

Student behaviour support plan

Purpose

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

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

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

Shared values and expectations

At St Joseph's College

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

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

- Respect
- Endeavour
- Compassion
- Dignity

Rights and responsibilities

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

School (principals, teachers and school staff)

- Staff at St Joseph's College are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.

Parents/carers

- Parents/carers are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.





- Parents/carers are also expected to support the school in maintaining a safe and respectful learning environment for all students, staff and other families.

Students

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

Proactive strategies for promoting better behaviour

St Joseph's College has positive strategies for promoting better behaviour.

These strategies include

- social skills training
- adapting the curriculum to meet individual needs
- Principal's Award ([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

St Joseph's College 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 Student behaviour referral form](#))
- assessing the student early and comprehensively to enable appropriate choice of early intervention strategies
- utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with learning and/or behaviour
- maintaining a flexible approach and considering the functions or reasons for the student's behaviour.

Minor and major behaviours

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

Minor behaviours are those that

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed





- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours, and
- do not require involvement of specialist support staff or the school administration 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 St Joseph's College, early targeted support strategies include

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

Individual behaviour support plans

Where intensive individual support is required, St Joseph's College will develop a plan, regarding both future behaviour of the student and the management of such behaviour. The positive and formative purpose of Individual behaviour support plans will be recognised and the support the student to achieve the desired behaviour outcome.

Use of consequences and sanctions

At St Joseph's College, 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
- **Level two:** parent contact, referral to school counsellor, referral to Assistant Principal Students, suspension from school: and/or
- **Level three:** students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension, and immediate referral to the police.

Use of Time out

'Time out' definition

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

'Time out' purposes

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

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

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

Formal sanctions

Formal sanctions include the following





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

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

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





Appendix A

Schoolwide expectations – teaching matrix

	All areas	Classroom	Online	Playground	Toilets
Be respectful	<ul style="list-style-type: none"> use equipment appropriately keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> walk sit still enter and exit room in an orderly manner 	<ul style="list-style-type: none"> participate in use of approved online sites and educational games be courteous and polite in all online communications 	<ul style="list-style-type: none"> participate in school approved games wear shoes and socks at all times be sun safe; wear a broad brimmed hat 	<ul style="list-style-type: none"> respect the privacy of others
Be responsible	<ul style="list-style-type: none"> ask permission to leave the classroom be on time be in the right place at the right time follow instructions straight away 	<ul style="list-style-type: none"> be prepared complete set tasks take an active role in classroom activities keep work space tidy be honest 	<ul style="list-style-type: none"> report any unacceptable behaviour to a teacher post only appropriate content online 	<ul style="list-style-type: none"> be a problem solver return equipment to appropriate place at the sports bell 	<ul style="list-style-type: none"> use toilets during breaks
Be safe	<ul style="list-style-type: none"> respect others' personal space and property care for equipment clean up after yourself use polite language wait your turn 	<ul style="list-style-type: none"> raise your hand to speak respect others' right to learn talk in turns be a good listener 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> play fairly – take turns, invite others to join in and follow rules care for the environment 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> running on concrete or around buildings running in stairwells not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> incorrect use of equipment not playing school approved games playing in toilets 	<ul style="list-style-type: none"> throwing objects possession of weapons
	Physical contact	<ul style="list-style-type: none"> minor physical contact eg pushing and shoving 	<ul style="list-style-type: none"> serious physical aggression fighting
	Correct Attire	<ul style="list-style-type: none"> not wearing a hat in playground not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> not completing set tasks that are at an appropriate level refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> not being punctual eg lateness after breaks not in the right place at the right time 	<ul style="list-style-type: none"> leaving class without permission (out of sight) leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> low intensity failure to respond to adult request non-compliance uncooperative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> inappropriate language (written/verbal) calling out poor attitude disrespectful tone 	<ul style="list-style-type: none"> offensive language aggressive language verbal abuse/directed profanity
	Property	<ul style="list-style-type: none"> petty theft lack of care for the environment 	<ul style="list-style-type: none"> stealing/major theft wilful property damage vandalism
	Others	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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





Appendix C

Recognising positive behaviours

Recognising Positive Behaviours

ADMINISTRATION or YEAR LEVEL COORDINATOR

LEVEL 3

AREA OF ROCOGNITION

- 1. Academic Achievement
- 2. Positive behaviour demonstrated in 3 or more classes
- 3. Consistent positive behaviour in a range of school settings

POSSIBLE METHOD OF RECOGNITION

- 1. Rewards Trip
- 2. Awards Night
- 3. Administration Awards
- 4. Student Leadership Positions

HEAD OF DEPARTMENT or YEAR LEVEL COORDINATOR

AREA OF ROCOGNITION

LEVEL 2

- Positive behaviour demonstrated several times in a particular subject
- Consistent positive behaviour in a subject over a school term.
- Positive behaviour consistent demonstrated out of class
- Over 90% attendance rate

