St Brigid’s Catholic Primary School

Student Behaviour Support Plan

2017-2021
MISSION STATEMENT

Vision Statement:

Our vision is to nurture and sustain a safe and compassionate community in which the gifts of each person are encouraged to flourish in order to offer each person opportunities to be life long and life giving learners and leaders.

Mission Statement:

In the Spirit of the Gospel
St Brigid’s School will endeavor
To provide excellence in educational opportunities
Within a community
Where all persons are valued and respected
SCHOOL CONTEXT

St Brigid's School is a Prep – Year 6 School, with 431 students currently enrolled. Located in Nerang, a central area of the Gold Coast, our school has a Socio-economic status score of 95.

Our dedicated staff includes: 34 teaching staff (including Specialist Teachers, Support Teachers and members of the Leadership Team); 12 School Officers; 1 Groundsman; 1 Guidance Counsellor and School-based Speech Pathologist.

Consultation and data review

The creation of a St Brigid's Whole School Student Behaviour Support Plan has involved consultation with the school staff, the School Board, the Parents and Friends Association and the school community. It has been developed through the considered responses to formal and informal feedback. Student Behaviour data is collated and graphed each term and is shared with staff to allow for regular analysis and considered review of the effectiveness of the plan across the various settings of our community. The plan will continue to be endorsed by the school principal, teachers, parent body and area supervisor, as this document will continue to evolve over time.

Beliefs about Behaviour and Learning

The school's goals emphasise the importance of the development of the whole person. As a Catholic school, the aim is to develop responsible citizens who consciously attempt to live the Gospel values in their encounters with others.

A truly supportive Catholic school environment is characterised by:

- an ethos centred on the person of Jesus and the values exemplified in the Gospel,
- a curriculum that caters for all learners,
- a clearly stated and consistent school wide behaviour support plan which encourages students to make choices and accept responsibility for their own behaviour,
- non-discriminatory organisation and administration procedures,
- an emphasis on the development of high quality interpersonal relationships,
- regular opportunities for the monitoring and review of general school wide practices, plans and procedures,
- a high level of co-operation and collaboration amongst staff, parents and students to achieve improved behaviour for both group and individual cases,
- an increasing intensity of behavior support for unproductive behaviours.

St Brigid's is aware that learning and growth is a journey and acknowledges that a safe, harmonious environment, based on Christian living, is needed so that students can learn how to manage their own behaviour. As such, at St Brigid's our Student Behaviour Support aims to develop the whole person, with dignity, in a community where students can learn to build, maintain and restore relationships in a climate of safety, acceptance and reconciliation. It recognises that in order to develop self-discipline and character, students may need support to modify their own behaviour from time to time through the use of explicit teaching, consequences and open, honest and respectful communication.
At St Brigid’s School we believe that behaviour;
- is and can be learned,
- is a form of communication,
  - of difficulties with learning
  - of social difficulties
  - of productive skills not yet developed
- is directly linked to successful learning and engagement,
- has to be considered in the context it occurs,
- is developmental in nature and presentation.

Positive Behaviour 4 Learning in a Catholic Context

The words of Pope Francis hold special meaning when we reflect on the strength of the Positive Behaviour 4 Learning model that we embrace at St Brigid’s and the daily support that we give students to learn behaviours that, in turn, support their learning.

The value of correction as incentive

1. It is also essential to help children and adolescents to realize that misbehaviour has consequences. They need to be encouraged to put themselves in other people’s shoes and to acknowledge the hurt they have caused. Some punishments - those for aggressive, antisocial conduct - can partially serve this purpose. It is important to train children firmly to ask forgiveness and to repair the harm done to others. As the educational process bears fruit in the growth of personal freedom, children come to appreciate that it was good to grow up in a family and event to put up with the demands that every process of formation makes.

2. Correction is also an incentive whenever children’s efforts are appreciated and acknowledged, and they sense their parents’ constant, patient trust. Children who are lovingly corrected feel care for; they perceive that they are individuals whose potential is recognized. This does not require parents to be perfect, but to able humbly to acknowledge their own limitations and make efforts to improve. Still, on of the things children need to learn from their parents is not to get carried away by anger. A child who does something wrong must be corrected, but never treated as an enemy or an object on which to take out one’s own frustrations. Adults need to realize that some kinds of misbehaviour have to do with the frailty and limitations typical of youth. An attitude constantly prone to punishment would be harmful and not help children to realize that some actions are more serious than others. It would lead to discouragement and resentment: "Parents, do not provoke your children" (Eph 6:4; cf. Col 3:21).

