



# **BEHAVIOUR SUPPORT POLICY**

## **Rationale**

This Student Behaviour Support Policy has been developed to share with the wider school community the approaches adopted by our school in managing and supporting student behaviour within the school context. Its aim is to promote uniform and consistent behaviour education methodology amongst all school staff. Its vision is the development of positive and supportive relationships in order to establish an effective and inclusive learning environment.

## **Star of the Sea Catholic Primary School's Vision Statement**

Star of the Sea Catholic Primary School is committed to providing a dynamic learning environment, which strives to develop a culture of excellence in a faith-filled, inclusive community.

## **Star of the Sea Catholic Primary School's Mission Statement**

Star of the Sea Catholic Primary School embraces a community of faith, commitment and compassion through our links with St Joseph's Parish, Hervey Bay. A sense of family permeates throughout the school so that in the way of Mary, Mother of God, we live out our vision.

## **Beliefs About Behaviour**

The appropriate behaviours required to uphold our vision and mission need to be explicitly taught and promoted by action and modelling. When inappropriate behaviours occur, these behaviours need to be reflected upon and re-taught so that their mistakes can be corrected. Thus, there exists a need for a range of non-coercive consequences, focussed primarily on reconciliation, to deal with inappropriate behaviours that arise, both in the classroom and outside the classroom.

## **Criteria for Success**

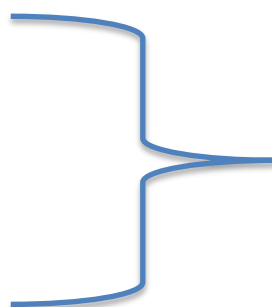
At Star of the Sea Catholic Primary School our values and beliefs about behaviour are embedded in our criteria for success:

**S**tay Safe

**T**ake Responsibility

**A**ctively learn

**R**espect Self and Others



Everyone can be a STAR at Star of the Sea Catholic Primary School

Our Criteria for success has been agreed upon and endorsed by the Star of the Sea Catholic Primary School community. The expectations align with the values, principles and expected standards as outlined in Brisbane catholic Education's Student *Behaviour Support Policy* and Brisbane Catholic Education's *Code of Conduct*.



Star of the Sea Catholic Primary School implements proactive and preventative processes and strategies to support student behaviour. Fundamental to our school-wide pedagogy is that all behaviours are purposeful. It is our belief that behaviour is learnt and therefore needs to be taught and retaught if necessary. It is also acknowledged that students have individual needs when developing social skills and that not all students develop at the same rate or time. Therefore, when inappropriate behaviours are displayed, students must be taught the expected, appropriate behaviour.

Prior to any activity students must be informed of the expected behaviour. If problem behaviours occur it must first be decided if it is a Minor or Major Behaviour, with the following agreed understanding:

### **Step One:**

First action for non-belonging choice. The student is given a chance to think about his / her actions and where these actions might lead. This will be done in an identified area of the room. Students will be reminded of the expectations before returning to the task at hand.

### **Step Two:**

Second action for non-belonging choice. The student is given a chance to think about his / her actions and where these actions might lead. This will be done in an identified area of the room, different to Step One. Students will be reminded of the expectations before returning to the task at hand.

### **Step Three:**

If a further breach of the *Criteria for Success* occurs, a child who has re-offended and is making little or no effort to comply, even though all endeavours to correct the situation at the classroom level have been exhausted, is referred to a member of the Administration Team.

## **Procedure**

- Parents are informed at this stage and behaviours are further discussed.
- If necessary, a personal Behaviour Management Plan is prepared in consultation with the class teacher, student, parent, member of the Student Learning Team and a member of the Administration Team.
- A child may be suspended internally at school for a nominated period. The duration of suspension will be at the Principal's discretion and in consultation with support staff and Brisbane Catholic Education.
- A referral to the school's Guidance Counsellor may be necessary.
- A re-entry process will be undertaken.
- Ongoing inappropriate behaviour may lead to external suspension / exclusion.

