

St Martin's School

Student Behaviour Support Plan



1. Mission Statement

St Martin's is an inclusive Catholic Community unified by the hopes and dreams that we value for our children.

- St Martin's accepts and includes everyone for who they are
- St Martin's builds relationships for life
- St Martin's prepares our children for life
- St Martin's prepares our children to be citizens of the future
- St Martin's empowers our children to be productive and successful
- St Martin's shares in the stewardship of God's creation as co-carers of this world.

This Student Behaviour Support Plan is designed to explicitly articulate our beliefs and practices in relation to creating and maintaining a safe, orderly and respectful learning environment. High standards of behaviour are expected and we see these as skills that are taught and learnt at school and in partnership with parents. Students are expected to behave and participate positively in all aspects of their school day; both on and off campus. Working from a "We Can Work It Out" belief, we strive to work in strong partnership with parents and students to teach positive behaviours universally (to all learners) and intensively (to individuals needing additional support).

2. Profile of St Martin's

St Martin's is a Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's eastern suburb of Carina. St Martin's school population in 2014 is 718 students from 513 families. Our school population is generally stable and contains minimal cross-cultural students.

We have 27 classes from P-Year 7 with 13 of these being in the Early Years (P-Year 2). Our Early Years cohort is comparatively large, with 4 Prep classes, 5 Year 1 classes and 4 Year 2 classes for 2014. Other cohorts are represented as follows: 4 classes of Year 3, 4 classes of Year 4 and 2 classes each of Years 5, 6 and 7.

Our school staff numbers 65, with our Leadership Team consisting of a full-time principal, a full-time APA and a full-time APRE. Teaching staff consists of 27 full-time classroom teachers and 8 part-time classroom teachers in job share arrangements. We have specialist teachers for HPE, Art, Music and LOTE (Italian). Our inclusion team consists of one full-time STIE, one part-time STIE, two part-time Guidance Officers and one part-time ESL teacher. Support staff includes one full-time teacher-librarian, one full-time technology support person, a full-time groundsman, four secretarial staff and 13 school officers. We have the services of a part-time instrumental teacher.

Our school enjoys regular attendance by its students across all year levels. Data from attendance records for first semester, 2013 indicates that in all year levels the number of absent days for the year level is equal to or less than the number of students in that year level (ie equal to or less than an average of one day per semester absent for each student). This data suggests that generally our students are physically, socially and emotionally well.

Early in 2013, as part of our whole school anti-bullying audit, all members of the community (parents, students and staff) were asked to describe the culture of the school. Over 98% of community members described St Martin's culture in a positive way using words such as "inclusive", "welcoming" and "safe".

3. Consultation and Data Review

St Martin's staff developed this Student Behaviour Support Plan in consultation with our school community. Consultation occurred through a whole school audit, Student Support Committee meetings, staff meetings, meetings with the school board and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan (See Appendix 1). The Plan was endorsed by the Principal, the School Board and the Area Supervisor and will be reviewed in 5 years.

4. Beliefs About Learning and Behaviour

Student behaviour is at the core of business for all teachers. Effective learning and teaching is supported by safe, positive, and productive learning environments, based on the principles of consistency, fairness and engagement. This starts in the classroom, with each individual student.

At St Martin's, we believe that students learn best when:

- 1) Students feel safe, respected and understood.
- 2) There is a supportive, welcoming classroom culture.
- 3) There is teamwork and co-operation based on respect and inclusion.
- 4) There are high expectations of behaviour and learning which are clearly articulated and reinforced.
- 5) Learning is engaging, challenging, personal, dynamic and fun.
- 6) There is pride taken in learning and learning spaces.
- 7) Learning and achievements are celebrated and valued.

