



**St. Finbarr's
School**

Behaviour Support Plan

Living in PEACE Guided by TRUTH Growing in WISDOM



St. Finbarr's School Quilpie

Student Behaviour Support Plan

Our Vision

Living in PEACE, Guided by TRUTH, Growing in WISDOM

Our Mission

We the members of the St Finbarr's school community aim to create a safe, inclusive and supportive learning environment in which Gospel values are lived daily. Through excellence in teaching and learning and exposure to a wide range of educational and cultural experiences we aim to instil in our students a love and enthusiasm for learning. We aim to support each child's learning pathway and encourage self-knowledge and self-discipline to develop a positive attitude and a resilience of mind and heart.

Our Identity

St Finbarr's Parish School, Quilpie has been a school in the Mary MacKillop tradition since 1950, valuing the dignity of each person, teaching the Gospel of Jesus for our contemporary world and providing educational opportunities for children in a remote, rural area.

Our Values

As a school in the St Mary MacKillop tradition, St Finbarr's School Community is so inspired by the Charism of our Australian Saint that we endeavour to live by her guiding principles...

- *Respect for the dignity of all*
- *Be people of prayer*
- *Always be thankful*
- *Trust in God's Providence*
- *Never see a need without doing something about it.*
- *Provide quality education of children in rural and remote areas.*

This Charism invites us as teachers and the wider school community to be active in endeavouring to live this Charism in word and action and inspire our students to do the same.

Throughout our teaching and interaction with our students and the community we will provide opportunities, formal and informal to bring the spirit of St Mary MacKillop to the hearts, minds and lives of all.

Rationale:

At St Finbarr's School we are committed to quality education through the promotion and consistent implementation of our Behaviour Support Plan. This plan has been developed through consultation with the school community (Teachers and school officers, parents and students) with the context of our community and the needs of our students in mind.

The School Behaviour Support Plan clearly outlines expectations in whole school behaviour and provides guidelines to ensure consistent approaches by staff. It is also a guide to best practice in the reinforcement of proactive behavioural support strategies and the teaching methods that are individualized and inclusive.

At St Finbarr's we work closely with parents and families to provide support and care for all students.

Our goal is to provide the skills for our students to reach their full potential – to be capable, responsible citizens who can confidently solve problems, are resilient in the face of challenges and who demonstrate the gospel values each day in their interactions and relationships with others.

This Student Behaviour Support plan is based on the TCSO vision for Student Behaviour:

- *to provide all students with opportunities to develop positive behaviours and self discipline within a supportive and vibrant Christ-centred community*
- *to focus on implementing effective learning and teaching strategies that are based on an understanding of child development and pedagogy*
- *to reflect principles of inclusion that recognise:*
 - *the uniqueness and the diversity of students as children of God*
 - *the need for belonging within a community*
 - *a whole school approach to planning, curriculum development and school organisation*
 - *access to reasonable differentiated resources and learning opportunities to facilitate the participation of students*
 - *Catholic social teaching and practice that is informed by legislative requirements, educational philosophy and societal expectations.*

Our Beliefs:

- All students can learn and experience success.
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts
- The focus of learning is on the development of the whole student – academically, spiritually, morally and emotionally.
- Students need to understand their involvement and responsibility in community now to prepare them for participation in the broad global community as adults.
- Behaviour is learned and therefore needs to be taught, modelled and practised consistently.

We are committed to these beliefs through:

- The provision of caring and safe environment
- Valuing the individuality and dignity of each student and member of the school community
- Fostering of positive, open, life giving relationships of all within the school and wider community

Positive behaviour can be nurtured:

- When expectations are clearly stated, understood and visible
- When the teaching and learning environment is safe, inclusive and flexible in meeting the individual needs of all students
- When gospel values are explicitly taught and celebrated in a manner relevant to the students' lives.
- When skills in self-discipline and responsibility are taught, modelled and reinforced daily.

