St Thomas More's

St Thomas More's Primary School Toowoomba

Student Behaviour Support Plan

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 Thomas More's 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 St Thomas More's Primary School

- 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 rules to teach and promote our high standards of responsible behaviour
- Be Respectful
- Be Responsible
- Be Safe

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 Thomas More's 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.

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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 Thomas More's Primary School has positive strategies for promoting better behaviour.

These strategies include

- social skills training
- adapting the curriculum to meet individual needs
- Positive Reward System
- 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 Thomas More's 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 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.

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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 Thomas More's 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, St Thomas More's 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 St Thomas More's 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, parent contact
- **Level two:** parent contact, referral to school counsellor, referral to Intensive Behaviour Support Team, suspension from school: and/or
- **Level three:** students who engage in very serious problem behaviours 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.

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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/aggressive language • verbal abuse/directed profanity
	Property	• petty theft • lack of care for the environment	• stealing/major theft • wilful property damage • major 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

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Appendix C

The following table outlines processes, consequences, record keeping and dissemination of information for differing behaviour levels. Five Levels – 1, 2 (Minor), 3, 4, 5, (Major)

LEVEL	BEHAVIOUR EXAMPLES	CONSEQUENCE EXAMPLES	INFORMATION RECORDING	SHARING OF INFORMATION
MINOR BEHAVIOURS				
1 **TEACHER**	• Minor playground indiscretion. • Minor in class indiscretion.	• 10 Essential Skills for Classroom Management. • Guidance/Redirection	• Class Teacher/Playground Duty Teacher – Anecdotal notes.	
2 **TEACHER**	• Continued level 1 behaviours. • Disruption to teaching and learning. • Minor Vandalism. • Teasing of other students. • Unsuitable language or actions towards staff / peers / visitors. • Continued rough play. • Inappropriate physical contact.	• A period of in class or playground timeout. (If in the playground the duty teacher is responsible for supervision)	• Class Teacher/Playground Duty Teacher – Sentral Incident Report to be completed as soon as practically possible. (before the end of the day).	• Playground Duty Teacher to inform Class Teacher. • Classroom teacher contacts parents to make them aware of behaviour.
MAJOR BEHAVIOURS				
3 **TEACHER, LEADERSHIP**	• Continued level 2 behaviours. • Continued disruption to teaching and learning. • Bullying of other students.	• Removal from classroom / playground. • A period of Formal Time Out in the Office under the supervision of a Leadership Team Member.	• Class Teacher/Playground Duty Teacher to initiate a Sentral Incident Report and send to Assistant Principal for review/additions (Must be a high priority and	• If incident occurs in the playground, Playground Duty Teacher is to contact the Classroom Teacher at the conclusion of the break and inform them of the incident and consequences. • Behaviour Management Plan shared with Leadership Team.

			completed as soon as possible). • Formal Timeout Follow Up Agreement completed and filed in student file. • Behaviour Management Plan developed between Class Teacher, Learning Support and School Counsellor (where necessary).	• Classroom teacher contacts parents and asks them in for a Formal Meeting to discuss and sign the Behaviour Management Plan .
TEAM & SPECIALIST PERSONNEL	• Severe swearing. • Violent behaviour • Major vandalism. • Refusal to follow the instructions of staff. • Inappropriate sexualised behaviour.			
4 **PRINCIPAL, LEADERSHIP TEAM, SPECIALIST PERSONNEL & TCSO**	• Continued breaking of plans in place and refusal to work towards goals in Behaviour Management Plan. • Continued verbal or physical abuse, blatant disrespect, and/or blatant refusal to follow the instructions of staff in the one incident.	• Removal from classroom/playground with Leadership Team support. • Internal/External Suspension at the discretion of the Principal in line with TCS Formal Student Behaviour Sanctions Procedure.	• Classroom Teacher with a member from the Leadership Team document the behaviour in Sentral. • If a period of Suspension is imposed, this is to be actioned through Sentral and a Parent Notification Letter created. • Modifications to be made to the Behaviour Management Plan.	• Leadership Team to inform Classroom Teacher of intended consequences. • Principal to contact parents and inform them of the behaviour and impending consequences. • If a period of Suspension is imposed, the Parent Notification Letter is to be emailed to parents. A date and time for a re-entry interview is to be set.
Principal & TCSO	• Significant ongoing or major disruption to the welfare of the school, staff and students, despite all reasonable and practical measures taken.	• Recommendation for Expulsion. • Exclusion – at the discretion of the Director of TCS in line with TCS Formal Student Behaviour Sanctions Procedure.	• Leadership Team documents the behaviour in Sentral. • If Exclusion is being considered, a parent notification letter is created.	• Summary notes and correspondence sent to TCS – SEO. • Principal to contact parents and inform them of the behaviour and impending consequences/recommendation for Exclusion.

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Appendix D

Recognising positive behaviours

SCHOOL

Recognising Positive Behaviours

LEVEL 2

AREA OF RECOGNITION	POSSIBLE METHOD OF RECOGNITION
• Academic Achievement • Consistent positive behaviour in a range of school settings • Personal Improvement	• Awards • Principal Awards • End of Semester class activities • Public Acknowledgement

CLASSROOM

LEVEL 1

RESPECT YOURSELF	RESPECT OTHERS	RESPECT THE ENVIRONMENT	POSSIBLE METHOD OF RECOGNITION
• Being prepared for class • Being Punctual • Working diligently • Listening Carefully • Following Instructions • Completing schoolwork and homework • Achieving personal goals	• Supporting class mates • Being polite and well mannered • Speaking positively • Being patient • Being tolerant of others	• Take care of equipment • Maintain a safe and clean environment • Return borrowed equipment	• Class Awards • Informal Positive Feedback • Verbal Praise • Smiling • Encouraging Gestures • Stickers • Compliment good behaviour • Positive comments written on student work

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Appendix E

Formal Time Out 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?

I wanted attention from others.   I wanted to be in control of the situation.
I wanted to challenge adult(s).   I wanted to avoid doing my work.
I wanted to be sent home.   I wanted revenge.
I wanted to cause problems because I feel miserable inside.
I wanted to cause others problems because they don't like me.
I wanted _____.

3. Did you get what you wanted?   yes   no

4. What will you do differently next time?

I will be…

by…

Student's signature	
Adult's signature	