Student Code of Conduct

As a school community, we show the following:

Respect for Self	<ul style="list-style-type: none"> • Choosing to eat healthy food • Exercising regularly • Maintaining a neat and tidy appearance and wearing the correct school uniform, including 'No hat, no play' • Washing hands before eating and after going to the toilet • Practising skills of relaxation including meditation • Knowing how and when to calm down • Making decisions that keep me safe
Respect for Others	<ul style="list-style-type: none"> • "Keeping my hands and feet to myself". • "Speaking to please, not to tease". • Using good manners • Getting along with others and celebrating our differences • Building positive relationships • Making decisions that keep others safe
Respect for Learning	<ul style="list-style-type: none"> • Being organised and ready to learn • Persevering with learning tasks • Working to the best of my ability • Taking responsibility for my own learning • Being a resilient learner who thinks flexibly and 'has a go' • Being a confident learner • Letting others work to the best of their ability
Respect for Property and Place	<ul style="list-style-type: none"> • Looking after my own belongings and property • Looking after the property belonging to the school and others • Keeping the school grounds clean and tidy • Representing the school with pride • Taking care of the environment • Doing my best to be sustainable

5. Roles, Rights and Responsibilities of School Community Members

All members of our community have responsibilities in the successful implementation of our Student Behaviour Support Plan. These include:

Responsibilities of Students

At St Martin's we expect that students will:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community, and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- co-operate with others including staff and others in authority

- Demonstrate a willingness to promote behaviours that reflect the Catholic ethos as demonstrated by the role models of Jesus, St Martin and St Dominic

Responsibilities of Staff

At St Martin's we expect that staff will:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students, parents/carers and staff
- promote the skills of responsible self-management
- model appropriate behaviours including those relating to dress and communication

Responsibilities of Parents

At St Martin's we expect that parents and caregivers will:

- show an active interest in their children's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support the school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff, students and parents within our community regarding their child's learning, wellbeing, and behaviour
- contribute positively to behaviour support plans that concern their child
- model appropriate behaviours including those relating to dress and communication
- demonstrate respect of school policies and procedures including uniform policy, parking procedures, pick up and drop off procedures.

6. Universal Behaviour Support

At St Martin's, we believe that the proactive teaching of appropriate behaviour is a priority. By focusing on the promotion of positive behaviours, we believe that we will assist in preventing inappropriate behaviour.

a. Establishing Behaviour Expectations

At St Martin's there are many ways in which staff establish the behaviour expectations of our students. This behaviour is established at the classroom level and at the whole school level by the following strategies:

Classroom Level

Proactive strategies:

- Classroom teachers explicitly teach the school expectations in their classrooms.
- At the beginning of each year, classroom teachers work with their classes to create a 'class covenant'. This covenant clearly articulates the classroom rules that are particular to their group and align with the school expectations.
- Teachers use a variety of age appropriate pedagogies to teach class and school expectations which may include but are not limited to modelling, role-play, analysis of Literature, Circle Time and uses of digital technology.
- Teachers display and regularly refer to their class covenant and the school expectations posters.
- Teachers explain why rules exist.
- Teachers apply appropriate consequences for not meeting the class or school expectations
- Teachers work towards empowering students to take responsibility for their actions and make good choices.
- Teachers teach and display the 6 step plan of response to inappropriate behaviour.

Reactive strategies:

Teachers, in the first instance, respond to inappropriate minor behaviour incidents through the use of appropriate classroom management skills.

During 2012 and 2013, classroom teachers took part in professional learning about the 'Essential Skills of the Classroom Teacher'. These skills are used, reviewed and developed through continued focus and support via the school based process; *St. Martin's Strategic Teacher Development*.

By using the 'Essential Skills for Classroom Management', teachers establish order in their class and they respond flexibly to student management issues (Richmond c.2007). The 'Essential Skills for Classroom Management' comprise of:

1. **Establishing expectations**- to clearly articulate and demonstrate the boundaries of pro-social behaviour. Class covenants which include 3-5 explicit statements of agreed behaviours for the classroom are created at the beginning of the year. These covenants are shared with the whole school community early in Term 1 at an assembly
2. **Giving instructions** - to give clear direction about what to do, including verbal and non-verbal redirections- to redirect student behaviour using positive non-confrontational methods
3. **Waiting and scanning** - to wait 5-10 seconds after giving an instruction, giving students time to process the direction
4. **Cueing and acknowledgment** - to acknowledge students' on-task behaviour with the intention of prompting another to follow suit
5. **Body language encouraging** - to intentionally use your body language to encourage students to remain on task
6. **Descriptive encouraging** - to encourage students to become more aware of their competence by commenting on their behaviour
7. **Selective attending** - to intentionally give minimal attention to off-task behaviour
8. **Redirection to the learning** - prompt on-task behaviour
9. **Giving choices** - to respectfully confront the student who is disrupting others with the available choices and their natural consequences
10. **Following through** - resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment
11. **Defusing** - providing an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through.

Whole School Level:

- displaying school posters promoting School Expectations and the 6 Step Plan of response to inappropriate behaviour in all classrooms and in the school foyer
- displaying all class covenants in the school foyer after their presentation to the community each year.
- teaching the school expectations at school assemblies, in class using the Expectation Matrix and with parent support via communication through the usual avenues (information nights, P&F, newsletters etc)

b. Positive School Culture

Every week, our school community gathers together for a Whole School Assembly as well as an Early Years Assembly and a Junior Years/ Middle Years Assembly. During these times, we create and enrich our positive school culture through celebration, prayer, class presentations, awards and education about relevant content (eg Anti-bullying).

In addition, explicit teaching occurs in classrooms. At St Martin's, we teach the ACARA (Australian Curriculum, Assessment & Reporting Authority) General Capabilities which outline content that promotes resilience and pro-social behaviours. These include the:

- Personal and Social Capability
- Critical and Creative Thinking Capability
- Ethical Capability

Resources that teachers use to support this teaching include:

- “Bounce Back” program
- Circle Time
- ‘You Can Do It’ program
- social stories
- Cyber Education through regular whole school and in class Digital Citizenship lessons and activities
- regular parent education via the school newsletter
- regular Year level newsletters in some year levels
- annual participation in the ‘National Day of Action against Bullying’
- Buddy Program in each year level
- school camps and excursions, including Year 4 Day camp
- Celebrations of Learning
- Queensland Catholic Colleges Musical Festival
- community visits eg Aged Care facilities
- musical
- Eisteddfods
- Inter-School Sport
- Dominican Family Day Celebrations with San Sisto
- Grandparents’ Day
- partnerships with San Sisto, including HPE, Drama, English sharing
- awards to promote respect in the school
- Senior Leadership Program
- Sporting Carnivals
- Celebrating Individuals’ achievements on assemblies
- Environmental Committee- recycling, gardening projects, etc

Staff also utilise a wide range of acknowledgement strategies with students to support our positive school and classroom culture, including:

- Praise and encouragement (verbal/non-verbal/written- High Five!!!)

7. Targeted Behaviour Support

Targeted behaviour support strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents and staff will take place before, during and after additional supports are implemented. Generally this support is accessed during the “What Can I Do if I Have a Concern About a Learner?” process and is generally initiated by a classroom teacher who has a range of data suggesting more support may be beneficial. This data may include records from Classroom Behaviour Folders and/ or Playground Incident Report Forms as explained in Sections 9a) and 9b). Some of these interventions may include the following:

- ‘We Can Work It Out’ Reflection Worksheet
- social skills programs
- adjustments to the Curriculum
- “Check In- Check Out” Process
- individual or group counselling

8. Individual Behaviour Support

Should a student require more support than provided in the 'Targeted Behaviour Support' stage (Section 7), then strategies to support individual students may require specialised services and alternative pathways of care. Individual supports may include:

- individual Plans (Action Plan, Behaviour Plan)
- support from specialist staff (ie Support Teacher Inclusive Education, Guidance Counsellor)
- Wrap-Around Meetings with outside agencies (eg Psychologist). At times, we may request the professional engagement of psychologists or psychiatrists.

