St Flannan’s Catholic Parish Primary School Student Behaviour Support Plan 2013

“Helping you be strong and take charge of your own behaviour.”
1. Introduction
At St Flannan’s, we are committed to enhancing and strengthening relationships in our school, parish and in the wider community to create a Christian environment that empowers all. Our school community recognizes, values and promotes inclusiveness, friendship and peace.

(St Flannan’s Catholic Parish Primary School, School Board Relationships Policy, 2006)

2. Overarching goal from Mission Statement
Empower children to be individual, self-confident and considerate contributors who learn from their experiences in preparation for their future challenges.

3. Rationale/ Vision
Relationships are important to us. Our school community is made up of parents, students, staff members & parishioners. How well we all work together greatly affects the quality of the education we can offer our children. St Flannan’s Catholic Primary School strives to -

- Empower all to be prepared for the future;
- Nurture and encourage every member of our school community to reach their full potential;
- Celebrate and recognize each person’s contribution to the community.

(St Flannan’s Catholic Parish Primary School, School Board Relationships Policy, 2006)

4. Context Statement - Profile of School Community
St Flannan’s Catholic Parish Primary School:

- Enrolment 2013 average:
  - 290 students / approximately 210 families
  - 13 classes – majority of class sizes are under 25 students
  - Traditional groupings in P-5
  - Multiage 6/7 (Senior Primary)

- Multicultural Environment:
  - 39 nationalities represented in the school
  - 30% of school population is ESL

- Grounds:
  - Large grounds/playing areas
  - 2010 – BER – indoor hall, covered play areas, tennis court

- Learning Programmes:
  - 96.5% of students experience literacy & numeracy levels at the minimum national standard or above
  - P-7 Literacy Programme – First Steps
  - P-7 Play is the Way sessions (4 x 20 minutes sessions/week) – social and emotional wellbeing
  - Behaviour Teaching – one rule taught per week by whole school
  - 98% of students are ‘at expected level’ for behaviour (2009, Semester 1 Reports)
  - High level student attendance

5. Code of expected student conduct
St Flannan’s Catholic Parish Primary School has 4 rules that all students are expected to abide by:

- What the teacher says, I do considerately.
  *Virtues*: e.g. students comply with safe and reasonable directives given by teachers (staff).
  *Values*: Care & compassion; Doing your best; Integrity; Respect; Responsibility; Honesty & trustworthiness, Understanding, tolerance & inclusion.

- Speak and act to please.
  *Virtues*: e.g. students use formal register.
  *Values*: Care & compassion; Doing your best; Fair go; Honesty & trustworthiness; Integrity; Understanding, tolerance & inclusion. (Values for Australian Schools)

- Hands, feet and objects to self.
  *Virtues*: e.g. students use safe behaviours with themselves, others, equipment, tools and apparatus.
  *Values*: Care & compassion; Honesty & trustworthiness; Integrity, Respect; Understanding, tolerance & inclusion.

- Right Place, Right Action, Right Time.
  *Virtues*: e.g. students wear a hat; play, eat, learn in designated areas at designated times.
  *Values*: Care & compassion; Doing your best; Freedom; Fair go; Honesty & trustworthiness; Integrity; Respect; Responsibility, Understanding, tolerance & respect.

6. Beliefs about behaviour and learning
- We believe that a student’s achievement and learning is enhanced through the use of appropriate behaviour.
- We believe that children will make mistakes and that these mistakes are valuable learning opportunities.
- Children do not come to school knowing how to behave at school; they require explicit teaching.
- Consistent practices and procedures in a school are essential for building a behaviour plan.
- Inappropriate behaviour is best handled immediately with logical consequences that reteach and allow the student relearn, practise and reflect on appropriate behaviour.
- Appropriate behaviour is a consequence of being a considerate person.
- A considerate person is someone who is: cooperative, self controlled, self confident, independent & social.
- We want students to be considerate. We timetable and teach school rules, and Play is the Way\(^2\) games, so that students will learn:
  - a sense of right and wrong and do the right thing even without supervision, because it’s the right thing to do

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\(^1\) Values are nice ideas. Virtues are the way in which values are done in real life. The values listed are the values for Australian Schools.

