St Luke’s Catholic Parish School
Behaviour Support Plan

1. Mission Statement
St Luke’s School is a community of learners who aim to live out our school motto ‘Christ in Our Living’ in all areas of school life. We acknowledge the diverse range of personal, social, cultural, family, and religious influences that can impact on the relational and behavioural responses of students at any given point in time.

We value:
- Our Catholic faith through our prayers and actions
- A strong commitment to social justice
- Contemporary, relevant and diverse learning in a nurturing environment
- Collaborative and positive relationships between parents, students, school and the wider community
- Tolerance and respectful treatment of others
- The uniqueness of our physical environment

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting St Luke's to create and maintain a safe and orderly learning and teaching environment.

2. Profile of St Luke’s
St Luke’s is a Prep-to-Year 6 school located in the Redlands City with 345 students currently enrolled. Families who attend St Luke's School mainly reside in the suburb of Capalaba and nearby areas. St Luke's is a diverse community in terms of socio-economic status and educational background. There are currently 14 classes across P-6 with the bulk of the student population in the P-3 Year levels. Our dedicated staff includes: 24 teaching staff (including specialist teachers, support teachers, and members of the leadership team); 13 school officers; and a Guidance Officer.

3. Consultation and data review
Since the Year 2000 student behaviour support at St Luke’s followed the philosophy of Mindefields of Behaviour. Throughout 2008-2010 a team of the St Luke's staff were trained in SWPBS, ESCM, Classroom Profiling & Non-Violent Crisis Intervention Training to implement effective systems, practices and data collection around student behaviour support at our school. This came out of a need to update our Student Behaviour Support Plan with more up to date practices and approaches to positive behaviour support.

In 2013 St Luke’s updated their Student Behaviour Support Plan with a vision, which ensures a consistent approach to Student Behaviour Support within the school community. By revisiting SWPBS, researching the proactive practices and engaging in Positive Behaviour 4 Learning Training to enhance student behaviour in our school community we believe this has been achieved.

4. Beliefs about learning and behaviour
Appropriate student behaviour is essential for all teachers. Personal and Social Capabilities are identified within the Australian Curriculum as an essential element required of all young Australians to become successful learners, confident and creative individuals and active and informed citizens. With this in mind, staff will be focusing on the enhancement of these capabilities to inform their decisions around the teaching of social skills. Parents will also be engaged through parent information opportunities to inform them of the Personal and Social Capabilities for our students and how they can be reinforced at home.
Effective Learning and Teaching should be based on the principles of consistency, fairness and engagement. This starts in the classroom with each individual student.

At St Luke's we believe that the following are conditions for quality learning outcomes:

1. A safe and supportive classroom environment where students and teachers communicate effectively to develop positive relationships
2. Quality and visible learning opportunities are provided where students are actively engaged and regularly provided with feedback about their learning
3. Student and staff expectations for learning and teaching outcomes are set at a high standard where each learner is encouraged to achieve to the best of their potential
4. Resourcing continues to be an ongoing priority with a particular focus on keeping abreast of up to date technologies

Student Code Conduct
As a school community we believe that right relationships, are formed by displaying the following indicators of respect and responsibility:

**Respect and Responsibility for Ourselves by:**
- maintaining a neat and tidy appearance and wearing the correct school uniform
- being responsible for our own belongings
- following playground and classroom guidelines and procedures to ensure our own safety and the safety of others

**Respect and Responsibility for our Learning by:**
- working to our best ability in a collaborative, positive and respectful manner
- actively participating in all class/school activities
- celebrating the efforts and achievements of all
- recognising and respecting that we are here to learn
- being organised with the materials required to learn

**Respect and Responsibility for each other by:**
- keeping all physical interactions respectful
- speaking politely at all times
- letting others join in
- assisting anyone in need

**Respect and Responsibility for our School by:**
- looking after all property
- taking care of the environment
- representing our school responsibly

5. Roles, rights and responsibilities of school community members

At St Luke's we expect that students will:
- Participate actively in all educational programs
- 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 staff at all times