This Behaviour Support Plan emphasises a compliance to acceptable social standards of behaviour that promotes a supportive and safe learning and working environment at our school. It also focuses on the promotion and development of rights and responsibility for all school community members (staff, parents and students) to demonstrate personal accountability and responsible behaviour within and outside the school environment.

Whole school approach to behaviour support

- Teaching behaviour, personal and social learning in the curriculum Learning Areas and through National Curriculum general capabilities of Personal and Social Understanding (awareness and management of self and others) and Ethical Understanding (values, rights and responsibilities).
- Consistent approach that has the support of the whole school community
- Effective systems for collecting, analysing and responding to student wellbeing and behaviour data
- Effective teaching of expected behaviour and/or social skills
- Effective learning and teaching practices to engage students in learning
- A focus on positive relationships and mutual respect
- Support for students who are identified as requiring additional assistance
- Support systems for staff, including professional learning opportunities, mentoring and debriefing opportunities
- Systems to reinforce expected and positive behaviours
- A physical environment that demonstrates school pride, cleanliness and order and respect for property
- Individual Behaviour Support plans for students with high level needs.

Whole school expectations

Respect	Responsibility	Learning
- Self	- Thoughts	- Ask questions
- Others	- Words	- Stay positive
- Property	- Actions	- Keep trying

Student Rights and Responsibilities

<p>Students have the right to:</p> <ul style="list-style-type: none">• have their dignity respected and to be treated justly• be educated to reach their full potential• Have a secure and caring environment.• Be safe at school both physically and emotionally.•• Feel proud of their school.• Express concerns through appropriate channels	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• Value their own learning and support the learning of others• To be responsible and to take responsibility for their behaviour, words and actions.• To treat all members of the school community with respect, tolerance and understanding.• To observe safety rules and report bullying, harassment or theft.• To behave in a manner that reflects well on themselves, their family and their school.
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Parent Rights and Responsibilities

<p>Parents have the right to:</p> <ul style="list-style-type: none">• Expect their child to be safe at school in a supportive and caring environment• Expect the school to teach, and support the holistic development of all children.• Be informed of their child's progress.• Share in the life of a school that is well regarded in the community.• Be informed of and involved in school renewal processes.• Voice concerns through appropriate channels.• Trust teachers and staff to manage the behaviour of children with fairness.	<p>Parents have the responsibility to:</p> <ul style="list-style-type: none">• Support the Vision, Mission and Religious Life of the school• Act in accordance with the TCSO <i>Volunteer Code of Conduct</i> and the agreed expectations of the <i>TCSO Parent Engagement Charter</i>• Present their child ready for learning through good health, nutrition and sleep and the provision of a healthy lunch and required materials.• Support their child's learning through valuing education, ensuring daily attendance, communicating with the class teacher and school.• To participate in the life of the school community where possible.• To uphold the high regard of the school in the community.
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Staff Rights and Responsibilities

<p>Staff have the right to:</p> <ul style="list-style-type: none">• Be provided with opportunities and resources to promote the religious life of the school• Be provided with appropriate and relevant professional development.• Have their Professionalism and dignity respected and be treated justly.• Be an integral member of the school's decision making and renewal processes.• Work in a safe environment	<p>Staff have a responsibility:</p> <ul style="list-style-type: none">• To be supportive of the school vision and mission through the provision of quality Religious Education and participating in all aspects of the religious life of the school• To act in accordance with the <i>TCSO Code of Conduct and Student Protection Processes and Guidelines</i>• To Provide a safe and effective learning environment• To provide high quality differentiated curriculum to meet the needs of all students• To model a love of learning and a positive attitude to their role.• To maintain currency of practice through active engagement in professional learning.• To act with justice, respect and professionalism at all times in their interactions with others in the school and wider community.
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Bullying

Each person in the St. Finbarr's Community has a right to enjoy a safe and supportive environment free from fear of bullying or harassment. Bullying is not tolerated and it is everyone's responsibility to ensure that bullying does not occur at our school.

What is Bullying?

Bullying is a systematic and repeated abuse of power (Rigy 2010). This can be face to face or using technology (Cyberbullying), such as mobile phones, internet and social networking sites.