\(^2\) Play is the Way Program; Wilson McCaskill, The Game Factory, PO Box 2169, Clarkson, WA, 6030
- To manage emotions so that they learn to cope with setbacks in life and that their outbursts do not disturb those around them
- To use cooperative skills so that they can have their needs met.
- Potency ... a sense that the student can make a difference to themselves and their world and can act on their values.

We teach students the difference between ‘dobbing’ and making a ‘report’. A report indicates that someone is being hurt, feels unsafe. Dobbing however, is an act that attempts to get another student ‘in trouble’.
### 7. Rights, roles and responsibilities of school community members

<table>
<thead>
<tr>
<th>School Rule</th>
<th>Community Member</th>
<th>Rights</th>
<th>Roles</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What the teacher says, I do considerately.</strong></td>
<td>Student</td>
<td>To learn in a safe environment.</td>
<td>To learn</td>
<td>To comply with safe and reasonable directives.</td>
</tr>
<tr>
<td></td>
<td>Parent/Carer</td>
<td>To expect directives given to students are reasonable and safe.</td>
<td>To support</td>
<td>To influence the child to comply with safe and reasonable directives. To reinforce / teach the expectations</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>To give a directive to a student that is reasonable and safe.</td>
<td>To teach</td>
<td>To teach definitions of ‘reasonable’ &amp; ‘safe’. To teach the rule.</td>
</tr>
<tr>
<td><strong>Speak and act to please.</strong></td>
<td>Student</td>
<td>To learn in a productive and harmonious environment.</td>
<td>To learn</td>
<td>To use formal register.</td>
</tr>
<tr>
<td></td>
<td>Parent/Carer</td>
<td>To expect appropriate language and actions are established in the school.</td>
<td>To support</td>
<td>To reinforce, teach and encourage the child to use formal register.</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>To work in a productive and harmonious environment.</td>
<td>To teach</td>
<td>To teach the rule. To teach formal register. Act on all reported infringements.</td>
</tr>
<tr>
<td><strong>Hands, feet and objects to self.</strong></td>
<td>Student</td>
<td>To learn and play in a productive and harmonious environment.</td>
<td>To learn</td>
<td>Not to hurt others. Use your own things. Ask to borrow things from others. Share things. To report infringements.</td>
</tr>
<tr>
<td></td>
<td>Parent/Carer</td>
<td>To expect that all reported infringements are acted on by the school.</td>
<td>To support</td>
<td>To understand that all students learn different things at different rates. Label child’s belongings. Teach, reinforce and encourage non-physical conflict resolution.</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td>To work in a productive and harmonious environment.</td>
<td>To teach</td>
<td>To teach the rule. Act on all reported infringements.</td>
</tr>
<tr>
<td><strong>Right Place, Right Action, Right Time.</strong></td>
<td>Student</td>
<td>To be safe at school.</td>
<td>To learn</td>
<td>Wear a hat outside. Wear sunscreen outside. Eat in designated area. Play in designated areas. Use toilets appropriately. Put litter in bin. To report infringements.</td>
</tr>
<tr>
<td></td>
<td>Parent/Carer</td>
<td>To have child in a safe environment.</td>
<td>To support</td>
<td>Provide a school hat. Provide sunscreen. Park in designated areas. Comply with school directives regarding interviews with teachers; picking up students early; presence in school grounds. To teach, reinforce and model safe behaviours.</td>
</tr>
</tbody>
</table>
Staff
To work in a safe environment.
To teach
To teach the rule.
Remind students to wear a hat.
Remind students to use sun screen.
Teach where & when to eat.
Teach where & when to play.
Teach appropriate actions to situations.

Definition of Staff – Grounds Person, Office Staff, School Officers, Classroom Teachers, Support Teachers: Inclusive Education, Volunteers, Visiting Teachers, Relief Teachers, Assistant Principal RE, Principal.

