



SOTS 5 Step Process: Behaviour Support

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.



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.



STAR OF THE SEA PRIMARY SCHOOL, CLEVELAND

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.



Image 1





Image 2

Behaviour Report *(insert Year level here)*

Name:

Date: *(insert date here)*



Respect for Self

<p>Classroom</p> <ul style="list-style-type: none"> <input type="radio"/> Trying your best <input type="radio"/> Keeping things organised <input type="radio"/> Kind words <input type="radio"/> Calm 	<p>Playground / Oval</p> <ul style="list-style-type: none"> <input type="radio"/> Wear a hat <input type="radio"/> Playing safely <input type="radio"/> Choosing safe games <input type="radio"/> Asking to join in using a happy voice and face 	<p>Toilet/ Walkways</p> <ul style="list-style-type: none"> <input type="radio"/> Let an adult know you are going to the toilet <input type="radio"/> Walk
<p>Eating Area</p> <ul style="list-style-type: none"> <input type="radio"/> Healthy eating choices <input type="radio"/> Stay seated while eating <input type="radio"/> Wearing a hat <input type="radio"/> Hygiene – wash hands /face 	<p>Church</p> <ul style="list-style-type: none"> <input type="radio"/> Pray quietly <input type="radio"/> Ignore others who try to distract you <input type="radio"/> Join in 	<p>Comment:</p>



Respect for Others

<p>Classroom</p> <ul style="list-style-type: none"> <input type="radio"/> Speaking calmly <input type="radio"/> Hand up to share in discussion time <input type="radio"/> Sharing equipment 	<p>Playground /Oval</p> <ul style="list-style-type: none"> <input type="radio"/> Taking Turns / being safe <input type="radio"/> Sharing equipment <input type="radio"/> Using kind words <input type="radio"/> Listening to teachers 	<p>Toilet/ Walkways</p> <ul style="list-style-type: none"> <input type="radio"/> Being sensible <input type="radio"/> Respecting privacy <input type="radio"/> Going straight back to class
<p>Eating Area</p> <ul style="list-style-type: none"> <input type="radio"/> Sitting and eating quietly <input type="radio"/> Calm and peaceful <input type="radio"/> Eating our own food 	<p>Church</p> <ul style="list-style-type: none"> <input type="radio"/> Sitting and kneeling quietly <input type="radio"/> Showing respect to God <input type="radio"/> Praying to God 	<p>Comment:</p>



Respect for the Environment

<p>Classroom</p> <ul style="list-style-type: none"> <input type="radio"/> Organisation of belongings <input type="radio"/> Keeping the classroom tidy <input type="radio"/> A quiet learning environment 	<p>Playground /Oval</p> <ul style="list-style-type: none"> <input type="radio"/> Caring for equipment <input type="radio"/> Respecting plants/ animals <input type="radio"/> Returning equipment <input type="radio"/> Asking to collect stray balls 	<p>Toilet/ Walkways</p> <ul style="list-style-type: none"> <input type="radio"/> Flush the toilet <input type="radio"/> Wash your hands <input type="radio"/> Sensible <input type="radio"/> Pick up any rubbish around the school
<p>Eating Area</p> <ul style="list-style-type: none"> <input type="radio"/> Rubbish in lunchbox/ bin <input type="radio"/> Stay seated <input type="radio"/> Tidy port racks 	<p>Church</p> <ul style="list-style-type: none"> <input type="radio"/> Walk sensibly and quietly <input type="radio"/> Be respectful of the Church <input type="radio"/> Sounds very quiet 	<p>Comment:</p>

Learning Goals:

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Image 3

