



SOAR @ CSS – responding to behaviour

All members of the CSS community are encouraged to be proactive in their expectations for students in being **SAFE, ORGANISED, ACTIVE LEARNERS** and **RESPONSIBLE**. A matrix of schoolwide behaviour expectations, which elaborates on specific desired behaviours, is visible in each teaching space at our school. Building Coorparoo Character (Kind, Curious & Resilient) is also a recognised component of positive behaviours for learning at CSS.

Be Safe					
Be Organised					
Be an Active Learner					
Be Responsible					

Staff recognise examples of these behaviours by giving the appropriate SOAR sticker which students can then place onto their own postcard kept in their classrooms.

Students collecting 5 of each sticker will then receive a bronze, silver or gold certificate depending on whether they have achieved 20, 40 or 60 stickers. The certificate and postcard are presented to the student in class and must be included under ‘positive behaviour’ in one school. Students who then complete a 4th Soar postcard are eligible to receive SOAR and Building Coorparoo Character branded shoelaces. These can be worn in school shoes or laced through their school hat (for students with Velcro shoes).



Students may also demonstrate behaviours that exemplify our school wide expectations for SOAR and Building Coorparoo Character, yet can be difficult to define within only one element – and in these instances only, students may be awarded a gold SOAR sticker which they can place anywhere on their postcard

All staff are encouraged to employ their own class based recognition systems.

If I cannot show that I am being safe, organised, an active learner and responsible, I will:	
1. Receive a warning from my teacher.	After each step I will be expected to: <ul style="list-style-type: none"> ✓ Return to my desk/area or group and complete what I have been asked to do. ✓ Do my best to show my teacher that I am trying to SOAR. ✓ Ask for help from my teacher if I need. ✓ Impress others with my behaviour choices.
2. Need to make the decision by myself – “Am I going to work at this?”	
3. Move to a time out area that has been set up inside the classroom	
4. Spend some time reflecting on my choices with in my buddy class. While there I may be asked to complete a Responsible Thinking Plan	
5. Need to show I am ready to work on being safe, organised, an active learner and responsible. If I cannot show my teacher this, I will be expected to talk to Mr Murphy, Mr Windsor or Mr Kennedy or another member of staff about my behaviour choices.	

All staff also follow the Responsible Thinking Process for both in class and playground re-directions:

Classroom and Playground Management Plan

All teachers implement schoolwide management strategies and steps as outlined below:-

Preventative Strategies (proactive)

- Parallel praise
- Simple directions
- Expectation restatement
- “When you have...then you can...” Or...

Responsive Steps (responding)

- (1) **Assertive Statement (Warning):** What are you doing? What are the expectations? Are you being safe, organised, an active learner, responsible? Ask student to demonstrate the expected behaviour.
- (2) **Choice:** How can you be safe, organised, an active learner, responsible? Will you work at this or not?
- (3) **Time Out Seat** (classroom) **or Time out with teacher** (playtime)
- (4) **Buddy Class** (classroom only)
- (5) **Contact / referral to Leadership Team**