

# STAR OF THE SEA

Catholic Primary School



## STUDENT BEHAVIOUR

## SUPPORT PLAN

A WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT



## **STAR OF THE SEA**

### **WHOLE SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

#### **1. School Mission Statement**

Our vision for Star of the Sea School is to provide a quality education within our Australian Catholic tradition where children are happy, motivated and challenged to do their best.

Star of the Sea Catholic Parish School embraces the Australian Catholic Tradition and strives to reach our vision by

- nurturing spiritual development of all members of our school and parish community
- motivating our children to participate and experience success in all aspects of Catholic education.
- Supporting our children and their families in the pursuit of equal opportunity
- Valuing and strengthening the family atmosphere of our school

Thereby, we strive to live by our motto TO THYSELF BE TRUE.

#### **Behaviour Policy Vision Statement**

At Star of the Sea Catholic School, all members of the school community will actively promote and encourage caring interaction through staying safe, taking responsibility, actively learning, and respecting self and others to build a Christian atmosphere where Gospel values are upheld. This is supported by personal development education, personal safety, resilience and anti-bullying measures.

##### **Stay Safe**

- Each person has the right to be safe at all times
- Each person has a responsibility to maintain safe behaviours throughout the school environment

##### **Take Responsibility**

- Each person has the right to be accepted and to belong and has a responsibility to accept others and help them to belong
- Each person will accept responsibility for their own behaviour
- Each person will be responsible for their own belongings and environment
- Each person will work to promote a sense of compassion in all relationships that develop within the community

##### **Actively Learning**

- Each person has the right to learn
- Each person will work to the best of their ability and position to enable their own and the success of others
- The teaching staff will promote and encourage student learning and behaviour outcomes



## **Respect Self and Others**

- Each person will recognise others' need for privacy of property, person and information
- Each person has the right to be respected and treated with dignity
- Each person will be addressed by their correct name
- Each person will use words and actions that promote and display good manners

The Student Behaviour Support Policy focusses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with unacceptable behaviour and a way to monitor the needs of students who seek attention through negative behaviour.

The policy began its development in 2012 and continued through 2103, by a team of teachers led by the Assistant Principal and APRE incorporating SWPBS and our new STAR Rules. A review of school data relating to behaviour incidents informed the process. Data gathering will continue to influence the procedures and policies with annual updates.

## **2. Profile of school**

Star of the Sea is a co-educational Catholic primary school in Torquay, Hervey Bay which opened in 1984 and services an area from Burrum Heads to Urangan. The school has two classes in each year level from Prep to Year 7 with a total enrolment of approximately 430 students. Star of the Sea School is part of the Hervey Bay Catholic Parish which is centred around St Joseph's Church at Pialba.

Our dedicated staff includes: 28 teaching staff (including music, LOTE and PE specialist teachers, support teachers, and members of the leadership team); 14 school officers; 2 cleaners, grounds person; tuckshop convenor and Guidance Counsellor.

## **3. Consultation and data review**

Star of the Sea School developed this plan in consultation with our school community. The revised policy was presented to staff, parents and students. Consultation occurred through staff meetings, meetings with our school board and combined schools board, and Brisbane Catholic Education, and distribution of the draft plan for comment and review. A review of school data relating to behaviour incidents 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**

Student behaviour support is a priority 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 Star of the Sea Catholic School, we believe that there are five conditions for quality learning outcomes:

- 1) There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
- 2) Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning material would benefit them. That is not to say that it must always be of immediate practical use, but may be of some future aesthetic, intellectual, artistic, or social use.
- 3) Students are always asked to do the best they can. The teacher’s role is to facilitate this behaviour.
- 4) 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.
- 5) Quality work should feel good. Recognition and encouragement should be given to those students who have done their best.

