both parties ensuring the other is cc’d if an e-mail is the nominated form of correspondence.

The following “We Care at Siena” matrix is a behaviour teaching resource that is used by teachers to reinforce expectations for behaviour both in and out of the classroom.
<table>
<thead>
<tr>
<th>Classrooms &amp; Verandas</th>
<th>Care for Yourself</th>
<th>Care for Others</th>
<th>Care for Learning</th>
<th>Care for our School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• When bell rings sit outside classroom in 2 lines</td>
<td>• Use appropriate language-speak to please</td>
<td>• Use internet/computer for educational use only</td>
<td>• Place bags on the port racks off the ground</td>
</tr>
<tr>
<td></td>
<td>• Be on time to class</td>
<td>• Be considerate of other learners – use appropriate noise level for activity</td>
<td>• Be prepared for learning</td>
<td>• Ensure all inside and outside rubbish is placed in bins (all food scraps to be in outside bins only)</td>
</tr>
<tr>
<td></td>
<td>• Ensure you are prepared - been to the toilet, washed your hands, had a drink</td>
<td>• Move quietly around school</td>
<td>• Follow adult directions promptly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observe our class vision and classroom rules</td>
<td>• Use kind words and actions.</td>
<td>• Remain in your seat or area as directed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work to the best of your ability in all activities</td>
<td>• Keep hands, feet, and objects to self.</td>
<td>• Use quiet voices and only talk when allowed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete homework tasks and assignments by due date</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Play Areas</th>
<th>Care for Yourself</th>
<th>Care for Others</th>
<th>Care for Learning</th>
<th>Care for our School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Walk on path when moving to play areas</td>
<td>• Keep hands and feet to self</td>
<td>• Care for and return equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow teacher direction 1st time given</td>
<td>• Stop, Talk, Walk when responding to Bullying situations</td>
<td>• Show respect for gardens, buildings, equipment and grounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stop activity immediately when directed</td>
<td>• Use polite language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stay on site during school hours - do not retrieve equipment in USC site without teacher permission and supervision</td>
<td>• Use good sportsmanship-follow agreed game rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be sun safe and wear a school hat at play times</td>
<td>• Help others in need</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be in the right place at the right times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Play safely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Seek teacher support if required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eating Areas</th>
<th>Care for Yourself</th>
<th>Care for Others</th>
<th>Care for Learning</th>
<th>Care for our School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sit quietly in classroom or on seats in front of classroom</td>
<td>• Follow teacher directions</td>
<td>• Leave area cleaner than you found it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Healthy Snack includes fresh fruit and vegetables only</td>
<td>• Keep hands &amp; feet to self</td>
<td>• Place all rubbish in the bin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Healthy snack is brief and is not a play time</td>
<td>• Help others in need</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sit down to eat lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Eat your own food-no sharing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Move to return lunch box when instructed by teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clean area before being dismissed to play</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Access &amp; Sick Room</th>
<th>Care for Yourself</th>
<th>Care for Others</th>
<th>Care for Learning</th>
<th>Care for our School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Walk quietly to student access using path to deliver satchel, messages or Siena Stars</td>
<td>• Wait at student access until you are acknowledged</td>
<td>• Return to your destination right away</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Check in office when arriving late (Parent/child) or leaving early (Parent)</td>
<td>• Say “Please”, “Thank You” and/or “Excuse Me”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ask permission before leaving class</td>
<td>• Know what you need</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hush, Rush and Flush</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practice personal hygiene – wash hands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Food or drinks are not permitted in the toilet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Toilets</th>
<th>Care for Yourself</th>
<th>Care for Others</th>
<th>Care for Learning</th>
<th>Care for our School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Observe the rights of others in the toilets</td>
<td>• Use restroom only when needed</td>
<td>• Flush toilet paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maintain personal space</td>
<td>• Return quickly to class</td>
<td>• Keep toilet and hand basin area clean and tidy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Flush toilet and wash hands</td>
<td></td>
<td>• The toilets are not a play space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Food or drinks are not permitted in the toilet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respect other’s privacy</td>
<td></td>
<td>• Report any damage or graffiti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use soap and toilet paper appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care for Yourself</td>
<td>Care for Others</td>
<td>Care for Learning</td>
<td>Care for our School</td>
<td></td>
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<tr>
<td>-------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Care for Yourself</td>
<td>Care for Others</td>
<td>Care for Learning</td>
<td>Care for our School</td>
<td></td>
</tr>
<tr>
<td>Specialist Lessons – Music, PE, Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Move promptly on path to</td>
<td>• Follow teacher directions</td>
<td>• Follow teacher direction</td>
<td>• Be a team player and use good sportsmanship</td>
<td></td>
</tr>
<tr>
<td>specialist PE, Music &amp; Library lessons</td>
<td>• Stop activity immediately when directed</td>
<td>• 1st time given</td>
<td>• Care for and return equipment</td>
<td></td>
</tr>
<tr>
<td>(Italian lessons take place in classroom)</td>
<td>• Use kind words and actions.</td>
<td>• Have a great attitude</td>
<td>• Be fully prepared with all books and equipment</td>
<td></td>
</tr>
<tr>
<td>• Observe the class vision and</td>
<td>• Keep hands, feet and objects to self.</td>
<td></td>
<td>required for learning</td>
<td></td>
</tr>
<tr>
<td>classroom rules</td>
<td>• Use indoor voices</td>
<td></td>
<td>• Clean area after yourself</td>
<td></td>
</tr>
<tr>
<td>• Work to the best of your ability in all activities</td>
<td>• Be mindful of the Teacher Librarian and walk around</td>
<td></td>
<td>• Replace materials &amp; books</td>
<td></td>
</tr>
<tr>
<td>• Complete homework tasks and</td>
<td>the teaching area (not through it)</td>
<td></td>
<td>carefully &amp; properly</td>
<td></td>
</tr>
<tr>
<td>assignments by due date</td>
<td>• Groups need to work quietly and</td>
<td></td>
<td>• Push in your chair after use</td>
<td></td>
</tr>
<tr>
<td>• Be fully prepared with all books</td>
<td>be respectful of others working in the library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and equipment required for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Arrival</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wear your school uniform with pride</td>
<td>• Use polite language</td>
<td>• Be prepared with learning resources and books</td>
<td>• Look after all school resources</td>
</tr>
<tr>
<td>• Move to supervised areas on arrival</td>
<td>• Keep hands &amp; feet to yourself</td>
<td>when entering classroom in morning</td>
<td></td>
</tr>
<tr>
<td>• Place bags on port racks when</td>
<td>• Walk on concrete play areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>arriving to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Remain seated until teacher arrives for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>morning duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Handball only from 8.15am</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Departure</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• All walkers need to leave the site after school</td>
<td>• Follow supervising teacher’s directions</td>
<td>• Take home all required equipment/books for homework</td>
<td>• Show consideration for school property</td>
</tr>
<tr>
<td>• Use onsite pedestrian crossing (Prep-Yr 3 students</td>
<td>• Give others their space when waiting</td>
<td>• Collect and store laptop in it’s appropriate cover</td>
<td></td>
</tr>
<tr>
<td>to have an adult accompanying them)</td>
<td>• Bike riders need to walk bike off campus</td>
<td>for transport to and from home</td>
<td></td>
</tr>
<tr>
<td>• Drop Off Zone students are to be seated in front of</td>
<td></td>
<td>• Remove water from your water bottle before placing</td>
<td></td>
</tr>
<tr>
<td>Fraser Block (no games)</td>
<td></td>
<td>laptop in your bag</td>
<td></td>
</tr>
<tr>
<td>• Be alert and move quickly and safely to your</td>
<td></td>
<td>• Do not remove laptop from your bag in bus or pick-</td>
<td></td>
</tr>
<tr>
<td>vehicle when it arrives (board on footpath side)</td>
<td></td>
<td>up areas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bus</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students arriving to school via bus</td>
<td>• Greet bus driver in a friendly manner</td>
<td>• Keep bus clean</td>
<td></td>
</tr>
<tr>
<td>are to walk along pathways (do not use pedestrian</td>
<td>• Show consideration for others and their property</td>
<td>• Follow the Bus Code of Conduct</td>
<td></td>
</tr>
<tr>
<td>crossing)</td>
<td></td>
<td>• Thank the bus driver</td>
<td></td>
</tr>
<tr>
<td>• Move quickly to Daintree to line up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quietly behind your bus number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tick your name off on your bus clip-board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ensure a bus monitor records number of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>catching your bus, reports to supervising teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and returns clip-board to box</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Walk in line to bus zone with teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Report to teacher and line up when your bus arrives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have your Go-Card ready</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Board bus safely</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assembly</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arrive at assembly on time</td>
<td>• Walk quietly to and from Daintree Hall for</td>
<td>• Listen and learn from the presentation</td>
<td>• Leave Daintree clean &amp; tidy after use</td>
</tr>
<tr>
<td>• Remove hat and sit correctly in assigned area</td>
<td>assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keep Hands and Feet To Yourself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Silently observe the assembly</td>
<td>• Respect others and offer them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keep your Go-card ready</td>
<td>your encouragement for awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Board bus safely</td>
<td>received by clapping.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Student Support Team Meetings