9. a) Consequences for Inappropriate Student Behaviour in the Classroom

BEHAVIOUR MAY INCLUDE	POSSIBLE CONSEQUENCE	MANAGED BY
<p>Step 1:</p> <ul style="list-style-type: none"> A student infringes a class or school expectation 	<ul style="list-style-type: none"> Reminder of expectations 	Teacher
<p>Step 2:</p> <ul style="list-style-type: none"> A student infringes a class or school expectation for a second time 	<ul style="list-style-type: none"> Incident recorded in the Class Behaviour Folder 	Teacher
<p>Step 3:</p> <ul style="list-style-type: none"> A student infringes a class or school expectation for a third time 	<ul style="list-style-type: none"> Incident is recorded in the Class Behaviour Folder and the child sits on the class 'Thinking Chair' for 10 mins. During this time interactions with the child cease. 	Teacher
<p>Step 4:</p> <ul style="list-style-type: none"> A student infringes a class or school expectation for the fourth time 	<ul style="list-style-type: none"> Incident is recorded in the Class Behaviour Folder. The child goes to another class to sit on the 'Thinking Chair' for 15 minutes. During this time interactions with the child cease. Parent is informed via a stapled note in their diary. Teacher to check it is signed by parent. 	Teacher and Neighbouring Teacher (Not buddy teacher)
<p>Step 5:</p> <ul style="list-style-type: none"> A student infringes a class or school expectation for the fifth time 	<ul style="list-style-type: none"> Incident is recorded in the Class Behaviour Folder. The student will be sent to the office for time-out. The duration of time-out will be approximately 30 minutes. A small portion of this time will involve the Leadership Team member coaching the student about improving their behaviour. Parents will be notified by phone by the Leadership Team member that their child's behaviour is escalating and that they will be informed about their child's possible exclusion for the rest of the day Leadership Team member to record this support on the admin register. 	Teacher and Leadership Team member (Teacher to call their 'go to' Leadership Team member before sending child with a buddy. Safety first. For example, if child is unsafe, Leadership Team member may collect child).
<p>Step 6:</p> <ul style="list-style-type: none"> A student infringes a class or school expectation for the sixth time 	<ul style="list-style-type: none"> Incident is recorded in the class Behaviour Folder. The student will be sent to the office. Parents will be notified by phone and child may be sent home. If the child is suspended the parents will also be informed in writing. 	Teacher and Leadership Team member

Note: This 6-Step Process starts fresh every day for every student.

Violent, unsafe or repeated inappropriate behaviour may result in an escalation through these steps as deemed appropriate by the Leadership Team.

9 b) Consequences for Inappropriate Student Behaviour in the Playground

Teachers use a variety of strategies to deal with inappropriate behaviour in the playground, depending on the seriousness and frequency of the behaviour. Some of these strategies include:

- a reminder about the expectation and re-teaching of the expectation
- short period of 'time-out' from play on the 'Rainbow Seats' to cool down and calm down
- longer period of 'Time-out' from play, remaining in the duty area eg walking with teacher or sitting in the duty area, removed from play but still supervised by duty teacher

At times when the behaviour demonstrates an escalation in seriousness or frequency, duty teachers will alert a member of the Leadership Team and request support. In these instances, a "Playground Incident Report Form" will be completed by the duty teacher and forwarded to a Leadership team member. Parents will be informed if their child is involved in an incident which requires support from the Leadership team.

Violent, unsafe or repeated inappropriate behaviour may result in an escalation through these steps as deemed appropriate by the Leadership Team.

10. Process for Appeals

Appeals by parents/caregivers are made to:

- **The Principal of the school: in relation to a decision to suspend a student for less than three (3) days.** Parents/caregivers who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal.
- **The Area Supervisor: in relation to a decision to suspend a student for more than three (3) days** from a particular school.
- **The Executive Director: in relation to a recommendation to exclude a student** from a Brisbane Catholic Education School. (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

In the case of exclusion, the student will be suspended pending the decision to exclude and the Principal will make an application for exclusion to the Executive Director, through the Area Supervisor and the Director-School Services. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents/caregivers to notify them of the Executive Director's decision.