8. Dimension 1 – Whole school/class preventative strategies
- Positive behaviour and relationships promoted through classroom curriculum
- Pastoral Care
- Prevention strategies for all students

| Play is the Way | • “Play is the way Program” - social/ emotional wellbeing
• 4 x 20 minute sessions per week. (one session as part of whole school)
• Provide feedback to students |
| Behaviour Teaching | • Display School Rule Poster
• Weekly teaching of school rule – timetabled. Use teaching activities to teach ‘school rule of the week’
• Morning messages advertising of rule for the week |
| Parent / Carers Communication | • Teacher initiates communication with parents / carers via email, diary, communication books, letter at beginning of term, information night, phone calls |
| Traffic Light System | • All students have first & surname printed on a card
• All student names are on Green
• If there is an infringement, the child is asked to put their name on the appropriate colour.
• GREEN: The student continually makes strong contributions to the emotional and physical well-being of themselves, the class and school community.
• ORANGE: There is a grievance with behaviour that is not contributing to the emotional and physical well being of the class and school community. Successful restitution means returning to green.
• RED: There is still a grievance with behaviour. The student participates in the 3Rs approach – Reflection, Repair and Restitution.
• Successful restitution means movement to Orange. |
| What makes you a valuable member of our class and school Community? | • Students are taught that every school member is a valuable member to the community.
• In a Community Circle the class community records 3-4 things about each person that the community says makes them a valuable member of the class/school community
• Display these. |
| Community Circles | • Students and teacher sit in circle.
• Begin with a mantra (school rules/ class covenant)
• Ask students on Orange/Red to stand and tell community why they are on Orange/Red. |
### Student Behaviour Support Plan

#### Grievance Procedure
- Use procedure when someone is not following the rules. Ask “Do you understand the task?” If ‘yes’ problem ceases. If ‘no’ explain the task. If grievance continues, seek a teacher.
- Display poster in the room.

#### Reflective Language
- Use Self-Control Checklist (purple poster) in room.
- Address students using reflective language

| Right thing or wrong thing to do? |
| Strong decision or weak decision? |
| Feelings or thinking in charge? |
| Being your own boss or asking me to be the boss? |
| Are you running away from the problem or dealing with it? |
| Am I trying to hurt you or help you? |

#### Are You Ready?
- Before students enter the classroom, the teacher asks “Are You Ready?”
- The student responds with ‘YES’ and what they are ready to do e.g. try harder in maths, talk kindly to xyz.
- Students who are not ready are asked to wait outside the room until they are ready to start school.
- Admin is advised of these students if they are out of the room for an extended period of time.
- The strategy is used for a brief period of time.
- Have a sign at the entry of the room, “Are You Ready?”

#### Scenarios
- Provide students with scenarios.
- Teach that behaviour is motivated by feelings.
- Student pretends to be a character in scenario & completes:
  - School Yard Behaviour Worksheet & Reflection Worksheet
  - Being the best person I can be worksheet
  - Reflection & Repair worksheet
  - Reflection, Repair & Restitution Worksheet

#### Emotions Poster
- Most students only know 4 feelings: good, bad, happy, sad.
- Use this poster to teach families/groups of emotions and broaden the range for students.
- Use this poster when teaching students scenarios.

#### Reflection Worksheet (Solution Evident)
- “Helping you be strong and take charge of your own behaviour”
- Teachers work through the sheet with students with a scenario.
- Use for minor infractions in the classroom/playground.
- Send home for parents to sign and return and comment on. Enables Parent support to reinforce-teach the appropriate behaviour.
### Reflection & Repair

- “Saying sorry is not an act of weakness but rather one of having the courage to admit error and the noble desire to initiate repair.”
- Used to initiate an apology
- Used to highlight the value of each community member and the necessity to repair relationships.
- Used to inform parents and invite comment.
- See appendix

### Classroom Covenant

- Develop a Classroom Covenant that says ... We come to school to live and work harmoniously and productively together. We will...

### Earning back Trust & Respect

**Logical consequences**

As part of reflection worksheet, student identifies what will be done to earn back trust and respect: e.g. washing walls, sweeping, picking up papers, cleaning desks, gardening

### Catastrophe Scale

- A 10 point scale, 10 is the worst thing that can happen to them, 1 the least.
- With teacher assistance student positions the ‘catastrophe’ on the scale measuring against other ‘possible’ catastrophes.
- Things that fall into the 0,1,2,3 area are called “GO GO”: get over it and get on with it.
- For students to understand that not everything that happens to them is a catastrophe.

### Classroom Environment

- See Classroom Environment Policy.