### **Code of Conduct/Whole School Expectations**

As a school community, we follow these four [STAR Rules](#)

***Stay Safe***

***Take Responsibility***

***Actively Learn***

***Respect Self and Others***

We do this by

- Using the [Star of the Sea School Rules Matrix](#) which articulates examples of the expected behaviours applied to each school rule in various settings across the school environment
- Using our [STAR jingle](#) as a prompt for remembering and using our school rules ([Jingle words](#))
- [Explicitly teaching](#) expected behaviours using consistent approach across the school- e.g. [Behaviour Matrix Lesson Plan](#)
- Using the [10 Essential Skills of Classroom Management](#) training to develop positive responses to behaviour

## **5. Roles, Rights and Responsibilities of School Community**

### **Members**

At Star of the Sea Catholic School we expect that

Students will	<ul style="list-style-type: none"> <li>• Participate actively in learning</li> <li>• Take responsibility for their own behaviour and learning</li> <li>• Demonstrate respect for themselves and others</li> <li>• Behave in a manner that respects the</li> </ul>
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	<p>rights of others, including the right to learn</p> <ul style="list-style-type: none"> <li>• Co-operate with teachers and other adults</li> </ul>
Parents/Caregivers will	<ul style="list-style-type: none"> <li>• Show an active interest in their child's schooling and progress</li> <li>• Cooperate with the school to achieve the best outcomes for their child</li> <li>• Support school staff in maintaining a safe and respectful learning environment for all students</li> <li>• Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing, and behaviour</li> <li>• Contribute positively to behaviour support plans that concern their child.</li> </ul>
Staff will	<ul style="list-style-type: none"> <li>• Provide safe and supportive learning environments</li> <li>• Provide inclusive and engaging curriculum and teaching</li> <li>• Initiate and maintain constructive communication and relationships with students and parents/carers</li> <li>• Positively reinforce the whole school behaviour expectations with students</li> </ul>

## 6. Whole school behaviour support (proactive/preventative strategies)

At Star of the Sea 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. Our focus is on proactive and preventative whole of school approaches.

### a. Establishing Behaviour Expectations

At Star of the Sea Catholic School there are several ways in which our staff establishes the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of STAR school rules using the behaviour matrix
- 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
- 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.

In doing this we are empowering students to take responsibility for their actions

## **b. Positive School Culture**

Every week, our school community gathers together for 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 and by raising awareness of current school events. We use our STAR rules jingle and actions to reinforce our STAR behaviour rules. Each week an aspect of our matrix is introduced to the whole school to be explicitly taught during the following week. The “You Can Do It” Self- Esteem Program supports the creation of a positive whole school culture through the development of the five foundation keys- confidence, persistence, organisation, getting along and resilience.

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)
- Class level reward systems
- Individual/group goal-setting
- Public display of work (classroom, library, office foyer)
- Whole class rewards
- 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)
- Acknowledgement of birthdays, student achievements, involvement in extra-curricular activities at assembly
- STAR award recipients published in our weekly Star of the Sea Newsletter

## **c. Rewards**

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The following Table of Awards outlines the awards available for teachers and other staff to use when acknowledging the achievements of students in our school.



<b>STAR Awards</b>	
<p>At Star of the Sea, we believe that every child is worthy of receiving a <a href="#">STAR Award</a> to celebrate and acknowledge significant academic, behavioural, personal, or social achievements. Each week at assembly, teachers and specialist teachers have the opportunity to give a student from their class/es a Star of the Sea STAR Award.</p>	<ul style="list-style-type: none"> <li>• Acknowledge achievements made by students in a public forum.</li> <li>• Should be for academic, behaviour, or personal or social development areas, as per our STAR rules.</li> <li>• Award a STAR award to one child from every class and specialist areas each week on assembly.</li> <li>• Fill in all awards by Wednesday morning and place in APRE’s in-tray</li> </ul>
<b>Special Awards</b>	
<p>For exceptional or outstanding achievement in a school cultural activity. This could include camps, choir, excursions, Eisteddfod, Dance Fever, sporting achievements or special event participation. Any teacher or specialist teacher or staff member can acknowledge a student/staff member for a STAR award or other special award.</p>	<ul style="list-style-type: none"> <li>• Whole group acknowledgement of participation in a school activity or competition.</li> <li>• To be completed by the teacher in charge of the group</li> <li>• The teacher responsible for the group activity or competition can distribute the Special Awards.</li> <li>• Special Awards are to be forwarded to the APRE prior to assembly day</li> </ul>

## **7. 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:

- Reflection Worksheet
- Resilience and self-esteem programs- “I Can Do It- Program Achieve”
- Social Skills programs- “ I Can Program”, Friendship groups (GC, Chaplain), SAS program, Friends for Life Program
- Adjustments to Curriculum
- Breakfast Club program

## **8. Individual Behaviour Support**

Strategies to support individual 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)
- Curriculum Access Plans (CAP)

We welcome the involvement of other professional personnel who have a vested interest in the student’s welfare.