If the appeal to the Executive Director is successful, consideration may need to be given to both reinstating the student's enrolment and the conditions on which re-enrolment might occur. This will be done through discussion involving the Principal, Area Supervisor and the parents/caregivers. As each situation is different, time frames for review and decision-making may differ.

Appeals must be made 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 appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with the appeal. Alternative options for responding will be considered if a written appeal is not possible.

11. Bullying and Cyber Safety

An extensive whole school audit and review was undertaken during Semester 1 of 2013. A separate, comprehensive Anti-Bullying Policy was written in consultation with staff, parents, Student Safety Committee and the School Board. The policy is available on our school website.

12. Links to related BCE policies

- BCE Student Behaviour Policy
- BCE Student Behaviour and Support Regulations and Procedures

13. Related Resources

- Bounce Back www.personplace.com.au
- Program Achieve
- ACARA www.acara.edu.au/

Appendix 1

St Martin's Semester 1, 2013 Behaviour Incident Data Review:

Data was collected and collated from the Administration team's Behaviour Incident Register for Semester 1, 2013. Overall it was noted that, for a school the size of St Martin's (718 students in total), there were relatively few behaviour incidents reported to Administration (a total of 130 incidents). The incidents can be broken up into year levels as follows:

- Prep: 43 incidents
- Year 1: 19 incidents
- Year 2: 16 incidents
- Year 3: 31 incidents
- Year 4: 11 incidents
- Year 5: 6 incidents
- Year 6: 1 incident
- Year 7: 3 incidents

The higher occurrence of incidents in Years P-4 can be explained in part by the demography of our school – there are 5 Prep classes, and four classes of each year level 1-4. Classes then drop to two classes of each of Year 5, 6 and 7. Potential 'Hot spots' for behaviour incidents could be identified as Prep and Year 3 according to this data.

Summary of Data for each Year Level

Behaviour for the following table has been grouped into physical behaviour (including hitting, punching, pinching, kicking, pushing, choking, tripping, biting, fighting, throwing objects, scratching, pulling and rough play), verbal behaviour (including yelling, name calling, verbal threatening, screaming and swearing), non-cooperation (including non-compliance, showing disrespect, lying, going to 'out of bounds areas', running away and not including others), bullying (including cyber bullying) and 'other' (including touching another's private parts, tearing /breaking or taking another's property).

Type of behaviour	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Physical	17	8	12	12	7	4	0	2
Verbal	10	5	2	8	3	2	0	0
Non-cooperation	14	6	0	6	0	0	0	0
Bullying	1*	0	0	3	1	0	1	1
Other	2	0	2	2	0	0	0	0

*Not counted in total as bullying was alluded to in report but not substantiated at time of collation of data
Reports of bullying have counted reported bullying 'relationships' rather than each individual event of bullying eg Child A to Child B.

The above summary of data highlights some patterns which have occurred in behaviour in our school over Semester 1, 2013. The following patterns are noted:

- Prep classes reported behaviour incidents include a similar number of occurrences of physical, verbal and non-compliance behaviours. Only one non-confirmed reported incidence of bullying.
- Year One reported behaviour incidents include a similar number of occurrences of physical, verbal and non-compliance behaviours with no reported incidents of bullying.
- Year 2 reported behaviour incidents include a predominance of physical behaviour incidents-namely punching, hitting and kicking- when compared to other types of behaviours. There were no reported incidents of bullying.
- Year 3 reported behaviour incidents include occurrences in all types of behaviour noted, with particular prevalence of physical and verbal behaviours. Year 3 has the highest incidence of bullying incidents within our school for semester 1, 2013, numbering 3 reports.
- Year 4 reported behaviour incidents include predominantly physical incidents. One reported incident of bullying.
- Year 5 has a minimal number of incidents reported and no reported bullying incidents.
- Year 6 has only one reported incident in total. This was a reported incident of bullying.
- Year 7 has minimal number of incidents, one of which was bullying.