The Student Support Team is comprised on the Principal, Student Support Teachers (& ST:IE), Guidance Counsellor, Curriculum Support Teacher, Assistant Principal and class teacher/s who have referred the student. The SST meets weekly each Tuesday morning with meetings held at 8.00am and 8.20am. Prior to attending a SSM teachers are requested to complete a Student Referral form via the school portal and to negotiate and confirm a suitable time for their meeting with the nominated Student Support Teacher.

7. Record Keeping

School Portal Behaviour Support Database & RTR Records

If a child is sent to RTR the following occurs:

1. Teacher completes RTR/Office Referral Form (front and back) to record incident.
2. Student brings RTR/Office Referral Form to RTR room at 11.00am and hands to RTR supervising teacher (if incident is of a more serious nature and requires immediate attention by a Leadership Team Member they will complete the office referral form concerning the incident and a suitable consequence will be issued)
3. Supervising Teacher completes an appropriate ‘Working It Out’ form/task with child (eg. Apology, teach appropriate behaviour) and signs off on RTR/Office Referral form – Supervising teacher will staple task to RTR form
4. Student returns to class at 11.45
5. Supervising Teacher records all RTR incidents onto record sheet and collates all RTR/Office Referral Forms at end of week. These will be entered weekly by office staff via SBS – Student Behaviour System database located on the School Portal.
6. RTR/Office Referral Form are filed in AP Office.

- **Playground Incident Folders** are available via student access for teachers to utilise whilst on duty. Teachers are to take the relevant Playground Incident Folder to their duty at Lunch Play and Afternoon Tea and return it to Student Access at the end of their duty. The folders contain:
  - * Duty Roster,
  - * List of Medical Alert students,
  - * Siena Star reward cards can be given to students observed
    - ★ Caring for Others
    - ★ Caring for the School

Students who receive a Siena Star are to place it in the Siena Star box at Student Access for a chance to win a tuckshop treat-drawn each Wednesday morning during messages. Siena Stars are tallied for each child and those who are awarded the most per year level are awarded prizes at the end of each term.
* Time Out cards are handed to students who may require some time out of play (5 min). Teachers are to supervise these students’ withdrawal (in shade is preferable) and provide an opportunity for monitored re-entry.

* Red Medical Emergency cards [Teacher to send a runner to]
* Orange Diabetic Alert cards [Office with card in event of]
* Yellow Anaphylactic Alert cards [these emergencies]

* Green Permission to go to Office First Aid cards- children are to request a card prior to going to the office at break times

* Playground Incident Record Sheets and pencil- teachers are to fill out a brief report on any playground incidents and transfer this to the school portal on the same day when possible.

8. Behaviour Levels: A Continuum of Responses to Inappropriate Behaviours

Student behaviour support is a collaborative effort and may include pastorally caring practices such as mediation, conflict resolution and restorative justice practices. In partnership with parents and carers, we are committed to each and every student’s success.

To support behaviour learning we have a system of tracking student Behaviour Levels that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor to more serious and major problems. This continuum of levels is represented in all classrooms with posters detailing the Behaviour Levels, staff involved in supporting the student at each levels, typical behaviours that may result in student behaviour level escalation and possible consequences that may be issued. Level 1-3 behaviours can and should be managed by staff, within the context of the classroom and non-classroom settings and Levels 4 & 5 are to be referred to a member of the Leadership Team. The Behaviour Levels include:

- Level 1: Student consistently follows the school code of conduct and exhibits self-management of own behaviour.
- Level 2: Student generally follows the school cares and requires minor behaviour support or consequences to adhere to the school code of conduct.
- Level 3: Student behaviour is mostly satisfactory and requires moderate behaviour support or consequences to adhere to school code of conduct.
- Level 4: Student behaviour is unsatisfactory and requires significant behaviour support or consequences to adhere to school code of conduct.
- Level 5: Student’s inappropriate behaviour is extreme and requires major support or consequences to adhere to school code of conduct.

The definitions of teacher managed behaviours (Levels 1-3- minor to moderate) and Leadership Team managed behaviours (Levels 4 & 5-significant and major) have been included in Appendix A. Teachers typically address minor behaviours using best practices that include correction and re-teaching. Appendix B includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour. The Behaviour Levels is represented in Appendix C.
If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment.

Siena Catholic Primary school is committed to inclusivity and therefore when behaviour incidents occur for students with disabilities a variance to the procedure may be implemented at the discretion of the Leadership Team and supervising teachers.

Crisis prevention strategies and risk management used at Siena Catholic Primary School include:

- Giving a student time away from their regular program in a separate area in the classroom, in another supervised classroom or in the office. The intent of the ‘time away’ is for a student to regain control of their own behaviour.

For “Office managed” behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

- Removing the class from the crisis location so they cannot view inappropriate behaviours of child at risk.

**Targeted Supports** (Level 2 and Level 3)

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 (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that are detrimental to instruction and interfere with their own learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, either through behaviour data documented via the Siena Primary School portal behaviour support data base, attendance data, teacher nomination or through Student Support meeting interventions. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves. Some useful interventions and strategies can be found at [http://www.pbisworld.com/](http://www.pbisworld.com/)
Targeted interventions at Siena Primary School include:

- **The Check and Connect Program** – (Christenson et al, 2012)
  The core of Check & Connect is a trusting, relationship between the student and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student. The child checks in each morning and out at the end of each school day with a selected mentor for as long as the support is required. Daily or Weekly Check In & Out Reports, which are filled out by teachers throughout the child’s day, are e-mailed home to the parents to maintain daily /weekly communication about the child’s progress. Meetings are held with parents as required.

- **Monitored Play Plans**
  Student has negotiated locations for play and reports to supervising teacher each play break. This can be in place for 4 weeks or a term.

- **Individual Behaviour Plans**
  Student, Parent and Teacher agree on behaviour goals to improve the student’s learning. Student is monitored and supported for a 6 week period to create positive behaviour changes. Weekly plans are forwarded home each Friday with opportunity for parent to give feedback/support and encouragement. Student reflects on their weekly progress with teacher and together they determine positive reinforcement and rewards to enable success and attainment of self-management for ongoing positive behaviour.

