St Paul’s Woodridge Behaviour Plan

Whole School Approach to Student Behaviour Support

St Paul’s Woodridge Catholic Primary School

Grow Strong in the Faith, the Spirit, the Word
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1. Vision Statement

Our motto, *To Grow Strong In The Faith, The Spirit and The Word*, underpins the learning experiences at St Paul's School and will empower all members of our community to contribute positively and make a difference to our world.

**FAITH** To build a life-long spiritual relationship between God and ourselves, based on our Catholic Faith that will permeate all aspects of our lives and living.

**SPIRIT** With the guidance of the Holy Spirit, all members of the school community feel and demonstrate love, respect and acceptance of others.

**WORD** To discover the teachings of Jesus so that the Gospel values of peace, love, truth and social and environmental justice are promoted.

2. Mission Statement

We aim to achieve our vision by:

- Maintaining and pursuing Mary MacKillop’s mission of providing education for all, welcoming all and accepting each person.
- Providing a place of learning in which flexible, reflective and future focused practices address the needs of our students and families.
- Providing a nurturing and safe environment where there is mutual love and acceptance based on gospel values of respect, truth and compassion.
- Working in collaboration partnerships with staff, students, parents, local community and Brisbane Catholic Education to support productive and life enriching outcomes.
- Providing recognition and celebration of the richness of our cultural diversity.

3. Consultation

St Paul’s developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, our School wide positive behaviour for learning committee and coach, and distribution of the draft plan for comment and review.

4. Positive Behaviour for Learning

St Paul’s participates in Positive Behaviour for Learning (PB4L) programs. This is a whole school approach to behaviour that encompasses bullying. Within this framework, records are kept on a Student Behaviour System (SBS) database: monitoring and evaluation of student behaviour (both positive and challenging). This enables our staff to strategically plan for improved behaviour outcomes. All staff members at St Paul’s undertake professional learning annually to review school policies and practices in relation to behaviour support.

A review of school data (occurs each term) relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. This is supported by a Brisbane Catholic Education representative. The Student Behaviour Support Plan for St Paul’s plan has been endorsed by the Principal, the school P&F committee, and the Area Supervisor.
5. **Beliefs about learning and behaviour**

Student behaviour support is at the core of business for all teachers. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. At St Paul’s, we believe that there are five conditions for quality learning and behavioural outcomes:

1. Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.
2. There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
3. Students are always asked to do the best they can. The teacher’s role is to teach and facilitate this behaviour.
4. Respect, safety and learning is central to everything we do at St Paul’s.
5. Students have the right to receive constructive feedback about their behaviour and learning.

6. **Whole School Expectations**

Students will be:

- Respectful
- Safe
- Active Learners

7. **Roles, rights and responsibilities of school community members**

**At St Paul’s we expect that students will**

- Participate actively in the school’s education program, particularly our school goals
- Take responsibility for their 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 Paul’s 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 Paul’s 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, colleagues and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

8. Universal Behaviour Support
At St Paul’s, we work towards the promotion and implementation of appropriate behaviour in the following ways:

Establishing Behaviour Expectations
At St Paul’s, there are several ways in which staff establish the behaviour expectations of our students, including the following:
- Explicit teaching and consistent follow-up of school goals
- Modelling and experiential methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Records are kept on a Student Behaviour System (SBS) database: monitoring and evaluation of student behaviour (both positive and challenging). This enables our staff to strategically plan for improved behaviour outcomes.
- Displaying photos of positive behaviours where necessary
- Displaying the school goals and mission statement clearly
- Using explanations of the school and classroom rules (i.e. look like, sound like, and feel like)
- Applying appropriate responses for meeting and 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
- Maintaining effective communication and sharing a common language about behaviour
- Transitioning students to new year levels and new teachers at the end of the year

Positive School Culture
Every week, our school community gathers together for Whole School Assembly. During this time, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders and by raising awareness of current school events. 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/non-verbal/written – Positive Office referral)
- Class Dojo/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 (fun days and educational game time)
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (staff and parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, “outside” achievements)
• Articles in the St Paul’s Newsletter, BCE and school website, local paper
• Actively teaching the general capabilities

**Rewards**
We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The following St Paul’s initiatives outline the variety of awards/incentives 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 are written in both our weekly school newsletter.