## **Types of Behaviour**

**Minor Behaviour** – behaviour handled by the witnessing staff member at the time it happened or the time it is reported.

**Major Behaviour** – behaviour referred to the Administration Team and incident recorded on the school's incident database system (SBSS)

Individual classroom teachers and teachers on playground duty will be primarily responsible for dealing with minor behaviours. When applying consequences for unacceptable behaviours, they should be:

- Supportive
- Fair
- Logical
- Consistent

When applying consequences, the individual circumstances, actions of the students and the needs and rights of the community members will be considered at all times.

### **Minor Behaviours**

Minor behaviours are those that:

- Do not seriously harm others or cause you to suspect that students may be harmed
- Do not violate the rights of others in a serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff of administration

Minor behaviours may result in the following consequences:

- A minor consequence logically connected to the behaviour such as removal from an activity or event for a specified period of time, individual meeting with a student, apology or restitution
- Re-teaching of expected behaviour. The staff member stakes the student aside and names the behaviour that the student is displaying
- Ask the student to identify the expected behaviour
- Model and teaching of expected behaviour
- Complete Incident Form on SBSS

### **Major Behaviours**

Major behaviours are those that:

- Significantly violate the rights of others
- Put others / self at risk of harm
- Require the behaviour of the Administration Team and / or Student Learning Team

Major behaviours result in an immediate referral to the Administration because of their seriousness. When major behaviours occur, staff members calmly state the major behaviour and remind the student of the expected school behaviours. The witnessing staff member will complete an Incident Report via SBSS.

Major problem behaviours may result in the following:

- Time in the Office, alternative lunchtime activity, loss of privilege, restitution, loss of break time
- Parent contact or suspension from school

- **Students who engage in very serious problem behaviours such as major violent physical assault can expect to be recommended for exclusion from school following an immediate period of suspension.**

The following table outlines examples of minor and major problem behaviours.

### Minor

Minor Behaviour	Definition
<ul style="list-style-type: none"> <li>• Inappropriate Verbal Language</li> </ul>	<ul style="list-style-type: none"> <li>• Low intensity instance of inappropriate language such as unsuitable words</li> </ul>
<ul style="list-style-type: none"> <li>• Physical Contact</li> </ul>	<ul style="list-style-type: none"> <li>• Non-serious, but inappropriate physical contact/touching with the hands or feet that does not result in serious injury</li> </ul>
<ul style="list-style-type: none"> <li>• Non-Compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Brief or low intensity failure to respond to adult requests</li> </ul>
<ul style="list-style-type: none"> <li>• Disrespect</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour that shows contempt to adults</li> </ul>
<ul style="list-style-type: none"> <li>• Disruption</li> </ul>	<ul style="list-style-type: none"> <li>• Low-intensity, but inappropriate disruption/interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others</li> </ul>
<ul style="list-style-type: none"> <li>• Property Misuse</li> </ul>	<ul style="list-style-type: none"> <li>• Low-intensity misuse of property in a way it was not designed for that does not cause physical harm of injury to one's self or others</li> </ul>
<ul style="list-style-type: none"> <li>• Lying</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of information that is untrue and / or deliberately violates rules</li> </ul>
<ul style="list-style-type: none"> <li>• Forgery / Theft</li> </ul>	<ul style="list-style-type: none"> <li>• Forgery – signing someone else's name or taking credit for something that is not yours</li> <li>• Theft – taking someone's property without their permission</li> </ul>
<ul style="list-style-type: none"> <li>• Teasing / Taunting</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate comments and/or unwanted verbal, physical or emotional advances</li> </ul>

