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.

Sacred Heart 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 Sacred Heart Primary School:

- Gospel values are lived, and all members of the school community are valued and treated with dignity, **compassion** 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 **active learning** and participation as members of the whole school community, building **resilience** and 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. As a student at Sacred Heart, I will:
1. Follow Directions
2. Keep my hands, feet and other objects to myself.
3. Respect other people and their property.
4. Wear my uniform correctly and with pride.

At Sacred Heart Primary School:

- Our Habits of Mind and Heart guide us, providing a framework for thinking and emotional dispositions. Our Habits of Mind allows our students to learn how to use their minds well to develop critical and creative thinking skills. Our Habits of Heart assist our students in developing social-emotional intelligence alongside the Mercy values. These habits unify us in our shared purpose. See Sacred Heart's Habits of Mind and Heart documents for further information.

Habits of Mind:
CURIOSITY
PERSISTENCE
COMMUNICATION
MAKING CONNECTIONS
INDEPENDENCE

Habits of Heart:
BELONGING
COMPASSION
COURAGE
SERVICE
EXCELLENCE

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 Sacred Heart 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

Sacred Heart Primary School has positive strategies for promoting better behaviour.
These strategies include:

- social skills training
- adapting the curriculum to meet individual needs
- Positive Behaviour Level System (Appendix C)
- 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

Sacred Heart Primary School utilises a range of preventative and early intervention strategies to support positive student behaviours. These include

- defining and teaching whole school expectations
    - A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix (Appendix A) outlines our agreed rules and specific behavioural expectations in all school settings.
- establishing consistent whole-school consequences for inappropriate behaviour (see Minors and Majors Appendix B)
- 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 D Behaviour Incident Flowchart)
- 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 administration team.

Major behaviours result in an immediate referral to the school administration 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 administration 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 Sacred Heart 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, Sacred Heart 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 Sacred Heart 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, warning of behaviour level demotion
- **Level two:** parent contact, referral to school counsellor, referral to Intensive Behaviour Support Team, suspension from school, behaviour level demotion
- **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.

For further information see Appendix C.

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

Schoolwide expectations – teaching matrix

	All areas	Classroom	Online	Playground	Toilets
Be respectful	▪ use equipment appropriately ▪ keep hands, feet and objects to yourself	▪ walk ▪ sit still ▪ enter and exit room in an orderly manner	▪ participate in use of approved online sites and educational games ▪ be courteous and polite in all online communications	▪ participate in school approved games ▪ wear shoes and socks at all times ▪ be sun safe; wear a broad brimmed hat	▪ respect the privacy of others
Be responsible	▪ ask permission to leave the classroom ▪ be on time ▪ be in the right place at the right time ▪ follow instructions straight away	▪ be prepared ▪ complete set tasks ▪ take an active role in classroom activities ▪ keep work space tidy ▪ be honest	▪ report any unacceptable behaviour to a teacher ▪ post only appropriate content online	▪ be a problem solver ▪ return equipment to appropriate place at the sports bell	▪ use toilets during breaks
Be safe	▪ respect others' personal space and property ▪ care for equipment ▪ clean up after yourself ▪ use polite language ▪ wait your turn	▪ raise your hand to speak ▪ respect others' right to learn ▪ talk in turns ▪ be a good listener	▪ respect others' right to use online resources free from interference or bullying ▪ keep any usernames or passwords private ▪ follow all teacher instructions about keeping private information off online sites	▪ play fairly – take turns, invite others to join in and follow rules ▪ care for the environment	▪ wash hands after using the toilet and before eating food ▪ walk

