



St Joseph's School, Childers
Student Behaviour Support Plan

1. Vision Statement and Motto

At St Joseph's School we seek 'A Connected Community' through living out our Motto: Christian Values, Catholic Family and Individual Growth.

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. Through our school plan, shared expectations for student behaviour are clear for everyone, assisting St Joseph's School to create and maintain a safe and orderly learning and teaching environment.

2. Profile of the school.

St Joseph's School is administered by the Brisbane Catholic Education office on behalf of the Archbishop of Brisbane. As a Catholic School within the Archdiocese of Brisbane, St Joseph's is committed to an educational ministry that embraces and promotes lifelong learning.

3. Consultation and data review.

St Joseph's School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. The Plan was endorsed by the Principal, the school board and the Area Supervisor and will be reviewed at least every 5 years.

4. Beliefs about learning and behaviour.

Effective Teaching and Learning is supported by a safe, positive and productive learning environment based on principles of consistency, fairness and engagement is evident. This starts in the classroom, with each and every individual student. At St Joseph's School, we believe in the key concepts of Play is The Way (a social and emotional teaching framework):

1. Treat others the way you would like to be treated
2. Be brave -- participate to progress
3. Pursue your personal best no matter who you work with
4. It takes great strength to be sensible
5. Have reasons for the things you do and say

Over recent years the school community have also developed an Expected Student Behaviour Matrix. This Matrix was developed in consultation with the School Wide Positive Behaviour Support committee, staff, students and the School Board. Please see appendix 1 for a copy of the Expected Student Behaviour Matrix.

5. Roles, rights and responsibilities of parents and staff members.

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

- Show an active interest in their child's schooling and progress
- Cooperate 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

6. Proactive Behaviour Teaching

At St Joseph's School, we believe in preventing inappropriate behaviour through the promotion of appropriate behaviour. Research indicates this 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 we directly teach the Expected Student Behaviour Matrix through LIFE/LMS and Play is The Way. This can involve:

- Modelling and role playing methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying photos of positive behaviours
- Displaying the school and classroom rules clearly
- 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
- Being flexible to allow for unforeseen circumstances or children with needs
- Communicating and sharing a common language about behaviour in our school community

b. Positive School Culture

Every week, our school community gathers together for *Whole School Assembly*. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards and rule reminders.

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

- Praise/encouragement (verbal/n-verbal/written – *Praise Note*)
- Raffle ticket systems
- Public display of work (classroom, library, office)
- 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 (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, A.P.A., 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 newsletter and website

c. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. Some of these include, Student of the Week, End of Term and Special Awards.

7. 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 include:

- Reflection worksheet
- Behaviour reflection card
- Social skills programs

8. Individualised behaviour support.

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

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- Wrap Around with outside agencies
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare

N.B. Teachers and Administration staff are not psychologists/psychiatrists and therefore we may at times request that professional personnel be engaged to assist the school.

9. Consequences for inappropriate student behaviour

Over recent years the school community has developed a Consequences for Inappropriate Student Behaviour Matrix. This Matrix was developed in consultation with the School Wide Positive Behaviour Support committee, staff, students and the School Board. Please see appendix 2 for a copy of the Examples of Inappropriate Student Behaviour and Corresponding Staff Intervention document.

St Joseph's School reiterates Brisbane Catholic Education's stance that corporal punishment is expressly prohibited.

10. Process for appeals.

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents may appeal a suspension (*a temporary full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time*) longer than three days to the Area Supervisor. Parents may appeal exclusion (*a permanent full-time withdrawal of a student's right to attend a particular school and school related functions*) to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent who requires assistance to participate in the inclusive community will have access to help with the appeals process. Please see the APRE for referral to an appropriate person to assist with an appeal. Alternative options to respond will be considered if a written appeal is not possible.

11. Bullying and Cyberbullying.

a. Definition.

Bullying behaviour can be defined as the repeated abuse of power by a person or group which causes distress to others for personal gain or gratification. It is persistent and predatory, it involves:

- A desire to hurt
- A hurtful action (physical, psychological or social)
- A power imbalance
- Repetition (typically)
- An unjust use of power
- Evident enjoyment by the aggressor and
- Sense of being oppressed on the part of the victim

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Joseph's School, we agree that if you are a bystander who encourages bullying behaviours or you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Cyberbullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs and web pages.

b. Response.

