



St Joseph's Catholic Primary School *Student Behaviour Support Plan*

Preamble

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school, and during related off campus activities can be effective and students can participate positively within our school community. The plan outlines the policies and procedures in place to support positive behaviour. Through our school plan shared expectations for student behaviour are clear for everyone, enabling St Joseph's School to create and maintain a safe and productive learning and teaching environment.

School Vision and Mission

- United in faith, our Vision is to –***
- Nurture personal growth***
 - Inspire a passion for learning***
 - Build community and***
 - Encourage dreams***

Our Mission as the community of St Joseph's Catholic School is to live our Faith, recognising Jesus in Each Other.

As a caring community we reach out in compassion, valuing the dignity of the human spirit by embracing the Gospel message of "Love one another".

As a Christian community we affirm and empower one another on our journey as lifelong learners.

Profile of the school.

St Joseph's is a Catholic School with an enrolment of 652 students from Prep to Year 7. The school's motto of 'Jesus in each other' is central to the way in which we teach the children to relate to each other. We draw our enrolments predominately from the suburbs of Bracken Ridge and Bald Hills and the members of the school community have established good relationships both in and out of school. We cater for children from many and varied backgrounds, ability levels and cultures and offer them quality education within a safe and happy environment.

The school population has grown to 467 families and the demographic has also changed in recent years. Most significantly is the increase in population in the number of English as a Second Language (ESL) students. Many of these new families of ESL background are originally from India however other students hail from the Philippines, South Sudan and South Korea. The impact of this has meant that the school's focus on literacy development of students across the school has been additionally important for these students. Our school has also sought to celebrate the multicultural nature of St Joseph's.

St Joseph's has a significant percentage of students with special needs. This impacts on how we manage the staffing of our Learning Support within the school as all School Officers as well as a number of Support Teacher : Inclusive Education (ST:IE) hours are supported through Students With Disabilities (SWD) funding. One of the features of St Joseph's has been our capacity to manage and support these and other students with needs.

In all there are 77 personnel on staff in either full or part time capacities. These staff operate in 25 classes; teach specialist areas such as Art, Music, Drama, LOTE, PE, Instrumental music, Curriculum Support, are part of the Support program, Leadership team, office administration and grounds staff.

Connected to the school is Joey's Outside School Hours Care. Approximately 105 students use this service on a daily basis. The Centre is administered through Centacare and has a good working relationship with the school.

Consultation and data review.

All policies and procedures outlined in this plan were developed in consultation with staff and parents within our school community. Consultation occurred through staff meetings, meetings with our School Board and distribution of the draft policies for comment and review. The Plan was endorsed by the Principal, the School Board and the Brisbane Catholic Education Area Supervisor and will be reviewed at least every 5 years.

Beliefs about learning and behaviour.

Positive behaviour support is directly linked to an optimal learning environment. As staff, we have shared beliefs about learning, and these are outlined in our School Vision for Learning. We believe that students learn best ...

- when we recognise their prior knowledge and plan meaningful activities based upon this knowledge.
- in a learning environment which is supportive and productive, fostering a positive disposition towards learning.
- when all partners in the community invest in positive relationships.
- when their cultural and social experiences are recognised and valued.
- when fully engaged in learning experiences which are multi-sensory.
- when the assessment of their learning is purposeful, systematic and ongoing.
- when they interact, actively explore, experiment and show their understanding in a range of modes.

Students too are responsible for their own learning behaviours. They should actively engage in the work provided for them by their teachers.

Students are asked to evaluate their own work and improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.

It is reasonable to expect that children modify their behaviour to be in accord with the school expectations.

Student Code of Conduct

At St Joseph's, children are taught the five 'Non-Negotiables' which underpin all behaviour management practices at the school. These principles are:

- **CARE OF PEOPLE, PLACES AND THINGS**
- **RIGHT PLACE, RIGHT TIME AND RIGHT TASK**
- **SPEAKING KINDLY TO OTHERS**
- **MOVING SAFELY AND QUIETLY**
- **CORRECT SCHOOL UNIFORM**

These non-negotiable principles are reinforced to encourage fulfilling, productive and socially acceptable behaviour.

Roles, rights and responsibilities of school community members.

At St Joseph's School, we expect that students will:

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning

- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

At St Joseph's School, we expect that parents/ caregivers will:

- Show an active interest in their child's schooling and progress
- Co-operate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

At St Joseph's School, we expect that staff will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

Universal behaviour support (proactive/ preventative strategies).

At St Joseph's School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

a. Establishing Behaviour Expectations

At St Joseph's School, there are many ways that staff establish the behaviour expectations of our students, including:

- Developing class expectations and mottos at the start of each year
- Teaching the five non-negotiables and linking to the class expectations
- Development of class rules in line with the class expectations and the five non-negotiables
- Display the five non-negotiables and classroom expectations clearly
- Explicit teaching and consistent follow-up of class expectations and non-negotiables
- Modelling and role play methods are used to teach and learn behaviours
- Reinforcing positive behaviours
- Using explanations of the school and classroom rules i.e. what do they look like, sound like, feel like.
- Using appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions. Use the Responsible Thinking Space to support this.
- Being flexible to allow for unforeseen circumstances or children with needs
- Providing clarity of expectations for student behaviour both within and outside the classroom
- Transitioning students to new year levels and new teachers at the end of the school year for the following year through student support meetings and designated staff meetings

b. Positive School Culture

The school's motto of 'Jesus in each other' is central to the way in which we teach the children to relate to each other. Our older students are our school student leaders and

support the staff in different aspects of school life. They play a significant role in promoting a positive school culture. The Peer Mediation Program provides these student leaders with the skills and opportunity to support the promotion of positive behaviours in the school. Our Buddy program sees students from different year levels interacting closely across the school. The good behaviour and care of each other shown by our students is a feature of St Joseph's children. This behaviour is acknowledged at school assemblies through distribution of merit certificates. Birthdays, acknowledgement of House achievements, weekly morning teas for students with the Leadership team also contribute to the positive culture of the school.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Assembly Merit Certificates
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, A.P., A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Articles in St Joseph's weekly newsletter

Targeted behaviour support.

Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include:

- Bounce Back - resilience program
- Skill Streaming - Social skills
- Friends - Relationship building program
- Individual and small group skill development related to ILPs (Individual Learning Plan)
- PALS - Social skills program
- Positive Parenting
- 123 Magic Parenting
- Seasons for Growth – assisting students to cope with grief and loss
- Lunchtime Games Rooms - P&F funded
- MultiLit- assists student learning thereby building self esteem
- 'Respect Me, Respect You' – self-esteem and resilience resource
- 'Exploring Feelings' Program – strategies in dealing with anger and anxiety
- 'Values' program
- 'Watson Road' – Behaviour Support Program
- 'You Can Do It'
- SAS – Secret Agent Society – identifying and dealing with emotions in different social settings
- Ongoing counselling for both students and parents as needed

Individualised behaviour support.

Strategies to support individual students may require specialised services and alternate pathways of care. Individual supports may include:

- Individualised Support Plan (ISP)
- Education Adjustment Plan (EAP)
- Unit Planning Adjustments
- Support from specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor, Speech Therapist, Occupational Therapist)
- Involvement of other professional personnel who have a vested interest in the student's welfare.

Consequences for inappropriate student behaviour.

In the event of a breach of the non-negotiables, the teaching staff and Leadership team will determine appropriate consequences for the behaviour, relative to the student's actions. Appropriate behaviours will be discussed with children and where necessary parents will be informed and involved in a behaviour modification program designed to reflect the nature and the frequency of the transgression.

A range of options exist and include

- 4 Step Withdrawal process for inappropriate in class behaviour
- Counselling by teacher and/or a member of the Leadership Team
- Accompanying the teacher on playground duty
- Behavioural reflection in the Responsible Thinking Space. The Behaviour Plan is sent home to parents.
- Exclusion from playground
- Exclusion from school activities
- A compulsory conference involving parents, teachers, principal and student where necessary
- Referral to the Guidance Counsellor
- Participation in one or more of the support programs identified in the Anti-Bullying Policy
- Detention (Parents are notified in advance)
- Internal or External Suspension

Process for appeals.

Appeals in relation to student suspension should be made to:

- The Principal of the school about a decision to suspend a student for less than three days
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school,
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

Bullying and Cyber Bullying.

Bullying in any form will not be tolerated at St. Joseph's.

RATIONALE

At St. Joseph's School we show concern for all members of our school community. We respect the rights of all children to have a peaceful and happy existence, free from the concerns of bullying, harassment and teasing from other children.

DEFINITION OF BULLYING

At St. Joseph's, bullying is defined as the repeated abuse of power that results in a feeling of intimidation, pain, embarrassment or discomfort. Bullying of others may be by an individual or group.

This abuse of power may be

- Verbal
- Physical
- Social
- Technological
- Psychological

RESPONSIBILITIES

Staff Members' Responsibilities

- To model, educate and discuss appropriate behaviour conducive to fostering positive relationships.
- To be alert to early signs of distress.
- To record reported or observed incidents of concern in writing, detailing time, place, children involved and action taken by staff. This record of incidents will help determine whether a bullying pattern exists.
- To follow the procedures outlined below for responding to bullying behaviour.
- To review the incident with all children involved and provide continued support as necessary.

Parents' Responsibility

- To model and discuss appropriate behaviour conducive to fostering positive relationships.
- To watch for signs that your child is experiencing bullying behaviour eg. changes in personality, unwillingness to attend school, disturbed sleep, a pattern of headaches or stomach aches.
- To instruct your children to "tell" if they are experiencing bullying behaviour, not to use "pay-back" behaviour.
- To speak to your child's teacher if you suspect or know that your child is experiencing bullying behaviour. Don't assume that the teacher is aware of the bullying. However, under no circumstances should parents take up the issue with the children involved or their parents.
- To make contact with the School Administration if you suspect bullying of any other student.
- To be an active partner with the school, in resolving the bullying issue.
- To listen to and reassure your child. Empathise with their feelings and show genuine concern.
- To adhere to and support the school's strategies and procedures for responding to bullying behaviour.

Students' Responsibility

A child who is experiencing bullying from someone should:

- Tell them to stop
- Speak to a staff member
- Tell a family member

Children who witness bullying behaviour have a responsibility to inform a member of staff.

Procedures for Responding to Bullying Behaviours

When a behavioural issue arises, it is promptly investigated.

If the issue is identified as a one off occurrence, it can be addressed using one of a range of options identified in the Behaviour Management Policy.

If however, there is a recurrence of behaviour that may be identified as bullying, the following procedures are followed.

- The students involved would be required to discuss the issue with both the teacher and a member of the Leadership Team.
- The parents of each student will be contacted with respect to this issue. It is through this ongoing partnership that bullying issues are best resolved.

The outcome of the above discussions may result in one or more of the following options, dependent on the severity of the behaviour:

- Use of the Responsible Thinking Space (RTS) for students responsible for the bullying behaviour to plan immediate and future behaviour. The RTS is a supervised area where students are supported in reflecting on and developing a plan to address their inappropriate behaviour. It would be expected at this point that the students, through this process would consider how to make reparations for their behaviour. This plan is sent home to parents and a record is retained at the school.
- Attendance at counselling with either the School Guidance Counsellor, the Class Teacher, a member of the Leadership Team or a person designated by same. This would be available for both the victim of the bullying and the instigator.
- Consequences for bullying will vary and may include suspension from the playground, the classroom or the school, for a period determined by the Principal.

At St Joseph's the following programs are in place to improve children's self-esteem and resiliency. These have been previously mentioned in the Targeted Behaviour Support section.

Assistance is also available through the School Guidance Counsellor for both students and parents.

1. Links to related BCE policies.

- [Student Behaviour Support Policy](#)
- [Student Behaviour Support Regulations and Guidelines](#)

2. Related resources.

- Bounce Back (<http://www.bounceback.com.au/>)

(Thank you to BCE schools for their contributions to this *Student Behaviour Support Plan*.)