



POSITIVE BEHAVIOUR MANAGEMENT POLICY

EXPERIENCE THE FRESHWATER
DIFFERENCE



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APPROACH

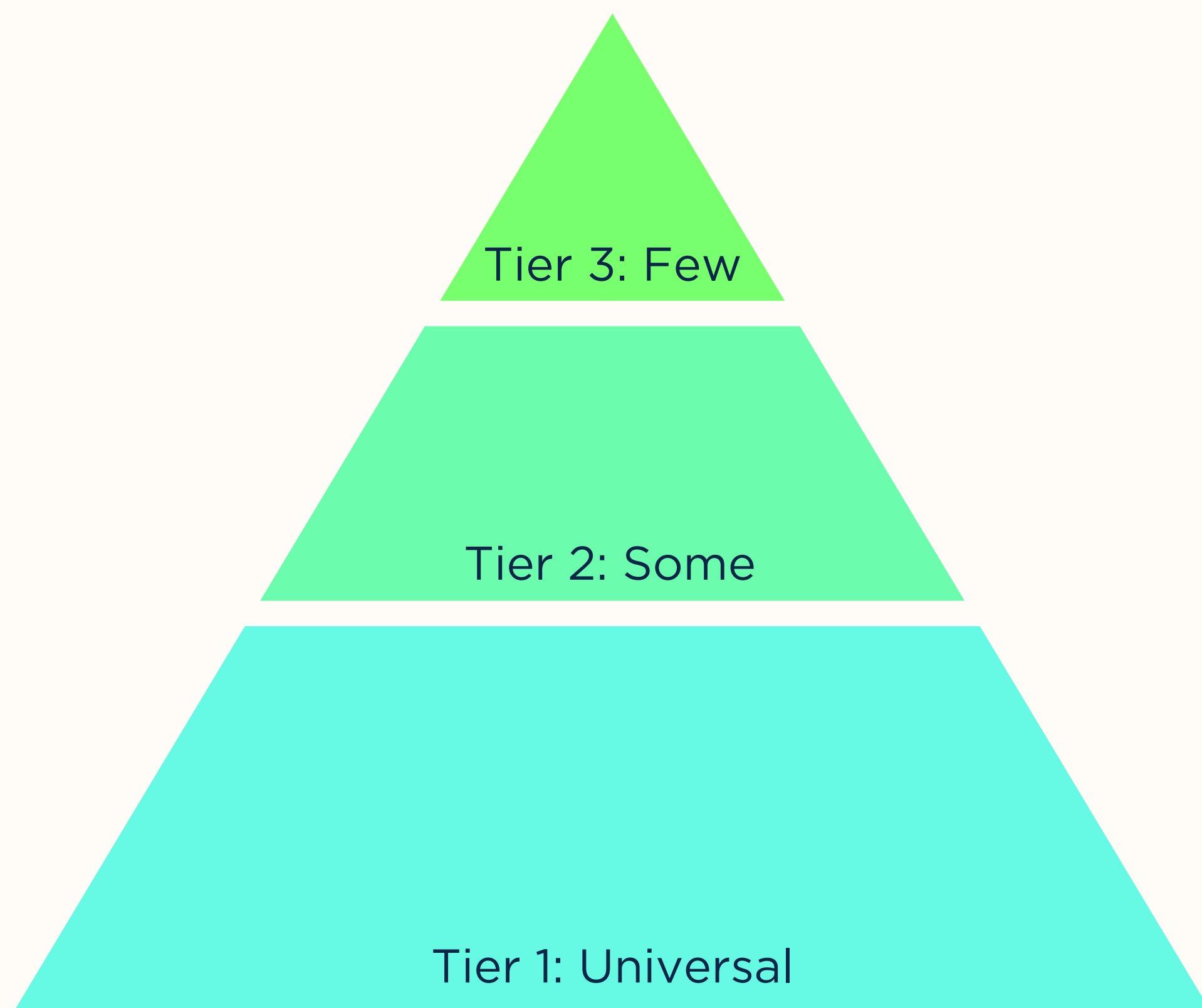


COLLEGE VIRTUES

COURAGE, COMPASSION, HUMILITY, WISDOM, INTEGRITY & HONOUR

At Freshwater our mission is to develop citizens who are image bearers of Christ. Our behaviour management philosophy is anchored in a relational and restorative approach to child and adolescent development. We strongly promote proactive teaching of our College virtues and key character strengths of our students.

THREE TIERS OF SUPPORT



The three tier model of behavioural support aims to identify levels of behaviour and their required support.

THREE TIERS OF SUPPORT

TIER 01: UNIVERSAL



Tier 1 practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Common Tier 1 practices include:

- Aligning classroom expectations with school/program-wide expectations and prioritising the development of appropriate social, emotional, and behavioural skills.
- Use of ESCM strategies to support inclusive practices.
- Explicitly teaching expectations and skills to set all students up for success.
- Encouraging and acknowledging expected behaviour.
- Preventing and responding to unwanted behaviour in a respectful, instructional manner.
- Fostering school/program-family partnerships.
- Use of QDTP strategies in line with the NCCD.



STEP 1: PROACTIVE

This area focuses on the explicit teaching of strategies and routines to support children to make wise and discerning behavioural choices. It is both proactive and preventative in nature. These strategies and routines are designed to scaffold students to develop stronger intrinsic motivation, and are designed to reduce a dependence on extrinsic motivators or rewards.



IMPLEMENTATION

PROACTIVE

As part of our proactive stance on explicitly teaching learning behaviours, the following proactive strategies and approaches will be implemented and taught across the College (Prep -12).

1. The establishment of a positive classroom culture through a collectively written 'essential agreement' that is visible for students and teachers.
2. Classroom teachers are to be responsible for striving to achieve a positive ratio of interactions with students (striving for 5:1 positive ratio). These interactions should be intentional, thoughtful and consistent. This strategy actively builds a sense of emotional connection and belonging.
3. Teachers will take time to understand the influences and behaviours of their students. This requires getting to know students, understanding their motivations and taking the time to monitor their influences and behaviours. This can be tracked using a four quadrant approach.
4. Teachers will utilise the EMR Method to establish, maintain and restore relationships with students. This includes intentional practices to cultivate a positive relationship with each student (trust, connection and understanding).
5. Teachers will explicitly focus on the development of intrinsic motivation and the promotion of College virtues. Extrinsic motivation will be used sparingly and for a limited time.
6. Teachers will explicitly teach and model classroom routines and expectations to ensure students are given the best opportunity to succeed.

THREE TIERS OF SUPPORT

TIER 02: SOME



In the case that a student, after receiving Tier 1 support and teaching, is unable to align to the College's behaviour or learning expectations, this student may require Tier 2 support. In addition to Tier 1, students receiving Tier 2 support will be provided with an added layer of systems, data, and practices targeting their specific needs. This level is in conjunction with Pastoral Care / Learning Support and Parents. On average, about 10-15% of students will require an element of Tier 2 support for a period of time. The support provided at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction and practice for behavioural, social, emotional, and academic skills.
- Increasing adult support and supervision.
- Providing additional opportunities for positive reinforcement.
- Increasing prompts or reminders.
- Increasing access to academic supports.
- Increasing school-family communication.



STEP 2: RESPONSIVE/RESTORATIVE

This area focuses on how to positively manage behaviour that does not align with the College Vision, Mission and Values. It is not a one size fits all approach, but rather personalised based on the child's cognitive, social and spiritual needs.

IMPLEMENTATION

RESPONSIVE

Recording Behaviours

It is expected that all teachers regularly track and observe adaptive and maladaptive behaviours in their classrooms. For noteworthy behaviour or behaviour that significantly deviates from expected College norms, teachers are requested record behaviour notes. This applies to all students from Prep - Year 12. These records will support School Leadership, Pastoral Care and Learning Support to better understand a child's behaviours and motivations. It is expected that low fidelity learning goals are in place at this level, initiated by the classroom teacher (and depending on context, in conjunction with parents).





IMPLEMENTATION

RESPONSIVE

Filing A Behaviour Report:

In the case that, despite ongoing support and suitable adjustments, a pattern of maladaptive behaviour starts to emerge, then the relevant teacher will communicate this (on a conceptual level) to the child's family.

For example, a student has had a number of warnings regarding calling out in class, and has been explicitly taught several alternative strategies, but no improvement has been noted. The teacher would then escalate this conceptual pattern (respect) to Pastoral Care and subsequently to the families. Following this, a meeting may be set to define specific learning goals and outline consequences for not meeting goals.

Teachers are asked to submit a Behaviour Report that will be sent to the Pastoral Care team for review, before being shared with families. This starts a formal tracking of a student's behaviour and a number of adjustments from Tier 2 are implemented, in consultation with Learning Support and Pastoral Care. This will also be used for a single incident that breaches College behavioural norms and virtues and a formal notification is required (e.g. violence, high level incidents).

IMPLEMENTATION

RESTORATIVE

As a Christian organisation, our belief in a restorative approach to behaviour is important. Following a Behaviour Report being submitted, students are to meet with their teachers and/or parents to discuss 'how can I resolve this issue'? This may mean that students need to apologise, complete a research task, initiate a restorative gesture etc. Restoration is important as it fosters greater responsibility, and moves away from punitive punishment that is not supported by research or College ethos.



THREE TIERS OF SUPPORT

TIER 03: FEW



Generally there are a small number (1-5%) of students for whom Tier 1 and Tier 2 support has not been sufficient. At Tier 3, students receive more intensive, individualised support to improve their outcomes. Tier 3 support is available to any student with intensive needs, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioural assessments and intervention planning.
- Coordinating support through wraparound and person-centred planning.
- Implementing individualised, comprehensive, and function-based support.

* Research base: (PBIS, 2023; E4L, 2023, Ed Q, 2023)



STEP 3: INTERVENTION

After receiving internal goal setting and support from teachers and learning support, students who are not meeting College expectations, will require intervention.



IMPLEMENTATION

INTERVENTION

Establishing a Freshwater Individual Learning Plan

Students who are not able to maintain expected behaviours and are flagged through their Classroom Teacher (via Behavioural Notes and Reports) in consultation with Learning Support and Pastoral Care, will be placed on a Freshwater Individual Learning Plan (this may be for social, emotional or academic reasons). These plans will collectively be written to support the student with evidence based strategies to improve specific targeted behaviours. These plans are co-written with parents and the responsibility is shared between Pastoral Care, Learning Support and the classroom teachers, depending on the context.

The Freshwater Individual Learning Plan will contain explicit goals, timelines and expectations for student behaviour. It is coupled with a face to face meeting between the Classroom Teacher / Department Head, and Learning Support / Pastoral Care. The ILP is tracked for a certain period of time before being reviewed

Sanctions

At times, sanctions may be put in place in order to protect the safety of students and or teachers. Sanctions (such as suspension and expulsion) may at times be warranted, and can only be endorsed by a Head of Primary, Head of Secondary, Director of Pastoral Care and Principal. Following a sanction, students will need to attend a re-entry meeting (and if not already, placed on a Freshwater Individual Learning Plan) to review their behaviour goals and strategies.

REVIEW

This policy will be reviewed on an annual basis and updated with emerging research as appropriate.