At St Joseph's we openly talk about bullying – what it is, how it affects us and what we can do about it. We also teach our children skills which will build their self-esteem and empower them to take the responsibility for themselves and their actions to reduce opportunities for bullying behaviours.

Responsibilities of staff to reduce opportunities for bullying behaviour:

- To model appropriate behaviours at all times
- To deal with all reported and observed incidences of bullying
- To ensure that children adequately supervised
- To be punctual to classes and duties
- To have rules and expectations clearly stated and reinforced
- To report incidences of bullying to the relevant person if this is warranted.

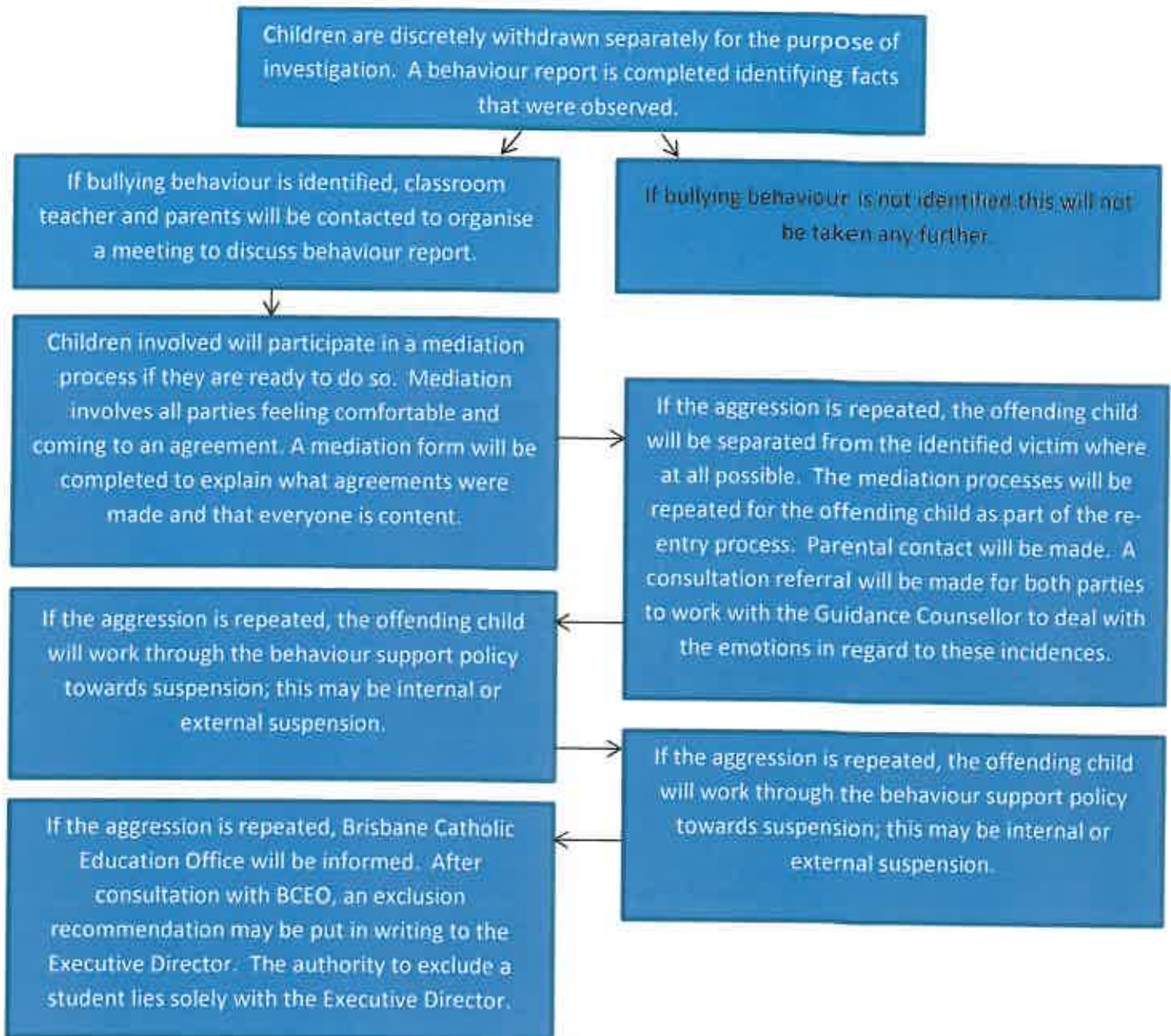
Responsibilities of children to reduce opportunities for bullying behaviour:

- To show support for a person being bullied i.e. take action as bullying occurs by using the Hi5 Strategy.
- Report the incident to a member of staff as soon as you can.
- Enlist the help of older students if needed
- To not bully students

Responsibilities of parents to reduce opportunities for bullying behaviour:

- To watch for signs that their child may be bullied or is being a bully
- To speak to someone on staff at the school if their child is being bullied, or if they suspect that it is happening
- To instruct their children to tell a trusted adult if they are bullied

What happens when a bullying incident is reported?



The staff of St Joseph's will be responsible for implementing the program and ensuring that incidences of bullying are dealt with in a manner consistent with this policy.

c. Positive, Proactive Anti-bullying Approaches at St Joseph's School

At St Joseph's we take a positive, proactive approach to bullying by teaching the Hi5 strategy to all students. The strategies are as follows and are displayed on a poster in all classrooms:

1. Speak firmly
2. Say "Stop!"
3. Say "I don't like....."

4. Walk away
5. If it continues, tell a teacher

12. Links to related BCE policies.

- Student Behaviour Support Policy
- Student Behaviour Support Regulations and Guidelines

13. Related resources.

- School Wide Positive Behaviour Support (www.pbis.org)
- Play is the Way (<http://www.thegamefactory.com.au>)



St Joseph's School - Childers

Expected Student Behaviours

We are respectful

We are safe

We are learners

Classroom

- We take turns to speak
- We follow staff instructions
- We use kind and encouraging words
- We use equipment responsibly
- We listen to others
- We ask before we borrow others equipment
- We consider the rights of others to learn
- We value the opinions of others

- We keep our hands and feet to ourselves
- We walk in and around the room
- We use equipment responsibly and correctly

- We listen to others quietly & respect their opinions
- We encourage each other
- We are prepared and ready to learn
- We participate in activities and have-a-go when we are challenged
- We bring a positive attitude to learning

Eating area

- We put rubbish in the bin
- We put lunch boxes in baskets
- We stay sitting and wait for a staff member to tell us to go

- We sit while eating
- We eat our own food
- We walk to put rubbish in bins
- We wear a hat

- We eat healthy food first
- We drink water during the day

Playground

- We care for equipment and pack it away
- We play fairly, include others and follow the rules

- We use equipment properly
- We wear a hat
- We stay in the school grounds
- We keep our hands & feet to ourselves
- We play friendly games

- We explain the rules of the game we play
- We problem solve
- We learn new games & activities

Toilets

- We think about the privacy of others
- We wait our turn
- We use the toilet for its proper use

- We walk to and from the toilet directly
- We use soap and paper properly
- We keep conversation to a minimum
- We flush once after use
- We allow one person at a time to use the toilet

- We return to the classroom promptly
- We go to the toilet at break times
- We wash our hands with soap and water after using the toilet



Examples of Inappropriate Student Behaviour and Corresponding Staff Intervention

Rule	Low Level – Teacher (ESMC strategies & Play is the Way language)	Medium Level – Personal Reflection (Time Out & Reflection Form (if required))	High Level – Administration
We are Respectful	Littering	Repeated low level behaviour in the same day	Repeated medium level behaviour in the same day
	Poor manners	Misuse of own equipment	Misuse of others equipment
	Annoying others/unkind words	Non directed swearing	Directed swearing
We are Learners	Not completing work	Repeated low level behaviour in the same day	Repeated medium level behaviour in the same day
	Not listening to others	Verbal non-compliance	Physical non-compliance
	Not responding to bells	Distracting others from learning	Intentionally distracting class from learning
We are Safe	Playing in the toilets	Repeated low level behaviour in the same day	Repeated medium level behaviour in the same day
	Running on paths	Throwing objects that are not directed at others	Physical aggression towards self, others or environment.
	Going into out of bounds areas	Threatening to jeopardise others safety	Any possible bullying issues