

ST FRANCIS XAVIER



Whole School Student Behaviour Support Plan

OUR MISSION AND OUR VISION

The **Student Behaviour Support Plan** is about:

- Proactive school wide systems of support for defining, teaching and supporting appropriate student behaviours to create positive learning environments
- A behaviourally-based systems approach to improving the link between research-validated practices and the environments in which teaching and learning occurs
- Collecting and analysing data on behaviour trends and concerns and responding to these in order to target areas for improvement and support
- Creating and sustaining school wide, classroom and individual systems of support
- Building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved
- Endorses and adheres to Brisbane Catholic Education that corporal punishment is expressly prohibited at St Francis Xavier and all Catholic Schools.

St Francis Xavier School is a Catholic school following in the Ignatian tradition. St Francis was a man of faith and courage who inspired love and whose mission was to bring Jesus to the world. As patron he is a shining light and example for how we seek and find God in all things. Our hope is that our children will become more loving in their relationships with others, more courageous when faced with making choices in life, and more serving in their life style, as was our patron St Francis Xavier.

• God Centred • Spiritual • Generous • Compassionate



Reflective • Cultivator of Virtue

Child Centred

All children are at the heart

- Our children, empowered to succeed
- Our children, developing integrity, endurance and skills
- Our children, transforming their communities

FOCUS
Children are our future

BE
Seeking and finding God in all things

Faith Driven

Jesus lives in and through us

- Living the Gospel pastorally through our actions and teachings
- Prizing our Catholic teaching, story, rituals and symbols
- Respecting and valuing one another and our inclusive relationships



DEVELOP
A great place to belong

Culture and Spirit

Our school is a safe and peaceful place

- We welcome, we care and support, we celebrate and worship
- We cultivate a sense of belonging and nurture our school family
- We are proud of who we are and what we do

NURTURE

Growth

One step at a time

- Uniqueness is valued
- Emotional wellbeing is treasured
- Milestones are celebrated

LEAD
Shining eyes light the way

Quality Education

Quality learning is authentic, deep and life lasting

- Contemporary learning - personal, innovative and future focused
- Inspirational teaching - work of love, committed and enthusiastic
- School environment - rich, varied and inviting

Let the journey begin

• Team Member • Respectful • Committed • Helpful • Loving

Responsible • Just • Grateful

1. OUR SCHOOL CONTEXT

St Francis Xavier is a three stream school with a current enrolment of 690 children and 68 staff.

Our mission and our purpose is to provide high quality education within the framework of our Catholic tradition and guided by the Ignatian way of doing things. Our primary focus is on our young learners but for them to achieve their potential they need staff and parents to journey with them in their learning. Our school motto, LET YOUR LIGHT SHINE challenges each one of us to strive for the best in all we do.

2. CONSULTATION AND DATA REVIEW

We developed this plan in consultation with all appropriate members of the school community. Consultation involved meetings with teachers, parents/care givers, Leadership Team members, and Brisbane Catholic Education staff. It involved in-service of key staff personnel. The document will be formally reviewed in 2018 and updated as required before this review.

3. OUR BELIEFS ABOUT LEARNING AND BEHAVIOUR

(taken from our *Behaviour Teaching and Learning System* document)

At St Francis Xavier the emphasis is placed on the development of the whole person where the aim is to develop responsible citizens who consciously attempt to live the gospel values in their encounters with others. Therefore, behaviour teaching and learning is intended as a process that leads a child from dependence and impulsiveness towards self-control and personal responsibility. It is not about retaliation or punishment...its goals are more closely associated with learning, social competence and positive relationships.

To assist children to become responsible for their behaviour there are consequences which follow when rules are broken. The aim of the school behaviour teaching and learning system is to establish the principles and framework for a supportive Catholic school environment from which strategies and practices are planned and implemented for managing behaviour, so that effective learning and teaching occur, people's rights are protected and their acceptance of their responsibilities is encouraged.

At St Francis Xavier we believe that behaviour is learnt and needs to be explicitly taught using consistent language. We believe to manage and develop a student's behaviour at school, it needs to be:

- About learning appropriate behaviour through consistent consequences not punishment
- Uses positive, fair and consistent approaches
- About making choices and understanding behaviour
- Proactive not reactive
- Flexible and able to cater for individuals
- Easily understood with clear expectations
- Towards developing self-discipline and responsibility
- Developing social skills of respect, courtesy and concern for others
- About everybody keeping safe

At St Francis Xavier we base our approach to behaviour teaching and learning on theory.

Research shows that:

- Behaviour tends to be chosen and includes what we say and do
- Behaviour tends to be triggered by an 'event' around (or in) us
- The behaviour we choose is purposeful. It is our best attempt to get us what we want
- If behaviour gets us what we want, we tend to choose it again
- As educators and parents a significant part of what we do is aimed at influencing the behaviour of others
- We can never directly manage another's behaviour. We can only improve the skill set and adjust the context

4. CODE OF CONDUCT/WHOLE SCHOOL EXPECTATIONS

- Children, teachers and parents will be invited to participate in creating the expectations for classroom and school
- All classes will create and then record, chart and display their goals and expectations of behaviour
- The class expectations will be taught and learned using appropriate practices eg. Behaviour Teaching, Non-Belonging Out System, Class Meetings
- All classroom/school environments will be adjusted to be Needs Satisfying for all students
- 'We Can Work It Out' strategies will be part of the teaching/learning process
- Children experiencing difficulty in the behaviour area will be assessed individually and appropriate responses planned
- Supported by the leadership team, staff will continue to engage in professional development in Behaviour Teaching and Learning

RESPECT FOR SAFETY

I have the RIGHT to feel safe in my school environment

I have the RESPONSIBILITY to

- Keep my hands and my feet to myself
- Play by the rules (rules of the games, rules of the classroom, rules of the group, rules of the playground)
- Walk at all times when moving from place to place (this includes walking bikes, skateboards, scooters within the school grounds)
- Play and stay within the designated boundaries
- Use equipment and property as it is intended (keep off port racks, window sills, railings and fences, trees are for shade not climbing, seats are for sitting only)
- Wear my hat when outside and my shoes at all times
- Sit down when eating my lunch
- Follow the school guidelines when wearing jewellery (studs and small sleepers only, watches)
- Flush toilets and wash hands with soap after toileting

RESPECT FOR ENVIRONMENT

I have the RIGHT to work and play in a clean and pleasant school environment

I have the RESPONSIBILITY to

- Place all rubbish in bins (pick up litter – yours and others)
- Conserve water (turn off running taps, use bubblers only for drinking)
- Treat our plants/trees with care (holes are not to be dug in grassed areas, keep out of gardens, trees are for shade not climbing)
- Report damage (e.g. leaking taps, toilets, damage to trees)

RESPECT FOR SELF AND OTHERS

I have the RIGHT to be treated in a just manner

I have the RESPONSIBILITY to

- Use appropriate body language
- Speak to please not to tease
- Keep my hands and my feet to myself
- Consider other people's feelings
- Help those in need
- Wait for my turn (tuckshop, class lineups, bus lineups)
- Speak the truth
- Keep myself clean and tidy (uniforms, clean face, use tissues for nose, long hair to be tied back)
- Consider the privacy of others (ask permission before going to other people's property, do not look under/over cubicles in toilets)
- Be welcoming (greet others, include others when the time is right)
- Learn (do not distract others, work to the best of my ability)
- Compliment others
- Report bullying and inappropriate treatment of others
- Be aware of others personal space (do not touch others without permission)

RESPECT FOR PROPERTY

I have the RIGHT to expect that my personal and school property are treated carefully

I have the RESPONSIBILITY to

- Return property to correct place in good condition
- Take care of my own property (zip bags and place on bag rack, wear hats don't flick hats)
- Take care of other people's property
- Take care of school property (not to deface books, desks, walls, doors, benches, toilets etc)
- Ask permission to borrow property (ask permission to borrow equipment from others)
- Have my property named
- Return lost property
- Clean up after activities
- Report damaged equipment and property (e.g. sports equipment, graffiti, property)

PROCEDURES - FOR CHILDREN

Before School

- I sit in the quad with my bag until 8.30am
- I will stay with my parents at the times they choose to be with me
- I move to my classroom at 8.30am to unpack my bag and prepare for the school day
- I may choose to play in the quad/in between the buildings after I have prepared for the day
- I may use my own sports equipment at this time (No school equipment allowed)
- I may choose to only throw, bounce or pass balls, no kicking
- I will walk immediately to my classroom when the music plays at 8.40am

After School

- I will sit in the quad with my bag until I am called
- I will walk calmly to the pick-up area once I am called
- I will remain on the footpath until the car stops
- I will sit in the quad even if I am attending after school activities e.g. art, dance, drama etc
- I will walk directly to after school care after 3pm on the days I am attending
- I will stay with my parents at the times they choose to be with me

FOR TEACHERS

Before School

- I will be available in my classroom at 8.30am
- I will be punctual when arriving for duty at 8.20am
- I will make appropriate arrangements for my class when I am on duty
- I will make sure children use their own sports equipment before school

After School

- I will walk my class to the quad and seat the children
- I will supervise the clean-up of the quad

FOR CHILDREN

Break Times

Morning Tea – 10.40am –11.00am

- I will take my food and hat and walk to my eating area.
- I will clean up the eating area before going to play.
- I will go to the toilet and wash my hands before the music plays
- I will return borrowed sports equipment
- I will walk immediately to my classroom when the music plays

Lunch Break – 1.00pm – 1.40pm

- I will take my food and hat and walk to my eating area.
- I will remain seated at lunchtime, until the teacher dismisses me at 1.10pm
- I will clean up the eating area before going to play
- I will put my lunch box and drink bottle in my bag.
- I will walk calmly to the play area
- I will go to the toilet and wash my hands before the music plays
- I will return borrowed sports equipment
- I will walk immediately to my classroom when the music plays

FOR TEACHERS

Break Times

- I will be punctual when arriving for duties at break times
- I will arrange supervision of my class in the classroom at Lunch break from 1.00pm-1.10pm
- I will be punctual to meet and greet my class after each break

5. UNIVERSAL BEHAVIOUR SUPPORT

We believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

Establishing Behaviour Expectations

At St Francis Xavier there are many ways that staff establish the behaviour expectations of our students, including:

- Children, teachers and parents will be invited to participate in creating the expectations for classroom and school
- All classes will create and then record, chart and display their goals and expectations of behaviour
- The class expectations will be taught and learned using appropriate practices eg. Behaviour Teaching, Non-Belonging Out System, Class Meetings
- All classroom/school environments will be adjusted to be Needs Satisfying for all students
- 'We Can Work It Out' strategies will be part of the teaching/learning process
- Children experiencing difficulty in the behaviour area will be assessed individually and appropriate responses planned
- Supported by the leadership team, staff will continue to engage in professional development in Behaviour Teaching and Learning
- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Display the school and classroom rules clearly
- Using explanations of the school and classroom rules i.e. what do they look like, sound like, feel like.
- Using appropriate consequences for not meeting behaviour expectations.
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
- Effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year

SUPPORTED BY

- A willing, caring and enthusiastic staff
- A written plan – Behaviour Teaching and Learning System
- A Conflict Resolution program that includes Peer Mediation
- Social Skills programs
- Learning Support staff (Support Teacher Inclusive Education, Guidance Counsellor, Early Years Support Teacher)
- Rainbows and Friends program
- Mindfields of Behaviour – A System of Behaviour Development and Management
- Virtues Program connected to our Ignatian tradition
- Religious Education program
- Leadership development
- MJR (Making Jesus Real) program
- Beating Bully Bulldozer program
- Bullying at SFX – No Way! Policy document
- Vision and Mission statement

6. TARGETED BEHAVIOUR SUPPORT

Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include:

- Reflection Worksheet
- Social Skills programs eg Friends
- Adjustments to curriculum

7. INDIVIDUALISED BEHAVIOUR SUPPORT

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternate pathways of care. Individual supports may include:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor, Early Years Support Teacher)

8. CONSEQUENCES FOR INAPPROPRIATE STUDENT BEHAVIOUR

Behaviour may include:	Possible Consequence:	Managed by
Minor incidents of inappropriate behavior:		Teacher
Ignoring instructions and direction	Reminder of expectations	
Lateness to class	Verbal negotiation, withdrawal from playground	
Littering, using inappropriate language Uniform/hat/jewellery transgressions	Consultation and reflection with teacher	
Playing outside designated areas	Possible contact with parents	
Disrespect for school resources		
Disruption of teaching and learning		

Inappropriate behaviours at this level include:	Staff responses may include:	
Continued minor behaviours above	A monitoring program developed and implemented between teacher, student and parent	Teacher and Parent
Repeated defiance	Restorative justice meeting	
Inappropriate use of technology (including school internet, mobile phones and other technology devices)	Peer mediation	
All forms of harassment such as repeated name calling, teasing, ostracizing, derogatory comments (including through the use of technology; emails, social pages...)	Referral through Student Support for assessment and support from specialist staff	
Strong verbal abuse towards students and staff	Individual Behaviour Support Plan	
	Restitution	
	Parent contact	
	Non attendance at extra-curricular activities	

Inappropriate behaviours at this level includes:	Staff and support responses may include:	
Continued behaviours above	Parent interview	Teacher, parent, LT or other support
Stealing	Review of Individual Student Support Plan	
Physical and/or verbal aggression toward students and staff	Non Attendance at extracurricular activities	
Intimidation and/or harassment of staff (including through the use of technology)	Referral to outside agency	
Vandalism Sexual harassment/misconduct	Police notification	
	Suspension	
	Restorative conference on return from suspension	

Inappropriate behavior at this level includes:	Staff and support staff responses may include:	Teacher, parent, Principal and other
Extreme or continued behaviours above	Parent interview	
Possession of drugs	Review of ISBP	
Supply of drugs	Non Attendance at extra-curricular activities	
Possession of a weapon Use of a weapon	Police notification	
Violent assault	Suspension	
	Recommendation for exclusion	

Corporal punishment is expressly prohibited at St Francis Xavier.

9. PROCESS FOR APPEALS

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents may appeal a suspension longer than three days to the Area Supervisor. Parents may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent who requires assistance to participate in the inclusive community will have access to help with the appeals process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options to respond will be considered if a written appeal is not possible.

Appeals should be made to:

- The Principal of the school about a decision to suspend a student for less than three days
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school,
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

10. BULLYING AT SFX – NO WAY

What can you do if you are bullied?

1. You may try to deal with it yourself
 - Stay calm
 - Ignore it
 - Walk away
 - Identify a network of adults or friends to whom you can talk
 - Seek support—it is good to let someone know it is happening



If this does not stop the bullying-Persist!

2. You may choose to confront the person
 - Speak to them and ask them why they are behaving like this
 - Take a support person with you
 - Stand up for yourself-let them know how you feel
 - Tell them they are breaking the rules



If this does not stop the bullying-Persist!

3. Talk to someone you trust
 - This might be a friend, teacher, parent, counsellor
 - Email Mr Anderson – panderson@bne.catholic.edu.au

St Francis Xavier Catholic Primary School
Runaway Bay
Phone: 55372633
Email: prunawaybay@bne.catholic.edu.au
Website: www.sfx.qld.edu.au

Produced by the students of 4 Red 2014



Bullying at SFX NO WAY

At Saint Francis Xavier Catholic Primary School every person has the right to feel safe.

Any person who bullies another is denying them that right.

The school will not tolerate any action that undermines a person's right to feel safe, and it will take whatever steps are necessary to stop such behaviour.



What is Bullying Behaviour?

- It is deliberate, hurtful behaviour
- It is repeated
- It is difficult for those being bullied to defend themselves

The three main types of Bullying are-

PHYSICAL

hitting, kicking, taking belongings

VERBAL

name-calling, insulting, racist remarks

INDIRECT/EMOTIONAL

spreading rumours and nasty stories, excluding others



At SFX we will

Openly talk about bullying — what it is, how it affects us and what we can do about it

Responsibilities of Children

- To report incidents or suspected incidents of bullying
- To help someone who is being bullied
- To not bully others

Responsibilities of Staff

- To model appropriate behaviour
- To be aware of potential for bullying situations in specific areas and during recess
- To ensure children are adequately supervised
- To teach appropriate social behaviours as outlined in the school's Behaviour Teaching and Learning System
- To deal with all reported incidences of bullying according to school guidelines
- To provide support through day to day teaching, including liturgies and assemblies where value and virtues such as compassion, kindness, reconciliation, tolerance, respect and justice are taught

Responsibilities of Parents

- To watch for signs that their child may be bullied
- To advise children to tell a staff member about bullying incidents
- To inform the school of any cases of suspected or reported bullying
- To model appropriate behaviour



Remember

You may think ignoring or reporting it will not work but keeping it to yourself will definitely make it worse!



11. MANAGING CONFLICT – POLICY AND PROCEDURES



INTRODUCTION

At St Francis Xavier we work with a program called MJR (Making Jesus Real in our Lives). The central premise of this program is the belief that each of us is the image of Jesus to all those people around us. Through this program and the school's religious education program, we teach values: care and compassion, respect, honesty, trustworthiness, understanding, tolerance and inclusion.

These values encourage students to do their best; treat others fairly; take responsibility for their actions; follow principles of moral and ethical conduct and to stand up for the rights of others. These values apply to children, staff and parents.

Another key aspect of teaching and learning at St Francis Xavier emphasises, explores and practises ways to support, encourage and compliment others. The message is clear for each of us: "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me." Matthew 25:40. Therefore, if you like what you see, say so. Furthermore, build positive relationships by finding the time to say thanks.

We are a large school family that regularly faces challenges and despite our striving for the opposite, there will be times when we are in conflict. As Christians we have an obligation to work at resolving conflicts peacefully and with due respect for the dignity of all people involved. At St Francis Xavier, we encourage conflict resolution strategies which promote and support the dignity of parents, staff and children. We have an obligation to restore relationships broken or affected by conflict. Through open, honest and respectful communication, we fulfill our obligation to avoid initiating or escalating conflict situations.

PROCEDURE/PRINCIPLES FOR CONFLICT RESOLUTION - PARENTS

As co-educators of their children and vital members of the St Francis Xavier school community, parents have a right to be involved in their child's learning, to be informed about their child's progress and to voice their concerns when issues arise. Parents have a responsibility to adopt the spirit and actions of conflict minimization.

What do I do if I have a concern?

1. Reflect on the issue or concern - Jotting these concerns down on a piece of paper may be helpful in clarifying the problem for you.
2. As the initial point of contact regarding an issue should always be the teacher concerned, contact the office to arrange a mutually convenient time to discuss the concerns or send a note/email asking for an appointment with that teacher.
3. At the meeting, identify and communicate your feelings about the issue in a non-threatening way.
4. Do not approach other children to discuss or investigate your concerns.
5. After an issue is raised with the teacher, wait for the teacher's verbal report on what has been done to address the issue.
6. If dissatisfied with the outcome, contact the school office and make an appointment with a Leadership Team member, indicating the concern to be discussed.
7. Check that the steps have been followed as outlined above - The Leadership Team will support this process and remind parents to follow the steps in order.
8. Participate in a meeting convened by the Leadership Team for those involved.
9. Should a parent have a concern of a serious nature about a teacher's professional behaviour e.g. physical or sexual abuse of a child, the parent should put the complaint in writing addressed to the Principal. This could happen before or after an appointment with the Principal or delegate.

PROCEDURE/PRINCIPLES FOR CONFLICT RESOLUTION - STAFF

The concept of accepting, understanding and celebrating differences, along with negotiation and respect underpin some of the units of work we teach. When it comes to real life community situations, we are regularly challenged to show genuine tolerance and open-mindedness. We are also challenged to be part of a forgiving and reconciling community which demonstrates maturity in the handling and resolution of conflict. As staff in a Catholic school there is an expectation that we will model exemplary behaviour.

What do I do if I have a concern?

1. Deal with the problem as soon as possible.
2. Be clear about the issue. Writing it down can be helpful. Talk it out with a third party to clarify the issue(s) and to receive confirmation and feedback.
3. Separate the problem / issue from the person. Try to avoid the pitfall of the conversation shifting focus from issues to personal attack/abuse.
4. Identify and communicate your own feelings about the issue in a non-threatening way.
5. Listen sensitively to the other point of view and be open-minded.
6. Be prepared to negotiate and compromise when such is possible.
7. Be forgiving should there be admission of fault or neglect.
8. Be willing to be reconciled.
9. Seek mediation if the issue cannot be resolved amicably.
10. Personal conflicts and disagreements are matters to be worked through by the parties concerned and cannot be allowed to interfere with professionalism in the school environment.
11. Complaints regarding the professional integrity of another staff member need to be substantiated. The Principal will exercise professional discretion as to how matters are dealt with.

PROCEDURE/PRINCIPLES FOR CONFLICT RESOLUTION – CHILDREN

As students of St Francis Xavier we are always learning about how to care for and love others as God loves each of us. It is our right to feel safe and our responsibility to be Welcoming, Encouraging, Sorry, Thankful people – WESTIES.

What do I do if I have a concern?

1. Try to deal with the problem yourself by talking and aiming to “Work It Out” to reach a Win-Win situation. Use “I Statements” to speak confidently to individuals involved. Avoid using Flight or Fight responses.
2. If problems cannot be resolved, get help from an adult such as a Teacher, School Officer, Peer Mediator, Buddy or your Parents.
3. Tell your parents about the problem and what you have tried or would like to try to do in order to solve it.
4. If you are being bullied or you see someone being bullied report it. See our school brochure “Bullying at SFX – No Way! for other ideas.