



# St Joseph's Primary School Kangaroo Point

## Whole School Behaviour Policy

### **Mission Statement**

At St Joseph's Behaviour Learning is an educational process by which students develop responsibility for their own behaviour and become aware of its association with learning, social competence and positive relationships. Our Mission, is to strive, with the help of God, to educate all and to embrace challenges with faith, confidence and compassion. As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative, confident, active and informed learners empowered to shape and enrich our world.

At St Joseph's, student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe.

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, at St Joseph's we 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 between all community members;
- A commitment to justice and service by identifying and eliminating barriers that hinder students' participation and achievement;
- Inclusive learning and teaching responding to the diverse needs of students;
- Formation in self-discipline, reciprocal responsibility and social conscience;
- Effective networks of care across the community; and
- Whole school organisational structures to support student formation and redirection, grievances and appeals, reconciliation and restoration.

This Student Behaviour Support Plan is designed to create and maintain safe and orderly learning and teaching environments and facilitate positive student behaviour within our school community.

## **Profile of School**

St Joseph's Primary School is a co-educational inner-city primary school and that prides itself on being a friendly, vibrant and welcoming community. With supportive and involved parents and a commitment to providing safe and engaging learning environments, St Joseph's offers quality teaching and learning that supports personal growth based on Christian values.

At St Joseph's we believe that:

- Learning is Inextricably linked with living life to the full;
- Learning is personal and relational;
- Learning is visible, active, and interactive;
- Every learner is a lifelong learner, with a desire to search for truth and do what is right, accountable for choices and responsible for actions;
- Every learner can achieve success in life and learning where diversity is valued; and
- Shared wisdom contributes to decision-making that enriches and enlivens our world.

## **Consultation and Data Review**

St Joseph's Primary 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 five years.

## **Beliefs About Learning and Behaviour**

Student behaviour support is at the core of business for all teachers. At St Joseph's we believe effective learning and teaching is supported by positive learning environments. This starts in the classroom, with each individual student,

We believe that:

- Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life;
- Every learner seeks to find meaning in life and learning;
- Every learner brings to the learning experience their own richly diverse life journey and we respond creatively, flexibly with a futures orientation to ensure dignity and justice for all;
- Teaching is relational with a shared responsibility to educate for the common good;
- Teaching is visible, explicit and responsive, creating equality and excellence for all learners;
- There must be a welcoming, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships;
- Teachers hold high expectations for students' academic achievement and future behaviour choices;
- Teaching and learning occurs when learning is explicit, appropriately challenging, and encompasses deliberate practice aimed at attaining mastery of the goal;
- The teacher fosters effort, clarity and engagement in learning, where feedback is given and sought to evaluate and improve outcomes to develop positive dispositions to learning;
- Students actively engage in clearly defined learning goals both academic and behaviour
- Students are always asked to do the best they can. The teacher's role is to facilitate this behaviour;
- Students are able to describe what they are learning, how well they are going and what they intend to do next; and
- Recognition and encouragement are given to those students who have done their best.

## Roles, Rights and Responsibilities of School Community Members

At St Joseph's we expect that the rights and responsibilities of all community members will be acknowledged and upheld.

At St Joseph's we expect that students have the:

Right to:

- Feel safe
- Be treated with courtesy and respect
- Personal privacy
- Hear and be heard
- To belong and be proud of their school community
- Be proud of their culture, religious beliefs and gender

Responsibility to:

- Act in a way that promotes a safe environment
- Interact with others using respectful words and actions
- To act in a way that acknowledges privacy, personal property and personal safety
- Be attentive by listening to others and taking turns and valuing others opinions
- Care for their environment and look after each other
- Display understanding and appreciation of the difference of others

At St Joseph's we expect that parents/caregivers have the:

Right to:

- Expect their child to be safe
- Be treated with respect
- Hear and be heard
- Be respected as the first educator of their child/ren
- Be informed of their child's development within the school context
- Address their concerns with the appropriate personnel
- Expect confidentiality
- Receive feedback in a respectful manner

Responsibility to:

- Teach and model appropriate behaviour
- Interact with others using respectful words and actions
- Be attentive to others and value others' opinions
- Foster and support positive dispositions to learning
- Participate in informal and formal communication with relevant school personnel
- Communicate with the school any concerns or issues
- Acknowledge others needs for privacy
- Give feedback to the school in a constructive and positive manner

At St Joseph's we expect that staff have:

Right to:

- Feel safe in their working environment
- Be treated with respect by students and parents
- Privacy of personal property and personal safety
- Hear and be heard
- Expect that the classroom is a place of learning where all students participate in the process of learning
- Expect parental/guardian support