- **Social Emotional Learning Programs**
  This type of intervention involves directly teaching social and emotional skills to enhance a student’s ability to interact with peers and adults. Whilst social and emotional skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour.

**Individual Supports** (Level 4 & Level 5)

A proactive whole school approach to student behaviour and wellbeing is the most effective way to reduce behaviour problems (QSAAV 2011, Gladden 2002, Bucher and Manning 2005, and SWPBS) especially with students displaying chronic or intense behaviours.

Successful outcomes for students whose behaviour has not responded to universal or targeted supports are dependent on our ability to intervene as early as possible with appropriate interventions. One such intervention is completing a Functional Behaviour Assessment to determine the reason for the child’s selected behaviours.
Functional Behavioural Assessments (FBA) are completed in consultation with the Guidance Counsellor, Assistant Principal, Class Teacher and Parents. The FBA process and the development of an individual plan may include:

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents
2. Observations in the classroom
3. Collaborative meetings to share information and plan effective intervention strategies (eg Student Support Meeting)
4. Teaching replacement behaviours
5. Creating routines and environments to facilitate success
6. Monitoring and evaluating the effectiveness of the behaviour plan.

FBA is a collection of methods for obtaining information about the antecedents (things that student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest). The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student’s successful functioning at school (Witt et al., 2000). The FBA is used to develop a Behaviour Intervention Plan that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur.

**Bullying Prevention Policy and Procedures**

I. National Safe Schools Framework

A safe and supportive school is described in the following way:

“In a safe and supportive school……. diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing”. (NSF)

Siena Catholic Primary School promotes and aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody. At Siena we adopt a proactive and preventative approach to safeguard the wellbeing of our students, parents and staff with the expectation that all in our school community treat each other with dignity and respect.

The following are important documents that support our Siena Anti-Bullying Policy and Procedures:

- Brisbane Catholic Education Preventing and Responding to Student Bullying in Schools Policy (2014)
- BCE Student Protection Policy and Processes
- Guideline for Managing Police Interventions in Schools
- Critical Incident Response Policy and Procedures
- Media Crisis Communication Guidelines
- OHS Incident Reporting and Investigation
- ICT Acceptable Use Policy
At Siena bullying in all forms contradicts our:

- School Mission and Vision statements;
- School motto of “Prayer, Care and Learn”;
- Year level visions and our
- Catholic and Christian values.

II. Definition of Bullying

“Bullying is a repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group towards one or more persons.”

National Safe Schools Framework

Bullying can take many forms. The National Centre Against Bullying identifies five kinds of bullying:

1. Physical bullying
This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying
Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying
Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying
For example, threatening, manipulating or stalking someone.

5. Cyber-bullying
Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically. The main forms of cyber bullying are identified as:

- **Flaming**: online fights using electronic messages with angry or vulgar messages
- **Harassment**: repeatedly sending nasty, mean or insulting messages
- **Denigration**: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- **Outing**: sharing someone’s secrets or embarrassing information/images online
- **Exclusion**: Intentionally and cruelly excluding someone from an online group
- **Cyber stalking**: repeated, intense harassment and denigration that includes threats or creates significant fear.
III. Proactive Strategies

At Siena we teach anti-bullying behaviours and Cyber-Safety through a variety of the following resources, programs, workshops and websites:

- The **Beating Bully Bulldozer** Program is an Early Years program that identifies the difference between bullying and crazy conflict. Crazy Conflict is where there is equal balance of power between parties, both parties feel upset by the situation and both parties want a ‘win-win’ solution to the situation. The program defines three types of bullying: Bully Bulldozer, Roving Random and Icy Isolation.

<table>
<thead>
<tr>
<th>Bully Bulldozer</th>
<th>Roving Random</th>
<th>Icy Isolation</th>
</tr>
</thead>
<tbody>
<tr>
<td>An individual targets the same</td>
<td>There is no specific target but</td>
<td>Individuals or groups have different</td>
</tr>
<tr>
<td>people over and over again</td>
<td>there is an intention to hurt or</td>
<td>interests from the received target/s.</td>
</tr>
<tr>
<td>There is an intention to hurt</td>
<td>harm</td>
<td>Individuals or groups choose not to</td>
</tr>
<tr>
<td>another person</td>
<td>Hurtful or harmful actions are not</td>
<td>play with the perceived target.</td>
</tr>
<tr>
<td>An individual thinks that he/she is</td>
<td>premeditated</td>
<td>Hurt or distress is caused</td>
</tr>
<tr>
<td>stronger, bigger and more</td>
<td>Acts of verbal and/or physical</td>
<td>unintentionally.</td>
</tr>
<tr>
<td>powerful than the target/s.</td>
<td>aggression are random</td>
<td>Groups of individuals may feel</td>
</tr>
<tr>
<td>Only one party (the target) wants</td>
<td>A target happens to be in the path</td>
<td>threatened by the inclusion of</td>
</tr>
<tr>
<td>a resolution to the problem.</td>
<td>of an individual who has lost self-</td>
<td>another person/s.</td>
</tr>
<tr>
<td></td>
<td>control.</td>
<td></td>
</tr>
</tbody>
</table>

- **Game On** is aimed at upper primary students, it is a video series following the online experiences of a group of friends. Over five short episodes, the students find themselves in situations that catch them off-guard and teach them the consequences of making poor decisions online. Topics covered include: cyberbullying, excessive gaming, sharing passwords, free downloads and online friends. It can be accessed via ACMA website [cybersafety@acma.gov.au](mailto:cybersafety@acma.gov.au)

- **Digital Citizenship.** When students enter Year 4 they receive access to a Mac Air laptop. Prior to receiving their laptops students and their parents engage in a Digital Citizenship workshop to learn how to be responsible digital citizens both at home and at school. Parents engage in a hands-on Digital Citizenship workshop detailing the following nine elements, installation of recommended filters, activating parental restrictions, disabling wifi and tips for supervising children’s online activities.

1. Digital Access
2. Digital Commerce
3. Digital Communication
4. Digital Literacy
5. Digital Etiquette
6. Digital Law
7. Digital Security
8. Rights & Responsibilities
9. Digital Health & Wellness

From the beginning of their use of technology, we teach young students to recognise the importance of protecting their private information online, the value of taking responsibility for themselves and their actions, and the necessity of treating others with an appropriate standard of behaviour online.
• At Siena we promote a school culture where bullying is not acceptable. We have designed a ‘Bullying Hurts’ brochure for students and parents to raise awareness of our policy and procedures and zero tolerance to bullying. We encourage students to use the ‘Do the Five’ strategy to develop student’s assertive behaviours and to report bullying incidents. Do the Five assists children to manage situations by following the 5 steps if they find themselves in a potential bullying situation. Posters promoting Do the Five located around the school:

1. Use a Friendly Voice
2. Use a Firm Voice
3. Ignore
4. Walk Away
5. Tell a Teacher

• Offering Parent and Teacher Programs and Resources
  o Annual Cyber Safety Workshops for Parents either facilitated by staff or by reputable organisations such as ACMA.
  o Qld Police “Who’s Chatting to Your Kids?” booklet abd Family Internet Safety Agreement
  o ACMA Cybersmart Guide for Families
  o Bullying No Way! Parent Information Sheets attached to School Newsletter re ‘What to Do if My Child is Bullied or Cyberbullied’.
  o BCE Preventing and Responding to Student Bullying in Schools Guidelines and Procedures is an excellent reference for teachers https://kweb.bne.catholic.edu.au/policiesandforms/ResourceStore/Learning and Teaching/Preventing and Responding to Student Bullying in Schools Guidelines and Procedures.docx
  o Restorative Practices and Bullying: Rethinking Behaviour Management (M Thorsborne & D Vinegrad)is a great reference for a Restorative Dialogue Conference Script and Bullying Prevention Agreement

IV. Intervention Strategies

All members of the Siena School community have a responsibility to recognise harassment and bullying and to take immediate action when they become aware of it happening.

