



# Student behaviour support plan for St. Francis De Sales Primary School, Clifton

## Student behaviour support plan

### Purpose

Catholic schools in the Diocese of Toowoomba provide all students with opportunities to develop positive behaviours and self-discipline within a supportive and vibrant Christ-centred community.

St. Francis De Sales Primary School is committed to providing a caring and safe environment, recognising the individuality and dignity of each student and member of the community. We provide students with experiences of hope and promise, give practical expression to the Gospel message and foster life-giving relationships.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour, promoting inclusive practices, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### Shared values and expectations

At St. Francis De Sales Primary School

- Gospel values are lived and all members of the school community are valued and treated with dignity and **respect**
- all members of the school community feel **safe**, supported and respected
- students are encouraged and supported to take greater **responsibility** for their own learning and participation as members of the whole school community, developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals
- pastorally-caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- formal sanctions including detention, suspension, negotiated change of school and exclusion are considered only when all other approaches have been exhausted, or rejected.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour

- Be Prepared for School
- Do Not Swear, Tease or Speak in a Disrespectful Way
- Follow All Directions From Staff
- Keep Hands, Feet and Objects to Yourself

### Rights and responsibilities

Every member of our school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

### School (principals, teachers and school staff)

- Staff at St. Francis De Sales Primary School are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.



## Parents/carers

- Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.
- Parents/carers are also expected to support the school in maintaining a safe and respectful learning environment for all students, staff and other families.

## Students

- Students will, with support, be expected to participate fully in the school's educational program and to attend regularly.
- Students will also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

## Proactive strategies for promoting better behaviour

St. Francis De Sales Primary School has positive strategies for promoting better behaviour.

These strategies include

- social skills training
- adapting the curriculum to meet individual needs
- Positive Reward System (e.g. You can do it awards, ZONES of regulation and The Learning Pit)
- proactive support (preventative teaching)
- individual behaviour interventions (individualised assessments/approaches)
- staff professional development in the Essential Skills for Classroom Management
- offering programs and resources for teaching parents positive support skills

## Early intervention

St. Francis De Sales Primary School utilises a range of preventative and early intervention strategies to support positive student behaviours. These include

- establishing consistent whole-school consequences for inappropriate behaviour (**see Minors and Majors Appendix A**)
- establishing whole-school procedures for early identification of students experiencing academic and/or behavioural difficulty
- providing whole-school procedures for ongoing collection and use of data for decision-making (**see Appendix B Student behaviour referral form**)
- assessing the student early and comprehensively to enable appropriate choice of early intervention strategies
- utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behaviour
- maintaining a flexible approach and considering the functions or reasons for the student's behaviour.

## Minor and major behaviours

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school administration team.

**Minor** behaviours are those that

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours, and
- do not require involvement of specialist support staff or the school leadership team.

**Minor** problem behaviours may result in the following consequences

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a **re-direction** procedure. The staff member takes the student aside and
  1. names the behaviour that the student is displaying
  2. asks the student to name expected school behaviour
  3. states and explains expected school behaviour if necessary, and
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that

- significantly violate the rights of others
- put others/self at risk of harm, and
- require the involvement of the school leadership team.

**Major** behaviours result in an immediate referral to the school leadership team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Office referral form and escorts the student to the relevant member of the school leadership team.

## Bullying (inclusive of cyberbullying)

There is no place for bullying in any school. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated includes name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- children acting as carers, or
- children in care.



Cyberbullying is defined as 'the aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself'.

- ✓ Our school is committed to promoting responsible and positive use of social media sites.
- ✓ No student will face disciplinary action for simply having an account on a social media site.
- ✓ It is unacceptable for students to bully, harass or victimise another person whether within the school grounds or while online.

## Targeted student support

At St. Francis De Sales Primary School, early targeted support strategies include

- the teaching and/or building of appropriate behaviours
- the involvement of the classroom teacher/s
- partnerships involving and supporting parents/carers
- the formation of a support team ('wrap around') where appropriate
- building networks to access support outside of the school for families and students.

## Individual behaviour support plans

Where intensive individual support is required, St. Francis De Sales Primary School will develop a plan, regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of Individual behaviour support plans will be recognised and the support the student to achieve the desired behaviour outcome.

## Use of consequences and sanctions

At St. Francis De Sales Primary School, consequences for inappropriate behaviour may be determined by individual need and situation.

Major problem behaviours may result in the following consequences

- **Level one:** time in the office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to the Respond Program
- **Level two:** parent contact, referral to school counsellor, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level three:** students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension, and immediate referral to the police.

## **Use of Time out**

### **'Time out' definition**

'Time out' is defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting.

