STUDENT

BEHAVIOUR

SUPPORT

PLAN

Our Lady of the Assumption Catholic Primary School
Our Lady of the Assumption

Student Behaviour Support Plan

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1. Introduction

At Our Lady of the Assumption Primary School we acknowledge the sacred and relational nature of the human person. Each person is the clearest reflection of God among us.

We are committed to the development and the support of positive relationships within our school community. We acknowledge that respect for the dignity of the human person needs to be upheld at all times.

As a faith community we commit our talents and skills to quality teaching and life long learning in a caring environment which integrates faith, life and culture.

Accordingly, our goal is to empower children to be self-confident and considerate contributors who learn from their experience in preparation for their future challenges.

2. Profile of the school

Our Lady of the Assumption is a Primary school, with 425 students currently enrolled. Located in the Brisbane Central area, we have a large cross-cultural mix, and respond to that mix by involving parents in our school community. Of our population, approximately 15% is transient because of parents in the armed forces relocating.

Our dedicated staff includes: 25 teaching staff (including specialist teachers, support teachers, and members of the leadership team); 10 school officers; and a part time Guidance Counsellor

3. Consultation and data review

Our Lady of the Assumption 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

‘As a Catholic Christian community we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.’ (BCE Learning and Teaching Framework 2012)

At Our Lady of the Assumption we believe in the importance of a Behaviour Support Program in order for successful learning to occur. We believe effective learning and teaching is supported by a safe, positive, and productive learning environment. The Behaviour Support Program is based on the teachings and examples set by Jesus Christ. Listed below are eight principles for quality learning outcomes:

1. There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.

2. Behavioural expectations need to be explicitly taught in a consistent, fair and engaging manner.

3. Students should actively engage in the work provided for them by their teachers.

4. Learning needs to place the student at the centre of the education process and focus on the whole student- spiritual, social, emotional and academic. Students are always asked to do the best they can. The teacher’s role is to facilitate this behaviour.

5. Students are asked to evaluate their own work and to improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.

6. Recognition and encouragement should be given to those students who have done their best.

7. All classroom environments must embrace inclusiveness, by catering
for the different potentials, needs and resources of all students.

8. One of the best foundations for quality learning is to have a connection between the home, classroom and wider school community.

5. **Student Code of Conduct**

As a school community, we show the following:

<table>
<thead>
<tr>
<th>Respect and Care for Ourselves by</th>
<th>• having the courage to try something new;</th>
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<tbody>
<tr>
<td></td>
<td>• maintaining a neat and tidy appearance and wearing correct school uniform;</td>
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<td>• being responsible for our own belongings;</td>
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<td>• following playground and classroom guidelines and procedures to ensure our own safety and the safety of others;</td>
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<td>• having reasons for the things you say and do;</td>
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<td>• approaching learning in a positive and respectful manner;</td>
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<td>• celebrating the efforts and achievements of all;</td>
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<td>• recognising and respecting that we are all here to learn;</td>
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<td>• being organised with the materials required for learning;</td>
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<td>• being brave and participating to progress in all class / school activities;</td>
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<td>• keeping ‘myself to myself;</td>
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<td>• speaking politely and using manners at all times;</td>
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<td>• letting others join in;</td>
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<td>• assisting anyone in need;</td>
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<td>• treating others as you would like them to treat you;</td>
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<td>• looking after all property;</td>
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<td></td>
<td>• taking care of the environment; and</td>
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<td>• representing our school responsibly.</td>
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6. Roles, rights, and responsibilities of school community members

- At Our Lady of the Assumption 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 Our Lady of the Assumption 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 Our Lady of the Assumption 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

7. Universal behaviour support (proactive/ preventative strategies)

At Our Lady of the Assumption 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

At Our Lady of the Assumption School 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 rules
- Modelling and role play 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 they look like, sound like, and feel like)
- 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 to allow for unforeseen circumstances or children with needs
- Maintaining 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 Sacred 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, Bounce Back! themes, 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/non-verbal/written )
- Token/point/star systems (individual/group goal-setting)
• Public display of work (classroom, library)
• Individual class or year level rewards (sticker books, stamps, free time, computer time)
• Individual award certificates
• 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)
• Celebrations (birthdays, out of school achievements)
• Articles/class news in Our Lady of the Assumption School Newsletter.

C. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school.

8. 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 the following:

• Behaviour Expectation Step Procedure
Students to be given one reminder. This will be as an articulation of the Behaviour Expectation.

  Step 1  (Stop and Think Time)
  Student to go to designated space. This space is in close proximity to but aside from the group.
  This is a calm thinking time for the student. 1 minute

  Step 2  (Chill Out Time)
  The student goes to a different designated space still within close proximity to the group.
Student to tell Teacher or School Officer what they will do next time instead of making a social mistake and then ask if they may re-enter class. 3-5 minutes

Step 3
(Thinking Time)
This space is still within the group, but is on the way out of the room. Near the door.
Student to tell Teacher or School Officer what they will do next time instead of making a social mistake and then ask if they may re-enter class. 5 – 8 minutes

Step 4
To the office with a copy of ‘We Can Work It Out’ plan appropriate for class.
When student is calm and Teacher and class are ready student may go through re-entry process.
Copy of ‘We Can Work It Out’ plan to be sent home for parent/s to sign and return to school the next day.

- Reflection Worksheet
- Play is the Way programme strategies
- Reflection, Repair, and Restitution “Making things better, paying back and moving on.”
- Social Skills programs
- Adjustments to Curriculum

9. 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. Support Teacher Inclusive Education, Guidance Counsellor)
- We welcome the involvement of other professional personnel who have a vested interest in the student’s welfare.