Dealing with bullying is both challenging and complex. Both short and long term approaches need to be adopted, including Siena’s regular reviews of policy and procedures and monitoring of progress using student data. No method of addressing bullying has been reported as 100% effective and no one intervention is appropriate in all circumstances of bullying. However; promoting a school culture where bullying is unacceptable, disclosure is encouraged, and prompt intervention is taken by staff, increases its effectiveness. Teachers and the Leadership Team have a responsibility to:

• Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
• Respond to bullying reports in a timely manner using restorative dialogue, no-blame small group and classroom conferences that assist in formulating a bully prevention agreement which is negotiated, written and signed by all parties involved in the bullying incident. This agreement is to be forwarded home to parents of the students who signed the agreement with a teacher written report of the investigated incident.
• Closely monitor the well-being of the students involved by maintaining regular home and school communication in partnership with the parents to prevent re-victimisation
• Action further support for students involved in bullying incidents re mentor programs, playground buddy systems and monitored play plans
• Establish a safe place for the target (Chill Zone) at play times and also provide support at times of transition
• Seek Guidance Counsellor involvement
• Engage the student/s in individual or small group social-emotional programs to support the student’s on-going well-being
• Establish separate daily Check in and Connect Program for both the target and bully if bullying behaviours continue
• Seek the support of outside agencies if required

Siena uses the Method of Shared Concern (non-punitive approach) as an effective school based action against bullying. When bullying incidents are reported the students involved are interviewed separately by a teacher, as soon after the event as possible. The teacher then requests both targets and bullies (and bystanders/witnesses) to record the incidents on a Bullying Behaviour Report. Once the Bullying Behaviour Reports are completed, recounts of the incident are cross referenced and the incidents are thoroughly investigated, the parents of the bully, target (and sometimes bystanders) are informed about the situation and the school’s response. Serious incidents are reported immediately to the Principal. The parent receives a copy of their child’s report and also a summary of the incident. The parents are informed of the meeting to be held with both the targets and the bullies to negotiate an agreed solution, Bully Prevention Agreement. Students requiring assistance in making better choices of behaviour are supported and each student’s behaviour is monitored by the class teacher and incident manager to ensure the intervention has prevented any further bullying from occurring and that all students can come to school feeling safe and happy.

Formal Sanctions

The purpose of formal sanctions is to reduce the number of detentions, suspensions and exclusions; to reduce the frequency of adverse behaviour and to build positive relationships. Consideration for formal sanctions is only made when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate.

I. Detention

If a member of the Leadership Team is satisfied that a Siena student has behaved in an inappropriate way, due to involvement in a serious incident or repeatedly demonstrating inappropriate behaviour, he/she may choose to impose a one hour detention outside of school hours. Once consultation has taken place with the students’ parents a Leadership Team member takes on the supervision of the detention following through with restorative practice in regards to providing activities for reflection of inappropriate behaviour and completion of curriculum related tasks.
II. Suspensions

If a member of the Leadership Team believes that a student has persistently been non-compliant of school behaviour expectations, disruptive and preventing learning and teaching of others or has engaged in serious breaches of our Siena Cares, then consideration can be given to suspension up to a period of 10 days. The purpose of the suspension is to:

- Signal to the student that their present behaviour is unacceptable
- Allow a cooling off period and time to formulate resources and a plan to assist the student in demonstrating appropriate behaviour
- Establish student’s re-entry to school based on improving behaviour to meet school standards and expectations
- Ensure parents are fully aware of the student’s behaviour and are involved in the re-entry process and
- Respect the Roles, Rights and Responsibilities of staff and students to establish a safe and supportive school environment

Should the occasion arise where a student demonstrates one of the behaviours listed below, he/she will be placed on immediate suspension. The length of time the student will be withdrawn from the school setting and whether an in-school or out of school suspension is issued will be determined by the Leadership Team, based on the severity of the incident.

- Aggressive physical violence with intent
- Possession of a weapon or knife on the school site
- Possession and/or use of alcohol or an illegal drug
- Arson
- Extreme Vandalism
- Continued harassment, bullying/threats
- Repeated truancy
- Verbal abuse, swearing
- Internet misuse/ cyberbullying
- Property destruction/misuse
- Theft or forgery

Notification of suspension may take place by phone; however parents are also notified in writing via e-mail, within a reasonable time period. Students who have been suspended or who are at risk of suspension are candidates for a comprehensive functional behaviour assessment to inform an individualised behaviour support plan or check and connect program.

Post suspension the details of the suspension are to be entered onto both the school behaviour data base and the BCE Student Behaviour Support Data Base.

The re-entry conference will take place in the school office and is facilitated by the Principal. If despite the school’s requests, parents are unwilling to attend a re-entry meeting, the matter will be referred to the Area Supervisor.
III. **Exclusions**

In extreme circumstances the Principal of Siena may place a student on a partial exclusion process whereby the student’s right to attend school related functions is withdrawn. Exclusion would only be considered after a fully documented range of intervention strategies had been trialled and after consultations with parents. Under the BCE guidelines “students will not normally be excluded unless a clearly documented range of strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example through a Functional Behaviour Assessment”. This process is reflected in the example flowchart in this plan for Targeted and Individualised Responses (Figure 2). The purpose of exclusion is to signal that the student’s behaviour is not acceptable, and provide the student with an opportunity for a fresh start at a new school.

*In some circumstances a negotiated change of school may be agreed to be the most appropriate means to responsibly supporting a student’s well-being and/or learning needs or to protect the well-being of a school community.*

A Principal may not exclude a student on his or her own authority. A decision to exclude from a Brisbane Catholic Education School can only be made by the Executive Director on recommendation from the Principal, through the Area Supervisor and Director-School Services.

IV. **Process for Appeals**

Appeals by parents are made to:

- The Principal in relation to a decision to suspend a student for less than 3 days. The Principal will ensure appeals are made in writing, stating the grounds on which the appeal is being made
- The Area Supervisor in relation to a decision to suspend a student for more than 3 days. The Area Supervisor will ensure the appeal is determined within two school weeks of it being lodged and will review all relevant material and maintain communication with all parties during this time in determining appropriate resolution to appeal which will be communicated in writing.
- The Executive Director in relation to a recommendation to exclude a student from a Brisbane Catholic Education school. The Director will appoint a suitable person/s to review the decision to exclude a student. The appeal will be dealt with within four school weeks of its lodgement and the assigned person/s will review all relevant material and maintain communication with all parties during this time in determining appropriate resolution to appeal which will be communicated in writing.
Maintaining Effectiveness of our Siena Developing Personal and Social Capabilities: Student Behaviour Support Plan

We will annually review our policy and practices to ensure effective student behaviour support is provided at universal, targeted and individual levels and that our bullying policy and procedures remain current with new research and data analysis.