### Feedback

- Provide feedback to student about Play is the Way game played.
- Provide feedback to student about behaviour using Feedback Policy information.
- Report on student behaviour in semester reports using three point scale – ‘Affective Reporting Domain i.e. Play is the Way

### Playground

- Time out – red seat
- Logical Consequence – e.g. explain the rules of the game, say three nice things (words) about the other person.
- Office referral for High Intensity behaviours. Use Emergency card in duty bags

### Use adult voice

- Name, I need you to ...
- I am comfortable (uncomfortable) with ...
- For me to be comfortable, I need the following things to occur...
- These are the consequences of that choice/action ...
9. Dimension 2 – Individual support and intervention

- Strategies for students who are at risk
- Intervention programs involving support and specialist staff

<table>
<thead>
<tr>
<th>Parent / Carers Communication</th>
<th>Administration contact parents / carers to meet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Worksheet</td>
<td>“Helping you be strong and take charge of your own behaviour”</td>
</tr>
<tr>
<td></td>
<td>• See above “Dimension1” for detail.</td>
</tr>
<tr>
<td>Being the Best Person I Can Be (YrK-1)</td>
<td>“Making things better by fixing the problem and moving on”</td>
</tr>
<tr>
<td></td>
<td>• Use with Prep -1 students</td>
</tr>
<tr>
<td></td>
<td>• Being aware of others around me</td>
</tr>
<tr>
<td></td>
<td>• Being the master of my feelings and actions by fixing the problem and making things better</td>
</tr>
<tr>
<td></td>
<td>• Being a valuable class member</td>
</tr>
<tr>
<td>Reflection, Repair and Restitution (Yr 2-7)</td>
<td>“Making things better, paying back and moving on”</td>
</tr>
<tr>
<td></td>
<td>• Used when students are on ‘red’</td>
</tr>
<tr>
<td></td>
<td>• Used by Admin for a return to school/class meeting</td>
</tr>
<tr>
<td></td>
<td>• See appendix</td>
</tr>
<tr>
<td>SAFE School Agreement</td>
<td>• An agreement to contribute to the emotional and physical safety of class and school community</td>
</tr>
<tr>
<td></td>
<td>• Used with students who have had several attempts with “Reflection, Repair &amp; Restitution”</td>
</tr>
<tr>
<td>Earning back Trust &amp; Respect</td>
<td>• See above “Dimension1” for detail</td>
</tr>
<tr>
<td>Coaching</td>
<td>• Work with a staff member to set goals daily based on targeted behaviours</td>
</tr>
<tr>
<td></td>
<td>• Include regular check-ins and follow-up</td>
</tr>
<tr>
<td>Behaviour Agreement / Contract</td>
<td>Identify behaviours to be targeted for improvement. Agreement is made between student, teacher, Leadership, parents. Consequences for appropriate and inappropriate behaviour identified.</td>
</tr>
<tr>
<td></td>
<td>The purpose of the behaviour agreement is to develop the student as a considerate person to be:</td>
</tr>
<tr>
<td></td>
<td>• co-operative</td>
</tr>
<tr>
<td></td>
<td>• self-controlled</td>
</tr>
<tr>
<td></td>
<td>• self-confident</td>
</tr>
<tr>
<td></td>
<td>• independent</td>
</tr>
</tbody>
</table>
• social

Strategies from Dimension 1... also included.

10. **Dimension 3 — Individual support and intervention**
- Strategies to support the 2-5% of students who challenge
- Specialised services and alternate pathways of care.

**I.E.P:** Individual Education Programme
**E.A.P:**
Functional Behaviour Assessment
Inclusive Education Teacher; Guidance Counsellor;
Wrap-Around with outside agencies e.g. EVOLVE.

**Involvement of other personnel**
- The school will engage the advice of the Guidance Counsellor with student behaviour that becomes more frequent and intense.
- We welcome the involvement of other professional personnel who have a vested interest in the student’s welfare.
- Teachers and Administration staff are not psychologists/psychiatrists and therefore we may at times request that professional personnel be engaged to assist the school.

11. a. **Consequences for unacceptable behaviour** —
- Identify classroom and playground behaviours that will be dealt with by the teacher and some appropriate responses

<table>
<thead>
<tr>
<th>Intensity</th>
<th>School Rules &amp; Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low intensity</td>
<td>☐ Speak and act to please. e.g. swearing; slang; harassment</td>
</tr>
<tr>
<td>Low intensity</td>
<td>☐ Hands, feet and objects to self. e.g. touching, hand/finger gestures, play fighting, sticks</td>
</tr>
<tr>
<td>Low intensity</td>
<td>☐ What the teacher says, I do considerately. e.g. ignore the teacher, pretend not to hear</td>
</tr>
<tr>
<td>Low intensity</td>
<td>☐ Right action, Right place, Right time. e.g. play in out of bounds, not wearing hat, inside classrooms</td>
</tr>
</tbody>
</table>

**Examples of Consequences:**
All consequences need to be logical and related to the inappropriate behaviour i.e. some form of reteach/relearn.

