



St Joseph's School Behaviour Support Plan

School Vision and Mission Statement

At St Joseph's School, our vision of Catholic Education is ***Living and Learning with Gospel Values.***

The mission of our school community is to enhance the spiritual, intellectual, emotional, social, physical and aesthetic development of each child. We are called to accomplish this in the context of a caring Catholic-Christian community. Therefore, we must facilitate the development of attitudes and behaviour that will build up this sense of community.

Our School Values

As a Catholic school steeped in the Josephite tradition and the charism on St Mary of the Cross, our school values embrace the ideals of Making Jesus Real to others. We recognise the important role that our school values play in guiding all that we undertake here at St Joseph's...

- *Community*
- *Quality Education*
- *Witness to Faith*
- *Compassion*
- *Respect*
- *Joy*
- *Justice*
- *Share Ministry*

Wellbeing Framework

Our Student Behaviour Support Plan operates within the school's overarching **Wellbeing Framework**. We believe wellbeing is an ongoing experience of wholeness and hope integral to learning, overall health and life success. Wellbeing encompasses nurturing the self, giving to others and building and celebrating community.

As a school community, we seek to positively influence student wellbeing through our programs and practices in the following four components: *Positive school community; Social and emotional learning for students; Working with parents and carers; Helping children with mental health difficulties.*

Our 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 school site 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.

1. Profile of the school.

St Joseph's School is a co-educational Catholic Primary School catering for students in Prep to Year Six. Our school has been dedicated to catholic schooling for one hundred years since the school's opening in 1916 by the Sisters of St Joseph. These women brought the traditions and spirituality of their founder, Mary MacKillop. St Joseph's School still has strong connections with the Josephite sisters with the nearby St Joseph's Convent.

Our students come from predominantly middle income families with a diverse mix of cultural backgrounds. There is a strong sense of community within our school and close ties develop between families. Of our school population, approximately 20% of our students are from ESL backgrounds. The school has strong links to local secondary schools – Mary MacKillop College and St Joseph's College, Nudgee.

Our dedicated staff include; 18 teaching staff (includes specialist teachers, support teachers and members of the leadership team), 10 school officers, and a Guidance Counsellor.

2. Consultation and data review.

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

3. 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. This starts in the classroom, with each and every individual student.

Our *Vision for Learning* highlights those beliefs and practices which bring about quality learning outcomes:

- Diversity is a strength and everyone can achieve success.
- A positive, joyful environment encourages a love of learning.
- Learning happens in partnership with the school, local and wider communities.
- We celebrate God's love for us in many different ways.

- Rich, real and relevant experiences that engage, challenge and support the learner promote lifelong learning.
- Active participation, creativity and problem solving allow for discovery and expression.
- We are responsible for ourselves, others and the world in which we live.

Student Code of Conduct – The St Joseph’s 3Rs

As a school community, we show ...		
Respect for Self & Others by ...	<input type="checkbox"/> Being welcoming <input type="checkbox"/> Taking responsibility for our own actions <input type="checkbox"/> Using good manners <input type="checkbox"/> Helping others <input type="checkbox"/> Following safety guidelines <input type="checkbox"/> Including others in our games <input type="checkbox"/> Caring for belongings. <input type="checkbox"/> Choosing to eat healthy foods and exercise regularly <input type="checkbox"/> Taking pride in our school <input type="checkbox"/> Wearing correct school uniform.	<input type="checkbox"/> Greet, treat, speak <input type="checkbox"/> Helping hands & friendly feet <input type="checkbox"/> Right choice, right time, right place <input type="checkbox"/> No Hat, No Play <input type="checkbox"/> Bullying No Way <input type="checkbox"/> Is it kind? Is it true? Is it necessary? <input type="checkbox"/> Stop, think, do <input type="checkbox"/> Go Slow Whoa Foods <input type="checkbox"/> Slip Stop Slap Slide Seek <input type="checkbox"/> I'm a St Joey's Kid!
Respect for Learning by ...	<input type="checkbox"/> Having a positive attitude <input type="checkbox"/> Being organised <input type="checkbox"/> Taking risks <input type="checkbox"/> Persisting when it gets tough <input type="checkbox"/> Working hard and trying our best <input type="checkbox"/> Being a team player <input type="checkbox"/> Being reflective and looking for ways to improve <input type="checkbox"/> Celebrating effort and achievements	<input type="checkbox"/> Aim High <input type="checkbox"/> Smart kids ask questions <input type="checkbox"/> Listen, Think, Do <input type="checkbox"/> Team work makes the dream work <input type="checkbox"/> Work first, then Play <input type="checkbox"/> Have a go <input type="checkbox"/> Work tough
Respect for our Environment by...	<input type="checkbox"/> Using our resources wisely <input type="checkbox"/> Putting rubbish in the correct bin <input type="checkbox"/> Being caretakers of creation <input type="checkbox"/> Taking care of school property <input type="checkbox"/> Taking care of school gardens and grounds	<input type="checkbox"/> Do the right thing – put it in the bin <input type="checkbox"/> Reduce, Reuse, Recycle, Reject <input type="checkbox"/> Be waterwise

