The SOTS 5 Step Process is displayed in all learning areas and an example is identified in image 1 below. The steps include:

**Step 1: Conversation and support**
- Are you trying your best for your learning?
- What can I help you with?
- Are you speaking calmly?
- Do you have your hand up?
- Are you sharing with others?

**Step 2: Reminder of expectations and the school goal**
- Remember to show respect for yourself and others
- Remember to show respect for the environment
- Remember our school goals

**Step 3: Reflection**
- Sit and reflect in a space in the learning area
- Student to be moved to a designated area to work independently or to have a time out
- Inform the student that the next step will involve being sent to a buddy class

**Step 4: Relocation**
- Relocation to another learning area (buddy class)
- Student to be sent to a buddy class with reflection sheet along with class activities.
- Maximum time to be spent in buddy class is 30 minutes
- When returning from buddy class, student/teacher conference is to occur, letting student know it is a fresh start.
- Reflection sheet to be signed by the teacher, student and parent

**Step 5: Office**
- Student sent to admin/office with reflection sheet to conference with leadership
- Minimum of 30 mins withdrawal or until appropriate to re-enter learning environment. Leadership/Teacher/Student conference prior to re-entering the learning area.
- Student may be removed from the learning area/school environment for a longer period, at discretion of leadership, to ensure continuity of student learning and/or safety of self/others.
- Parents will be notified.
Star of the Sea Primary School, Cleveland

Behaviour Support 5 Steps Process: Supporting Framework

- The SOTS 5 steps and supporting policy documents follow Brisbane Catholic Education’s Student Behaviour Support Policy and Procedures.
- The 5 steps process is not linear, it is always an option to move through steps according to the situation or due to repeated behavioural incidents as deemed appropriate by teachers and the leadership team.
- Decision-making to support student behaviour will reflect appropriate consequences based on the nature of the incident/behaviour. These decisions will be made by the Principal, in consultation with leadership and relevant staff and as outlined in BCE Student Behaviour Support Policy and Procedures.
- A student may be removed from the learning area / school environment at discretion of leadership to ensure continuity of student learning and/or safety of self/others and parents will be contacted.
- If the behaviour is deemed serious and/or involves repeated incidents of serious behaviours then processes will be implemented at the discretion of leadership as per Brisbane Catholic Education’s Student Behaviour Support Policy and Procedures.

Reflection Sheet Guidelines/Procedures:
- The aim of the reflection sheet is to support students to reflect on behaviour prior to a conference with the teacher to identify further support strategies.
- The reflection sheet is based around the 3 school goals – respect for self, others and the environment.
- According to the age and academic ability of the student this may involve the student drawing pictures or writing a response.
- The reflection sheet is to be signed by the teacher and student, a copy will be made by the teacher before being sent home for parent signature. This is to be returned to school the following day.
- The teacher is to explain to the student that it is their responsibility to return the reflection sheet on the next school day, failure to do this will result in parents being contacted.
- Once the reflection sheet is returned to the teacher, it is to be kept in the student’s file in the learning area.
- If a student is repeatedly requiring relocation to another learning area, parents will be contacted and strategies for supporting behaviour identified.
A focus on the school goals of respect for ‘self, others and environment’ will form a part of classroom visual displays and will replace the ‘diamond’ behaviour support visual.

- Expected behaviours within the ‘Respect for Self, Others and Environment’ grid are displayed in each learning area (please refer to image 2 below).
- These displays are adapted to accommodate the age group within the learning area. However, each goal is displayed within a common ‘starfish’ theme (please refer to image 3 below).
- Elements within each of these goals support students to be ready to learn and to create a positive learning environment for all students.
- Students will be positively affirmed for displaying these behaviours with teachers giving ‘tickets’ to students for the specific aspect of respect that they are demonstrating.
- Teachers will draw one ticket from each respect element each Thursday in class. These students will be given a reward. This replaces the previous ‘respect award’ raffle that was drawn at assembly.
- The respect grid will replace the existing structure of the behaviour report. The teacher and student will conference and identify behaviours to be affirmed. They will then identify a goal to work towards. This behaviour report will then be shared with parents.
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Image 1

Behaviour Management Steps

**Step 1: Redirect**
- Conversation and support
- Are you trying your best for your learning?
- Are you speaking your hand up?
- Are you sharing with others?
- Do you have your learning goals?

**Step 2: Reminder**
- Reminder of expectations
- Reminder of school goals
- Remember to show respect for yourself and others
- Remember to show respect for the environment of the school
- Remember your goals

**Step 3: Reflection**
- Sit and reflect in a designated area
- Student to be moved to a designated area
- Student to be moved to a designated area

**Step 4: Relocation**
- Student to be asked to be sent back to another teaching area
- Student to be asked to be sent to a new buddy class
- Student to be asked to be sent to a new buddy class

**Step 5: Office**
- Student to be asked to be sent to the office
- Parents notified by phone or email
- Minimum withdrawal or until they re-enter

It is always an option to move through step 1 to step 5 according to the situation or due to repeated unacceptable behavior as deemed appropriate by the leadership team. Re-entry to the learning area is possible anytime within step 4 and step 5.
## Image 2

### Behaviour Report *(insert Year level here)*

**Name:**  
**Date:** *(insert date here)*

### Respect for Self

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground / Oval</th>
<th>Toilet/ Walkways</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Trying your best</td>
<td>o Wear a hat</td>
<td>o Let an adult know you are going to the toilet</td>
</tr>
<tr>
<td>o Keeping things organised</td>
<td>o Playing safely</td>
<td>o Walk</td>
</tr>
<tr>
<td>o Kind words</td>
<td>o Choosing safe games</td>
<td></td>
</tr>
<tr>
<td>o Calm</td>
<td>o Asking to join in using a happy voice and face</td>
<td></td>
</tr>
</tbody>
</table>

### Eating Area

- Healthy eating choices
- Stay seated while eating
- Wearing a hat
- Hygiene – wash hands /face

### Church

- Pray quietly
- Ignore others who try to distract you
- Join in

### Respect for Others

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground /Oval</th>
<th>Toilet/ Walkways</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Speaking calmly</td>
<td>o Taking Turns / being safe</td>
<td>o Being sensible</td>
</tr>
<tr>
<td>o Hand up to share in discussion time</td>
<td>o Sharing equipment</td>
<td>o Respecting privacy</td>
</tr>
<tr>
<td>o Sharing equipment</td>
<td>o Using kind words</td>
<td>o Going straight back to class</td>
</tr>
</tbody>
</table>

### Eating Area

- Sitting and eating quietly
- Calm and peaceful
- Eating our own food

### Church

- Sitting and kneeling quietly
- Showing respect to God
- Praying to God

### Respect for the Environment

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground /Oval</th>
<th>Toilet/ Walkways</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Organisation of belongings</td>
<td>o Caring for equipment</td>
<td>o Flush the toilet</td>
</tr>
<tr>
<td>o Keeping the classroom tidy</td>
<td>o Respecting plants/ animals</td>
<td>o Wash your hands</td>
</tr>
<tr>
<td>o A quiet learning environment</td>
<td>o Returning equipment</td>
<td>o Sensible</td>
</tr>
<tr>
<td></td>
<td>o Asking to collect stray balls</td>
<td>o Pick up any rubbish around the school</td>
</tr>
</tbody>
</table>

### Eating Area

- Rubbish in lunchbox/ bin
- Stay seated
- Tidy port racks

### Church

- Walk sensibly and quietly
- Be respectful of the Church
- Sounds very quiet

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**Comment:**

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**Learning Goals:**

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