**School Yard Behaviour Worksheet**
“Helping you be strong and take charge of your own behaviour”
- See above “Dimension1” for detail

**Community Circle**
- See above “Dimension1” for detail
- Used only if playground issue involves students from one class
Reflection Worksheet

“Helping you be strong and take charge of your own behaviour”
- See above “Dimension 1” for detail

Reflection & Repair

“Saying sorry is not an act of weakness but rather one of having the courage to admit error and the noble desire to initiate repair.”
- See above “Dimension 1” for detail

Earning back Trust & Respect

- See above “Dimension 1” for detail

Withdrawal

Walk with teacher/sit on seat
Move student to a different supervised area
Withdrawal from classroom to peer classroom/office
Withdrawal from playground

- WE DO NOT USE WRITE OUTS, WRITING LINES.

FORMAL SANCTIONS:

- Any low intensity behaviours directed towards a teacher immediately warrant withdrawal from classroom/playground. Parents/Carers are notified.
- Frequent low intensity behaviours warrant consideration of suspension.

11. b. Consequences for unacceptable behaviour –
- Identify classroom and playground behaviours that will be referred to a designated support person and some possible responses

<table>
<thead>
<tr>
<th>Intensity</th>
<th>School Rules &amp; Examples:</th>
</tr>
</thead>
</table>
| High intensity | - Speak and act to please.  
                 |     e.g. sexual swearing, aggression, taunting, abusive language |
| High intensity | - Hands, feet and objects to self.  
                 |     e.g. violence, harassment, sexual touch |
| High intensity | - What the teacher says, I do considerately.  
                 |     e.g. persistent non compliance, |
| High intensity | - Right action, Right place, Right time.  
                 |     e.g. leaving school property, breaking into property, substantial damage to property |

Examples of Consequences:

School Yard Behaviour Worksheet

“Helping you be strong and take charge of your own behaviour”
- See above “Dimension 1” for detail

Community Circle

- See above “Dimension 1” for detail
Reflection Worksheet

“Helping you be strong and take charge of your own behaviour”
- See above “Dimension 2” for detail

Being the Best Person I Can Be (YrK-1)

“Making things better by fixing the problem and moving on.”
- See above “Dimension 2” for detail

Reflection, Repair and Restitution (Yr 2-7)

“Making things better, paying back and moving on.”
- See above “Dimension 2” for detail

SAFE School Agreement

An agreement to contribute to the emotional and physical safety of class and school community
- See above “Dimension 2” for detail

Withdrawal

- Student withdrawn for lunch time(s)
- Internal Suspension
- Suspension

Earning back Trust & Respect

- See above “Dimension1” for detail

11. c. Unacceptable behaviour –

- Procedures for dealing with bullying, truancy, harassment, violence, theft, suspected abuse and drug related incidents.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Procedures for dealing with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>There is an imbalance of power; Sustained victimisation; The victim or target is unable to defend themselves; There is an intent to hurt and it is repeated. Can happen in a range of modes and contexts.</td>
</tr>
<tr>
<td>Harassment</td>
<td>Any behaviour which is not invited or welcomed. It is not always intended, and acts which may seem trivial or</td>
</tr>
</tbody>
</table>

3 Campbell, M., What can we do about bullying? Bullying: It’s everyone’s business, 19th March 2008, Autism Queensland Inc. Presentation
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Description</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td>The prolonged absence of a student from school, with or without cause.</td>
<td>Notification to parents. Meeting with Teacher, Guidance Officer/BCE personnel. Meeting with Parents/Carers. Contact with outside Agencies – DOCS</td>
</tr>
<tr>
<td>Violence</td>
<td>The use of physical force to injure someone. The use of physical force to damage something.</td>
<td>See Grievance Policy. Ascertainment of intensity. Consequences as per above.</td>
</tr>
<tr>
<td>Theft</td>
<td>The act of taking someone else’s property without their permission.</td>
<td>See Grievance Policy. Ascertainment of intensity. Consequences as per above.</td>
</tr>
<tr>
<td>Drug related incidents</td>
<td>The presence of illicit drugs/alcohol at school.</td>
<td>Principal makes notification to Parents, Carers, Police</td>
</tr>
<tr>
<td>Suspected Abuse</td>
<td>A disclosure is made.</td>
<td>Principal makes notification to DOCS, Police and Executive Director. (Mandatory Reporting).</td>
</tr>
</tbody>
</table>