3. It is important that discipline not lead to discouragement, but be instead a stimulus to further progress. How can discipline be best interiorized? How do we ensure that discipline is a constructive limit place on a child’s actions and not a barrier standing in the way of his or her growth? A balance has to be found between two equally harmful extremes. One would be to try to make everything revolve around the child’s desires; such children will grow up with a sense of their rights but not their responsibilities. The other would deprive the child an awareness of his or her own dignity, personal identity and rights; such children end up overwhelmed by their duties and a need to carry out other people’s wishes.


With our focus on Positive Behaviour 4 Learning we are balancing teaching with correction, ensuring that each individual receives the support they need to grow as life long and life giving learners and leaders.
Roles, rights and responsibilities of school community members

At St Brigid’s School we expect that students will

1. Demonstrate respect for themselves, other members of the school community, learning and the school environment
2. Participate actively in the school’s education program and support and encourage the engagement of their classmates
3. Take responsibility for their own behaviour and learning
4. Behave in a manner that respects the rights of others, including the right to learn
5. Co-operate effectively with staff and others in authority.

At St Brigid’s School we expect that parents/caregivers will

1. Support the school’s Mission and Vision by living the St Brigid’s charism of welcome, compassion and action for justice.
2. Show an active interest in their child’s schooling and progress
3. Cooperate with the school to achieve the best outcomes for their child
4. Support school staff in maintaining a safe and respectful learning environment for all students
5. Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing, and behaviour
6. Contribute positively to behaviour support plans that concern their child.
7. Raise concerns in a constructive and timely manner, to allow issues to be addressed at the most appropriate and effective level.

At St Brigid’s School we expect that staff will

1. Provide safe and supportive learning environments that ‘Make Christ Present’ for all in the community
2. Model a passion for learning and a respect and concern for other community members
3. Provide inclusive and engaging curriculum and teaching by recognising the unique needs of individual learners and responding to those needs whenever possible
4. Initiate and maintain constructive communication and relationships with students and parents/carers
5. Promote the skills of responsible self-management
6. Maintain student attendance records
7. Develop a personal learning network to continue to develop as professional educators in an ever evolving and dynamic learning and teaching environment
Whole school behaviour support

St Brigid’s has adopted a Positive Behaviour for Learning framework (PB4L). PB4L is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4L framework.

We have three behavior expectations which are taught to every member of our school community:

- Respect for self and others
- Respect for learning
- Respect for property

Each week a specific behaviour from the PB4L matrix – see next page – is explicitly taught in all classrooms from Prep to Year 6. Children who then demonstrate the expected behaviour may receive a ‘Robo ticket’ which they place in the box for the weekly draw held at assembly.

At the end of each term there will be whole school reward for students who have received multiple Robo tickets over the term.
## POSITIVE BEHAVIOUR FOR LEARNING

### ST BRIDGID’S POSITIVE BEHAVIOUR MATRIX

<table>
<thead>
<tr>
<th>Resource technology</th>
<th>Respect for self and others</th>
<th>Respect for learning</th>
<th>Respect for property</th>
</tr>
</thead>
</table>
| Specialist equipment (e.g band, LOTE, Music/PE) | • access appropriate material  
• use only your own password  
• log off when finished | • acknowledge your source of information  
• listen to instructions  
• leave equipment ready for use | • sit on computer chairs safely  
• keep equipment clean  
• handle equipment carefully |
| **E**ating areas | • remain seated while people are eating  
• respect different food choices  
• wash your hands  
• not sharing food | • make healthy eating choices  
• keep food and drinks away from books and equipment | • place rubbish in bins  
• put away your lunch box  
• take home your own rubbish |
| **S**chool gatherings | • applaud appropriately  
• move and sit quietly  
• greet others appropriately  
• be respectful during prayers and in the church  
• wear the correct uniform with pride | • active listening  
• participate in responses | • help with set up / pack up  
• wipe your feet  
• care for school property and surroundings |
| **P**laygrounds | • keep hands and feet to yourself  
• wear your hat  
• take turns / share / be fair  
• everyone can join in  
• follow teacher directions  
• be in the right place  
• report inappropriate behavior immediately | • speak to please, not to tease  
• be a good sport  
• follow the rules  
• encourage participation | • use equipment safely  
• return equipment correctly  
• report missing or damaged equipment  
• wear your own hat |
| **E**xcursions | • be safe  
• follow instructions  
• wear sunscreen and a hat  
• be considerate of others’ feelings and needs | • active listening  
• join in  
• acknowledge the work of others | • leave the venue as you found it  
• be aware of your surroundings  
• follow venue rules |
| **C**lassrooms | • take turns  
• value others’ opinions  
• make Christ present  
• use good manners  
• keep your space clean and tidy  
• follow teacher instructions | • active listening  
• put your hand up and wait  
• ask questions  
• have the tools you need  
• take pride in your work / do your best  
• be on time  
• contribute to the learning | • pack up  
• look after school resources  
• use equipment correctly  
• move safely  
• return equipment neatly |
| **T**ransitions | • walk when on concrete  
• stay on the paths  
• walk bikes and scooters to the school boundary  
• keep left  
• hands and feet to yourself  
• respect personal space | • go to the toilet, wash your hands, have a drink  
• be aware of your surroundings  
• be in the right place at the right time  
• move quietly and quickly | • keep verandahs clear  
• clean up after yourself  
• leave toilets clean and tidy |
Behavioural Supports at St Brigid’s