<table>
<thead>
<tr>
<th>Positive behaviour and relationships promoted</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Office Referral</td>
<td>Teachers send students to the Principal or APRE for positive reinforcement of classroom behaviour or academic achievement. The effort of the students is acknowledge through a referral form, stickers and rewards</td>
</tr>
<tr>
<td>Student of the Week</td>
<td>Each class teacher allocates a student of the week, presented at assembly. This is for making a positive impact in class.</td>
</tr>
<tr>
<td>Co-operative Raffle</td>
<td>Students are rewarded with raffle tickets for appropriate playground behaviour. These tickets are drawn out on assembly with a winner in each year level.</td>
</tr>
</tbody>
</table>

9. **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 would usually take place before, during, and after additional supports are implemented (at the discretion of the Principal/APRE). Some of these interventions may include the following:

- Check in-check out process.
- Student Support Meeting each week
- Social Skills programs
- Supported referral process to outside agencies/specialist (eg. Paediatrician, speech therapist)
- Adjustments to Curriculum
- Extra – Curricular programs designed to engage students and teach appropriate behaviours and social norms eg. Sporting and cultural programs, community garden and hands on building and construction programs
- **Corporal punishment is prohibited at St Paul’s, Woodridge.**

10. **Individualised behaviour support**
Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care. Individual supports may include

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
• Individual behaviour plan based on Functional Behaviour Assessment
• Support from our specialist staff (i.e. Community Partnerships staff, Support Teacher Inclusive, ESL teachers, Guidance Counsellor, Pastoral Worker)
• Wrap Around with outside agencies
• We welcome the involvement of other professional personnel who have a vested interest in the student’s welfare.
• Enrolment Application and Support Procedure (EASP)
• English as a second language (ESL)

11. Consequences for inappropriate behaviour

**School wide Response to Inappropriate Behaviour in the classroom**

Behaviour Chart is displayed in each classroom and students are encouraged to understand that this process is in place to help them ‘do the right thing’. Inappropriate behaviour is recorded on a chart. The tracking of inappropriate behaviour allows student the opportunity to self-regulate behaviour before consequences are necessary. Teachers use these opportunities to re-teach appropriate behaviour.

**Consequences for inappropriate classroom behaviour**

1. Reminder one and re-teach appropriate behaviour
2. Reminder two and re-teach appropriate/remind student of behaviour expectations
3. Ten minutes time out to be completed in designated area of classroom
4. Twenty minutes time out in another classroom/re-entry conversation with teacher
5. Thirty minutes time out in administration building/re-teaching of behaviour and negotiation of re-entry into classroom between Principal/APRE, teacher and student. Student then returns to class with a monitoring slip.

*Student will be referred directly to the Principal/APRE for instances of physical or verbal aggression.*

**Consequences for inappropriate playground behaviour**

1. Staff give appropriate behaviour reminder and opportunity to return to situation to try again
2. If unsuccessful, student goes to designated area of playground or shadows teacher for a reasonable time period.
3. For ongoing inappropriate behaviour or a one-of significant misdemeanour, student goes straight to the Principal/APRE and the Step 5 process is followed.

- If students come to staff with a less serious problem on the playground, it is emphasised by staff that they are pleased students came to talk about it. Students are reminded that, at St Paul’s, staff are able to assist students in solving their own problems. Staff then assist student in finding a reasonable resolution to their problem.