### Major

Major Behaviour	Definition
<ul style="list-style-type: none"> <li>• Abusive language/inappropriate language/profanity</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing or curse words towards others in a demeaning or provoking manner. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; verbal attacks on ethnic origin, disability or other personal issues</li> </ul>
<ul style="list-style-type: none"> <li>• Defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Constant/bold refusal to follow directions and/or rules combined with an attitude of rebelliousness that challenges/resists authority/engaging in a power struggle</li> </ul>
<ul style="list-style-type: none"> <li>• Fighting / Physical Aggression</li> </ul>	<ul style="list-style-type: none"> <li>• Actions involving serious physical contact where injury may occur</li> <li>• Contact with the <b>intent</b> or outcome of causing injury or harm to others</li> </ul>
<ul style="list-style-type: none"> <li>• Harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes</li> </ul>
<ul style="list-style-type: none"> <li>• Property Damage / Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Student participates in an activity that results in substantial destruction or disfigurement and usefulness of property</li> </ul>
<ul style="list-style-type: none"> <li>• Skip Class / Truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Student leaves class/school without permission or stays out of class/school without permission</li> </ul>
<ul style="list-style-type: none"> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Student exhibits bullying behaviours that are consistent, over time, making someone's life intolerable, psychologically affecting someone and/or physically affecting someone</li> </ul>

When responding to problem behaviour, staff members ensure that students understand the relationship of the problem behaviour and the school expectations. The method staff must use to achieve this is:

- Define the expectation
- Discuss how their behaviour differs from the expectation

- Identify a replacement behaviour that the child should exhibit in the replacement of the problem behaviour
- Discuss the likely consequences for both positive and negative behaviour
- Identify, teach and model the replacement behaviour

### **Consideration of individual Circumstances**

Consequences for problem behaviours vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse
- Individual circumstances

When applying consequences, the individual circumstances and actions of the students and the needs and rights of the community members will be considered at all times.

### **Record Keeping**

Each instance involving minor or major behaviours are recorded via a Incident Notification Form in Brisbane Catholic Education's Student Behaviour Support System.

The purpose of inputting data into this system is to:

- Track and monitor where problem behaviours are occurring
- Capture and accurate description used to inform an appropriate response at a school level and in discussion with parents
- Identify patterns of behaviour requiring further planning at a school level
- Have access to data
- Accountability

### **Reinforcing Expected Behaviours**

Star of the Sea Catholic Primary School acknowledges appropriate behaviour and provides students with positive intrinsic and extrinsic rewards for engaging in expected behaviours. A reinforcement system has been designed to increase the quantity and quality of positive interactions between students and staff.

### **Supporting Expected Behaviours**

- Engagement with Play Is The Way throughout the whole school to support the social and emotional capacity of our students
- School Success Criteria is clearly displayed, defined and discussed
- Expected behaviours are taught
- Specific inappropriate behaviours are clearly defined and discussed to avoid confusion

- Role-plays are used, if necessary, to reinforce student understanding
- Reminders and reteaching of Success Criteria occurs and students are supported and encouraged throughout their learning
- Positive reinforcement / encouragement is used fairly and consistently

## Detention

The use of detention as a method of managing student behaviour is at the discretion of the Principal or class teacher. Detention will be conducted under the supervision of the teacher who imposed it and will not last longer than one lunch period per day. Detention will not be imposed outside of school hours. Detention must be:

- appropriate to the response of the behaviour
- age and development appropriate
- addressing a child's well-being needs (child must be allowed to have lunch, a drink, etc)
- one stage in an explicit support plan involving fair warning systems, which all students and their parents/caregivers understand.
- reasonably comfortable and appropriate to the activity planned. It should not be so public that it makes an example of the student
- The student should be readily observable and supervised by an appropriate member of the school staff

## Suspension

Suspension is used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. A student will be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student- focused re-engagement strategies.

The Principal may suspend, full-time or part- time, a student from school **for a period up to 10 school days** or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to rejoin the school community as quickly as possible.

Suspension may occur, if so decided by the school Principal, after

- appropriate and available student support strategies and discipline options have been applied and documented



- other appropriate support personnel available, both within the school system and externally, have been involved
- reasonable steps have been taken to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/caregivers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension