



### Purpose

St Joseph's Primary School provides all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

St Joseph's Primary School, Southern Cross is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster life-giving relationships.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour, promoting inclusive practices, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Sources of Authority	
CECWA Policy	Catholic Education Commission Western Australia Community Policy – Effective 22 February 2021
Executive Directive	<a href="#">Executive Directive – Student Behaviour.</a>

### Scope

These guidelines cover all students, staff, parents and visitors of St Joseph's School, Southern Cross

### Guidelines

Creating a safe and supportive environment where the rights of all members of the St Joseph's community are respected underpins the vision of our school. The development of appropriate and acceptable behaviour is the responsibility of students, staff and parents. Learning appropriate behaviour is part of your child's social development. Our staff aim to help students to be responsible for their own behaviour and to develop an understanding of what is appropriate in different situations.

At St Joseph's School, we believe that every student has a right to feel safe; therefore, bullying will not be tolerated. Open communication is encouraged between staff and parents to ensure consistent behaviour expectations are met at home and the school. Behaviour expectations of the students will always be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way. Students will be encouraged to settle their differences in a peaceful manner, and staff will focus on modelling positive behaviour, providing praise and encouragement where appropriate. Wherever possible, problems will be prevented before they arise, and a focus will be on student engagement.

We believe that students should be given every opportunity to make 'a fresh start' after inappropriate behaviour/s have been dealt with and that each child has the right to not be labelled by staff, students or parents (e.g. 'he's a trouble maker'). Children must have a sense of their own self-control and responsibility to others. However, the management of inappropriate behaviour should be consistent and certain for all members of the class. Consistent class rules will be implemented and always displayed. These rules or 'Learning Behaviours' are created with the students in the first week of Term One and are referred to frequently.

The philosophy of Restorative Practices informs a positive and formative approach to student behaviour support and is recommended for Catholic schools.

- A commitment to Restorative Practices has as its aim the promotion of resilience in the one harmed and the one causing harm.
- Restorative measures help students learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others, and reconcile and resolve conflict with others.



### Rights and Responsibilities

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect, courtesy and honesty. Staff, parents and students are required to demonstrate respectful, responsible and safe behaviours always.

### Shared values and expectations

At St Joseph's School,

- Gospel values are lived, and all members of the school community are valued and treated with dignity, honesty and **respect**.
- All members of the school community feel **safe**, supported and respected.
- Students are encouraged and supported to take greater **responsibility** for their own learning and participation as members of the whole school community, developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
- Pastorally caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community.
- Formal sanctions including detention, suspension, negotiated change of school and exclusion are considered only when all other approaches have been exhausted, or rejected.

### School (principals, teachers and school staff)

- Staff at St Joseph's are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.

### Partnerships Parents/carers

- Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.
- Parents/carers are also expected to support the school in maintaining a safe and respectful learning environment for all students, staff and other families.

### Students

- Students will, with support, be expected to participate fully in the school's educational program and to attend regularly.
- Students will also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their environment and their teachers and all other members of the school community.

### Classroom Rules or Learning Behaviours: Guidelines

- Classroom rules should reflect the rights and responsibilities outlined in the behaviour management policy.
- Rules should be: - written in a positive tone – highlighting desired behaviour - clear and concise - few in number - easily understood by children.
- The number and type of rules should reflect the developmental age of students.
- Students and teacher should develop the rules in collaboration with the students at the beginning of the school year and review them regularly.
- Rules are clearly displayed in the classroom and referred to regularly.



### **We are Proactive strategies for promoting better behaviour**

St Joseph's School has positive strategies for promoting better behaviour.

These strategies include:

- Social skills training (where required with specialist guidance – ie. zones of regulation, social stories...)
- Adapting the curriculum to meet individual needs.
- Positive Reward System, merit certificates, Living Like Jesus Awards, class rewards (specified by each individual teacher), fun days, blue ribbons.
- Proactive support (preventative teaching)
- Individual behaviour interventions (individualised assessments/approaches)
- Offering programs and resources for teaching parents positive support skills – where required

### **Proactive Support for all levels of behaviour**

#### **Early intervention**

St Joseph's utilises a range of preventative and early intervention strategies to support positive student behaviours. These include:

- Defining and teaching whole school expectations: A set of behavioural expectations in specific settings has been attached to align with: Be **Responsible**, Be **Respectful**, Be **Safe**. (**APPENDIX A** Schoolwide Expectations Teaching Matrix)
- Establishing consistent whole-school consequences for inappropriate behaviour (see **APPENDIX B** Minors and Majors)
- Providing whole-school procedures for ongoing collection and use of data for decision making. Record data on SEQTA.
- Utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behaviour.
- Maintaining a flexible approach and considering the functions or reasons for the student's behaviour.