At St Luke's we expect that parents/caregivers will:
- Show an active interest in their child’s schooling and progress
- Co-operate with the school to achieve the best outcomes for their child
- Support the staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive and positive communication (verbal, written and electronic) and relationships with school staff regarding their child’s learning, well being and behaviour
- Contribute positively to behaviour support plans that concern their child
- Make the classroom teacher and or the Administration the first port of call when issues arise involving their child and other students
- Maintain confidentiality when working with students within the school
At St Luke’s we expect that the staff will:
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum learning and teaching
- Initiate and maintain constructive communication and relationships with students and parents/caregivers
- Maintain confidentiality at all times
- Promote the schools of responsible self-management
- Maintain student attendance records

6. Universal Behaviour Support (proactive/preventative strategies)
At St Luke's, we aim to prevent inappropriate behaviour through the promotion of appropriate proactive behaviour strategies as we believe this is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

A. Establishing behaviour expectations
At St Luke’s there are several ways in which staff establish the behaviour expectations of our students:
- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Essential Skills for Classroom Management implemented
- Opportunities for teachers to be profiled and reflect on their classroom behaviour practices
- Staff are trained in Non Violent Crisis Intervention Training
- Group of staff trained in PB4Learning strategies and report back to wider staff
- Opportunities for ongoing teacher professional development
- Displaying the school and classroom rules clearly
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Applying appropriate consequences for not meeting behaviour expectations
- Being flexible to allow for unforeseen circumstances or children with needs
- Maintaining 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.

B. Positive School Culture
Every week, our school community gathers together for Whole School Assembly and Prayer Assembly. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders and by raising awareness of current school events.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including
- Praise/encouragement (verbal/non-verbal/written)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, A.P.R.E., other year level classes, buddy classes, parents)
- Celebrations (birthdays, “outside” achievements)
- Articles in St Luke's Newsletter (a weekly electronic publication).
C. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school similarly the efforts of staff members are acknowledged at whole school assemblies, staff meetings, and/or are written in the St Luke's weekly newsletter, and in electronic Leadership Team Announcements on the staff portal.

Outlined below is the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school:

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<th>Achievement Awards</th>
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| At St Luke’s, we believe that every child is worthy of receiving an Achievement Award to celebrate and acknowledge significant academic, personal, or social achievements. Each week, on whole school assembly, teachers and specialist teachers have the opportunity to select students for these awards. | • Acknowledge achievements made by students in a public forum  
• Should be for academic achievement, arts achievements, or personal or social development areas, similar to those on our school written reports  
• Teachers select 1-2 students from each class to receive this award each week  
• Teachers fill in awards by Monday second lunch and place in designated folder in the staff room |

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<th>Principals Award</th>
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| For exceptional or outstanding achievement, the class teacher can nominate a student for a Principal’s Award. | • Very significant and distinguished award for excellence (across any area)  
• To be nominated by the teacher  
• Parents/caregivers invited to attend the Assembly via a letter  
• Special Assembly designated to presenting these awards |

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<tr>
<th>Leadership Badge</th>
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| For Senior students who have displayed leadership qualities and skills and are recognised as positive role models for the younger students. | • Students are informed of the Leadership Badge and the process involved in acquiring one  
• Students must demonstrate particular criteria and discuss their abilities with their classroom teacher during a leadership interview  
• Classroom teachers informs the Principal of any awards due to be received on the weekly school assembly  
• Students are acknowledged in a public forum at the whole school assembly and are presented with their badges by the Principals. |

7. 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 the following:

- Reflection Worksheet (Hand re-entry/reflection sheet)
- Reflection, Repair, and Restitution “Making things better, paying back and moving on.”
- Blue Room (alternative to playground during break times- supervised)
- Social Skills programs (PALS program)
- Adjustments to Curriculum/learning environment & participation expectations
- Check in-check out process.
8. Individualised behaviour support
Strategies to support a small group of individual students (red zone) may require specialised services and alternative pathways of care. Individual supports may include:
- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual Behaviour Plan based on Functional Behaviour Assessment
- Support from our specialist staff (STIE, Guidance Officer)
- Wrap around with outside agencies e.g. Anglicare, Autism QLD
- We welcome the involvement of other professional personnel who have a vested interest in the student’s welfare

Note: Teachers and Administration staffs are not psychologist/psychiatrist and therefore, we may at times request that professional personnel be engaged to assist the school.

