



# **ALL SAINTS PARISH SCHOOL'S** **STUDENT BEHAVIOUR SUPPORT PLAN**

## **1. MISSION STATEMENT**

In Catholic schools, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Catholic schools seek to develop throughout the school community right behaviours and respectful relationships that are infused with gospel values. The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

- *Quality relationships and partnerships* – the fostering of respectful interpersonal relationships among and between all community members
- *A commitment to justice and service* - identifying and eliminating barriers that hinder students' participation and achievement
- *Inclusive learning and teaching* - welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social- emotional difficulties
- *Formation in self-discipline and responsibility* - the development in students qualities of self-discipline and reciprocal responsibility and a social conscience
- *Effective networks of care across the community* - partnerships with the wider community, church groups, support services, respite care and health services
- *Organisational structures* - the establishment of specific whole-school structures, processes and arrangements to support student formation and redirection, grievances and appeals, reconciliation and restoration

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 All Saints Catholic School to create and maintain a safe and orderly learning and teaching environment.

## **2. PROFILE OF THE SCHOOL**

All Saints Catholic School, Albany Creek is located in the northern suburbs of Brisbane. There are 702 students currently enrolled with 307 males and 395 females, 92% of students are Catholic. There are 462 families with 92% identifying as Catholic. From Prep to Year 4 there are 517 students and Years 5-7 have 185 students. There are a significant number of male students who go to other religious institute schools in Year 5, hence the lower numbers in our upper

school. The local community mainly consists of people with Australian heritage, with a small number of students from England and New Zealand. We have 99% full fee paying families but recently we have seen an increase in requests for concessions with some of parents recently losing their jobs in cuts.

There are 34 classroom teachers, 4 specialist teachers, 2 librarians/CST, 2 Learning Support teachers, 1 Guidance Counsellor, principal, APA, APRE and 23 school officers.

### **3. CONSULTATION AND DATA REVIEW**

All Saints Catholic 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**

Behaviour Management is at the core of business for all teachers. 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 All Saints Catholic School we believe there are five conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships.
2. Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning material will be of benefit to them. That is not to say it must always be of immediate practical use, but at times of some future aesthetic, intellectual, artistic or social use.
3. Students are always asked to do the best they can. The teacher's role is to facilitate this behaviour.
4. 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.
5. Quality work should feel good. Recognition and encouragement should be given to those students who have done their best.

#### **Student Code Of Conduct**

As a school community, we show...	
SAFETY	<input type="checkbox"/> Appropriate use of equipment <input type="checkbox"/> Following of school rules and routines <input type="checkbox"/> Moving safely through the school environment <input type="checkbox"/> Resolution of conflict without violence
EFFORT	<input type="checkbox"/> Attempting set work to best of ability <input type="checkbox"/> Effective management of time and materials

	<ul style="list-style-type: none"> <li>❑ Contribution to life and activities of the school</li> <li>❑ Cooperation in support plans</li> </ul>
RESPECT	<ul style="list-style-type: none"> <li>❑ Respecting belongings of self and others</li> <li>❑ Demonstration of an awareness of the rights, responsibilities and feelings of others</li> <li>❑ Appropriate communication (including active listening)</li> <li>❑ Following of school expectations</li> <li>❑ Maintaining positive relationships with other education stakeholders</li> </ul>
SELF-RESPONSIBILITY	<ul style="list-style-type: none"> <li>❑ Following instructions of supervisors</li> <li>❑ Making appropriate choices without supervision</li> <li>❑ Accepting responsibility for own behaviour</li> <li>❑ Having appropriate equipment for tasks</li> </ul>

## **5. ROLES, RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS**

*At All Saints Catholic 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 All Saints Catholic 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 All Saints Catholic 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

- Regular opportunities will be provided for staff in-service in the area of behaviour support. In our current Play is the Way program, all staff have attended training as well as regular refresher sessions. New staff are also trained in the program when they start at All Saints.

## **6. UNIVERSAL BEHAVIOUR SUPPORT (PROACTIVE/ PREVENTATIVE STRATEGIES)**

At All Saints Catholic 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.

PLAY IS THE WAY	<ul style="list-style-type: none"> <li>• 3 x 20 minute sessions per week providing feedback to students</li> </ul>
SERS	<ul style="list-style-type: none"> <li>• Display SERS poster</li> <li>• Weekly teaching of SERS</li> </ul>
PARENT/CARER COMMUNICATION	<ul style="list-style-type: none"> <li>• Teacher initiates discussions with parents/carers via email, dairies, communication books, letters at the beginning of each term and information nights.</li> </ul>
STEPS PROCESS	<p>STEP 1 – verbal warning  STEP 2 – Reposition  STEP 3 – Time out in classroom – note to parents  STEP 4 – withdrawn to Admin</p>
REFLECTIVE LANGUAGE	Using the purple PITW poster
REFLECTION SHEETS	“Helping you be strong and take charge of your own behaviour.”
REFLECTION AND REPAIR	“Saying sorry is not an act of weakness but rather one of having the courage to admit error and the noble desire to initiate repair.”
CLASSROOM COVENANT	Each year individual classes create a class covenant based on our school rules. These covenants are presented to the whole school community at the start of each school year.
EARNING BACK TRUST AND RESPECT	After making a wrong choice a student, with assistance looks for ways of earning back the trust and respect of their community. This is about restoring right relationships with others.
CATASTROPHE SCALE	A 10 point scale, 10 is the worst thing that can happen to them, 1 the least. With teacher assistance student positions
USE ADULT VOICE	(child’s name), I need you to... I am comfortable/uncomfortable with .... For me to be comfortable, I need the following things to occur.... These are the consequences of that decision/action...

### **a. Establishing Behaviour Expectations**

At All Saints Catholic School there are many ways that staff establish the behaviour expectations of our students, including:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Display 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
- Effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year

#### **b. Positive School Culture**

Every week, our school community gathers together for *Whole School Assemblies*. During these times, we create and enrich our positive school culture through celebration and prayer, awards, rule and anti-bullying reminders, Play is the Way life rafts and by raising awareness of current school events. The *Play is the Way* Program supports the creation of a positive whole school culture.

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 – *feedback*)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library, foyer)
- 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 *All Saints Catholic School Newsletter*

#### **c. Rewards**

We acknowledge student efforts and results in academic, sporting, musical, behavioural and cultural contexts through a variety of awards at our school. The following **All Saints Catholic School Table of Awards** outlines the variety of awards

available for teachers and other staff to use when acknowledging the achievements of students in our school.

The efforts of staff members are acknowledged at whole school assemblies, staff meetings and/or written in the All Saints Home Communicator weekly newsletter, and in electronic *Leadership Team Announcements* on the staff portal.

	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Achievement Awards</b></p> <p>At All Saints Catholic School, we believe that every child is worthy of receiving an Achievement Award to celebrate and acknowledge significant academic, personal or social achievements. Each week on whole school assembly, teachers and specialist teachers have the opportunity to give a student from their class an All Saints Catholic School Student Achievement Award.</p>	<ul style="list-style-type: none"> <li>• Acknowledges achievements made by students in a public forum.</li> <li>• Awards should be for academic achievement, arts achievement or personal or social development areas similar to those on our school written reports.</li> <li>• One child from every class each week is to be awarded an All Saints Student Achievement Award on assembly.</li> <li>• Award recipients are acknowledged in School newsletter prior to the assemblies.</li> </ul>

## **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 interventions may include:

- Reflection Worksheet
- Reflection, Repair and Restitution "Making things better, paying back and moving on."
- Social Skills programs eg Friends

## **8. INDIVIDUALISED BEHAVIOUR SUPPORT**

Strategies to support individual students (approximately 2-5% of 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 e.g. EVOLVE.
- 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

Behaviour may include	Possible Consequence	Managed by
Minor incidents of inappropriate behaviour: <ul style="list-style-type: none"> <li>• Ignoring instructions and direction</li> <li>• Lateness to class</li> <li>• Littering Swearing Uniform/hat/jewellery transgressions</li> <li>• Playing in inappropriate areas</li> <li>• Disrespect for school resources</li> <li>• Disruption of teaching and learning</li> </ul>	Reminder of expectations <ul style="list-style-type: none"> <li>• Verbal negotiation Withdrawal from playground</li> <li>• Consultation and reflection with teacher</li> <li>• Contact with parents</li> </ul>	Teacher

