

St Joseph's School



Crib Point



Positive Behaviour
Approach

Intention of Learning

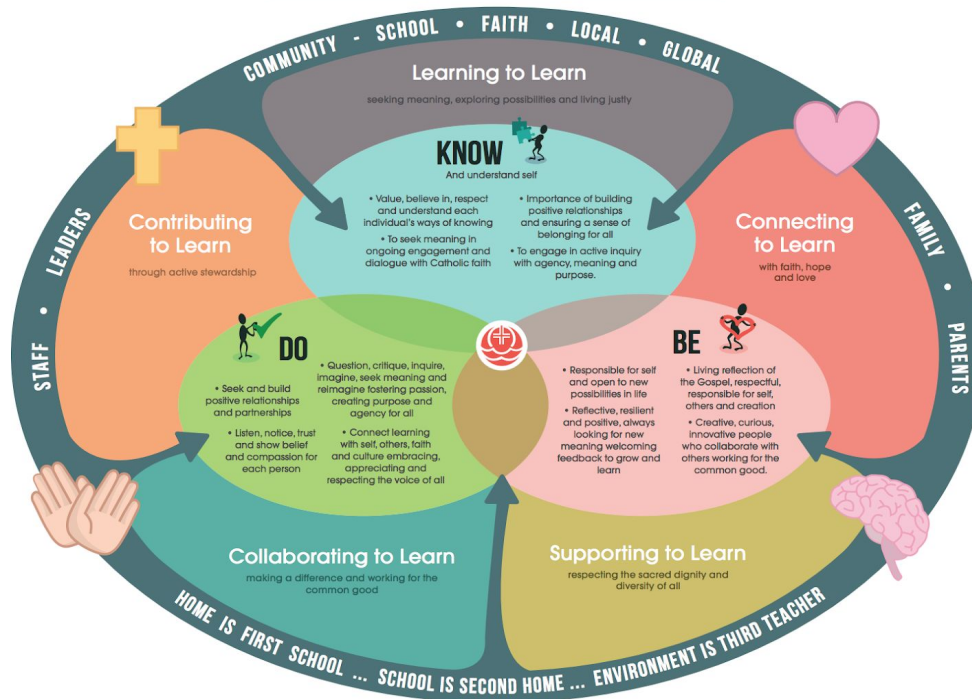
St. Joseph's is committed to ensuring a safe and caring environment that promotes personal growth and positive self-esteem for all. We understand that teaching and learning become enjoyable and enriching when everyone knows what is expected. We understand that it is important to develop self-awareness and self-management amongst students and that this promotes well-being and a positive culture in our school community.

We recognise that children are in their formative years and need help and guidance to make appropriate decisions. We ensure there is unconditional positive regard for every student. We promote children restoring justice and have a proactive approach to solving issues when they arise. The school's positive behaviour approach is reflective of our commitment to promoting a respectful, secure and healthy environment in which all our students can prosper and flourish in.

Positive student management in St. Joseph's school seeks to protect personal and school community safety, restore relationships, encourage reconciliation, enhance well-being, foster responsibility, enable personal growth, and promote the common good. This is enhanced by a consistent approach to the implementation of our positive behaviour policy.

At no stage is corporal punishment exercised at our school. Equally we do not tolerate any physical behaviour from and towards any member of our school community. Whilst we understand that children are in their formative years and that we support our students to build their social emotional capabilities we do not tolerate any physical behaviour and as a result students are removed from the learning environment. Parents may be asked to come and collect the child if required.

We use a positive behaviour approach knowing that there is the belief that each person is created in the image and likeness of God (*Genesis 1:27*), with the inherent dignity that this implies and promote a respectful positive approach to ensure our students have the necessary skills, dispositions and support to manage themselves and flourish and succeed. We believe the environment we create is pivotal in ensuring a positive behaviour approach and it is imperative that there is a strong, positive home-school partnership.



At St Joseph's Powerful Teaching in Positive Behaviour

Is intentional by:

- enacting pedagogies which reflect a Catholic understanding of the human person
- understanding the child and their ways of knowing
- creating strong positive cultures and environments that have the highest of standards where we transform knowledge of positive behaviour explicitly teaching the necessary skills, dispositions and strategies required to self regulate, flourish and succeed
- having unconditional positive regard for every student ensuring consistency in the management of all students in a fair and equitable manner

Forms relationships by:

- witnessing the love of God which is reflected in life-giving human relationships
- uncovering, believing in and valuing the narrative of every learner
- engaging in meaningful conversation with colleagues, experts and learners for the good of the student
- fostering connections between home and school to ensure consistency in our approach
- developing connectedness, belonging and empathy towards the student

Inspires creativity through:

- fostering of thinking, reflection, analysis and application of positive behaviour strategies
- promoting social and ethical responsibility
- seeking and embracing opportunities for personal growth through explicit teaching of skills providing creative solutions and scaffolds to enhance positive being
- seeing the potential of faith-seeking understanding to contribute to the common good

Builds collaboration by:

- developing authentic learning partnerships to enhance transformative learning experiences to enhance self awareness and self-management

- creating communities that are fair and just, allowing everyone to learn in a safe and orderly environment

Uses evidence to:

- support the growth of the whole person
- respond to the learner's needs by providing continuous forward-focused feedback.
- inform and support the design for future learning

Adapted from Horizons of Hope Learning Schema 2017 and 2015 CEM Positive Behaviour policy

At St. Joseph's Deep Learning in Positive Behaviour

Seeks truth through:

- searching, questioning, inquiring, imagining and reimagining to construct meaning of self and regulation
- being open to seeing new possibilities in living the Gospel through our actions

Embraces difference by:

- seeking out a multiplicity of voices, ideas and practices in how we behave and act and succeed
- considering religious, social, cultural, linguistic, historical, political, economic and ethical influences on a child's ways of knowing and behaving

Invites dialogue by:

- considering complex, moral and ethical questions that some complex needs may present
- enabling an appreciation and understanding of others
- engaging with other philosophies and ways of life against the backdrop of a Catholic worldview
- involving deep listening and trust

Adapted from Horizons of Hope Learning Schema 2017 and 2015 CEM Positive Behaviour policy

At St. Joseph's Animated Learners in Positive Behaviour

Flourish through:

- being open to learning about self and how to regulate oneself
- being problem finders and solvers who embrace challenges that lead to new discoveries of self.
- providing and acting on feedback as part of their learning building capabilities and resilience.

Demonstrate agency by:

- taking responsibility for themselves, others and all of creation
- being reflective and critical thinkers knowing they are in the driving seat.
- seeing knowledge as connected and contestable.

Make a difference by:

- promoting the rights and development of all people
- respecting diversity in language, culture and expressions of faith
- respecting, caring for and sharing the resources of the earth
- being inspired by the Gospel and lead by the Holy Spirit to act for justice and strive for the common good.

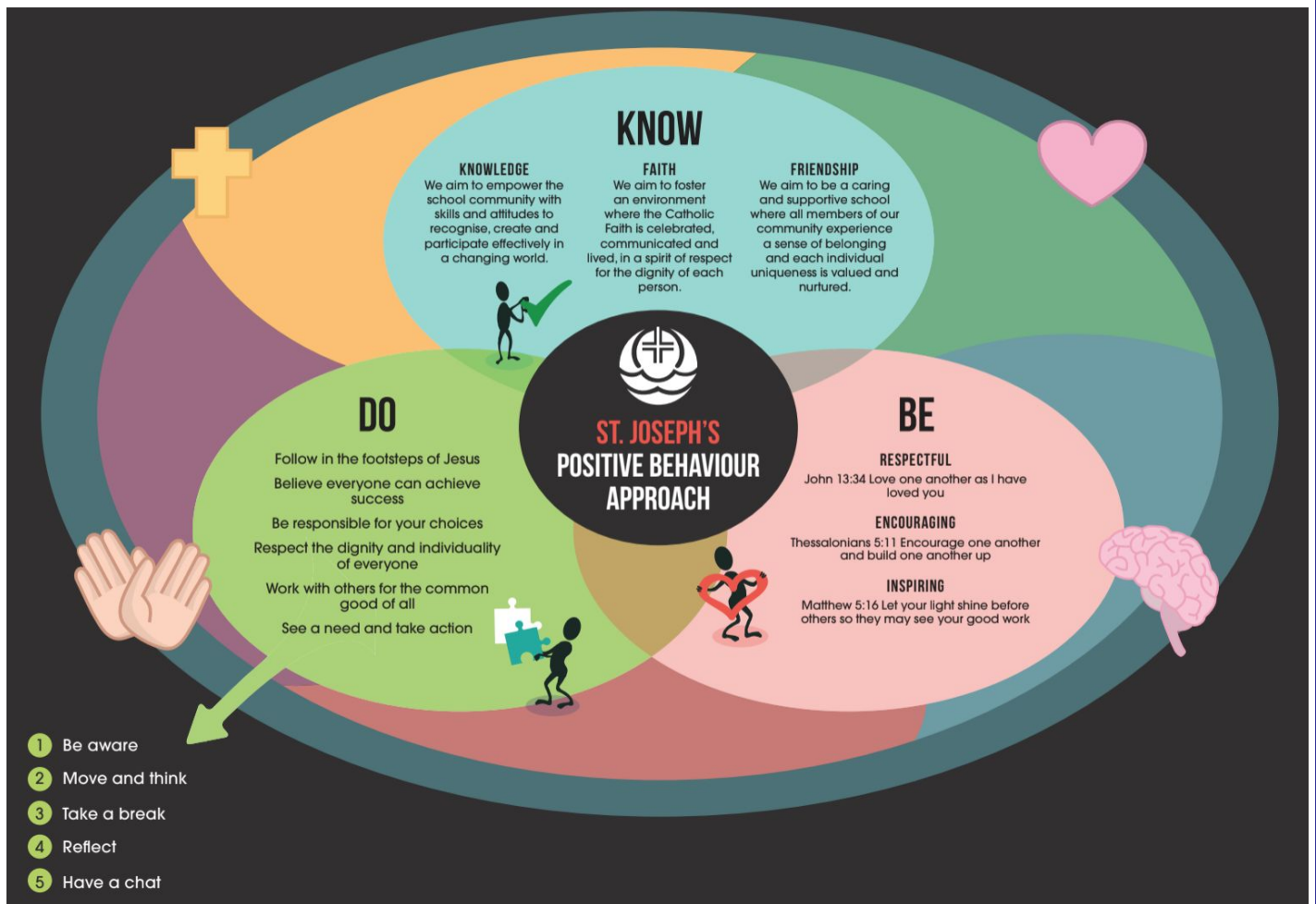
Know themselves by:

- reflecting on their own story and how this shapes who they are and how they act
- continuously critiquing and re-imagining themselves in dialogue with Catholic beliefs and practices
- taking responsibility for and articulating their own beliefs and actions.

Adapted from Horizons of Hope Learning Schema 2017 and 2015 CEM Positive Behaviour policy

Know Do Be of Wellbeing and Positive Behaviour

St Joseph's School aims to provide a clear vision and social expectations to guide actions and behaviours in our school. This includes the **Know** being our school vision, the **Do** being our social expectations and the **Be** - our actions. There is an expectation that this is our way of being at our school ensuring positive wellbeing and success for all of our community. This approach must be consistent and enacted by all of our community ensuring students have a clear understanding of the standards and expectations in regards to the regulation of self and actions towards others.



Implementation

At St. Joseph's all students are taught to be responsible for how they act and how they regulate themselves. Self-awareness is pivotal for the building of wellbeing and in particular the building of resilience.

We position our students in the driving seat knowing we are all responsible for our own actions. This requires supportive, positive adults who have unconditional positive regard for every student and an understanding that students are in their formative years with some students requiring extensive support in the area of self-awareness, self-management, social awareness and social management. As much as we can we avoid externally programming any student as we recognise students need to be empowered to be responsible for their choices and we have an inherent belief every student is capable of achieving this. Staff position themselves as the supporters, mentors and coaches.

We believe that every person at St. Joseph's is important and deserves the best opportunity to grow and learn by providing access and equity to all regardless of their behavioural presentation. The Multiple Ways of Knowing framework Munro, J (2007) provides an effective framework to make sense of each students' experiences, identity, beliefs, thinking and acting within the context of the many cultures the student may operate within. The many ways being codes within our mind catching and connecting different information, networking and linking to previously stored knowledge building a more complex understanding. In particular, the Multiple Ways of Knowing framework (Munro, J 2007) offers a synergistic network giving us a depth of understanding of the many aspects of each students' knowledge bank and learning.

Experiences	Emotions	Cultures
<p>What have the student's experiences in the past been? Can they create visual imagery? Do they see things in specific situations and context in time and place?</p>	<p>What emotions do you see? Range of Emotions What is the student's self-belief like? Do they believe they can be successful? (Self-efficacy, self-confidence as a learner and thinker)</p>	<p>What is the home culture like? What is the friendship culture like? What is the community culture like? How do they operate within these? Can they follow the rules and procedures in the <u>different</u> cultures?</p>
Abstract Concept	<u>Students Way of Knowing and Being</u>	Thinking and Learning
<p>How do they think? Do they use symbols/conventions? Can they use abstract forms? Can they make connections easily? Can they organise the information abstractly? Can they use literacy and numeracy symbolism linking this information in hierarchies, ideas? Can they use personal intuition about a topic?</p>		<p>How do they like to learn? How do they think? What are their strengths/weaknesses in learning? How do they use metacognition? Can they manage their cognitive functioning? How do they KNOW? Building Learning Power Surveys Can they generalise, summarise, clarify?</p>
Actions, sequences, procedures	Attitudes and Dispositions	Self Identity and Social Identity
<p>How do they learn through actions/procedures? How do they DO? Do they know how to do including self-taught and self-created action sequences?</p>	<p>What is their BE? What do they value? Values in Action Character Strengths What is their disposition? Temperament What is my attitude or mind frames? Visible Learning Mindframes What is my attitude to St. Joseph's learning philosophy? St. Joseph's Philosophy Statement</p>	<p>How do they see themselves as a learner? How do they view themselves generally? How do they view themselves as part of a team? Can they see themselves connected to the topic? Can they position themselves against other students in the class?</p>