### **Bullying (inclusive of cyberbullying)**

There is no place for bullying in any school. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language

Cyberbullying is defined as 'the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself'.

✓ Our school is committed to promoting responsible and positive use of social media sites.

✓ No student will face disciplinary action for simply having an account on a social media site.

✓ It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

### **Individual behaviour support plans**

Where intensive individual support is required, St Joseph's School will develop a plan (**APPENDIX F**), regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of Individual behaviour support plans will be recognised and the support the student to achieve the desired behaviour outcome.



### APPENDIX A

#### Schoolwide Expectations – Teaching Matrix

	All areas (including library, Chinese Room and Church, office)	Classroom	Online	Playground/ Cement/ Oval/Eating Areas/ Sports Shed	Toilets
Be Respectful	<ul style="list-style-type: none"> <li>Use equipment appropriately.</li> <li>Keep hands, feet and objects to yourself.</li> <li>Bless self when entering church, genuflect when taking seat or entering the altar.</li> <li>In the library, do not use books inappropriately.</li> <li>Students will greet other adults and peers in friendly manner.</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Sit still.</li> <li>Enter and Exit room in an orderly manner.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in use of approved online sites and educational games.</li> <li>Be courteous and polite in all online communications</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly – take turns, invite others to join in and follow rules.</li> <li>Care for the environment</li> <li>Use appropriate strategies to deal with conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others.</li> <li>Do not use water excessively</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>Ask permission to leave the classroom.</li> <li>Be on time.</li> <li>Be in the right place at the right time.</li> <li>Follow instructions straight away.</li> <li>In the library, put books back in the right place.</li> <li>If you make a mess, clean it up.</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared.</li> <li>Complete set tasks</li> <li>Take an active role in classroom activities.</li> <li>Keep workspace tidy.</li> <li>Be honest</li> </ul>	<ul style="list-style-type: none"> <li>Report any unacceptable behaviour to a teacher.</li> <li>Post only appropriate content online</li> </ul>	<ul style="list-style-type: none"> <li>Be a problem solver.</li> <li>Return equipment to appropriate place promptly at bell time.</li> </ul>	<ul style="list-style-type: none"> <li>Where possible use toilets during breaks</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself.</li> <li>Use polite language.</li> <li>Wait your turn</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to speak.</li> <li>Respect others' right to learn.</li> <li>Talk in turns.</li> <li>Be a good listener</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' right to use online resources, free from interference or bullying.</li> <li>Keep any usernames or passwords private.</li> <li>Follow all teacher instructions about keeping private information off online sites</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games.</li> <li>Always wear shoes and socks</li> <li>Be sun safe; wear a broad brimmed hat.</li> <li>Walk on cement or bricks area.</li> <li>Use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands after using the toilet and before eating food.</li> <li>Walk</li> </ul>



## APPENDIX B

### Minors and Majors

#### Consequences for inappropriate and unco-operative behaviour

We believe we need to work at building relationships. When we deliver consequences of inappropriate student behaviour it should be done so in a manner that will not damage our relationship with the student. Students should understand that the consequence is a result of their actions. All classroom and playground behaviour incidents should be recorded in SEQTA.

#### Minor and major behaviours

- Minor problem behaviour is handled by staff members at the time it happens.
- Major problem behaviour is referred directly to the school administration team.

**Minor** behaviours are those that:

- are minor breaches of the school rules.
- do not seriously harm others or cause you to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of problem behaviours, and
- do not require involvement of specialist support staff or the school administration team.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period, partial removal (time away), individual meeting with the student, apology or detention for work completion.
- a **re-direction** procedure. The staff member takes the student aside and
  1. names the behaviour that the student is displaying.
  2. asks the student to name expected school behaviour.
  3. states and explains expected school behaviour if necessary, and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm, and
- require the involvement of the school administration team.