An important component of PB4L is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school.

Universal behaviour support

Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours, and have few behaviour problems.

At St Brigid’s our Positive Behaviour Matrix form the basis for our Universal supports. Every classroom will have a clearly communicated procedure to highlight expected and productive learning behaviours, but which also discourages inappropriate behaviours. As such, natural or logical consequences for inappropriate behaviours are to be clearly articulated to all members of the class. Obviously, consideration of children’s age and individual needs and sensitivity to particular backgrounds is critical.

Targeted behaviour support

The second level focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive Targeted supports.

At St Brigid’s we utilise the following evidence-based targeted supports to meeting the behavioural needs of our students:
- Check It Out (Behaviour Education Program)
- Social Skilling
- Check and Connect mentoring

Individual behaviour support

Finally the tertiary level of support is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Where a child’s behaviour is persistently unproductive to learning, particularly that which disrupts the learning environment the Principal and the child’s parents are informed. The child, class teacher, parents and other appropriate personnel will meet to negotiate a plan of action which is in the best interests of the child and all other members of the school community. This will include the development of an individual behaviour support plan to address specific unproductive behaviours.
Responding to Behaviours at St Brigid’s

When responding to student behaviours at St Brigid’s, staff take into consideration:

- the context in which the behaviour is occurring,
- the frequency and severity of the behaviour,
- The needs and abilities of the child,
- The appropriate timing of a response.

The response to each behaviour is respectful of the dignity of each individual and is developmentally appropriate.

At St Brigid’s teachers respond to behaviours in the following ways:

**Feedback: Encouraging productive behaviours**

It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement. PB4L systems encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically PB4L encouragement system utilises effective, specific positive feedback, adult attention both contingent and non-contingent and a tangible reinforcement system.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

**Feedforward: Discouraging unproductive behaviours**

After feedback has been provided to a student about “How am I going?” in relation to demonstrating productive behaviours for learning, feedforward provided by the teacher to a student answers the question, “Where to next?”

- Remind - remind the student of expected productive behaviours
- Practise – provide the student with opportunities to practise productive behaviours in context
- Supervise - supervise and monitor how the student is going, gather data
- Feedforward - talk with the student and direct them to what’s next, future focus, re-teach

**Responding to Minor and Major Unproductive behaviours**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>De-escalate</td>
<td><em>Take a break</em> - Students who have been unresponsive to reminding, reteaching/modelling and re-direction. This supportive strategy allows for a student to move away from the situation where unproductive behaviour is occurring and return to try again.</td>
</tr>
<tr>
<td></td>
<td><em>Decrease Demands</em> - In response to a student’s behaviour during academic or social tasks, a teacher may adjust the expectations for that student. The decrease of demands (such as reducing questions to be answered, clarifying roles in a group activity) is anticipated to lead to reduced unproductive behaviours. The decrease of demand may also lead to the use of a safe place for that student to calm their behaviours</td>
</tr>
</tbody>
</table>
### Off The Playground Now

This timeout strategy is to de-escalate behaviour that involves hurting or intimidating other children.

### Restorative

**Restorative Conversation** - Where staff feel that a scripted resolution to a student’s behaviour is sufficient in addressing an immediate and minor concern. These conversations can be utilised in all areas of the school (from playgrounds to classrooms).

**Teacher mediated conversations** - These conversations are teacher directed for restoring relationship between peers following an incident of concern. These conversations can be between two peers, groups, cohorts or between a student and staff member.

### Problem-solving

**Mediation** - Problem solving conversations mediated by the teacher present to resolve a dispute (such as may arise in a game or other social interaction).