- **Formal Sanctions**
  - Formal Sanctions are: Detention, Suspension and Exclusion.
  - The purpose of formal sanctions is to reduce the frequency of adverse behaviour and to build positive relationships.
  - All formal sanctions are followed up with a ‘re-entry consultation’ with the student and parents/carers.
  - See above in 11. Consequences for unacceptable behaviour.

**Detention/Withdrawal/Time Out**
- ‘Detention’ is any relatively short period when a student is:
  - Required to remain at school, or in a particular classroom, in a student’s ‘non-class’ time (recess, lunchtime, recreation time, after school) or
  - Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time out).

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4 Policy, Procedures and Guidelines for the Prevention and Elimination of Workplace Bullying and Harassment – Schools – Brisbane Catholic Education
5 Student Behaviour Support, Regulations and Guidelines, Catholic Education Archdiocese of Brisbane, September 2008, p. 34
• Students are withdrawn from classroom or playground as indicated above. The purpose of withdrawal may include: an opportunity to repair relationships, use restorative practices, make plans for appropriate behaviour, rehearse alternative behaviours, a signal to the student that inappropriate behaviour will be met with an immediate consequence.

• Low & High intensity behaviours directed at teachers will immediately warrant formal sanctions.

**Suspension**

• Suspension from school is at the discretion of the principal.
• Suspension from school is a response to intense inappropriate behaviour.
• Protocols for suspension include:
  o Proforma 1 - Notification to parents of proposed suspension
  o Proforma 2 - Notification of suspension to student
  o Proforma 3 - Notification of suspension to parents
  o Proforma 4 - Notification of immediate suspension - opportunity to be heard
  o Proforma 5 - Brisbane Catholic Education suspension advice

**Exclusion**

• Exclusion from school is at the discretion of the Executive Director.
• Exclusion is sought when other avenues of intervention have failed.
• Proformas are completed by the Principal and forwarded as per Brisbane Catholic Education Student Behaviour Support Policy.

**Re-entry Consultation**

• The purpose of the re-entry consultation is for the student to understand and agree to the behaviour required for the student to remain at school.
• A meeting is scheduled with parents/carers and student.
• The student resumes classes after a successful re-entry meeting.
• Meeting Procedure:
  o **Being the Best Person I Can Be (YrK-1)** “Making things better by fixing the problem and moving on.” (See above “Dimension 2” for detail)
  o **Reflection, Repair and Restitution (Yr 2-7)** “Making things better, paying back and moving on.” (See above “Dimension 2” for detail.)

**Data collection**

• Referrals made to the Principal are documented on:
  ▪ **School Yard Behaviour Worksheet**
  ▪ **Reflection Worksheet**
  ▪ **Reflection & Repair**
  ▪ **Being the Best Person I Can Be (YrK-1)**
  ▪ **Reflection, Repair and Restitution (Yr 2-7)**
  ▪ **SAFE School Agreement**

  o Referrals are filed in Student files in Principal’s office
  o Electronic student files are housed with the Principal.
These may include behaviour agreements, correspondence with parents/carers, etc.

Responses/Consequences to an incident are indicated in the referral document.

Data from referral is transferred to a year calendar, to measure:
- frequency
- rule compliance
- intervention success rates

- Related school philosophies/policies:
  - Relationships Policy – School Board
  - Grievance Procedure – Relationships Policy - School Board
  - Feedback Policy – Teaching & Learning Policy - School Board
  - Classroom Environment Policy – Teaching & Learning Policy - School Board
  - Code of Conduct – Catholic Education Archdiocese of Brisbane – Employees

- Appendices
  - Grievance Procedure
  - Reflective Language
  - Community Circles
  - Traffic Lights
  - School Yard Behaviour Worksheet
  - Reflection Worksheet
  - Reflection & Repair
  - Being the Best Person I Can Be (YrK-1)
  - Reflection, Repair and Restitution (Yr 2-7)
  - SAFE School Agreement