4. Roles, rights and responsibilities of school community members.

At St Joseph's School we expect/hat 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
- 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

5. 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

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

- Creation of a Class Covenant at the beginning of each new school year
- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours

- The *St Joseph's 3 Rs* signs
- Display the school and classroom rules clearly
- Displaying photos of positive behaviours
- Using explanations of the school and classroom rules i.e. what do they look like, sound like, feel like.
- Applying appropriate consequences for not meeting behaviour expectations (Mindfields of Behaviour” Step Process)
- 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

Our School Wellbeing Framework articulates the many ways our school promotes a positive school community.

- Welcoming Atmosphere – *Greet, Treat & Speak*
- Making Jesus Real Program – *Welcome, Encourage, Sorry & Thanks*
- Mary MacKillop Charism – *“Never see a need without doing something about it”*
- Religious Life of the School
- KidsMatter School
- Behaviour Support Plan
- Pastoral Care Program
- Student Protection
- Morning Assemblies Ritual
- Regular Communication - *eNewsletter, School App, Term Overviews, Term Calendar, School Noticeboard*
- Extra-curricular Activities – *Gardening Club, Chess Club, Marathon Club*
- Student Awards - *Stars of the Playground, Student of the Week, Achievement, Feast Day Awards, Birthday Celebrations*
- Celebrations & Special Events
- Social Gatherings
- School Community Welfare – *Students, Staff, Parents & Carers*
- Spiritual Formation – *Staff Prayer, School Prayer, Mary MacKillop Prayer time, Prayer Assemblies*
- Social Justice Projects
- Collaboration with the Parish and wider community

c. Rewards

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

- Praise/encouragement (verbal/n -verbal/written)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, display boards)
- Individual class or year level rewards
- 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.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Kidz@ St Joey's articles in *School eNews*

6. 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."
- "You Can Do It" Social & Emotional Skills program
- Other programs as appropriate

7. 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. CYMH & Act for Kids
- Involvement of other professional personnel who have a vested interest in the student's welfare.

Note: Teachers and Administration staff are not psychologists/psychiatrists and therefore, at times, professional personnel will be engaged to assist the school.

8. Consequences for inappropriate student behaviour.

- Degree of seriousness, supported use of time-out and follow through of consequences
- Parent contact and support
- Counselling procedures (referral to school guidance counsellor)
- Due process for serious behaviours (in school suspension, out of school suspension)
- Individual behaviour plan

9. 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 longer than three days to the Area Supervisor. Parents 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).

10. 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 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. 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. St Joseph's 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, the classroom teacher may choose to use the following methods with the children involved:
 - Consult with the School Administration Team
 - Method of shared concern
 - Mediation
 - Individual counselling

Parents 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.

Managing Incidents

- Students are encouraged to take responsibility for reporting incidents of inappropriate student behaviour / or behaviour that threatens others to the class teacher or teacher on duty.

- The individual student story is listened to by the teacher or staff member and the students involved are discerned. Information from observers may be sought.
- Teacher speaks to individual students involved and discerns issues raised and with whom responsibility for the incident lies. Information may be sought from other teachers.
- All students involved are counselled by the teacher, individually or in a group, the inappropriate behaviour named, consequences explained and activated. The students are informed of the appropriate behaviour expected. Where necessary, parents are informed. Class and school expectations are revisited. Other support counselling may be given by other support staff of the school community. Students are monitored to ensure management of the issue over time and any reoccurrences managed.
- On some occasions, the Administration Team – Principal and Assistant Principal Religious Education form part of the support group in the management of behaviour issues.

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

At St Joseph’s School we take a positive, proactive approach to bullying by teaching the five anti-bullying strategies to all students in our school. The strategies are as follows:

- Ask them to stop
- Walk away
- Ask a teacher to help
- Remember to ignore
- Even try to make friends

The **“You Can Do It” Program** is utilised at St Joseph’s to teach students the skills and strategies to be more competent in **“Getting Along”** and **building positive relationships** with each other. The program is a proactive way of dealing with all issues of relationships including any bullying between students. Parents are encouraged to learn about the program from their children and through parent information nights and other opportunities put on by the school to inform parents.

Parents sign an *Acceptable Use of Computers and Internet Resources* document on acceptance of enrolment. Each year students participating in a One-to-One iPad program at St Joseph’s undertake a digital citizenship program and sign an agreement to accept their responsibility as a digital citizen.

The *Making Jesus Real* way of life at St Joseph’s focuses on the positive relationships with others and supports the concepts of anti-bullying behaviours.

In summary, St Joseph’s has a zero tolerance to bullying.

11. Related BCE policies.

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

12. Related resources.

- School Wide Positive Behaviour Support (www.pbis.org)
- You Can do It Education (www.youcandoiteducation.com)

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