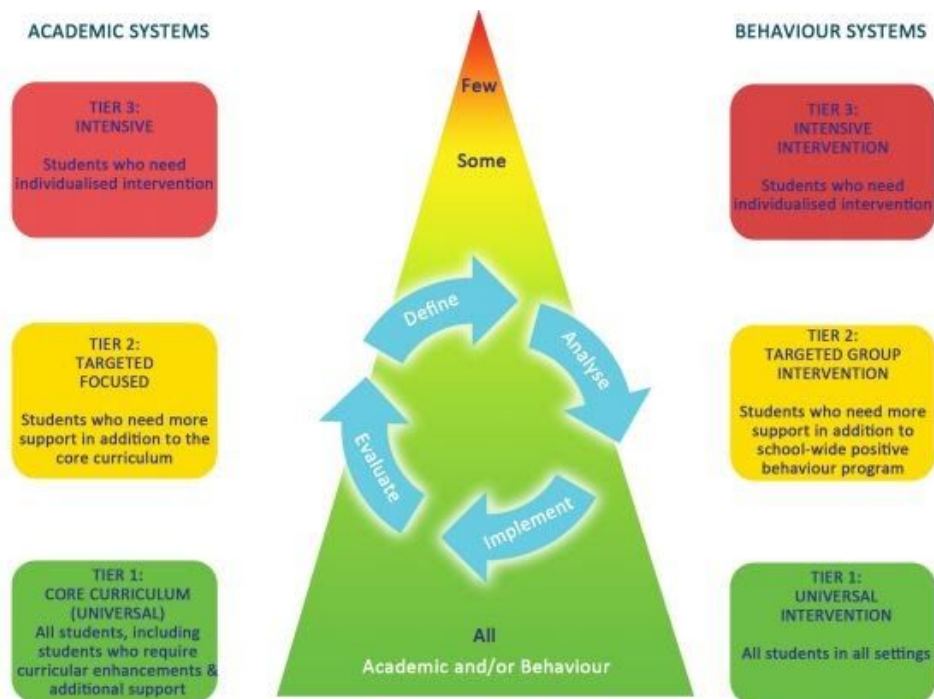
This includes students who are vulnerable due to age, family circumstances, abilities, Indigenous, cultural, or linguistic background. Some learners are exceptional learners because they have difficulty in one way or another with utilising this information. We must ultimately understand and then stimulate the many ways of knowing of exceptional learners by recognising each individual as unique and being committed to fully understanding the way they learn, feel, think and process new learning and store this in their bank of the different ways of knowing.

Learning is successful when learning demands designed by the teaching match the student's learning preferences. A student's [Learner Profile](#) can be utilised to plan a personalized differentiated learning program. By unpacking a student's ways of knowing we can build a comprehensive picture of the student and will then be able to pursue a strategic learning sequence considering the child's approach to knowing and learning, their attitudes, culture, skills and interests.

Our Positive behaviour policy follows the 2015 Catholic Education Response to Intervention framework. This framework is based on international research and is designed to ensure a fair and equitable distribution of support for all.

We understand and promote that effective classroom teaching is imperative and that practice needs to be based on research and designed by informed teacher judgment and sound pedagogical content knowledge. Students with diverse needs require expert professional judgement to recognise that adjustments are necessary for the success of a student's learning.

At St. Joseph's we believe in a preventative, positive solution-focused approach to teaching. There is a consistent curriculum and positive behaviour approach that all staff are expected to follow. All classrooms are equipped with preventative resources providing scaffolds and strategies to ensure all students are catered for.



We believe in a prevention, intervention, postvention model. The classroom teacher ensures at a base level or tier 1 they provide an individualised, highly effective learning environment displaying exemplary practise using highly developed pedagogical practises for every student. Processes, procedures and infrastructure are in place in every classroom to adjust a student's program according to their needs. This is based on expert planning and design of learning opportunities along with sound assessment, monitoring and adapting to build a complete picture of each child's learning journey.