What is Bullying?

- *Bullying is one sided*
- *Bullying goes one way*
- *Bullying is intentional or on purpose*
- *Bullying is repeated over and over*
- *Bullying can be very hurtful*

What is a bully?

- Bullies are threatening
- Bullies don't stop
- Bullies show their power over another person

Bullying can be

- *Physical – using body or hands to hurt another*
- *Verbal – mean words, ridicule.*
- *Social – ignoring, alienating, spreading rumours, damaging friendships, excluding another from a group*
- *Psychological - acts which instil a sense of fear or anxiety*
- *Sexual – uninvited/inappropriate touching or persistent advances.*

It is important to note that other forms of undesirable interpersonal behaviour are often confused with bullying

These behaviours ARE NOT Bullying:

- Conflict between children of equal power
- Non-malicious random incidents of exclusion of some children
- One-off acts of meanness and spite
- Random acts of aggressiveness

What can you do?

- Report to the class teacher
- Report to Principal

All reports of bullying will be investigated by the class teacher and Principal. The investigation will include statements from students involved, and witnesses. Bullying is considered a serious breach of behaviour and will be managed within the TCSO *Formal student behaviour sanctions procedure*.

Cyberbullying

Cyberbullying is everyone's business and the best response is a proactive or preventative one.

Cyberbullying is intimidating or hurting someone through the use of electronic communication (such as email, chat rooms, social media, the internet and text messages) on digital devices (computers, tablets, mobile phones). It can include:

- sending, sharing or 'liking' mean, negative or abusive text messages, posts or emails about someone
- sharing private or personal information, images or videos about someone to cause embarrassment
- spreading rumours or lies online
- repeated harassment and threatening messages (cyberstalking)
- setting up fake online profiles to hurt someone anonymously.

Cyberbullying is concerning as it can be persistent (there can be no relief from it), permanent (once something is posted publicly it can be difficult to remove), hard to detect and can spread to a large audience very quickly.

Cyberbullying can hurt someone as much as physical or verbal bullying and have a significant impact on a child's mental health, including suicidal thoughts or behaviours.

How can we prevent cyberbullying from occurring?

As a school we promote cybersafety through learning areas including online safety in Health and Information Technology curriculum learnings. This focuses on:

- awareness of the risks and consequences of cyberbullying
- importance of not sharing passwords and contact information
- Taking a stand against cyberbullying by encouraging students to speak up if they are aware of others being mean or taking risks online.
- Promotion through cybersafety materials and websites.
- At school students are to only use the technology equipment provided by the school – other devices including ipads and mobile phones are not to be brought to school.

Parents can support their child's online safety through the following:

- Know what your child is doing and who they are talking to online
- Keep the computer in a common area of the home. Do not allow it in your children's bedrooms. Monitor their online usage.
- Learn how various social networking websites work. Ask your children if they will show you their profile pages.
- Talk regularly and specifically with your children about online issues. Let them know they can come to you for help if anything is inappropriate, upsetting, or dangerous.
- Build trust with your children. Set time limits, explain your reasons for them, and discuss rules for online safety and Internet use. Ask your children to contribute to establishing the rules; then they'll be more inclined to follow them.
- Tell your children not to respond to any cyberbullying threats or comments online. However, do not delete any of the messages. Instead, print out all the messages,

including the e-mail addresses or online screen names of the cyberbully. You will need the messages to verify and prove there is cyberbullying.

- Don't overreact by blaming your children. If they are being bullied, be supportive and understanding. Find out how long the bullying has been going on and ensure that you'll work together to find a solution. Let your children know they are not to blame for being bullied.
- Don't underreact by telling your children to "shrug it off" or just deal with the bullying. The emotional pain of being bullied is very real and can have long-lasting effects. Don't tease them about it or respond with a "kids will be kids" attitude.
- Don't threaten to take away your children's computers if they come to you with a problem. This only forces kids to be more secretive.
- Report any online threats or safety issues to the Principal even if it is occurring outside of the school.
- If there are threats of physical violence or the bullying continues to escalate, report it to the police.

How do I know if my child is being bullied online?

It's vital for parents to be aware of the signs and seek help immediately. Most importantly, it's important for victims to know that's NOT their fault, they're not alone, and there is help available.

Watch for the following signs in your child:

- being upset after using the internet or mobile phone
- changes in personality, becoming more withdrawn, anxious, sad or angry
- appearing more lonely or distressed
- unexpected changes in friendship groups
- a decline in school grades
- changed sleep patterns
- avoiding school or clubs
- a decline in physical health
- secretive about online activities and mobile phone use.

As students are not to use their own devices at school, they do not have access to email and social media sites and their online usage is closely monitored by classroom teachers it is not expected that cyber bullying occurs at school. Should this occur outside of the school it is not the school's responsibility to manage this or take disciplinary action.

If cyberbullying occurs outside of school but has in school consequences then parents and police (depending on nature and severity) will be contacted and procedures for Level 3 and 4 disciplinary action will be followed. If the bullying is sexual in nature the TCSO Student Protection Procedures will be applied and police contacted.

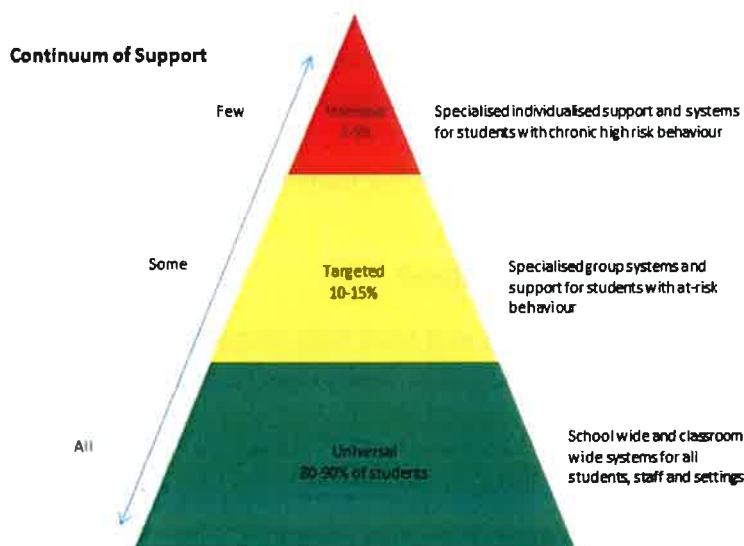
Weapons

Weapons including fire arms and knives are not to be taken into schools.

If a student has a weapon or knife at school they can expect serious legal and school disciplinary consequences. Staff are to follow the *Weapons in Schools (2012) guidelines* provided by the TCSO should such an incident occur.

Our Approach to Behaviour Support

At St Finbarr's our focus is on positive behaviour support strategies. We aim to create a supportive learning environment where relationships are valued, expectations of behaviour are clear and learning activities are relevant, flexible and engaging. Most students are responsive to this approach but at times inappropriate behaviour may need to be addressed. The 3-Tiered approach to behavioural support provides a framework for the facilitation of positive behaviour and response to unacceptable behaviour



Level	School Priorities/Activities	Persons Responsible	Strategies/resources
Tier 1 Universal All students (80-90%) Proactive and preventative school and classroom systems for all students, staff and settings.	Whole school philosophy and values Establishment of school and classroom rules and expectations Acknowledge and celebrate positive behaviours Engage students in learning through a balanced, relevant, flexible and engaging curriculum. Effective classroom management systems Valuing quality relationships in which to build a sense of community	Teachers, school community including parents School Board/P&F	Values program Collaborative planning of classroom rules and expectations GOTCHA reward system (playground) Class DOJO and reward systems Whole school awards Personalised learning Well planned, innovative and engaging curriculum 10 essentials of classroom teaching Cross curriculum learnings – Personal and Social Understanding (awareness and management of self and others) and Ethical Understanding (values, rights and responsibilities). Zones of Regulation Program Staff induction procedures

	<p>Explicit teaching of social and emotional skills</p> <p>Professional development for all staff in classroom management and students with behavioural and learning difficulties</p> <p>Induction of new staff and students</p>		<p>Ongoing review of Tier One procedures with all staff and identification of PD opportunities to support these.</p>
<p>Tier 2 Targeted (Some students 10-15%)</p> <p>Intervention programs involving support and specialist staff for students who have not responded to the universal behaviour support processes and strategies.</p>	<p>Identification of students requiring targeted support through use of behavioural data.</p> <p>Targeted personal development programs to</p> <p>Teach social skills, life skills, resilience</p> <p>Differentiated curriculum</p> <p>Behaviour coaching</p> <p>Class meetings</p> <p>Class meditation</p> <p>Communication with parents</p> <p>Referrals to guidance counsellor</p> <p>Professional development for teachers for identified needs.</p>	<p>Teachers</p> <p>Parents</p> <p>Students</p> <p>LST</p> <p>Guidance Counsellor</p> <p>Indigenous support staff</p> <p>School officers</p> <p>Inclusive education advisors</p> <p>Specialist support staff</p>	<p>Incident reporting</p> <p>Student behavioural data</p> <p>Student/Teacher; Student/principal conference – ABC Antecedent-Behaviour-Consequence Chart</p> <p>Restorative chat.</p> <p>Zones of regulation intervention and self-regulation activities</p> <p>Cars’r’Us self-regulation tool (individual or group with class teacher, Principal or Guidance counsellor)</p> <p>Teacher/LSD collaborative planning for personalised learning.</p> <p>Ongoing review of Tier Two procedures with all staff and identification of PD opportunities to support these.</p>
<p>Tier 3 Intensive (Few students 2-5%)</p> <p>Specialised individualised support and systems for students with chronic high risk behaviour)</p> <p>Specialised services and alternate pathways of care.</p>	<p>Behaviour analysis</p> <p>Individualised behaviour plan completed in consultation with class teacher, principal, parent and student.</p> <p>Adjustments – curriculum learning, environment and routines</p> <p>Positive reinforcements</p> <p>Communication with parties involved – parents teachers, counsellor</p> <p>Mentoring staff and students.</p>	<p>Class teachers</p> <p>Parents</p> <p>Students</p> <p>Principal/LST</p> <p>Guidance counsellor</p> <p>Senior Educational Leader (SEL)</p> <p>Indigenous support staff</p> <p>TCSO specialist support staff</p>	<p>Zones across the day reflection tool</p> <p>Daily behaviour tracking and reporting to parents.</p> <p>Class teacher/principal/student/parent conference</p> <p>Guidance counsellor support for student and classroom teacher as required.</p> <p>Teacher/LSD collaborative planning for personalised learning.</p> <p>Ongoing review of Tier Three procedures with all staff and identification of PD opportunities to support these.</p>

Consequences of appropriate and inappropriate behaviour

BEHAVIOUR MANAGEMENT STAGES	BEHAVIOUR MANAGEMENT PROCESS	Consequence/action
<p>LEVEL 0</p> <ul style="list-style-type: none"> • Usually co-operative • Polite • Keeps classroom rules • Follows Code of Behaviour 	<ul style="list-style-type: none"> • Positive Affirmation and Reinforcement 	<p>Positive reinforcement</p> <ul style="list-style-type: none"> • Verbal praise • Gotcha reward system • Class rewards eg DOJO • Class end of term activity days
<p>LEVEL 1</p> <ul style="list-style-type: none"> • Minor Infringements of classrooms rules and Code of Behaviour. • Responds positively to reminders. 	<ul style="list-style-type: none"> • Teacher/student discussion to set goals for behaviour. • Record goals set. • Review progress together after 1 week. • Monitor for further week. • If all clear process ceases (back to level 0) or continued monitoring for up to two weeks. 	<ul style="list-style-type: none"> • Review essentials of classroom management • Review planning for personalised learning • Reinforce clear expectations of behaviour
<p>LEVEL 2</p> <p>Continued and frequent significant infringements of classroom rules/code of behaviour including:</p> <ul style="list-style-type: none"> • refusal to comply to class or playground rules • refusal to complete school/homework • disrespectful, unsafe or irresponsible actions 	<ul style="list-style-type: none"> • Principal/student discussion to set goals and plan for improvement. • Parent notification through documented phone call or letter. 	<p>Detention</p> <ul style="list-style-type: none"> • Playtime detention. • Time out in specified classroom with work up to 3 times per week. • Negotiated gradual return. • (To be conducted within the guidelines of the <i>TCSO Formal Student Behaviour Sanctions Procedure</i>)
<p>LEVEL 3</p> <p>Major and frequent infringements of classroom rules, code of Behaviour including:</p> <ul style="list-style-type: none"> • Persistent non-compliance • Disobedience • Insolence 	<p>Principal/Parent/Student meeting to plan a 'contract' for behaviour – contract outlines expected behaviour, states time frame –</p> <ul style="list-style-type: none"> • Record • Review • Monitor • Affirm Progress • Gradual Return 	<p>Suspension</p> <p>If during this process, behaviour continues to be unacceptable and other appropriate and available student behaviour support strategies and discipline options have been applied and documented.</p> <ul style="list-style-type: none"> • further discussions will be held with parents.

<ul style="list-style-type: none"> Engagement in verbal harassment and abuse 		<ul style="list-style-type: none"> Suspension (up to 10 Days) may be considered and conducted within the guidelines of the TCSO <i>Formal Student Behaviour Sanctions Procedure</i>.
<p>LEVEL 4 Serious breach of discipline involving</p> <ul style="list-style-type: none"> Serious ongoing and repeated disrespect Aggression both physical and verbal Causing injury Threatening, causing fear and intimidation. Commitment of serious illegal act 	<p>When considering the exclusion of a student the student must be placed on 10 day suspension pending the outcome of the decision to exclude.</p> <p>Consultation must occur between the Principal, parents and Senior Education Leader (SEL) Recommendation to suspend is considered by the Director: Teaching and Learning in consultation with the Executive Director, TCSO and in accordance with the <i>Formal student Behaviour Sanctions Procedure</i>.</p>	<p>Exclusion If during this process, behaviour continues to be unacceptable,</p> <ul style="list-style-type: none"> further discussions will be held with parents. Suspension or exclusion may be conducted in accordance with the TCSO <i>Formal student Behaviour Sanctions procedure</i> Termination of enrolment if behaviour continues

Serious breaches of behaviour will be managed in accordance with the TCSO *Formal student behaviour sanctions procedure*.

Formal student behaviour sanctions include detention, suspension and Exclusion.

St Finbarr's School is committed to non-violent management of student behaviour. Actions that involve the deliberate application of force with intent to harm or punish a student are not to be employed. Any such use of force would represent a breach of both the TCSO Student Protection policy, processes and guidelines and the TCSO Code of Conduct.

The use of corporal punishment is prohibited in all TCS Schools.

Supporting documents

- TCSO Student behaviour support policy
- TCSO Student behaviour support plan guidelines
- TCSO Formal student behaviour sanctions procedure
- Diocese of Toowoomba Catholic Schools Code of Conduct 2017
- Students protection guidelines
- Volunteer code of conduct
- Parent engagement charter

Reference documents

- Education Act 2006 & National Safe Schools Framework 2011 delivery of education – positive learning experiences, promote a safe and supportive learning environment, recognise each student’s educational needs.
- Melbourne Declaration on Educational Goals for Young Australians (2008) – Australian schools promote equity and excellence, And all young Australians become successful learners, confident and creative individuals and active and informed citizens
- Australian curriculum – general capabilities
- TCSO Health and Well Being Policy and Diversity in Catholic Schools Policy –

Endorsement



Principal



P&C President or
Chair, School Council

Date effective: from 1 July 2018 to 1 July 2021