### **'Time out' purposes**

'Time out' is only one of a range of behaviour management options. The use of 'time out' must be planned and purposeful. It is a method that allows the student time away from the situation to reflect and regain composure; the outcome of 'time out' should be a reduction in the behaviour.

When 'time out' is used, all staff, students and parents will be made aware of its intended purpose and procedures.

The regular use of 'time out' for a particular student will be documented and analysed, with a view to reducing the frequency of its use and to determine the reason for the behaviour.

## **Formal sanctions**

Formal sanctions include the following

- detention
- suspension
- negotiated change of school
- exclusion.

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.

The TCS Formal Behaviour Sanctions Procedure must be followed by all TCS schools and is included in our school's Student Behaviour Support Plan.

## Appendix A

### Major and Minor Behaviour

Minor behaviours	Consequence
<ul style="list-style-type: none"> <li>• are minor breaches of the school rules</li> <li>• do not seriously harm others or cause you to suspect that the student may be harmed</li> <li>• do not violate the rights of others in any other serious way</li> <li>• are not part of a pattern of problem behaviours, and</li> <li>• do not require involvement of specialist support staff or the school leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.</li> <li>• a <b>re-direction</b> procedure. The staff member takes the student aside and               <ol style="list-style-type: none"> <li>5. names the behaviour that the student is displaying</li> <li>6. asks the student to name expected school behaviour</li> <li>7. states and explains expected school behaviour if necessary, and</li> <li>8. gives positive verbal acknowledgement for expected school behaviour.</li> </ol> </li> </ul>
Major behaviours	Consequence
<ul style="list-style-type: none"> <li>• 3 repeated breaches of school rules, both school or classroom rules in one day</li> <li>• significantly violate the rights of others</li> <li>• put others/self at risk of harm, and</li> <li>• require the involvement of the school leadership team.</li> </ul>	<p><b>Detention at lunch time resulting in sitting in a supervised area on the veranda.</b></p> <p><b>Major</b> behaviours result in an immediate referral to the school leadership team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the Office referral form and escorts the student to the relevant member of the school leadership team.</p>

## Appendix A

### Office referral form



<b>Name</b>				<b>Location</b>	
<b>Date</b>		<b>Time</b>		<input type="checkbox"/> Playground <input type="checkbox"/> Library <input type="checkbox"/> Tuckshop <input type="checkbox"/> Toilets <input type="checkbox"/> Hallway <input type="checkbox"/> Oval <input type="checkbox"/> Classroom <input type="checkbox"/> Other (please specify)	
<b>Teacher</b>		<b>Year level</b>			
<b>Referring staff</b>					
<b>Minor problem behaviour</b>		<b>Major problem behaviour</b>		<b>Possible motivation</b>	
<input type="checkbox"/> inappropriate language <input type="checkbox"/> physical contact <input type="checkbox"/> defiance <input type="checkbox"/> disruption <input type="checkbox"/> dress code <input type="checkbox"/> property misuse <input type="checkbox"/> other (please specify)		<input type="checkbox"/> abusive language <input type="checkbox"/> fighting/physical aggression <input type="checkbox"/> overt defiance <input type="checkbox"/> harassment/bullying <input type="checkbox"/> inappropriate display affection <input type="checkbox"/> lying/cheating <input type="checkbox"/> truancy <input type="checkbox"/> other (please specify)		<input type="checkbox"/> obtain peer attention <input type="checkbox"/> obtain adult attention <input type="checkbox"/> obtain items/activities <input type="checkbox"/> avoid Peer(s) <input type="checkbox"/> avoid Adult <input type="checkbox"/> avoid task or activity <input type="checkbox"/> don't know <input type="checkbox"/> other (please specify)	
<b>Administrative decision</b>					
<input type="checkbox"/> loss of privilege <input type="checkbox"/> time in office <input type="checkbox"/> conference with student <input type="checkbox"/> parent contact			<input type="checkbox"/> individualised instruction <input type="checkbox"/> in-school suspension ( ____ hours/ days) <input type="checkbox"/> out of school suspension ( ____ days) <input type="checkbox"/> other (please specify)		
<b>Others involved in incident</b>					
<input type="checkbox"/> none <input type="checkbox"/> peers <input type="checkbox"/> staff <input type="checkbox"/> teacher <input type="checkbox"/> relief teacher <input type="checkbox"/> unknown <input type="checkbox"/> other (please specify)					
<b>Other comments</b>					

<b>Parent/carer name (please print)</b>	
<b>Parent/carer signature</b>	
<b>Date</b>	

**Please note:** All minor are to be filed with the classroom teacher. Three minors equal a major. All majors require administrator consequence, parent contact, and signature.