Major behaviours result in an immediate referral to the school administration team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the online Office referral form (**APPENDIX D - when time allows**) and escorts the student to the relevant member of the school administration team.

**Please note:** All minors are to be filed with the classroom teacher on SEQTA. Three minors equal a major. All majors require administrator consequence, parent contact, and signature.



### Minors and Majors

Level 1: Minor violation			
Examples of behaviour	Recording Method	Consequences	Action to be taken
Disruptive noisemaking Calling out Name-calling Talking while others are talking Inappropriate behaviour in any area Running inside Swinging on chairs Running on paving areas Breaching playground expectations	SEQTA: Pastoral Care Note Behaviour Subcategory (teacher to select most appropriate subcategory)	Refer to class management plan  Repeated behaviour- reflection in 'Buddy Class.'	Teacher judgement

Level 2: Moderate Violation			
Examples of behaviour	Recording Method	Consequences	Action to be taken
Inappropriate language or gestures Hurting/injuring others Not following Teacher directions Lying, Cheating Taking things from others/stealing Disrespecting School property/equipment A negative response to teacher direction Repeated Level One violation Non-compliance with teacher directions. Breach of ITC agreement.	SEQTA: Pastoral Care Note Behaviour Subcategory (teacher to select most appropriate subcategory) Upload reflection sheets	Reflection Sheet to be completed in Office. See <b>(APPENDIX C)</b>  Repeated level two- behaviour management plan in consultation with leadership team.	

Level 3: Serious Violation			
Examples of behaviour	Recording Method	Consequences	Action to be taken
Hitting/punching Swearing Discrimination of any person in relation to, but not limited to, physical appearance, cultural background or special needs Hurting/injuring others with the intent Inappropriate physical contact Bullying, which is an ongoing or repeated misuse of power in relationships, with the intention to cause deliberate (on purpose) psychological or physical harm). Repeated level Two violations. Destruction or vandalism of school equipment. Serious breach of ITC agreement.	SEQTA: Pastoral Care Note Behaviour Subcategory (teacher to select most appropriate subcategory)  Involvement of the Leadership Team	At the discretion of the Leadership Team a Behaviour Plan may be created (in relation to behaviour violation/s) in collaboration with Parents/Carers and Leadership Team	Leadership Team to be notified and consequence at the discretion of the principal.  Principal or Leadership Team to notify parents/carers and follow up within one week

*Note: At the discretion of the Principal and Teacher, in the case of a student who consistently reaches Level 2-3, the Class Teacher and principal will work collaboratively with parents, and School Psychologist to develop an Individual Behaviour Management Plan to assist the child and monitor behaviour both at home and at school. Note: In the case of severe misbehaviour (including, but not limited to physical aggression, swearing or property damage), Level 2-3 will be bypassed.*



STUDENT REFLECTION SHEETS - Lower and upper primary (APPENDIX C)

## Choices Think Sheet

Name: \_\_\_\_\_

### What wrong choice did you make?

 Did not follow directions	 Hurt Someone's Body	 Touched Things That Don't Belong to Me	 Used Hurtful Words
 Playing Instead of Working	 Left My Space Without Permission	 Being Unsafe	 Talking Instead of Listening

### What was happening BEFORE you made the choice?

 I was angry	 I was sad	 I was worried	 I wanted someone to give me attention
 I wanted to get away from someone or something	 I wanted to have fun	 I wanted to have something	 I didn't want to do my work

### This is how my choice hurt me:

 I didn't get to learn as much	 I feel more upset now	 My classmates got upset with me	 I lost a privilege
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### This is how my choice hurt someone else:

 It hurt their feelings	 It hurt their body	 They didn't get to learn as much	 They felt disrespected
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### I can make it better. This is what I can do:

 Apologize	 Clean up the mess	 Ask what I can do to make it better
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### I can make better choices. Next time I will:

 Ask an adult for help	 Take some deep breaths	 Keep my hands and feet to myself	 Focus on doing my work
 Follow directions	 Use kind and peaceful words	 Stay where I am supposed to	 Listen

### This is why I want to make better choices:

 People will want to be around me	 I will be proud of myself	 I will learn more	 Everyone will be safer
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Future consequences for repeat behaviour will be discussed on completion of the 'Choices Think Sheet.'