Responsibility to:

- Promote safety
- Interact with members of the school community using respectful words and actions
- Ensure the privacy and personal safety of others in school community
- Be attentive to others and value others opinions
- Provide a learning atmosphere that promotes positive experiences and actively involve all students in the learning process
- Encourage a partnership between home and school

## **Establishing Behaviour Expectations**

At St Joseph's there are several ways in which staff build behaviour expectations with students:

- Explicit teaching and consistent follow-up of school rules;
- Modelling and role play used to teach and learn behaviours;
- Employ multiple ways of reinforcing positive behaviours;
- Recognising students who have demonstrated exemplary positive behaviours last term on our Wellbeing Photo Wall ;
- By displaying the school rules in MacKillop Place;
- Using explanations of school and classroom rules (i.e. What they look like, sound like, and feel like)
- At the beginning of each year developing together as a class a covenant outlining shared expectations of each other for the year;
- Displaying classroom covenants as identified and agreed by each class;
- Whole school endorsement of class covenants;
- Applying 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 and making adjustments when there are unforeseen circumstances or children with specific and unique needs;
- Maintaining effective communication and sharing a common language about behaviour in our school community; and
- Planning with teachers and families to assist with transitioning students to new year levels and new teachers at the end of the school year for the following year.

## **Positive School Culture**

St Joseph's School community gathers daily for morning assembly and prayer. We also gather weekly for Hymn Singing and Whole School Assembly. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders, raising awareness of current school events. At St Joseph's we also take pride in being a 'KidsMatter' school that seeks to work together with students, teachers and families to develop and enhance our positive whole school culture.

## **Universal Behaviour Support (proactive/ preventative/reactive strategies)**

At St Joseph's, we know that promoting appropriate behaviour is a positive and successful method of supporting student well-being. As a 'KidsMatter' school, we embrace evidence-based practice and work as a whole school community to promote healthy and wholesome relationships. A number of initiatives are in place including:

- '*Bully Bulldozer and friends*' make guest appearances on assembly to educate and build understandings of expected behaviour;
- Early years staff have trained in the use of restorative practices to address unexpected behaviours in students;
- A buddy system is in use to support our Prep students as well as students new to the school;
- Students in Years 5 and 6 can participate in 'Peer Skills', a peer helping program that explicitly teaches students how to help their peers with everyday problems and recognise when they may need extra help; and
- Programs such as '*You Can Do It*', '*BounceBack*' and '*Second Steps*' are used explicitly in classroom instruction to support and develop social and emotional wellbeing of students.

Staff also utilise a wide range of reinforcement strategies with students to support our positive school culture including:

- Praise/encouragement (verbal/non-verbal/written)
- Token/point/star systems (individual/group goal-setting)
- Public displays of work (classroom and/or library)

- Individual class or year level rewards (sticker books, stamps, free-time, student-choice activities, computer time)
- Whole class rewards for sustained expected behaviours
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Good news phone calls, emails, or communication to parents
- Sharing work with others (Principal, A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations of student achievement (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Acknowledgements of significant achievements at whole school gathering, using the school's electronic sign and in the school newsletter.

We seek to acknowledge student effort and achievement across a range of contexts, including academic, sporting, behavioural, and cultural areas.

### **Targeted Behaviour Support**

Targeted strategies are implemented for students who may be 'at risk', and typically include intervention programs developed in collaboration with our student support staff. Communication between parents/caregivers and staff may occur before, during, and after additional strategies are implemented. Some of these interventions may include the following:

- Student reflection worksheets;
- Informal functional behaviour assessments to help identify what may be the purpose of an unexpected behaviour;
- Adjustments to curriculum;
- Students participating in a check in-check out process daily for a period of time;
- Conversations with students using restorative practices language as a model for comprehending and resolving unexpected behaviours;
- Use of specific evidenced-based programs for identified individuals, small-groups and/or a whole classes; and
- Student Support Team Meetings to assist with understanding students' needs, to establish a working in partnership with families, and plan how best to support individual students.

### **Individual behaviour support**

From time to time some students may require additional support to participate fully and positively in all aspects of the school community.

Strategies to support individual students may include the following support structures:

- Individual Education Plans (IEP) for verified students with disabilities;
- Individual Behaviour Plans based on detailed functional assessments of behaviour;
- Ongoing Student Support Team Meetings to assist with understanding students' needs, to establish a working in partnership with families, and plan how best to support individual students;
- Consultation with a range of school support staff (i.e. Principal/APRE, Support Teacher - Inclusive Education, Guidance Counsellor, School Pastoral Worker, and relevant Brisbane Catholic Education Consultants)
- With consent of families, liaison with external agencies and/or other professionals where appropriate (e.g. occupational therapists, speech & language pathologists, psychologists, paediatricians)

Teachers and Administration staffs may request assistance from professional personnel in their areas of expertise when students have uniquely challenging needs that impacts upon their participation at school. We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.