**Suspension**

The Principal/Acting Principal may suspend a student for the following behaviours:

- Persistent non-compliance: Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse.
- Persistent disruption: Students who persistently disrupt and prevent the learning and teaching of others.
- Breach of school’s Student Behaviour Support Plan: Students who seriously breach the school’s published rules and regulations.
When working with children to resolve behaviour challenges, staff will:

- Model a calm, respectful manner of interaction
- Respond to student behaviour and needs in a manner consistent with Catholic values.
- Set consistently high expectations for all student behaviour.
- Give students much support (particularly ‘high needs’ students) at being successful
- Praise often
- Provide consistent support of serious inappropriate behaviour
- When more serious inappropriate behaviour is escalating fast – intervene early – redirect student to an alternative activity, provide time and space for the student to calm themselves.

12. Appeals Process

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents may appeal a suspension of 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 appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding 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).

13. Anti-Bullying Policy

Rationale:
As part of its overarching Behaviour Learning Policy, St Paul’s School seeks to provide an environment that is free from all forms of bullying and harassment. St Paul’s school aims to be a happy, safe, harmonious teaching and learning environment.

How is this created?
- By making sure that everything I say and do shows RESPECT for myself, others and property.
- By making sure that everything I say and do keeps myself, others and property SAFE.
- By making sure that everything I say and do allows myself and others to LEARN.

What is bullying?
A person is bullied or victimised when he or she is exposed repeatedly and over time, to negative action on the part of one or more other persons. (Olweus 1984)

Bullying involves:
- A desire to hurt
- A hurtful action (physical, psychological or social)
- A power imbalance
• (typically) Repetition
• An unjust use of power
• Evident enjoyment by the aggressor and
• A sense of being oppressed on the part of the victim (Rigby 1996)

Bullying takes many forms, all of which will cause distress. Some examples of bullying include:
• **Physical:** hitting, pushing, tripping, kicking, spitting on others
• **Verbal:** teasing, using offensive names, ridiculing, spreading rumours and making threats
• **Non-Verbal:** writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures
• **Exclusion:** deliberately excluding others from a group, refusing to sit next to someone
• **Extortion:** threatening to take someone’s possessions, food or money
• **Property:** stealing, hiding, damaging or destroying property.

**Anti-Bullying Procedures**
Proactive measures to prevent and address bullying concerns:
By being committed to the care and welfare of its students, St Paul’s aims to:
• Provide an environment which engenders respectful, safe and resilient behaviours
• Assist children to learn to be responsible for their own behaviour
• Create a supportive environment in which students are able to report incidents of bullying
• Ensure each person associated with the school community knows the procedures for reporting the occurrence of bullying
• Periodically monitor student perceptions of bullying
• Provide proactive training in resilience and bullying (Bounce Back Program)
• Explicit teaching and learning of Universal School Rules
• Provide social skills training for all involved in bullying incidents

**How do I notify a bullying incident?**
In order to keep St Paul’s a happy, safe, harmonious and productive school, all bullying behaviours need to be reported (see St Paul’s Consistent Consequences Matrix)

**Students:**
• Tell an adult you trust (Feeling Safe Strategy Posters)

**Parents/Caregivers:**
• Notify the school immediately. Report to Principal, Assistant Principal, Student Pastoral Worker or Classroom Teacher

**Staff:**
• Report to Principal, Assistant Principal, Student Pastoral Worker

**Investigation and Information Gathering Process:**
• A member of staff investigates allegation of bullying.
• The Principal or Assistant Principal is notified of the results of the investigation.

**Action following Investigation:**
Appropriate action is taken and may include some or all of the following:

- Utilise Social skills training
- Mediation
- Monitoring of Situation (Follow up conversations with those involved)
- Behaviour Process (as per School Behaviour Learning Policy and Practices)
- Interview with parents/caregivers
- Notification to state authorities—Police, Department of Child Safety.

14. Links to related BCE policies
- Student Behaviour Support Policy
- Student Behaviour Support Regulations and Procedures