**Noted Observations for data collection** - In order to have effective problem solving around responses to student needs, data of concern is collected and collated for the purpose of identifying patterns and engaging in problem solving discussions.

**Request for further support** - Where there is no clear and effective response available to meet a student's needs a referral to be considered for more targeted support may be appropriate. The PB4L Targeted support committee will consider multiple sources of data when considering a response that will address the needs of the student.

### Formal Sanctions

(please refer to page 11)

### Notification to Parents

Minor behaviours: Minor behaviours that occur in the classroom are often de-escalated and problem solved at the classroom level. While not every behaviour will warrant parent notification, parents will be contacted directly by the classroom teacher if there are continuing unproductive behaviours of concern.

Major behaviours: Where a child has engaged in a major incident of unproductive behaviour (see detailed list on the next page) a parent can expect to be contacted by the most appropriate staff member. For example, if there was an incident during class time that was dealt with primarily by the classroom teacher, a parent will be contacted by the class teacher. If a major behaviour occurred in a break time and required the intervention of School Leadership, parents of the children involved (including the victim) would be contacted by a member of the Leadership team.
Data collection

Outline the procedures and practices to collect data in the school to inform practices and processes. Formal data collection and storage is achieved through the use of the Brisbane Catholic Education Student Behaviour Support database (SBSS). Information is collected by classroom teachers, teachers on playground duty and leadership team members. Behaviour data is available at an individual, class, year and school level through the BI Tool.
As a Positive Behaviour 4 Learning School

- We ensure that expectations have been taught and practiced.
- We integrate the Personal and Social Capabilities from the Australian Curriculum in our content areas and school-wide explicit teaching of behaviour.
- We reinforce expected behaviours.
- We provide a positive and supportive environment.

A process to support minor unproductive behaviour

1. **Remind**
   - Remind the student of the specific behaviour and refer to the school matrix.

2. **Check in**
   - Ask the student if there is something concerning them.

3. **Quiet time**
   - Have a designated space set in the room or near the teacher on duty. The purpose is a calm time to think.

4. **Redirect**
   - Redirect to the task and reduce demands if necessary.

5. **Positive feedback**
   - Praise the student, encouragement, specific learning and behaviour feedback.

Universal Positive Supportive Management Strategies

1. **Remind**
   - (refer to Behaviour matrix)

2. **Teach or model behaviour**

3. **Redirect to task**

4. **Supportive Strategies**
   - Take a break, check in

5. **Assist**
   - Begin a task, organisation, keeping calm.

A process to support major unproductive behaviour or repetitive minor unproductive behaviour

1. **Restate the rules**
   - Explicitly refer back to the school matrix.

2. **Reflect**
   - Problem-solving conversation e.g., what happened, what could you do differently? Teacher to look for patterns, triggers and use of BI data.

3. **Response**
   - Plan with the student, offer support to the student, teacher asked for support from student support team if needed.

4. **Monitor**
   - Check in with students, remind students of expected behaviour, check trackers.

Continuing concerns for unproductive behaviour

- **Parent meeting**
  - Parent meeting called to discuss unproductive behaviours and to plan, in partnership, next steps.

- **Request for Support**
  - Via the Request for Support on SBSS.

- **Restorative process**
  - Restorative conversations with the student.

Tier 2/3

Follow Targeted Supports and individualised interventions.
We Teach

We Practice

We integrate Personal and Social Capabilities from the Australian Curriculum into other Learning Areas.

Universals!

1. Remind
2. Teach or model behaviours
3. Redirect to task
4. Supportive Strategies
5. Assist

Processes to support...

1. Unproductive behaviour
   Remind, Check in, Quiet time, Redirect, Positive Feedback.

2. Major unproductive behaviour or repetitive minor unproductive behaviour
   Restate the rules, Reflect, Response.

3. Continuing concerns for unproductive behaviour
   Parent Meeting, Request for Support, Restorative Process.
Formal Sanctions

Significant behaviours that continue, or extreme behaviours, may be responded to using Formal Sanctions.