Appendix B

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

	Area	Minor	Major
Being safe	Movement around school	• running on concrete or around buildings • running in stairwells • not walking bike in school grounds	
	Play	• incorrect use of equipment • not playing school approved games • playing in toilets	• throwing objects • possession of weapons
	Physical contact	• minor physical contact eg pushing and shoving	• serious physical aggression • fighting
	Correct Attire	• not wearing a hat in playground • not wearing shoes outside	
	Other	• inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• possession or selling of drugs • weapons including knives and any other items which could be considered a weapon being taken to school • serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being responsible	Class tasks	• not completing set tasks that are at an appropriate level • refusing to work	
	Being in the right place	• not being punctual eg lateness after breaks • not in the right place at the right time	• leaving class without permission (out of sight) • leaving school without permission
	Follow instructions	• low intensity failure to respond to adult request • non-compliance • uncooperative behaviour	
	Accept outcomes for behaviour	• minor dishonesty (lying about involvement in a low-level incident)	• major dishonesty that has a negative impact on others
	Rubbish	• littering	
	Mobile Phone or personal technology devices	• mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)	• use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being respectful	Language (including while online)	• inappropriate language (written/verbal) • calling out • poor attitude • disrespectful tone	• offensive language • aggressive language • verbal abuse/directed profanity
	Property	• petty theft • lack of care for the environment	• stealing/major theft • wilful property damage • vandalism
	Others	• not playing fairly • minor disruption to class • minor defiance • minor bullying/victimisation/harassment • inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school	• major bullying/victimisation/harassment • major disruption to class • blatant disrespect • major defiance • serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Proactive strategies for promoting better behaviour

Sacred Heart Primary School has adopted a Behaviour Levelling System to reward positive behaviour and clearly articulate consequences for breaches of our Code of Conduct. The Sacred Heart Behaviour Levelling System consists of five levels (please refer to the following table for specific level information).

Sacred Heart Behaviour Level System and Level Descriptions

Level One	
Promotion To This Level	*Entitlements*
School staff have recognised a student who _continuously_: • Follows the school's Code of Conduct • Demonstrates a cooperative attitude towards staff and peers. • Shows consideration and respect for his/her peers • Displays a positive attitude towards school work and consistently applies himself/herself. • Wears the correct school uniform with pride • Accepts correction from an adult. • Willingly provides service to the school and community. • Completes homework • Demonstrates a zero tolerance for bullying. • Represents the school with distinction • Is safe and compliant **Students are identified in all (or close to), Level 1 areas of the Matrix for Habits of the Heart and Mind.**	**This level entitles the student to:** • Participate in all school, sporting, cultural and social events. • Be eligible for election as a school leader • A special certificate of recognition to be awarded at the end of the year Graduation ceremony. • Attend a special event for Level 1 children held at the end of each term. • Receive an appropriate comment on the student's report card or reference.
Notes for Level One	
Children are nominated by their teachers for promotion to this level. Promotions are considered every two weeks at staff meetings. Teachers use a checklist of behaviours/actions as criteria for promotion. To achieve Level One, students must have all 20 indicators checked off with at least 18 ticks in the 90% or above consistency column.	

Level Two	
Promotion To This Level	*Entitlements*
School staff have recognised a student who regularly:	**This level entitles the student to:**
• Follows the school's Code of Conduct • Demonstrates a cooperative attitude towards staff and peers. • Shows consideration and respect for his/her peers • Displays a positive attitude towards school work and consistently applies himself/herself. • Wears the correct school uniform • Accepts correction from an adult • Willingly provides service to the school and community. • Completes homework • Demonstrates a zero tolerance for bullying. • Represents the school with distinction. • Is safe and compliant **Students are identified in the majority of Level 2 areas of the Matrix for Habits of the Heart and Mind.**	• Participate in all school, sporting, cultural and social events. • Be eligible for election as a school leader • A certificate of recognition to be awarded at the end of year Graduation ceremony. • Attend a special event for Level 2 children held at the end of each term. • Receive an appropriate comment on the student's report card or reference.
Notes for Level Two	
Children are nominated by their teachers for promotion to this level. Promotions are considered every two weeks at staff meetings. Teachers use a checklist of behaviours/actions as criteria for promotion. To achieve Level Two, students must have all 20 indicators checked off with at least 16 ticks in columns 1 and 2.	

Level Three	
To Maintain This Level	*Entitlements*
Students must satisfactorily:	**This level entitles the student to:**
• Follow the school's Student Code of Conduct. • Participate in school activities • Complete class work. • Accept correction from an adult. • Be safe and compliant **Students are identified in majority of Level 3 areas of the Matrix for Habits of the Heart and Mind.**	• Participate in all school, sporting, cultural and social events. • Be eligible for election as a school leader. • Receive a *Satisfactory* comment on report or reference
Notes for Level Three	
Level Three is the beginning behaviour level for all students at Sacred Heart. It represents the standard of behaviour expected at our school.	