## **Consequences for Inappropriate Behaviour**

At St Joseph's we embrace a consistent approach to the support of student behaviour. Consequences for students who are unable to sustain positive behaviours are determined by individual need and the context. At St Joseph's teachers strive to use a consistent approach to behaviour support through the following processes:

*Three degrees of exclusion in class* (following explicit teacher instruction and re-direction):

1. Time away in a position, or workstation away from the group within the classroom.
2. The student being sent to a buddy classroom.
3. The student being sent to the office, where parents may be contacted. Various school responses may be applied (e.g. Reflective practices discussions and/or reflection worksheet).

*Three degrees of exclusion in the playground:*

1. Walk with Teacher on duty for a short period of time.
2. Sit in designated Time Out Area for a 5-10 minute period of time.
3. Record repeated or serious incidents on *Behaviour Incident/Referral Card* and hand in to the office (see Appendices).

School staff, have the knowledge and skills to deliver most of these strategies recommended for reducing challenging behaviour in schools. It is our aim to remain focussed on teaching and deliver programs for the majority of students in our school community. However if necessary, additional resources, knowledge and skills exist within Brisbane Catholic Education to augment school-based programs for students with severe and chronic problem behaviour.

## **Formal Sanctions**

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These include:

### **Detention**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour.

### **Suspension**

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable.

Suspension is defined as the 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. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible.

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

### **Negotiated change of school**

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).

### **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to BCE's Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

### **Process for Appeals**

The following processes of appeal can be used by parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

In relation to:	Who to contact:
A decision to suspend a student for less than three (3) days from school	The Principal
A decision to suspend a student for more than three (3) days from school	Area Supervisor South Schools Service Centre 5-7 Laurinda Crescent, Springwood 4127 Ph 3440 7904
A recommendation to exclude a student from a Brisbane Catholic Education school	The Executive Director Brisbane Catholic Education Office 243 Gladstone Rd, Dutton Park 4102 Ph 3033 7542

*Note:* The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

### **Network of student support and consideration of individual circumstances**

Students are diverse in their needs. A range of support staff are available at St Joseph's to assist with students experiencing difficulties, whether they be related to presenting circumstances or ongoing challenges.

School-based personnel, including:

- Class Teachers
- Support Teacher – Inclusive Education
- Guidance Counsellor
- School Pastoral Worker
- Principal and/or APRE

Consultants from Brisbane Catholic Education, including:

- Education Officer – Inclusive Education
- Education Officer – Gifted and Talented Education
- Student Protection Officers

- Participation Officers – Indigenous Education
- Advisory Teachers – Hearing Impairment

Where additional specialist support is required to assist the learning process, other professionals may be invited to school to assist in developing support plans for students as required to meet the presenting circumstances and diverse needs of students. These may include (but are not limited to the following):

- Education Queensland - Advisory Visiting Teachers for Physical and Vision Impairment
- Allied health professionals from the private or public sector (e.g occupational therapists, psychologists, speech-language pathologists, Child & Youth Mental Health staff)
- Medical professionals (e.g. paediatricians, child and adolescents psychiatrists)

### **Data collection**

As a best practice, accurate student data collection will allow teachers to make informed, objective decisions about student instruction, student placement, and the effectiveness of teaching methods. The monitoring of students' academic progress or classroom behaviour is best accomplished through accurate data collection. Various measures may be used to collect student data.

**Further information about the Brisbane Catholic Policies which support this plan are available by contacting the school:**

- BCE Student Behaviour Support Policy
- Student Behaviour Support Guidelines, Regulations and Procedures
- Management of Weapons in Schools
- Management of Police Investigations in Schools
- Management of Drug related Incidents in Schools
- Management of Social Media in Schools
- Management of Bullying

## **St Joseph's School Code of Expected Student Conduct**

Everyone at St Joseph's School has the right to:

- Feel safe and to grow spiritually, academically and emotionally in a supportive community environment

Everyone at St Joseph's School is expected to:

- Do their best in relation to their learning
- Respect themselves and the rights of others
- Be accountable for their words and actions
- Be responsible for their own property
- Respect the property of others
- Show stewardship over our environment

Our rules are:

- Do what the teacher says when the teacher says it
- Hands and feet to yourself
- No hat: No play
- Speak to please, not to tease

All adult members of our school community are challenged to be exemplars to our student community where different opinions are valued, and everyone is appreciated and affirmed.