Tier 1 Prevention

At St. Joseph's we use a preventative approach to positive behaviour management including the following:

- High expectations of all members of our community to adhere to the Know, Do Be of Wellbeing and Positive Behaviour
- Explicit teaching of social-emotional skills and learning dispositions as per the Australian curriculum continuum and the ELLI dimensions learning powers
[St. Joseph's Learning Dispositions Scope and Sequence](#)

[Acara Social and Emotional learning continuum](#)

[Social Awareness Scope and Sequence](#)

[Self Awareness Scope and Sequence](#)

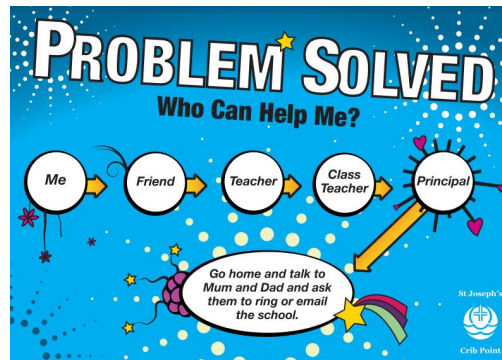
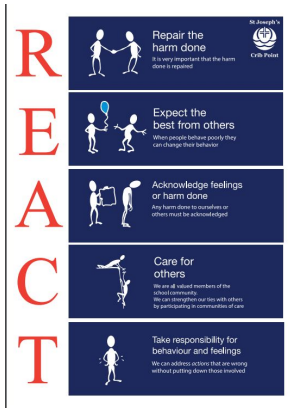
[Social Management Scope and Sequence](#)

[Self management Scope and Sequence](#)

- Commitment from all staff to ensure all vulnerabilities are seen as opportunities for growth and change and explicit teaching opportunities
- All students to be treated fairly, equitably by the implementation of consistent expectations and high standards of behaviour for all students.
- Supports and scaffolds in place for all students to ensure successful self-regulation including the highest of expectations for all
- Students with behavioural vulnerabilities will have additional scaffolds including a comprehensive [Positive Behaviour Plan](#) and [Co created Goal Setting Sheet](#).
- Engaging lunchtime activities provided for all students including an extensive play pod of equipment and additional engaging daily lunchtime activities available.
- Children's behaviour during break times will be monitored by recording incidents in the yard duty books which are located in yard duty bags. This information will be recorded on the computer and appropriate follow-up will occur if required. Children displaying behavioural vulnerabilities may be placed on a play program for a period of time.
- Rewards will be given to children displaying positive behaviours. This will include house points given out in the playground, awards at assemblies, stickers etc.
- Children will be given specific feedback relating to positive or negative behaviour.
- The REACT model of restoring justice is taught to all children and staff.
- The Problem Solved Strategy is taught to all children and staff, encouraging children to be assertive when dealing with minor issues in the yard.
- The school's toolkit of social-emotional skills will be used at all opportunities to ensure our students are equipped with the necessary strategies for positive interactions.



HEAD HASSLER Unhelpful Thinking	MIND MASTER Helpful Thinking
LOVE ON DEMAND I must be loved or liked by all the people I care about.	I'M ALIVE & I'LL SURVIVE I'd really like it if everyone loved or liked me, but if they don't, I can still be happy.
TREAT ME FAIR AND GIVE ME WHAT I WANT When I get upset about something, or don't get what I want, then I'DON'T WANT a softer!	I'D LIKE IT BUT I WON'T FIGHT IT I'd like to get whatever I want, but it's not awful, horrible, terrible or dreadful when I don't.
NO MISTAKES ALLOWED I must always be good at what I do.	HUMAN BEING, NOT A MACHINE I'd like to do well all the time, but I'm a human being, so I'm allowed to make mistakes and I can grow and change.
YOU'RE A RUDE DUDE AND I WILL GET YOU When people are unfair or are mean to me, I should hate them and think they're nasty and get out against them.	CALL ME A FOOL, I'LL STAY COOL Sometimes people behave badly but that doesn't mean they are bad. I am responsible for my own choices and I have the power to act in a positive way and solve any problem that comes my way.
CAN'T HELP MYSELF It's not my fault I'm miserable. You did it to me and I can't do anything about how I feel!	I HELP MYSELF My thoughts cause my feelings, so if I choose how I want to think, then I'm the boss of how I feel and what I do.



Tier 2 Intervention

We recognise that some students will need further adjustments to their behaviour which may include targeted focused support and intervention and a more purposeful individualised adjustment to their learning program. This may include emotional, social and behavioural adjustment. Tier 1 intervention would involve those in the care and contact of students. These are typically teachers and teaching support staff.

Tier 2 is where the Learning adjustment team becomes involved to design and implement the intervention that is required to enable every student to grow and flourish. This may include intervention at an individual or group in a planned strategic approach. Tier 2 interventions would be the domain of education support staff, special education teachers, targeted school-based intervention, counsellors and therapists, with some involvement from school psychologists.

We also recognise that there may be a few students in the school that will need Tier 3 adjustments and external services or additional adjustments will be required for some students with very complex and specific needs requiring health professionals and other required services. Tier 3 would relate to the school specialists and School Psychologists with expertise and experience in dealing with complex problems (e.g., enuresis, truancy, eating disorders, specialised behaviour management).

The person conducting the intervention must have a deep understanding of the learner's ways of knowing. The task whether it be literacy, numeracy, behaviour or social-emotional content needs to be broken down into sequences. *Specific training using an explicit task analysis process* will ensure intervention is specific and strategic for example [Task analysis- Morning routine](#). This scaffolding- building support during construction and then removing it later (Duchesne, McMaugh 2016) is strengthened by teachers using the various subsets to provide learning opportunities that are within a child's zone of proximal development.

Ultimately the student needs to be in the driving seat, fully understanding the goals being set. Goals must be co-created with the student using the [Co created Goal Setting Sheet](#). Students need to be able to receive the information, actively respond and comprehend, apply this by valuing the information and then internalise these values to ensure they control thinking and ultimately deepen their understanding (Kratwohl, 2010).

The ways of knowing can be used to plan a personalised intervention plan allowing the learner to move through the phases of learning and ultimately change their ways of knowing through this learning process. Monitoring of the intervention is most important. The use of continuums and other forms of tracking data and evidence is necessary to ensure the intervention is having a positive impact on the learning needs of the child.

Implementation of the self-regulation process

At St. Joseph's we use the following sequence to ensure students are self-regulating and are ultimately responsible for their actions.

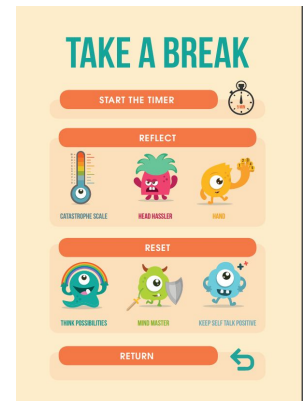
1. Be aware
2. Move and think
3. Take a break
4. Reflect
5. Have a chat

Staff scaffold and support this process in the following way:

1. **Be aware**- staff speak quietly and positively making the student aware they are not following our school Know, Do, Be of Wellbeing and Positive Behaviour.
2. **Move and think**- the child recognises they are not regulating their behaviour and moves away from the situation to regulate and check in on their thinking, self-talk and emotions. Staff may need to ask the child to move and think to regulate and adjust their actions.
3. **Take a break**- the child recognises they are not regulating and moves to one of the designated take a break zones positioned in each learning community and outside in the playground.
Once there the student sets the timer and reflects on the poster provided to scaffold their thinking.
Staff may need to ask the child to take a break to regulate their emotions and need to supervise the student.
4. **Reflect**- the student may need to sit and reflect on their behaviour using the reflection

sheet provided. [Reflection Sheet](#) See below for implementation.

5. **Have a chat-** we recognise these situations are learning opportunities. Staff must take time to discuss the reason the child needed to go through this process checking in on their thinking, self-talk, emotional regulation etc using our school toolkit as a resource. Staff members are expected to use these opportunities to explicitly teach the necessary skills to ensure growth and change can occur.



Reflection sheet implementation

Reflection sheets are provided for students to check in on their thinking, feeling and acting so they can grow and change and learn from the situation. They are not punitive in action and staff need to ensure students understand the purpose of the reflection sheets being an opportunity to reflect, change and grow.

1. Staff member recognises the student requires some reflective practises to either restore a situation or to grow and change.
2. The student is asked to complete the reflection sheet. If the staff member is a member of the support team or admin they must collaborate with the classroom teacher, learning coach and if necessary leadership before sitting with the child and completing the reflection.
3. Staff must highlight to the child why they require a reflection sheet and explain that this is a time to reflect, grow and change rather than a consequence. They must explain that this reflection may not have to go home at this stage.
4. Staff may need to write this reflection with the child if necessary.
5. When completed the staff member reads the reflection and ensures it is completed satisfactorily. If not the staff member discusses what is missing and the student responds and completes the reflection.
6. The staff member then uses their discretion as to whether the reflection is sent home. If unsure staff need to check in with leadership as to whether it is sent home. If sent home it is for the purpose of ensuring there is an opportunity for positive home-school partnerships and ultimately for the student to grow and change. This is not for minor incidents.
7. A copy of the reflection sheet is placed in the divider on the wall in the back meeting room so it can be recorded on the SAS system.
8. If the reflection sheet is sent home the staff member who dealt with the incident must sign the sheet, make a copy and place it in the divider in the back meeting room for documentation. They must inform the classroom teacher and leadership.
9. The staff member who issued the reflection then must follow up the next day and ensure the reflection has come back to school signed by the parent. The signed sheet is then placed in the returned reflection sheet folder in the back meeting room.
10. If the child does not return the reflection sheet the following day they do not have the opportunity to play. The staff member who is following this up must organise for them to walk around with the yard duty teacher.

- Any serious breach of the Know, Do, Be of wellbeing and positive behaviour including physical, put-downs or any serious inappropriate language or disrespect of property or others need to be sent home. Staff can check with learning coaches or leadership if they are unsure as to the severity.
- The staff member who has dealt with the situation is responsible for ensuring the reflection sheet is completed.
- The teacher dealing with the incident may need to ring the parent to ensure clear communication of the incident and provide further understanding. If the incident is serious the teacher may also need to ring other parents to ensure clear understanding and clarification that a process and consequence is in place. If a support staff member is dealing with the incident they must inform their classroom teacher or learning coach who will then be responsible for communication with parents.
- If the incident involves another student the staff member must use the Tool Kit, Mind master/Head Hassler visual, REACT and Problem solved visuals to guide the reconciliation and restoring of the relationship.

Yard duty Implementation

Yard duty is an important part of our daily work at St. Joseph's. As part of our expectations we are rostered onto yard duty. This is paid work that is pivotal in the implementation of our wellbeing and safety policies.

Staff are expected to place the highest of standards and expectations on their work in the yard. They must adhere to the following:

1. Read the yard duty rosters and know when you are rostered on and which area you are assigned to.
2. Be on duty on time.
3. Wear your high visible vest.
4. Continuously walk around supervising students scanning the yard and interacting with students in a positive and supportive manner.
5. Staff must not be talking to other staff socially whilst on yard duty.
6. Staff need to be preventative in their approach looking for hot spots and ensuring all students are engaged and interacting positively.
7. If an incident arises staff must be diligent in gaining a full understanding of the situation remaining non-judgemental and investigating all sides of the situation.
8. Staff must record the incident in the designated yard duty books provided. This information is documented on our SAS system to ensure monitoring of students is comprehensive and allowing for students who are not regulating themselves to be supported.
9. Some students will require further support.
10. Some students will require a consequence for their actions. This must be logical and relevant and used to promote growth, reflection and change.
11. Yard duty staff must communicate with the classroom teacher if an incident has occurred and must follow up any reflection sheets if required (see reflection sheet procedure)
12. Staff on the second half of yard duty must remain on the yard until the classroom teachers have come out to the assembly area.
13. All teachers and support staff must move from the staff room as soon as the music commences and be out on the yard promptly to supervise students.

Resources and Strategies

We have a range of resources developed by St. Joseph's to ensure a consistent and comprehensive well-being approach.



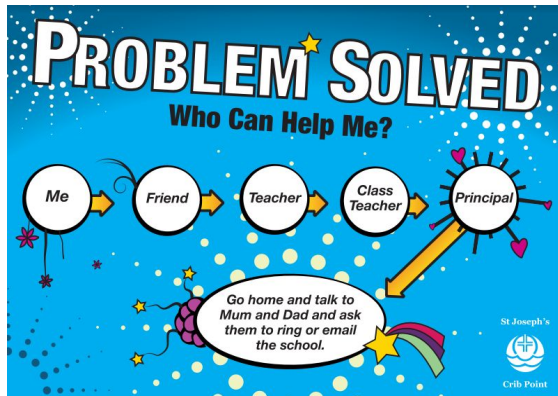
Our school Social and Emotional toolkit includes strategies to ensure we are explicitly teaching positive, solution focussed rational thinking patterns and skills to ensure positive regulation and self-management strategies. This is consistent across the whole school community and students are explicitly taught the individual strategies and how to enact these in real life situations.

The school's toolkit builds the four areas of self-awareness, self-management, social awareness and social management.

Together these competencies assist children and young people to understand, manage and communicate their emotions; feel and demonstrate empathy for others; establish and sustain positive relationships; identify and work towards their goals; draw on a host of positive self-regulation and coping strategies; solve problems; and think critically about how their choices may be influenced by others and their environment and what the consequences of these choices may be (eXcel 2018).

 <p>HEAD HASSLER Unhelpful Thinking</p>	 <p>MIND MASTER Helpful Thinking</p>
<p>LOVE ON DEMAND I must be loved or liked by all the people I care about.</p>	<p>I'M ALIVE & I'LL SURVIVE I'd really like it if everyone loved or liked me, but if they don't, I can still be happy.</p>
<p>TREAT ME FAIR AND GIVE ME WHAT I WANT When I get upset about something, or don't get what I want, then EVERYTHING is rotten!</p>	<p>I'D LIKE IT BUT I WON'T FIGHT IT I'd like to get whatever it is I want, but if it's not awful, horrible, terrible or dreadful when I don't.</p>
<p>NO MISTAKES ALLOWED I must always be good at what I do.</p>	<p>HUMAN BEING, NOT A MACHINE I'd like to do well all the time, but I'm a human being, so I'm allowed to make mistakes and I can grow and change.</p>
<p>YOU'RE A RUDE DUDE AND I WILL GET YOU When people are unfair or are mean to me, I should hate them and think they're nasty and act out against them.</p>	<p>CALL ME A FOOL, I'LL STAY COOL Sometimes people behave badly but that doesn't mean they are bad. I am responsible for my own choices and I have the power to act in a positive way and solve any problem that comes my way.</p>
<p>CAN'T HELP MYSELF It's not my fault I'm miserable. You did it to me and I can't do anything about how I feel!</p>	<p>I HELP MYSELF My thoughts cause my feelings, so if I choose how I want to think, then I'm the boss of how I feel and what I do.</p>

At St. Joseph's we ensure we are teaching positive, rational thinking patterns and we use the Head Hassler and Mind Master to explicitly teach these thought patterns ensuring students are aware of the need to use helpful thinking and positive self-talk in their daily interactions. These are designed and are implemented in line with cognitive behavioural therapy where rational and irrational thought patterns are either challenged or strengthened.



We understand that at times problems will arise and therefore we have an explicit process for solving problems in a solution focussed manner to maintain respect, dignity and ultimately foster positive wellbeing for all of our community. This commences with empowering students to solve problems and to take responsibility for themselves. We also recognise that students are in their formative years and will need assistance in solving problems and ensure our students understand there are many people who can assist if required.

We empower our students to solve any issues at school using the problem solved visual. We promote our students discussing these issues with their parents but ask that they first attempt to solve the issue at school using our Problem Solved visual.

We ask parents to follow the action plan for supporting Problem Solved if their child comes home with an issue at school as outlined in the link below. This ensures we can solve the issues whilst maintaining the well-being and respect the dignity of every person involved.

[Action Plan for Parents](#)



At St. Joseph's we use restorative practices when reconciling any situation. The REACT model of restorative practices is used to guide conversations and to explicitly teach students how to manage social situations in a positive, peaceful and solution focused way.

[Additional resources and scaffolds for Positive Behaviour Plans](#)

We provide a safe environment for all of our students by establishing clear classroom structures with consistent expectations for teachers and students regarding participation, behaviour, performance and feedback. The following policies and strategies assist in ensuring this occurs

[St. Joseph's Positive Behaviour Policy](#)

[St. Joseph's Bullying Policy](#)

[St. Joseph's Learning Diversity and Adjustment policy](#)

[St. Joseph's Identity and Growth Policy](#)

[Response to Intervention for students with Behavioural and emotional vulnerabilities](#)

[Response to Intervention for students suffering emotional trauma](#)

[Response to intervention- students with anxiety](#)

Roles and responsibilities:

Wellbeing Leader will:

- Monitor data for wellbeing- reflection sheets, yard duty books, award monitoring. Keep data up to date on SAS and feedback results to Principal and leadership team.
- Attend relevant PD days and report back to staff
- Monitor positive behaviour plans to assist staff to implement them in an effective and simple manner and assist in their implementation if necessary
- Lead professional learning in the area of positive behaviour support
- Support students with complex needs at Tier 2 and 3 level

Teachers will:

- Provide a safe, supportive Christian environment for our students
- Treat students with respect and consideration
- Follow the Social and Emotional Capabilities overview that covers the Australian curriculum. This will allow for the continued development of skills and knowledge from the early years through to the upper levels.
- Nurture a positive relationship with our students and parents
- Value and support fellow staff
- Support and endorse school policies
- Support the school's Vision Statement
- Support parents in the implementation of strategies for children with special needs
- Not to use Corporal Punishment at any time
- Discuss any concerns regarding individual student's wellbeing with the Wellbeing Leader and/or Principal

Students will:

- Show respect to themselves, one another, staff and any other member of the community
- Take responsibility for their own actions and be prepared to solve a problem and restore justice
- Actively engage in the learning process
- Support the school's Vision Statement,
- Support the school's social expectations, showing care and consideration for other people, belongings and school property

Parents will:

- Provide a safe, Christian and supportive environment for their children
- Treat all children with respect and consideration
- Nurture a positive relationship with all children and teachers within the community
- Support and endorse school policies
- Support the school's Vision Statement
- Support the staff in implementing behaviour management procedures
- Provide school with information about any special needs their child may have

Special circumstances

- [Negotiated transfer](#) of students in circumstances of a serious nature. In some serious circumstances, a change of school or a move to an alternative setting may be judged the most appropriate means by which a student's wellbeing can be responsibly supported or

restored. Such a change, known as negotiated transfer, offers opportunity for personal growth, and for a fresh start in an environment more suited to the student's needs and circumstances. A negotiated transfer may also be an appropriate move by which the wellbeing of a school community can be protected (e.g. when a student's continuing presence poses a threat to that community's safety).

- Student wrongful behaviour of a serious nature
- Suspension and expulsion of students. Under the most serious and extreme of circumstances, when a student has repeatedly engaged in serious wrongful behaviour and all other appropriate behaviour management processes have proved unsuccessful and the serious behaviour persists, it may be judged that the only responsible action left is expulsion. This will be avoided in St. Joseph's wherever possible.