Note: Teachers 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

<table>
<thead>
<tr>
<th>BEHAVIOUR MAY INCLUDE</th>
<th>POSSIBLE CONSEQUENCE</th>
<th>MANAGED BY</th>
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<tbody>
<tr>
<td>A Minor incidents of inappropriate behaviour: Ignoring instructions and direction</td>
<td>Reminder of expectations</td>
<td>Teacher</td>
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<td>Lateness to class</td>
<td>Verbal negotiation</td>
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<td>Littering, swearing Uniform/hat/jewellery transgressions</td>
<td>Withdrawal from playground</td>
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<td>Playing in inappropriate areas</td>
<td>Consultation with teachers and reflection with teacher</td>
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<td>Disrespect for school resources</td>
<td>Contact with parents</td>
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<td>Disruption of teaching and learning (calling out, interrupting)</td>
<td>Step protocol</td>
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<td></td>
<td>Written and/or verbal apology</td>
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<tr>
<td>B Inappropriate behaviours at this level include:</td>
<td>Staff and support staff responses may include:</td>
<td>Teacher, and principal or</td>
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<tr>
<td>Repeated defiance</td>
<td>A monitoring program developed and implemented between teacher, student and parent</td>
<td>other support staff.</td>
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<tr>
<td>Inappropriate use of technology (including school internet, mobile phones, and other</td>
<td>Restorative justice meeting and re-entry process</td>
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<td>electronic devices)</td>
<td>Peer mediation</td>
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<td>All forms of harassment such as repeated name-calling, teasing, ostracising, derogatory</td>
<td>Referral through Student Support Committee for assessment and support from specialist</td>
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<td>comments (including through the use of technology: emails, social pages)</td>
<td>Individual Behaviour Support Plan</td>
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<td>Strong verbal abuse towards students and staff</td>
<td>Restitution</td>
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<td>Parent contact</td>
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<td>Nonattendance at extra-curricular activities</td>
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<td>STEP protocol</td>
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<td>Refer to School leadership team</td>
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<td></td>
<td>Re-teaching and modelling of expected behaviour during students own time.</td>
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<tr>
<td>C Inappropriate behaviours at this level include:</td>
<td>Parent interview</td>
<td>Teacher, principal or</td>
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<tr>
<td>Continued behaviours above</td>
<td>Review of IBSP</td>
<td>other support staff.</td>
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<tr>
<td>Stealing</td>
<td>Non Attendance at off campus and/or extracurricular activities (at Principal’s discretion)</td>
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<td>Truancy</td>
<td>Referral to outside agency</td>
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<td>Physical and/or verbal aggression toward students and staff</td>
<td>Police notification</td>
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<td>Intimidation and/or harassment of staff (including through the use of technology)</td>
<td>Suspension</td>
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<td>Pornography</td>
<td>Restorative conference on return from suspension</td>
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<td>Vandalism Sexual harassment/misconduct</td>
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<tr>
<td>D Inappropriate behaviour at this level includes:</td>
<td>Parent interview</td>
<td>Principal or other support</td>
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<td>Extreme or continued behaviours above</td>
<td>Review of IBSP</td>
<td>staff.</td>
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<td>Possession of drugs</td>
<td>Non Attendance at off campus and/or extracurricular activities (at Principal’s discretion)</td>
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<td>Supply of drugs</td>
<td>Police notification</td>
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<td>Possession of a weapon/Use of a weapon</td>
<td>Suspension</td>
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<td>Violent assault</td>
<td>Recommendation for exclusion</td>
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N.B. Corporal punishment is expressly prohibited in all Catholic Schools
Definitions of Formal Sanctions

SUSPENSION
• Suspension from school is at the discretion of the principal.
• Suspension from school is a response to intense inappropriate behaviour.
• Protocols for suspension include:-
  • Notification to parents of proposed suspension
  • Notification of suspension to student
  • Notification of suspension to parents
  • Notification of immediate suspension—opportunity to be heard
  • Brisbane Catholic Education suspension advice

EXCLUSION
• Exclusion from school is at the discretion of the Executive Director
• Exclusion is sought when other avenues of intervention have failed

RE-ENTRY CONSULTATION
• The purpose of re-entry consultation is for the student to understand and agree to the behaviour required for the student to remain at school.
• Describe needs, fears and concerns. (Parents, student, Principal)
• Describe suitable consequences. (Parents, student, Principal)
• Describe the contract; what the school will do, what the student will do, what the parents/carers will do.

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 suspension of less than three days to the Principal. Parents, or students living independently, may appeal a suspension of 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 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).

11. Bullying and Cyber Safety

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 involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment, them or exclude them, so that the person feels helpless. Cyber bullying 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 Our Lady of the Assumption School, we agree that, if you are a bystander who encourages bullying behaviours, or if 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, ridiculing, humiliating, intimidating
- 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:

Our Lady of the Assumption School adopts 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 might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

If bullying is identified, leadership team members may choose to use the following methods with the children involved:
- 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.
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 administration;
- 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 administration 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; and
- Enforcing appropriate consequences that are directly linked to the child’s bullying behaviour.

c. Positive, Proactive Anti-bullying Approaches At Our Lady of the Assumption School

We take a positive, proactive approach to bullying by teaching anti-bullying strategies.
12. Links to related BCE policies

Student Behaviour Support Policy

Student Behaviour Support Regulations and Procedures

13. Related resources

*School Wide Positive Behaviour Support (www.pbis.org)*

*Bounce Back (http://www.bounceback.com.au/)*