Note: Teachers and Administration staffs 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

This section can be used by the school to describe their continuum of consequences for inappropriate behaviours. The focus of the plan is to be on proactive and preventative whole-of-school approaches.

BEHAVIOUR MAY INCLUDE	POSSIBLE CONSEQUENCE	MANAGED BY
<b>Minor incidents of inappropriate behaviours may include;</b> <ul style="list-style-type: none"> <li>- Ignoring instructions and directions</li> <li>- Disrespectful behaviour</li> <li>- Lateness to class</li> <li>- Littering</li> <li>- Swearing defiance</li> <li>- Uniform/hat/jewellery transgressions</li> <li>- Dangerous behaviour</li> <li>- Playing in inappropriate areas</li> <li>- Disrespect for school resources</li> <li>- Disruption of teaching and learning (calling out, interrupting)</li> </ul>	<b>Staff responses may include;</b> <ul style="list-style-type: none"> <li>- Reminder of expectations</li> <li>- Send student to “Buddy Class”</li> <li>- Verbal negotiation</li> <li>- Withdrawal from playground</li> <li>- Consultation and reflection with teacher</li> <li>- Contact with parents</li> </ul>	<b>Teacher</b>
<b>Inappropriate behaviours at this incident level may include;</b> <ul style="list-style-type: none"> <li>- Continued minor behaviours above</li> <li>- Repeated defiance</li> <li>- Inappropriate use of technology (school internet, mobile phones, and other electronic</li> </ul>	<b>Staff and support staff responses may include;</b> <ul style="list-style-type: none"> <li>- A monitoring program developed and implemented between teacher, student and parent</li> <li>- Parent contact</li> <li>- Student, parent, teacher</li> </ul>	<b>Teacher Parent</b>



<p>devices)</p> <ul style="list-style-type: none"> <li>- All forms of harassment, such as repeated name calling, teasing, ostracising, derogatory comments (including through the use of technology; emails, social pages)</li> </ul>	<p>meeting</p> <ul style="list-style-type: none"> <li>- Peer mediation</li> <li>- Referral to student support for assessment and support from specialist staff (Individual Behaviour Support Plan)</li> <li>- Restitution</li> <li>- Non-attendance at extra-curricular activities</li> </ul>	
<p><b>Inappropriate behaviours at major incident level include;</b></p> <ul style="list-style-type: none"> <li>- Continued behaviours above</li> <li>- Strong verbal abuse towards students and staff</li> <li>- Major directed swearing</li> <li>- Stealing</li> <li>- Truancy</li> <li>- Physical and/or verbal aggression towards students and staff</li> <li>- Smoking</li> <li>- Intimidations and/or harassment of staff (including through the use of technology)</li> <li>- Pornography</li> <li>- Vandalism,</li> <li>- Sexual harassment/misconduct</li> </ul>	<p><b>Responses may include;</b></p> <ul style="list-style-type: none"> <li>- Parent interview</li> <li>- Review of Individual Behaviour Support Plan (IBSP)</li> <li>- Non-attendance at off campus and/or extra-curricular activities (at Principal's discretion)</li> <li>- Referral to outside agency</li> <li>- Police notification</li> <li>- Suspension</li> <li>- Restorative conference on return from suspension</li> </ul>	<p><b>Teacher</b> <b>Parent</b> <b>Principal</b> <b>Other Support Staff</b></p>
<p><b>Inappropriate behaviours at extreme incident level include;</b></p> <ul style="list-style-type: none"> <li>- Extreme or continued behaviours above</li> <li>- Possession of drugs</li> <li>- Supply of drugs</li> <li>- Possession of a weapon/use of a weapon</li> <li>- Violent assault</li> </ul>	<p><b>Responses may include;</b></p> <ul style="list-style-type: none"> <li>- Parent interview</li> <li>- Review of IBSP</li> <li>- Non-attendance at off-campus and/or extra-curricular activities (at Principal's discretion)</li> <li>- Police notification</li> <li>- Suspension</li> <li>- Recommendation for exclusion</li> </ul>	<p><b>Teacher</b> <b>Parent</b> <b>Principal</b> <b>Other Support Staff</b></p>

## 10. 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 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 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 Star of the Sea 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**

**At Star of the Sea we follow our school “[Anti-Bullying Policy](#)” which states that we will:**

- Openly talk about bullying – what it is, how it affects us and what we can do about it.
- Teach our children skills which will build their self-esteem and empower them to take the responsibility for themselves and their actions to reduce opportunities for bullying behaviours.

### **Responsibilities of staff to reduce opportunities for bullying behaviour:**

- To model appropriate behaviours at all times
- To deal with all reported and observed incidences of bullying
- To ensure that children are supervised at all times
- Staff to be punctual to classes and duties
- Classroom rules and expectations clearly stated and reinforced
- To report incidences of bullying to the relevant person if this is warranted.

### **Responsibilities of children to reduce opportunities for bullying behaviour:**

- To show support for a person being bullied i.e. take action as bullying occurs by saying / leave him / her alone
- Report the incident to a member of staff as soon as you can
- Enlist the help of older students if needed
- Refrain from bullying students

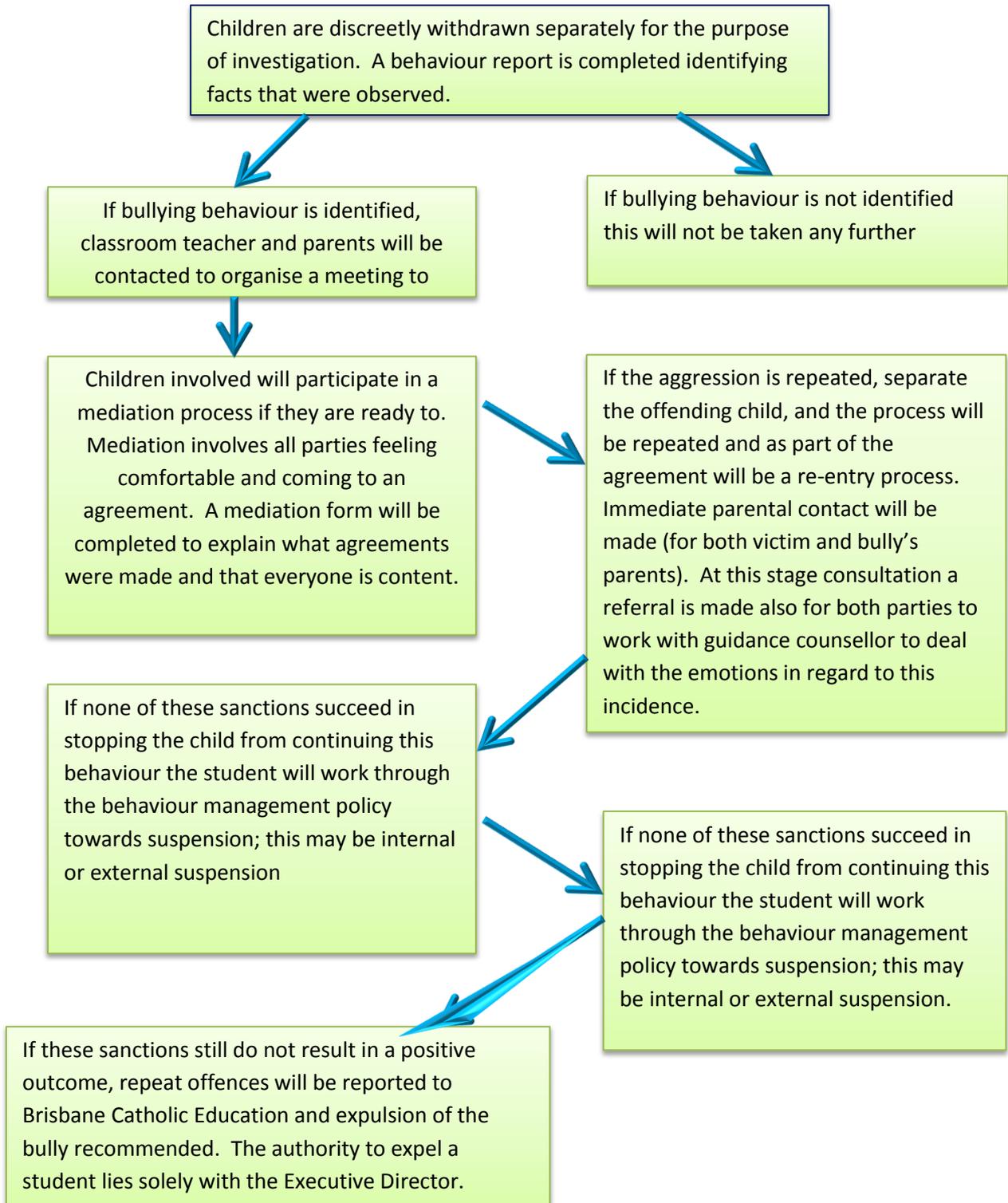
### **Responsibilities of parents to reduce opportunities for bullying behaviour:**

- To watch for signs that their child may be bullied or is being bully
- To speak to someone on staff at the school if their child is being bullied, or if they suspect that it is happening
- To instruct their children to tell a trusted adult if they are bullied



## Investigating Potential Bullying

### What happens when a bullying incident is reported?





## **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; and
- 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 Star of the Sea School**

The Star of the Sea School community strives to promote healthy relationships among all members of the school community. There are times though, when people's behaviour does not reflect the mission of our school and our Christian values. On occasions people display behaviours of varying degrees, which show a lack of respect towards others and can if continued on a regular basis harm relationships within and outside the school community. To ensure that the school community promotes positive relationships, there is a need for the establishment of an anti-bullying behaviour policy to compliment the school behaviour support plan.

Anti-bullying strategies are taught to all students. The strategies are as follows and are displayed on a ["Stop the Bully" poster](#) in all classrooms:

- ***Ask them to stop***
- ***Walk away***
- ***Ask a teacher for help***
- ***Ignore***
- ***Try to make friends***



Further information, strategies and ideas to use to address bullying and prevention can be found at the [Bullying No Way](#) website.

## **12. Data Collection**

- ❖ Student behaviour data is kept using [office referral forms](#), student reflection forms ([Early Years](#) and [whole school](#)), [parent/teacher conversations](#) records. These are kept in student files in the office.
- ❖ Student behaviour data is recorded via the [BCE SBS Database](#).
- ❖ Whole school data is recorded via data recording forms in chronological years. Forms are completed by staff and sent to Principal/APRE for saving and collation.

## **13. Links to BCE policies/guidelines**

- ❖ [BCE Student Behaviour Support Policy](#)
- ❖ [Student Behaviour Support Guidelines, Regulations and Procedures](#)
- ❖ [Management of Weapons in Schools](#)
- ❖ [Management of Police Investigations in Schools](#)
- ❖ [BCE Staff Code of Conduct](#)
- ❖ Management of Drug related Incidents in Schools
- ❖ Management of Social media in schools
- ❖ Management of Bullying

## **14. Some related resources**

- ❖ [School Wide Positive Behaviour Support](#)

## **15. Appendices**

### **School policies and documents**

- ❖ [Student Code of Conduct](#)
- ❖ [Behaviour referral forms](#)
- ❖ [Behaviour form- Reflecting, Learning, Action- Early Years](#)
- ❖ [Behaviour form- Reflecting, Learning, Action](#)
- ❖ [Record of Contact with parents/caregivers](#)
- ❖ [Functional Behaviour Analysis Web](#)



### **Footnote**

Brisbane Catholic Education's [\*\*Student Behaviour Support Policy – Rationale & Guidelines, Procedures & Regulations\*\*](#) require that each Catholic school community develop a Student Behaviour Support Plan, implementing systems and procedures for a whole school approach to support student behaviour in the school environment, involving all groups in the school community.

The Star of the Sea School Student Behaviour Support Plan reflects the shared values and expectations guiding the school's approach to student behaviour support and to maintaining a supportive Catholic school environment. Corporal punishment is expressly prohibited in all Brisbane Catholic Education schools.

The Star of the Sea School Student Behaviour Support plan has been developed as part of the school's Strategic Renewal Plan and is consistent with the Brisbane Catholic Education [\*\*Strategic Renewal Framework 2012-2016\*\*](#).