The following proposed Siena professional learning plan will ensure:

- Non-violent Crisis Intervention training for all staff every 4 years
- Participation in the Positive Behaviour 4 Learning Initiative with BCEO staff
- Maintaining school capacity to do FBA and design individual plans by ensuring there are always two staff trained
- Maintaining a currency in effective pedagogy by participating in current teaching and learning initiatives.
- Managing Bullying with Restorative Practices Dialogue, Conferences and Agreements resources/workshops are provided for teaching staff
Effective School-wide Systems in place
✓ Expectations have been taught and practiced
✓ ACARA general capabilities are integrated with content areas
✓ Expected behaviours are reinforced
✓ Positive class environment
✓ Effective Classroom pedagogy

Problem Behaviour Occurs
The student is not responding to the class supports
Behaviour data is collected

School Leadership Team Responds

Student Behaviour Improves

Yes

Non-violent Crisis Intervention

<table>
<thead>
<tr>
<th>Behaviour Level</th>
<th>Staff Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>1. Supportive</td>
</tr>
<tr>
<td>Defensive</td>
<td>2. Directive</td>
</tr>
<tr>
<td>Acting out person</td>
<td>3. NCI/Risk management</td>
</tr>
<tr>
<td>Tension Reduction</td>
<td>4. Therapeutic rapport</td>
</tr>
</tbody>
</table>

Review Data
Look for Patterns
✓ When crisis management is being employed
✓ When minor behaviours are becoming frequent
✓ When students are being referred to the office

Teacher/Leadership nominates student for Targeted supports
1. Fills out a request form
2. Gathers behaviour data and anecdotal notes
3. Talks to support team

No

Student Requires More Support

Teacher managed

1. Reteach behaviour
2. Reinforce appropriate behaviour / provide corrective feedback
3. Provide additional supports e.g. prompts or cues or additional opportunities for practice
4. Monitor staff reactions to behaviour

Yes

Student Behaviour Improves

Behaviour intensifies or increases frequency

Universal Response to Problem Behaviour
Adapted from the University of Missouri Centre for School-wide behaviour Support

Tier 2
Targeted & Individualised Response to Problem Behaviour

* BEP stand for Behaviour Education Program (Crone et. al., 2004) and refers to the School’s HAWK program

Figure 2
## Appendix A: Behaviour Definitions

### Minor Behaviours

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
<th>Example/Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inappropriate verbal language</td>
<td>Student engages in low intensity instance of inappropriate language</td>
</tr>
<tr>
<td>2</td>
<td>Physical contact</td>
<td>Student engages in non-serious, but inappropriate contact</td>
</tr>
<tr>
<td>3</td>
<td>Defiance/non-compliance</td>
<td>Student engages in brief or low intensity failure to respond to adult requests</td>
</tr>
<tr>
<td>4</td>
<td>Minor Disruption</td>
<td>Student engages in low intensity, but inappropriate disruption</td>
</tr>
<tr>
<td>5</td>
<td>Uniform violation – Minor</td>
<td>Students wears clothing that is near but not within the school’s dress code</td>
</tr>
<tr>
<td>6</td>
<td>Technology Violation - Minor</td>
<td>Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer</td>
</tr>
<tr>
<td>7</td>
<td>Property misuse</td>
<td>Student engages in low intensity misuse of property</td>
</tr>
<tr>
<td>8</td>
<td>Late</td>
<td>Students arrive late to class</td>
</tr>
<tr>
<td>9</td>
<td>Out of Bounds</td>
<td>Student is in an area within the school grounds that has been designated “off limits” at that particular time</td>
</tr>
<tr>
<td>10</td>
<td>Lying/Cheating</td>
<td>Student engages in “White Lies”</td>
</tr>
<tr>
<td>11</td>
<td>Teasing</td>
<td>Isolated inappropriate comments (ongoing teasing would fit under bullying)</td>
</tr>
<tr>
<td>Descriptor</td>
<td>Definition</td>
<td>Example/Non-Example</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1 Verbal Aggression</td>
<td>Language directed at others in a demeaning or aggressive manner</td>
<td>Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice</td>
</tr>
<tr>
<td>2 Physical Aggression</td>
<td>Actions involving serious physical contact where injury might occur</td>
<td>Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.</td>
</tr>
<tr>
<td>3 Harassment/Bullying</td>
<td>Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes</td>
<td>Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters</td>
</tr>
<tr>
<td>4 Defiance/non-compliance – Major</td>
<td>Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away</td>
<td>Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour</td>
</tr>
<tr>
<td>5 Major Disruption</td>
<td>Persistent behaviour causing an interruption in a class or an activity</td>
<td>Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour</td>
</tr>
<tr>
<td>6 Major Dress Code Violation</td>
<td>Student wears clothing that does not fit within the dress code of the school</td>
<td>“Gang” undershirts, offensive T-shirts etc.</td>
</tr>
<tr>
<td>7 Property Damage/Vandalism</td>
<td>Student participates in an activity that results in substantial destruction or disfigurement of property</td>
<td>Throwing a computer, graffiti of school buildings, arson</td>
</tr>
<tr>
<td>8 Skip Class/Truancy</td>
<td>Students leaves class/school without permission or stays out of class/school without permission</td>
<td></td>
</tr>
<tr>
<td>9 Theft</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else’s property</td>
<td></td>
</tr>
<tr>
<td>10 Forgery/Plagiarism</td>
<td>Student has signed a person’s name without that person’s permission (forgery). Plagiarism is submitting someone else’s work as your own. It occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its original source.</td>
<td></td>
</tr>
<tr>
<td>Descriptor</td>
<td>Definition</td>
<td>Example/Non-Example</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11 Major Technology Violation</td>
<td>Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.</td>
<td>Accessing inappropriate websites, using someone else’s log in details, inappropriate additions to Facebook (written and images)</td>
</tr>
<tr>
<td>12 Use/possession of Alcohol</td>
<td>Student is in possession or is using alcohol</td>
<td></td>
</tr>
<tr>
<td>13 Use/possession of Other Drugs</td>
<td>Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor’s directions</td>
<td></td>
</tr>
<tr>
<td>14 Misuse of Legal Drugs</td>
<td>Inappropriate use or distribution of legal drugs/medications</td>
<td>Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a “Buzz”</td>
</tr>
<tr>
<td>15 Use/possession of Tobacco</td>
<td>Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform</td>
<td></td>
</tr>
<tr>
<td>16 Use/possession of Weapons</td>
<td>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm</td>
<td></td>
</tr>
<tr>
<td>17 Use/possession of combustibles</td>
<td>Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)</td>
<td></td>
</tr>
<tr>
<td>18 Bomb Threat/False Alarm</td>
<td>Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school</td>
<td>The intent is one of a “prank” to disrupt the school day and/or Emergency Services</td>
</tr>
</tbody>
</table>
### Appendix B: Strategies to Manage Minor Behaviour

<table>
<thead>
<tr>
<th>Technique</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proximity</strong></td>
<td>Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.</td>
</tr>
<tr>
<td><strong>Signal Non-verbal Cue</strong></td>
<td>Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student’s behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.</td>
</tr>
<tr>
<td><strong>Ignore/Attend/ Praise</strong></td>
<td>This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.</td>
</tr>
<tr>
<td><strong>Restitution</strong></td>
<td>“Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour”. (p.453 Scheuermann &amp; Hall, 2012)</td>
</tr>
<tr>
<td><strong>Re-Direct</strong></td>
<td>This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the “what” of the behaviour instead of the “why”.</td>
</tr>
<tr>
<td><strong>Re-teach</strong></td>
<td>Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.</td>
</tr>
<tr>
<td><strong>Provide Choice</strong></td>
<td>Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.</td>
</tr>
<tr>
<td><strong>Student Conference</strong></td>
<td>This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.</td>
</tr>
</tbody>
</table>

*(From the Missouri SW-PBS Team Workbook)*
### Appendix C: Behaviour Levels

#### Level 1 -
Student consistently follows school code of conduct and exhibits self-management of own behaviour.

- **Verbal / non-verbal or visual reminders sometimes required**
- **Class Teacher**

- **Student Behaviour praised, rewarded/acknowledged**

#### Level 2 - Minor support
Student generally follows school code of conduct and requires minor behaviour support or consequences to adhere to school code of conduct.

- **Verbal / non-verbal or visual reminders regularly required, RTR**
- **Class Teacher**
- **Level 3 - Moderate support**
Student behaviour is mostly satisfactory and requires moderate behaviour support or consequences to adhere to school code of conduct.

- **Class Teacher**
- **School Administration**

- **RTR 5 times within a term, Individual Behaviour Plan, Monitored Play Plan, Check and Connect Program, After School Detention, 1-3 Day in School Suspension, Withdrawal from Bus Travel**

#### Level 4 - Significant support
Student behaviour is unsatisfactory and requires significant behaviour support or consequences to adhere to school code of conduct.

- **Class Teacher, School Administration, Parents, Guidance Counsellor, Outside Support Agencies (eg. Child Psychologist, Paediatrician)**

#### Level 5 - Major support
Student inappropriate behaviour is extreme and requires major support or consequences to adhere to school code of conduct.

- **Class Teacher, School Administration, Parents, Guidance Counsellor, Area Supervisor, Outside Support Agencies**

- **May include above consequences & in addition: up to 10 days in School Suspension or Out of School Suspension, Exclusion from School**

### Typical Behaviours

<table>
<thead>
<tr>
<th>Level</th>
<th>Typical Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student consistently follows school Code of Conduct and exhibits self-management of own behaviour.</td>
</tr>
<tr>
<td></td>
<td>Typical behaviours may include:</td>
</tr>
<tr>
<td></td>
<td>- running on concrete</td>
</tr>
<tr>
<td></td>
<td>- not wearing hat</td>
</tr>
<tr>
<td></td>
<td>- off task</td>
</tr>
<tr>
<td></td>
<td>- out of seat</td>
</tr>
<tr>
<td></td>
<td>- talking in class</td>
</tr>
<tr>
<td></td>
<td>- late to class</td>
</tr>
<tr>
<td></td>
<td>- littering</td>
</tr>
<tr>
<td></td>
<td>- uniform infringement</td>
</tr>
<tr>
<td></td>
<td>- name calling</td>
</tr>
<tr>
<td></td>
<td>- missing/incomplete homework.</td>
</tr>
<tr>
<td>2</td>
<td>Student generally follows school code of conduct and requires minor behaviour support or consequences to adhere to school code of conduct.</td>
</tr>
<tr>
<td></td>
<td>Typical behaviours may include:</td>
</tr>
<tr>
<td></td>
<td>- repeatedly off task</td>
</tr>
<tr>
<td></td>
<td>- repeated incomplete homework</td>
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<tr>
<td></td>
<td>- disruptive</td>
</tr>
<tr>
<td></td>
<td>- leaves classroom without permission</td>
</tr>
<tr>
<td></td>
<td>- inappropriate behaviour in toilets</td>
</tr>
<tr>
<td></td>
<td>- repeatedly in out of bounds areas</td>
</tr>
<tr>
<td></td>
<td>- repeated minor bullying</td>
</tr>
<tr>
<td></td>
<td>- inappropriate uniform</td>
</tr>
<tr>
<td></td>
<td>- repeated withdrawal on Step 3</td>
</tr>
<tr>
<td></td>
<td>- disrespect towards staff/adults</td>
</tr>
<tr>
<td>3</td>
<td>Student behaviour is mostly satisfactory and requires moderate behaviour support or consequences to adhere to school code of conduct.</td>
</tr>
<tr>
<td></td>
<td>Typical behaviours may include:</td>
</tr>
<tr>
<td></td>
<td>- inappropriate language and gestures</td>
</tr>
<tr>
<td></td>
<td>- physical or verbal aggression</td>
</tr>
<tr>
<td></td>
<td>- harassment/bullying</td>
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<td></td>
<td>- overt defiance</td>
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<td></td>
<td>- theft</td>
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<tr>
<td></td>
<td>- forgery</td>
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<tr>
<td></td>
<td>- internet misuse/cyber bullying</td>
</tr>
<tr>
<td></td>
<td>- truancy</td>
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<tr>
<td></td>
<td>- reference to acts of violence &amp;/or use of weapons in writing</td>
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<td></td>
<td>- conversion, or pictures</td>
</tr>
<tr>
<td></td>
<td>- inappropriate behaviour on excursion or on bus</td>
</tr>
<tr>
<td>4</td>
<td>Student behaviour is unsatisfactory and requires significant behaviour support or consequences to adhere to school code of conduct.</td>
</tr>
<tr>
<td></td>
<td>Typical behaviours may include:</td>
</tr>
<tr>
<td></td>
<td>- aggressive physical harm with intent</td>
</tr>
<tr>
<td></td>
<td>- weapon use or possession</td>
</tr>
<tr>
<td></td>
<td>- repeated truancy</td>
</tr>
<tr>
<td></td>
<td>- use/possession of tobacco</td>
</tr>
<tr>
<td></td>
<td>- use/possession of illegal drugs</td>
</tr>
<tr>
<td></td>
<td>- misuse of legal drugs</td>
</tr>
<tr>
<td></td>
<td>- use/possession of combustibles</td>
</tr>
<tr>
<td></td>
<td>- arson</td>
</tr>
<tr>
<td></td>
<td>- extreme vandalism</td>
</tr>
<tr>
<td></td>
<td>- continual bullying behaviour/threats</td>
</tr>
<tr>
<td></td>
<td>- property vandalism/destruction</td>
</tr>
<tr>
<td>5</td>
<td>Student inappropriate behaviour is extreme and requires major support or consequences to adhere to school code of conduct.</td>
</tr>
<tr>
<td></td>
<td>Typical behaviours may include:</td>
</tr>
<tr>
<td></td>
<td>- aggressive physical harm with intent</td>
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<tr>
<td></td>
<td>- weapon use or possession</td>
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<td></td>
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<td>- continual bullying behaviour/threats</td>
</tr>
<tr>
<td></td>
<td>- property vandalism/destruction</td>
</tr>
</tbody>
</table>
At Siena

We stay between the flags when we:

- Care for Ourselves
- Care for Our Learning
- Care for Others
- Care for Our School
Appendix D: Behaviour Wall Samples

We nurture and grow our relationship with God as members of a faith community.

We stay between the flags when we:
CARE

We foster recognition of difference, compassion for others and the strength to act

We stay between the flags when we:

Appendix D: Behaviour Wall Samples
Appendix D: Behaviour Wall Samples
# SIENA CODE OF CONDUCT

## Care for Ourselves
- Eat healthy foods and drink plenty of water.
- Be sun safe and wear your hat.
- Be in the right place at the right time.
- Wear your school uniform with pride.
- Practise personal hygiene.
- Play safely.

## Care for Each Other
- Be considerate of others feelings and property.
- Speak politely using encouraging words, i.e. speak to please.
- Listen attentively when someone is speaking.
- Respond when asked or signalled to “Stop, Look, Listen”.
- Move safely and in an orderly way.
- Keep hands and feet to yourself.

## Care for Our Learning
- Observe our class vision.
- Follow directions.
- Work to the best of your ability in all activities.
- Be prepared for the school day.
- Use the appropriate noise level for the activity.
- Be considerate of others in all learning situations.

## Care for Our School
- Keep our gardens, buildings, equipment and grounds clean and tidy.
- Use school property appropriately.
- Care for our property.
- Remember that we are part of the Siena school family and our actions represent the school.
- Take pride in our school.
Appendix F: RTR Referral Form

Siena CATHOLIC PRIMARY SCHOOL

RTR / Office Referral Form

STUDENT NAME: ___________________________

GRADE: P 1 2 3 4 5 6 BEHAVIOUR LEVEL: ___

CLASS: P C L S □ Wet Play
□ Concrete Play

DATE: _______________ TIME: _______________

REFERRING STAFF MEMBER: _______________________

Siena Care Breached:
□ Care for Ourselves □ Care for Others
□ Care for Our Learning □ Care for Our School

Inappropriate Behaviour

Minor (RTR Referral)

□ Disrespectful Behaviour
□ Inappropriate Language
□ Non Compliance
□ Task Avoidance
□ Disruptive Behaviour
□ Inappropriate technology use
□ Physical Contact - Minor
□ Teasing/Minor Bullying
□ Homework Incomplete
□ Misuse of Property
□ Prohibited Items
□ Uniform/Hair Infringement
□ Other ___________________________

Possible Motivation

□ Access peer attention
□ Access adult attention
□ Access items/activities
□ Avoid Peer(s)
□ Avoid Adult
□ Avoid task or activity
□ Avoid sensory
□ Don’t know
□ Other ________________________

Consequence/Interventions

□ Office Behaviour Referral Form
□ Purple Form
□ RTR
□ Loss of privilege
□ Time out at play
□ Time out in Class
□ Referred to Office
□ Referred to Student Support
□ Reflection on Behaviour
□ Expected behaviour retaught
□ Independent Play Plan
□ Independent Behaviour Plan
□ Parent/Carer Conference
□ Monitored Play Plan
□ Referral to Guidance Counsellor
□ In-school suspension
□ (__________ hours/days)
□ /__/20 to /__/20

□ Out of school suspension
□ (__________ hours/days)
□ /__/20 to /__/20

□ Exclusion from school
□ Other ________________________

Was this child the: □ Protagonist □ Target □ Bystander

BRIEFLY WRITE INCIDENT DETAILS ON BACK OF REFERRAL FORM

□ I need to speak to the student’s teacher
□ I need to speak with the AP / Leadership Team
□ I need to speak with the student’s parents
□ Incident followed up-No further action required

HAS THIS REFERRAL BEEN FOLLOWED UP? □ Yes □ No

All RTR referral forms are to be handed to RTR Supervising Teacher by student on arrival at OHSC Room, Daintree
Please ensure all fields are completed & incident is recorded on school portal Behaviour Support Data Base
INCIDENT DETAILS:

Others involved in incident:
☐ None ☐ Peers ☐ Staff ☐ Relief Staff ☐ Unknown ☐ Other

Other comments:

RTR Supervising Teacher: ___________________________ Date: ________________
Appendix G: Bullying Behaviour Report

My Name: ________________________________________________________________

Class: ___________ Date: ________________

☐ Has someone made a bullying attempt?  ☐ Yes  ☐ No

☐ Where did the bullying happen/Who was there? ______________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

☐ Who witnessed this behaviour? _________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Teachers Comments/Response to Managing Bullying Incident: ________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

_____________________________ ________________________________
My Signature Teacher’s Signature
Steps to Becoming a Siena Star Student

Siena Catholic Primary School
School Cares:

- CARE FOR OURSELVES
- CARE FOR OTHERS
- CARE FOR OUR LEARNING
- CARE FOR OUR SCHOOL

What does each rule mean?

What are Siena’s expectations for:

- Classroom Learning
- Verandahs
- Use of Technology
- Homework
- Assembly

What are Siena’s expectations for:

- Safe Play
- Movement on Concrete Paths
- Out of Bounds Area
- Borrowing Sports Equipment
- Sun Safety

What are Siena’s expectations for:

- Eating Lunch
- Healthy Snack
- Sharing of Food
- Litter
<table>
<thead>
<tr>
<th>What are Siena’s expectations for:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Using Student Access</td>
<td></td>
</tr>
<tr>
<td>▪ Late Arrival</td>
<td></td>
</tr>
<tr>
<td>▪ Early Departure</td>
<td></td>
</tr>
<tr>
<td>▪ Speaking to Office Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stamp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the Siena’s expectations for:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Moving to PE, Art, Italian &amp; Music Lessons</td>
<td></td>
</tr>
<tr>
<td>▪ Library Lessons</td>
<td></td>
</tr>
<tr>
<td>▪ Sportsmanship in PE</td>
<td></td>
</tr>
<tr>
<td>▪ Learning during Specialist Lessons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stamp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are Siena’s expectations for:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Arrival at School in the morning</td>
<td></td>
</tr>
<tr>
<td>▪ Before school activities 8.15-8.45am</td>
<td></td>
</tr>
<tr>
<td>▪ School Uniform</td>
<td></td>
</tr>
<tr>
<td>▪ School bags and port racks</td>
<td></td>
</tr>
<tr>
<td>▪ Being prepared for Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stamp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are Siena’s expectations for:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Departure from School</td>
<td></td>
</tr>
<tr>
<td>▪ Use of Pedestrian Crossing</td>
<td></td>
</tr>
<tr>
<td>▪ Bike/Scooter and Skate Board Riders</td>
<td></td>
</tr>
<tr>
<td>▪ Mac storage in school bag</td>
<td></td>
</tr>
<tr>
<td>▪ Travelling on buses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stamp</td>
</tr>
</tbody>
</table>

When you have all seven sections stamped in this booklet, bring it to a member of the Leadership Team to receive a Siena Star Level 1 Behaviour Certificate.

Congratulations! You are on your way to being an amazing Siena Star Student!
Steps to Becoming a Siena Star Student

Congratulations

Student Name Here

You have successfully completed your "Steps to Becoming a Siena Star Student"

You are a LEVEL 1 SIENA STAR STUDENT

Mrs Mackay    Mr Ellems    Mrs Winmill

Term 1  2016
# CHECK IN & CHECK OUT DAILY REPORT

**Name:** __________________________

**Class:** _______

**Date:** __________

## Rating Scale

2 = Great  
1 = Sort of  
0 = Try Again

## Points Earned

<table>
<thead>
<tr>
<th>%</th>
<th>Goal</th>
<th>Goal Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
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<td>Yes</td>
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</table>

## Goals

<table>
<thead>
<tr>
<th></th>
<th>Session 1 8.45-11.00</th>
<th>Session 2 Lunch Break</th>
<th>Session 3 11.45-1.40</th>
<th>Session 4 Afternoon Tea</th>
<th>Session 5 2.00-3.00</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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</tr>
</tbody>
</table>

## Teacher Comments


**Teacher Signature:** __________________________
## CHECK IN & CHECK OUT WEEKLY REPORT

**Name:** __________________________

**Class:** ________

**Date:** __________

### Rating Scale

- 2 = Great
- 1 = Sort of
- 0 = Try Again

### Points Earned

- %
- Goal
- Goal Reached: Yes, No
- 80%

### Day | Goals | Session 1 | Session 2 | Session 3 | Comments & Total Score
--- | --- | --- | --- | --- | ---
Monday | 2 1 0 | 2 1 0 | 2 1 0 |  
Tuesday | 2 1 0 | 2 1 0 | 2 1 0 |  
Wednesday | 2 1 0 | 2 1 0 | 2 1 0 |  
Thursday | 2 1 0 | 2 1 0 | 2 1 0 |  
Friday | 2 1 0 | 2 1 0 | 2 1 0 |  

**Teacher Comments**

CI ___ CO ________

Teacher Signature: __________________________

---

Siena Primary School
Prayer • Care • Learning
Check In and Out: Early Years

Weekly Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
</tr>
<tr>
<td>Tuesday</td>
<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
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<td>Wednesday</td>
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<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
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<tr>
<td>Thursday</td>
<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
</tr>
<tr>
<td>Friday</td>
<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
<td>😞 😊 😊 ☠️</td>
</tr>
</tbody>
</table>

Weekly Reflection-How am I Going?