POSSIBLE METHOD OF RECOGNITION

- Letters of Commendation
- HOD Awards
- Monthly Sports Awards
- End of Semester class activities
- YLC Awards
- Attendance Award
- Merit Slip Prizes

CLASSROOM TEACHER

LEVEL 1

RESPECT YOURSELF

- Being prepared for class
- Being punctual
- Working diligently
- Listening carefully
- Following instructions
- Completing schoolwork and homework

RESPECT OTHERS

- Supporting class mates
- Being polite and well mannered
- Speaking positively
- Being patient
- Being tolerant of others

RESPECT THE ENVIRONMENT

- Take care of equipment
- Maintain a clean and safe environment
- Return borrowed equipment

POSSIBLE METHOD OF RECOGNITION

- Merit Slips
- Reward Activities (End of Class)
- Informal Positive Feedback
- Verbal Praise
- Smiling
- Encouraging Gestures
- Stickers
- Compliment good behaviour
- Positive comments written on student work





Appendix D Sample Student behaviour referral forms

Name of student/s involved in incident					
Person completing form				Date	
Problem behaviour (name it)					
Date of incident		Time incident started		Time incident ended	
Where was the student when the incident occurred?					
Who was working with the student when the incident occurred?					
Where was staff when the incident occurred?					
Who was next to the student when the incident occurred?					
Who else was in the immediate area when the incident occurred?					
What was the general atmosphere like at the time of the incident?					
What was the student doing at the time of the incident?					
What occurred <i>immediately</i> before the incident? Describe the activity, task, event.					





Describe what the student did during the incident.
Describe the level of severity of the incident eg damage, injury to self/others
Describe who or what the incident was directed at.
What action was taken to de-escalate or re-direct the problem?
Briefly give your impression of why the student engaged in the above-described incident.





Office referral form

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

Parent/carer name (please print)	
Parent/carer signature	
Date	

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



Office discipline referral form

Name			
Date		Time	
Referring staff		Year level	
Others involved in incident			
<input type="checkbox"/> peers <input type="checkbox"/> staff <input type="checkbox"/> teacher <input type="checkbox"/> relief teacher <input type="checkbox"/> unknown			
Issue of concern			
Major problem behaviours		Minor problem behaviours	
<input type="checkbox"/> abusive language <input type="checkbox"/> fighting/physical aggression <input type="checkbox"/> harassment <input type="checkbox"/> overt defiance <input type="checkbox"/> tardy <input type="checkbox"/> dress code <input type="checkbox"/> electronic violation <input type="checkbox"/> other (please specify)		<input type="checkbox"/> inappropriate language <input type="checkbox"/> disruption <input type="checkbox"/> property misuse <input type="checkbox"/> non-compliance <input type="checkbox"/> late to class <input type="checkbox"/> other (please specify)	
Location		Possible motivation	
<input type="checkbox"/> playground <input type="checkbox"/> cafeteria <input type="checkbox"/> hallway <input type="checkbox"/> bathroom <input type="checkbox"/> car park <input type="checkbox"/> classroom <input type="checkbox"/> restricted area <input type="checkbox"/> special event <input type="checkbox"/> common area <input type="checkbox"/> other (please specify)		<input type="checkbox"/> attention from peer(s) <input type="checkbox"/> attention from adult(s) <input type="checkbox"/> avoid peer(s) <input type="checkbox"/> avoid adult(s) <input type="checkbox"/> avoid work <input type="checkbox"/> obtain item(s) <input type="checkbox"/> don't know <input type="checkbox"/> other (please specify)	
Describe what happened			
Consequences			
<input type="checkbox"/> lose recess <input type="checkbox"/> lose other privilege (please specify) _____ <input type="checkbox"/> conference <input type="checkbox"/> in-school suspension <input type="checkbox"/> parent contact <input type="checkbox"/> out-of-school suspension <input type="checkbox"/> follow up agreement (see over page)			





Follow up agreement

Name			
Date		Year level	
1. What rule(s) did you break? (circle one or more than one)			
Be Safe	Be Respectful	Be Responsible	
2. What did you want?			
<input type="checkbox"/> I wanted attention from others.		<input type="checkbox"/> I wanted to be in control of the situation.	
<input type="checkbox"/> I wanted to challenge adult(s).		<input type="checkbox"/> I wanted to avoid doing my work.	
<input type="checkbox"/> I wanted to be sent home.		<input type="checkbox"/> I wanted revenge.	
<input type="checkbox"/> I wanted to cause problems because I feel miserable inside.			
<input type="checkbox"/> I wanted to cause others problems because they don't like me.			
<input type="checkbox"/> I wanted _____.			
3. Did you get what you wanted?		<input type="checkbox"/> yes	<input type="checkbox"/> no
4. What will you do differently next time?			
I will be...			
by...			
Student's signature			
Adult's signature			