Level Four	
Demotion To This Level	*Consequences and/or recommendations that may be included in the BSP*
The school staff have recognised that the student has been involved in a serious incident or has regularly breached the school's Student Code of Conduct. The student is not being safe and compliant. The student has received warnings but has failed to address the behaviour of concern. Unacceptable behaviour that breaches the code of conduct include: • Failure to keep hands, feet and objects to themselves (eg. intentionally physically hurting others) on more than one occasion. • Failure to follow directions (eg. Back chatting staff) on more than one occasion. • Failure to respect other people and their property (eg. bullying or taking and damaging the property of others) on more than one occasion. • Consistently displayed disruptive behaviour • Regularly failing to produce work. • Any other inappropriate behaviour as identified by school staff.	• Withdrawal from class for one or more sessions. • Exclusion from receiving official school recognition awards. • Withdrawal of privileges of participating in specific school, sporting, cultural and social events. • Temporary removal of the student's Leadership • Creation of a behaviour reflection chart (ie smiley face chart) • Participation in targeted self-regulation activities/lessons (Zones of Regulation) • Identification and use of specific Zones of Regulation tools. • Tracking of the use of Zones of Regulation tools. • Referral to the school counsellor. • Provision of service to the school or others (ie cleaning up after making a mess, repairing items that have been broken, physical tasks)
Notes for Level Four	
At Level 4, a Behaviour Support Plan will have been created by student/parents/staff. This plan will be in place for the timeframe agreed upon by all parties at the Behaviour Support Plan meeting. The BSP will be reviewed at the end of the set timeframe.	

Level Five	
Demotion To This Level	*Consequences and/or Recommendations that may be included in the BSP.*
The school staff have recognised that the student has been involved in a serious incident or has not shown improvement from the implementation of the Behaviour Support Plan. The student is not being safe and compliant. The student may have: • Seriously breached the School's Code of Conduct through a specific incident. • Failed to abide by the conditions of their Behaviour Support Plan. • Verbally abused members of staff • Been involved in a seriously violent act. • Left the school grounds without permission. • Any other inappropriate behaviour as identified by school staff.	All of Level Four plus: • Review of BSP with consultation from TCSO personnel. • Managed attendance • Internal suspension for more than one day. • Consultation with school counsellor regarding further investigation of behaviour.

A student's Behaviour Level determines what privileges or consequences that student receives whilst at our school.

What level do the children start at?
At the start of each year (or upon transfer to the school), all children are assigned to Level Three (the default level). This is regardless of what level they may have previously been on.

My child has been moved a level. How do I know what this means?
The requirements and consequences for all the levels are clearly articulated in this document. Whenever your child is promoted it will be published in the Links. When demoted, you will receive written notification clearly outlining your child's new level and what this means for him/her.

How often are the children's levels reviewed?
Student levels are reviewed at staff meetings every fortnight. The minimum time a child must remain in a level before being considered for promotion is two weeks.

How do children get promoted to Level Two and Level One?
Children may be promoted to Level One and Two upon the recommendation of their classroom teacher and after the recommendation is confirmed at the next staff meeting. Teachers will use the Behaviour/Actions checklist to guide their decisions (please refer to Appendix A for checklist). Please keep in mind that Level One represents exemplary conduct and will not be awarded lightly.

How is the Behaviour/Actions checklist used?

This checklist will be filled in by teachers in the first few weeks of school and then regularly throughout the year. The checklist has 20 indicators and 3 levels of consistency. According to their observations, teachers will fill in the checklist for each individual student. To remain on Level 3 (the expected level of behaviour), students must have <u>a minimum</u> 18 of the 20 indicators ticked off in <u>any</u> level of consistency on the checklist.

To be promoted to Level 2, students must have all 20 indicators ticked on the checklist with <u>at least</u> 16 in consistency level 1 or 2. To be promoted to Level 1, students must have all 20 indicators on the checklist with <u>at least</u> 18 of the indicators in the highest level of consistency.

Sacred Heart has positive strategies for promoting better behaviour. These strategies include:

- social skill training
- adapting the curriculum to meet individual needs
- 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

How is it decided when to demote a child?

A child who has been involved in a serious incident or whose behaviour consistently breaches the Student Code of Conduct may be nominated by a staff member for demotion. The student's situation is discussed with the school leadership team and if the staff agree with the nominating teacher's assessment of the situation, the child will be officially demoted, and the relevant processes enacted. In cases of serious breaches of the Student Code of Conduct, a member of the school leadership team may immediately issue a demotion in accordance with the processes outlined in the Level Statements. Students who display continuous breaches of a similar nature will be given verbal and written warnings before demotion occurs. Parents will be contacted if verbal warnings have not been effective in changing the students' behaviour. A written warning will then be sent home. If the behaviour has not been changed then demotion to Level Four will occur.

The level statements mention students being placed on a Behaviour Support Plan. What is this?

A Behaviour Support Plan is a document which helps to identify areas of behaviour that a student needs to improve. These documents are created with students and parents where possible. Parental involvement is important to ensure an effective and sustainable plan is created which will help students display the expected level of behaviour. The particular behavioural concerns are identified and consequences/recommendations for these actions are discussed. The behaviour support plan is documented and shows the student/staff/parent commitment to improving the identified behaviour concerns.

Excluding students from school, social, sporting & cultural events as a consequence in the Behaviour Support Plan. How is this decided?

One of the main purposes of this policy is to ensure that consequences linked to poor behavioural choices are relevant to the individual student and situation. Excluding students from activities in which he/she has no interest has proven to be ineffective in addressing the behaviour of concern. Excluding students from events must have some impact on changing the students' behaviour. Exclusion from events will therefore be decided in consultation with the school leadership team, the class teacher, parents and the individual student on a case by case basis. The best way for a child to ensure they have the privilege of enjoying all events is to consistently follow the Student Code of Conduct.

What process is followed by staff when students breach the code of conduct?

Staff members follow a Behaviour Incident Flowchart when dealing with student behaviour (please refer to Appendix B for flow chart).

Teacher Checklist for Promotion

	Level 1	Level 2	Level 3
Belonging	Includes others who feel left out during play	Cooperates with others during play	Plays safely with others
	Wears correct school uniform with pride	Wears correct school uniform	Wears school uniform
	Always polite and respectful	Uses manners and appropriate tone	Speaks respectfully
	Shows interest in others	Being friendly	Acts respectfully
Compassion	Shows empathy towards others	Shows genuine concern for others	Helps others
	Listens and responds with kindness	Encourages and uses kind words	Uses kind words
Courage	Shows persistence to complete all tasks	Tries to complete tasks independently	Tries to complete tasks
	Stands up for others in a respectful way	Supports peers in response to a problem	Takes action in response to a problem
	Actively solves the problem	Takes responsibility for owns actions	Being honest
Service	Ensures all school areas are left clean and tidy	Cleans up after himself/herself and others	Cleans up after himself/herself
	Sees a need and takes action	Volunteers to help others	Helps others when asked
	Willingly participates in all school and community related events	Participates in school and most community events	Participates in events at school
Excellence	Actively engages and leads learning activities	Contributes to learning activities	Participates in learning activities
	Takes responsibility for own learning	Prepared and ready for learning	Organises own time and belongings
	Takes pride in all learning tasks	Takes steps to improve own work	Completes work to the best of own ability

Appendix D – Behaviour Incident Flowchart

Behaviour Incident Flow Chart

Minor Breech of Student Code of Conduct
- Verbal Warning - Record in Student's Behaviour Tracking
- Contiuous Breeches of the student code of Condut

Significant Breech of Student Code of Conduct
- Timeout - Record in Student's Behaviour Tracking . Complete one of the following forms with student at Big Lunch.
  - P-3 Incident Report
  - 4-6 Incident Report
- Student have recieved 2 Verbal Warnings and 2 Timeouts for the same behaviour.
- Parent Meeting or Phone Call- Record in Student's Tracking.
- Continuous Breeches of student code of conduct a written warning to Level 4 to be written by Principal/Deputy.
- Continuous Breeches of Student Code of Conduct a Phone Call/Parent Meeting for Demotion to Level 4 and the Creation of a BSP for the Student.
- Review of BSP
  - The Student returns to Level 3.
  - The Student is demoted to level 5 and TCSO staff contacted.

Serious Breech of Student Code of Conduct
- Serious Breech - Recorded in tracking refer to behaviour policy. e.g Physical Violence, Leaving school grounds).