<p>Inappropriate behaviours at this level include:</p> <ul style="list-style-type: none"> <li>Continued minor behaviours above</li> <li>Repeated defiance Inappropriate use of technology (including school internet, mobile phones and other electronic devices)</li> <li>All forms of harassment such as repeated name calling, teasing, ostracising, derogatory comments (including through the use of technology; emails, social pages...)</li> <li>Strong verbal abuse towards students and staff</li> </ul>	<p>Staff and support staff responses may include:</p> <ul style="list-style-type: none"> <li>A monitoring program developed and implemented between teacher, student and parent</li> <li>Restorative justice meeting</li> <li>Peer mediation</li> <li>Referral through Student Support Committee for assessment and support from specialist staff Individual Behaviour Support Plan</li> <li>Restitution</li> <li>Parent contact</li> <li>Nonattendance at extra-curricular activities</li> </ul>	<p>Teacher and parent</p>
<p>Inappropriate behaviours at this level includes:</p> <ul style="list-style-type: none"> <li>Continued behaviours above</li> <li>Stealing</li> <li>Truancy</li> <li>Physical and/or verbal aggression toward students and staff</li> <li>Smoking</li> <li>Intimidation and/or harassment of staff (including through the use of technology) Pornography</li> <li>Vandalism Sexual harassment/misconduct</li> </ul>	<p>Staff and support staff responses may include:</p> <ul style="list-style-type: none"> <li>Parent interview</li> <li>Review of IBSP</li> <li>Non Attendance at off campus and/or extracurricular activities (at Principal's discretion)</li> <li>Referral to outside agency</li> <li>Police notification</li> <li>Suspension</li> <li>Restorative conference on return from suspension</li> </ul>	<p>Teacher, parent and principal or other support staff</p>
<p>Inappropriate behaviour at this level includes:</p> <ul style="list-style-type: none"> <li>Extreme or continued behaviours above</li> <li>Possession of drugs</li> <li>Supply of drugs</li> <li>Possession of a weapon Use of a weapon</li> <li>Violent assault</li> </ul>	<p>Staff and support staff responses may include:</p> <ul style="list-style-type: none"> <li>Parent interview</li> <li>Review of ISBP</li> <li>Non Attendance at off campus and/or extra-curricular activities (at Principal's discretion)</li> <li>Police notification</li> <li>Suspension</li> <li>Recommendation for exclusion</li> </ul>	<p>Teacher, parent, Principal and other support staff</p>

- At no stage is corporal punishment an appropriate consequence. Corporal punishment is expressly prohibited in all Brisbane Catholic schools**

### **10. PROCESS FOR APPEALS**

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a

Teacher, parent,  
Principal and other support  
staff



suspension that is less than three days to the Principal. Parents, or students living independently, may appeal a suspension longer than three days to the Area Supervisor. Parents or students living independently may appeal exclusion 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 or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals process. Please see the Guidance Counsellor 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.

Appeals 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).

## **11. BULLYING AND CYBERBULLYING**

### **a. Definition**

Bullying is the "repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons" (Rigby, 1996)

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and there is an imbalance of power. Bullying is continuing to 'pick on' someone, torment them or exclude them, so that the person feels helpless. 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.

A Bystander is a person who witnesses a bullying incident as an onlooker. At All Saints Catholic 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. Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation

- Cyber: unwanted text messages, emails, information technology, intimidation

## **b. Response**

### **Investigating Potential Bullying**

When an investigation about bullying is required, the following procedures will be followed:

1. All Saints Catholic School adopt a 'no blame' approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so the incident can be tracked according to the behaviour support plan.
2. If bullying is identified, leadership team members may choose to use the following methods with the children involved:
  - Method of shared concern
  - Mediation
  - Individual counsellingParents of both the perpetrator (the child exhibiting the bullying behaviour), and the target, will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.
3. Continued bullying would result in a further action plan being devised, appropriate consequences for the child and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan.

### **Support for the target and perpetrator**

*We support the target in the following ways:*

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher or member of leadership team.
- Informing the child's parents.
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child
- Offering continuing support when they feel they need it and encouraging immediate reporting of incidents.
- Taking necessary actions to prevent more bullying.

*We support the perpetrator in the following ways:*

- Talking immediately with their class teacher, another teacher or member of leadership team about what has happened and the behaviours the child has been displaying.
- Informing the child's parents.
- Continuing to monitor the child's behaviour and offering appropriate support.
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

### **c. Positive, Proactive Anti-bullying Approaches at All Saints Catholic School**

At All Saints Catholic School we take a positive, proactive approach to bullying by teaching the five anti-bullying strategies displayed on the *Break Through Bullying* “**be AWARE**” to all students in the school. The strategies are as follows and are displayed on a poster in all junior classrooms:

- **A** is for Ask them to stop
- **W** is for Walk away
- **A** is for Ask a teacher to help
- **R** is for Remember to ignore
- **E** is for Even try to make friends

The “*Safe Start*” Queensland Primary Schools Children’s Safety Kit is used in the junior phase to teach Protective Behaviours. The *Play is the Way* Program, teaching resilience, values and positive behaviours is taught in all year levels. Supportive bystander behaviours are taught in all year levels of the school, with a focus on safety and responsibility when reporting incidents of bullying.

#### **12. DATA COLLETION**

Student Behaviour records will be stored on the BI tool, these may include: behaviour agreements, correspondence with parents/carers, responses and consequences to incidents. This information will allow the leadership team to see trends, frequency, rule compliance and intervention success rates.

Referrals made to the principal are documented on the incident sheet and recorded on the BI tool.

#### **13. LINKS TO RELATED BCE POLICIES**

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

#### **14. RELATED RESOURCES**

- School Wide Positive Behaviour Support ([www.pbis.org](http://www.pbis.org))
- Play is the Way ([www.playistheway.com.au](http://www.playistheway.com.au))
- Relationships Policy – School board