Such behaviours include (but are not limited to) the following:

<table>
<thead>
<tr>
<th>Inappropriate behaviours</th>
<th>School Response</th>
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<tbody>
<tr>
<td>Extreme and continued examples of the following behaviours;</td>
<td>• Parent interview</td>
</tr>
<tr>
<td>• All forms of harassment and bullying</td>
<td>• Review of attendance at off campus and /or extracurricular activities (at Principal's discretion)</td>
</tr>
<tr>
<td>• Verbal abuse towards students and staff</td>
<td>• Referral to outside agency</td>
</tr>
<tr>
<td>• Inappropriate use of technology (including school internet, mobile phones, and other electronic devices)</td>
<td>• Police notification</td>
</tr>
<tr>
<td>• Any form of violence</td>
<td>• Suspension</td>
</tr>
<tr>
<td>Any occurrences of;</td>
<td>• Restorative conference on return of suspension</td>
</tr>
<tr>
<td>• Stealing</td>
<td>• Incident report completed for documenting on SBSS</td>
</tr>
<tr>
<td>• Truancy</td>
<td></td>
</tr>
<tr>
<td>• Physical and /or verbal aggression toward students and staff</td>
<td></td>
</tr>
<tr>
<td>• Intimidation and/or harassment of staff (including through the use of technology)</td>
<td></td>
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<tr>
<td>• Pornography</td>
<td></td>
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<tr>
<td>• Vandalism</td>
<td></td>
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<tr>
<td>• Sexual harassment</td>
<td></td>
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<tr>
<td>• Possession or supply of drugs</td>
<td>• Parent Interview</td>
</tr>
<tr>
<td>• Possession of a weapon / Use of a weapon</td>
<td>• Non-attendance at off campus and /or extra-curricular activities (at Principal's discretion)</td>
</tr>
<tr>
<td></td>
<td>• Police notification</td>
</tr>
<tr>
<td></td>
<td>• Suspension</td>
</tr>
<tr>
<td></td>
<td>• Recommendation for exclusion</td>
</tr>
<tr>
<td></td>
<td>• Incident report completed documenting on SBSS tracking system</td>
</tr>
<tr>
<td></td>
<td>• Appropriate documentation relating to individual instances is completed.</td>
</tr>
</tbody>
</table>

Formal sanctions can include the following:

1. Detention
2. Suspension
3. Negotiated Change of School
4. Exclusion

At St Brigid’s Primary School we do not issue detentions as a formal sanction for students.
It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, **unless the situation is serious and immediate.** The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community. Following segregation, re-entry consultation will occur with the student to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks. This document specifies certain processes that must be followed in each case of a formal sanction. These processes are intended to achieve the following objectives:

- To protect the rights of the students, staff and learning community;
- To help find ways to negotiate, with the student, a plan for change to acceptable patterns of behaviour;
- To keep the parents/care givers of the student informed and, if possible, engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;
- To safeguard the right of teachers to be able to teach without inappropriate disruption;
- To safeguard the right of other students to learn without inappropriate disruption;
- To ensure that sufficient and accurate documentation is made and kept;
- To indicate sources of assistance for schools;
- To adhere to legislative provisions about authority to act, accountability and review;
- To provide the school community with an explicit statement of disciplinary sanctions and procedures; and
- To protect Brisbane Catholic Education and its schools against allegations of proceeding improperly

**Appeals process**

St Brigid’s documentation on appeals complies with Brisbane Catholic Educations Guidelines titled ‘Procedures and Regulations for responding to behaviour’.

Appeals by parents/caregivers are made to:

- **The Principal of St Brigid’s:** in relation to a decision to suspend a student for less than three (3) days. Parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal

- **The Area Supervisor:** in relation to a decision to suspend a student for more than three (3) days from a particular school

- **The Executive Director:** in relation to a recommendation to exclude a student from a Brisbane Catholic Education school.

**Note:** All appeals should be made in writing — stating the grounds. The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

If a parents appeal to the Executive Director is successful, consideration may need to be given to both re-instating the student’s enrolment and the conditions on which re-enrolment might occur. This will be done through discussion involving the Principal, Area Supervisor and the parents/caregivers. As each situation is different, time frames for review and decision-making may differ.

In the case of **exclusion**, the student will be suspended pending the decision to exclude and the Principal will make an application for exclusion to the Executive Director, through the Area Supervisor and the Director - School Services. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents/caregivers to notify them of the Executive Director’s decision.
Appendices

- St Brigid’s Student Behaviour Support Policy
- St Brigid’s Communications and Social Media Policy
- St Brigid’s Anti-Bullying Policy
- St Brigid’s Relationship Policy
- St Brigid’s Pastoral Care Policy

References

- BCE Student Behaviour Support Policy
- BCE Behaviour Support Regulations and Procedures
- BCE Staff Code of Conduct
- BCE Management of Weapons in Schools
- BCE Management of Drug related Incidents in Schools
- BCE Management of Social Media in schools

Related Resources

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

Bounce Back! (www.bounceback.com.au/)