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Choices Think Sheet

Name: \_\_\_\_\_

### What choice did you make?

**MY CHOICE**

- ☐ Used mean words
- ☐ Hit, kicked, pushed, pinched, tripped, or scratched
- ☐ Took something that didn't belong to me
- ☐ Hurt someone else's property
- ☐ Refused to follow adult's directions
- ☐ Used materials inappropriately
- ☐ Left my assigned area without permission
- ☐ Other: \_\_\_\_\_

### How were you feeling BEFORE you made the choice?

**REASONS FOR MY CHOICE**

- ☐ Sad
- ☐ Angry
- ☐ Jealous
- ☐ Disappointed
- ☐ Lonely/Left Out
- ☐ Worried/Nervous
- ☐ Embarrassed
- ☐ Ashamed/Guilty
- ☐ Other: \_\_\_\_\_

### What did you want?

**REASONS FOR MY CHOICE**

- ☐ Someone to pay attention to me
- ☐ To get revenge
- ☐ To feel happier
- ☐ To not do my work
- ☐ To get away from someone
- ☐ To have something
- ☐ To have control or power over something/someone
- ☐ To have fun
- ☐ For someone to like me or include me
- ☐ Other: \_\_\_\_\_

### How do you feel now?

**CONSEQUENCES OF MY CHOICE**

- ☐ Sad
- ☐ Angry
- ☐ Jealous
- ☐ Disappointed
- ☐ Lonely/Left Out
- ☐ Worried/Nervous
- ☐ Embarrassed
- ☐ Ashamed/Guilty
- ☐ Other: \_\_\_\_\_

### How did your choice hurt you?

**CONSEQUENCES OF MY CHOICE**

- ☐ I didn't learn as much
- ☐ I feel worse now
- ☐ People might not trust me as much now
- ☐ People might think I'm not very kind
- ☐ Other: \_\_\_\_\_

### How did your choice hurt someone else?

**CONSEQUENCES OF MY CHOICE**

- ☐ It hurt their feelings
- ☐ It hurt their body
- ☐ It hurt something that belongs to them
- ☐ They didn't get to learn as much
- ☐ They felt disrespected
- ☐ Other: \_\_\_\_\_

### What can you do to make it better?

**MAKING IT BETTER**

- ☐ Apologize
- ☐ Clean up the mess
- ☐ Do my work
- ☐ Ask what I can do to make it better
- ☐ Other: \_\_\_\_\_

### What will you do differently next time?

**MAKING IT BETTER**

- ☐ Ask an adult for help
- ☐ Take some deep breaths or do something else to calm myself down
- ☐ Focus on doing my work
- ☐ Think before I speak
- ☐ Other: \_\_\_\_\_

### What will happen if you make a better choice next time?

**MAKING IT BETTER**

- ☐ People will want to be around me
- ☐ I will be proud of myself
- ☐ I will learn more
- ☐ Other: \_\_\_\_\_

Future consequences for repeat behaviour will be discussed on completion of the 'Choices Think Sheet.'

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_





### Use of Consequences and Sanctions

At St Joseph's School consequences for inappropriate behaviour may be determined by individual need and situation.

**Problem behaviours may result in the following consequences:**

**Step 1:** Minor exclusion, in class withdrawal thinking about their choice of behaviour.

**Step 2:** Repeated Minor behaviour, student will be sent to 'buddy class' where they will complete behaviour reflection sheet, to be signed by parent.

**Step 3:** Serious exclusion, exit to office to complete a reflection sheet (**APPENDIX C**). The student will take the completed reflection sheet home to be signed by parent/s and returned the next day to the class teacher. Office Referral Form (**APPENDIX D**) will be completed by teacher when time permits.

**Step 4. Referral Process.** (Time out) At this stage the child is sent to the Principal's Office. The child will remain with the principal, for a period dependent on the offence and state of mind of the child. The principal will discuss the child's behaviour and ask the following questions:

- What happened?
- What was the purpose of doing that?
- What were you thinking at the time?
- Who has been affected by your actions? In what way?
- What can you do to make this right?

When the Principal feels that the child is ready to return to class, she/he will accompany the child back to re-enter the class. If the teacher/principal is satisfied with the child's re-entry behaviour, the child may return to class. Every child who is sent to Step 4 will have their parents telephoned by the principal/teacher to explain the incident and the consequences.