Student: ______________________________________________________

Class Teacher:__________________________________________________

Mum and Dad: _________________________________________________
Code of Conduct

Care for Ourselves
- Eat healthy foods and drink plenty of water
- Be sun safe and wear your hat
- Be in the right place at the right time
- Wear your school uniform with pride
- Practise personal hygiene
- Play safely

Care for our Learning
- Observe our class vision
- Follow directions
- Work to the best of your ability in all activities.
- Be prepared for the school day
- Use the appropriate noise level for the activity
- Be considerate of others in all learning situations

Care for Each Other
- Be considerate of others’ feelings and property
- Speak politely using encouraging words (i.e. speak to please)
- Listen attentively when someone is speaking
- Respond when asked or signalled to “Stop, Look, Listen”
- Move safely and in an orderly way
- Keep hands and feet to yourself

Care for our School
- Keep our gardens, buildings, equipment and grounds clean and tidy
- Use school property appropriately
- Care for our property
- Remember that we are part of the Siena school family and our actions represent the school
- Take pride in our school.

BULLYING

NO WAY!
**Definition**

Bullying is a **repeated** misuse of power causing embarrassment, pain or discomfort to another.

**Bullying Happens:**

When a person repeatedly:
- is called hurtful, abusive or offensive names.
- is threatened.
- is a target of abusive or obscene language.
- is ridiculed about appearance, gender, abilities or disabilities.
- is teased in a sarcastic or nasty manner.
- has rumours spread about him / her.
- has his / her property interfered with.
- has offensive gestures made at him / her.
- has offensive comments written or said about him / her.
- is singled out for unfair treatment or excluded.
- is hit, punched, jostled or pushed around.

It can occur in the following situations; when:
- a child bullies another child.
- a child bullies an adult.
- an adult bullies a child.
- an adult bullies another adult.

**Children Can Help by:**

- following Siena’s four Codes of Conduct: 
  Care for Ourselves
  Care for Each Other
  Care for our Learning
  Care for our School
- using “Doing the Five” strategy. 
  Friendly Voice 
  Firm Voice 
  Ignore 
  Walk Away 
  Tell an Adult
- reporting incidents or suspected incidents of bullying to an adult.
- breaking down the code of secrecy surrounding bullying.

**Staff Can Help by:**

- teaching the four Codes of Conduct.
- being observant of signs of distress or suspected incidents of bullying.
- being aware of potential for bullying situations in specific areas and during recess.
- ensuring children are adequately supervised at critical times e.g. before and after breaks.
- taking steps to help victims and bullies (may include informing parents and other carers).

**Parents Can Help by:**

- Listening to your child & taking an active interest in your child’s social life and friends.
- Being willing to inform your child’s classroom teacher of any cases of suspected or reported bullying.
- Advising your child to tell a staff member about bullying incidents.
- Encouraging your child to take positive action by “Doing the Five”:
- Watching for signs of distress, eg. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising.

**What Happens if my Child is Bullied:**

In the event that a bullying incident is reported by a parent to the class teacher one or all of the following will occur:

- The teacher will investigate the incident and communicate the outcome with the parent.
- If the bullying behaviour continues and the issue cannot be resolved the class teacher will refer the case to the student support team (guidance counsellor, learning support teacher, and a member of the administration team).
- Issuing of an appropriate consequence and a “Working It Out” yellow form which is kept on school record.
Vision Statement

We are a Catholic School Community committed to nurturing and celebrating a love of God, self, others and learning.

Our vision is to:

- provide a values framework built upon the faith tradition of the Catholic Church;
- affirm the dignity of each individual;
- build a strong sense of community;
- foster partnerships in education;
- nurture holistic development through enjoyable child-centred learning experiences;
- establish connections between life and learning;
- empower each child with a passion for lifelong learning;
- develop global awareness and a sense of common good, and
- welcome renewal.

We give witness to our Vision through living Gospel values.

Appendix L: Siena Bus Code of Conduct

Care for ourselves Care for each other
Care for our learning Care for our school

Behaviour Management Policy for students travelling by bus
**Follow our Bus Procedures at all times**

- Proceed straight to the Daintree once dismissed from class
- Tick off your name on the roll of the bus you are catching. Tick your own name only - do not tick any friends’ or siblings’ names
- Sit in a line behind the red cone of that bus
- When instructed by the teachers on duty, walk in an orderly manner to the bus waiting area
- Stay seated in the bus waiting area until your bus arrives
- When your bus arrives, present yourself to the teacher on duty to be counted
- When all students catching your bus are accounted for, walk behind the white line to your bus
- At all times, follow the directions of the teachers on duty
- At all times, uphold our Siena Code of Conduct

**Conduct yourself in an orderly manner on the bus**

- **Students must:**
  - Always follow instructions from the driver about safety on the bus
  - Scan your Go Card as you board and disembark
  - Sit properly on a seat if one is available (in an allocated seat if directed by the driver)
  - Speak quietly, do not create unnecessary noise
- **Students must not:**
  - Bully other students
  - Place feet on the seats
  - Fight, spit or use offensive language
  - Throw any article around or from the bus
  - Consume food or drink
  - Play music without the permission of the driver
  - Allow any part of your body to stick out of the bus windows
  - Stand forward of the front seat

It is the responsibility of the students to get off at their correct stop.

**Respect other people and property**

- Treat other people (students from all schools, teachers, bus drivers) and their possessions with respect
- Follow directions from teachers and bus drivers without argument
- Do not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way

**Wait for the bus in an orderly manner**

- Wait behind the white line until the bus comes to a complete stop. Allow other passengers to leave the bus first
- Stand quietly without calling out or shouting
- Do not push other people in the line

**In case of an emergency or breakdown, follow the driver’s instructions**

- Wait until the bus stops before standing to get off
- Leave the bus in a quiet and orderly fashion
- Wait in the area indicated by the driver

**When leaving the bus, do so in an orderly manner**

- Wait until the bus stops before standing to get off
- Leave the bus in a quiet and orderly fashion
- Never cross the road in front of the bus, wait until the bus has moved away and it is safe to cross

**CONSEQUENCE STEPS**

**Initial Strategies:**
- Verbal cues, behavioural feedback
- Redirection, offer a choice
- Cool down in a quiet space away from other students
- Office Referral form may be completed

**Time Out:**
- Incident recorded on school portal - Behaviour Management
- Involvement of Leadership Team
- Contact with bus link and parents by Leadership Team Member

**Queensland Transport Consequences:**

- **Category 1 - Irresponsible Behaviour** (e.g. fare evasion, offensive language, feet on seats, playing loud music, throwing objects out of bus, littering) - may result in written caution, behaviour agreement and/or suspension from bus for 1-10 days travel
- **Category 2 - Unsafe Behaviour** (e.g. ignoring drivers instructions, verbally abusing driver, refusing to wear seat belt, pushing and shoving, excessive movement during travel, leaving food items on the bus) - may result in suspension from bus for up to 10 school days
- **Category 3 - Dangerous and Destructive Behaviour** (e.g. damaging bus property, fighting, throwing objects that can potentially cause harm or damage property, interfering with operation of bus) - may result in suspension from bus for up to 10 school weeks and behaviour agreement
- **Category 4 - Life Threatening Behaviour** (e.g. threatening physical harm with a dangerous weapon/chemical/laser light) - may result in behaviour agreement, suspension for up to 1 school year.