**Step 5:** If a child is exhibiting uncontrolled behaviour at school and will not respond to the normal steps, and/or there are repeated instances of a child being sent to Step 4 and there is no discernible change in their behaviour, then formal sanctions will be considered. This involves the principal calling the child's parents and explaining that their behaviour is not acceptable and does not satisfy the non-negotiable expectations of the school. The principal will arrange a meeting with the child's class teacher and parents. At this meeting, an Individual Behaviour Plan (IBP) will be established for the child. (**APPENDIX E**)

**Re-entry:** Re-entry occurs when a student has been withdrawn from regular classroom activities due to inappropriate behaviour. Withdrawal may take the form of time out in class, time out in another room, or school suspension.

Re-entry processes involves:

- Students on taking responsibility for their own actions/behaviours.
- Giving those affected a voice.
- Engaging students in problem solving and goal setting by conferencing using restorative methods.
- Reinforcing rules and consequences and require student reflection.
- It may involve a no blame/community conference facilitated by a trained restorative practices facilitator.
- It may involve verbal, written or drawn responses.
- An undertaking by the students to abide by the rules on re-entering.
- A re-entry plan when returning from suspension.

*Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension, and immediate referral to the police.*

### Formal sanctions

Formal sanctions include the following:

- detention
- suspension
- exclusion.





It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

The CEWA Formal Behaviour Sanctions Procedure must be followed by all CEWA schools and is included in our school's Student Behaviour Support Plan.

### APPENDIX D - Office Referral Form (SharePoint-Teacher-Behaviour Management-2023)

<b>Name:</b>		<b>Location</b>	
<b>Date:</b>	<b>Time:</b>	<input type="checkbox"/> Playground <input type="checkbox"/> Early Years playground <input type="checkbox"/> Library <input type="checkbox"/> Classroom/Chinese Room <input type="checkbox"/> Toilets <input type="checkbox"/> Oval <input type="checkbox"/> Breezeway/ undercover area- eating area <input type="checkbox"/> Office <input type="checkbox"/> Carpark <input type="checkbox"/> Other (please specify)	
<b>Teacher</b>	<b>Year Level</b>		
<b>Referring Staff Member</b>			
<b>Minor Problem Behaviour</b>		<b>Major Problem Behaviour</b>	
<input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code <input type="checkbox"/> Property Misuse <input type="checkbox"/> Other (Please Specify)		<input type="checkbox"/> Abusive language <input type="checkbox"/> Fighting/physical aggression <input type="checkbox"/> Overt defiance <input type="checkbox"/> Harassment/bullying <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Truancy <input type="checkbox"/> Other (please specify)	
		<b>Possible Motivation</b>	
		<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peer(S) <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Task or Activity <input type="checkbox"/> Don't Know <input type="checkbox"/> Other (Please Specify)	
<b>Administrative decision</b>			
<input type="checkbox"/> Loss of privilege (please specify) <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact		<input type="checkbox"/> Individualised instruction <input type="checkbox"/> In-school suspension ( ____ hours/ days) <input type="checkbox"/> Out of school suspension ( ____ days) <input type="checkbox"/> Follow up agreement (see next page)	
<b>Others involved in incident</b>			
<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Relief Teacher <input type="checkbox"/> Unknown <input type="checkbox"/> Other (Please Specify)			
<b>Other comments:</b>			
<b>Parent/carer name (please print)</b>			
<b>Parent/carer signature</b>			
<b>Date</b>			

Please note: All minors are to be filed with the classroom teacher on SEQTA. Three minors equal a major and response should reflect this.



APPENDIX E: Individual Behaviour Plan

Individual Behaviour Plan

Name:

Year:

B.O.B:

Start Date:

School: St Joseph's School, Southern Cross WA

IBP Review Date

Desired Behaviours- 80% of the time:

- 1.
- 2.

Explicit Teaching of Desired Behaviours:

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- ,
- 

Prevention Strategies: (includes additional support provided and/or removal modification of setting events)

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Positive reinforcement of desired behaviours:

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- 
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Consequences for inappropriate behaviour:

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- 
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My signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Authorised by	Bob Grant - Principal	Signature:	
		Date:	1 <sup>st</sup> August 2023
Effective Date:		Next Review:	#