9. Consequences for inappropriate student behaviour
All staff members are required to keep records throughout the year noting all incidences of inappropriate behaviours. These will be dated and will give a brief outline of the incident including the consequences that were allocated.

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<th>BEHAVIOUR MAY INCLUDE</th>
<th>POSSIBLE CONSEQUENCE</th>
<th>MANAGED BY</th>
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<td><strong>Green inappropriate behaviours:</strong></td>
<td>• Reminder of expectations</td>
<td>Teacher</td>
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<td>• Ignoring instructions and directions</td>
<td>• Send student to buddy class followed by re-entry process</td>
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<td>• Lateness to class</td>
<td>• Verbal negotiation</td>
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<td>• Physical interaction where no injury results &amp; minimal aggression was expressed</td>
<td>• Withdrawal from play and or playground</td>
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<td>• Littering, swearing, uniform, hat and jewellery transgressions</td>
<td>• Consultation and reflection with teacher</td>
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<td>• Playing in inappropriate areas</td>
<td>• Contact with parents</td>
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<td>• Disrespect for school resources</td>
<td>• Withdrawal from class activity</td>
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<td>• Disruption of teaching and learning (calling out, interrupting)</td>
<td>• Seating rearrangement short term or permanent</td>
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<td><strong>Yellow Inappropriate behaviours:</strong></td>
<td><strong>Behaviours at this level and beyond require the teacher to communicate with parents/caregivers at the earliest stage as well as informing the Principal (although no further intervention on his part may be required).</strong></td>
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<td>• Continued minor behaviours as stated above</td>
<td>• A monitoring program developed and implemented between teacher, student and parent</td>
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<td>• Repeated defiance</td>
<td>• Restorative justice meeting</td>
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<td>• Inappropriate use of technology (including school internet, mobile phones, ipads,</td>
<td>• Peer mediation</td>
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<td>ipods and other electronic devices)</td>
<td>• Withdrawal from play and or playground</td>
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<td>• All forms of harassment such as repeated name calling, teasing, ostracising,</td>
<td>• Referral through Student Support Committee for assessment and support from specialist staff Individual Behaviour</td>
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<td>derogatory comments (including through the use of technology: emails, social pages)</td>
<td>Support Plan</td>
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<td>• Repeated incidences of breaking the “Keeping myself to myself rule”</td>
<td>• IBSP students required to attend the Blue Room for some or all lunch breaks</td>
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<td></td>
<td>• Restitution</td>
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<td>• Nonattendance at extra-curricular activities, class excursions etc.</td>
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<td>• Detention (location not specified)</td>
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Teacher, Parent & Support Staff (Principal notification)
Inappropriate behaviours:
- Continued behaviours above
- Stealing
- Truancy
- Physical aggression towards students and staff
- Strong verbal abuse towards students and staff
- Smoking
- Intimidation and or harassment of staff (including through the use of technology)
- Pornography
- Vandalism
- Sexual harassment/misconduct

Inappropriate behaviours:
- Extreme or continued behaviours above
- Possession or supply of drugs
- Possession or use of a weapon
- Violent assault

10. Process for appeals
Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents, or students living independently, may appeal a suspension of longer than three days to the Area Supervisor. Parents or students living independently 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 or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Officer for referral to an appropriate person to assist with an appeal. Alternative options for responding 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)

11. Bullying and Cyber Safety
a. Definition
Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996). Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Luke’s, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.
Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidating
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

**b. Response**

**Investigating Potential Bullying**

When an investigation about bullying is required, the following procedures will be followed:

1) St Luke’s adopt a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school’s anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

2) If bullying is identified, leadership team members may choose to use the following methods with the children involved:
   - Method of shared concern
   - Mediation
   - Individual counselling

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

3) Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and/or Learning Support may be involved in formulating this action plan.

**Support for the target and perpetrator**

*We support the target in the following ways:*

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;
- Informing the child’s parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

*We support the perpetrator in the following ways:*

- Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying;
- Informing the child’s parents;
- Continuing to monitor the child’s behaviour and offering appropriate support; and
- Enforcing appropriate consequences that are linked to the child’s bullying behaviour.

**c. Positive, Proactive Anti-bullying Approaches at St Luke’s**

At St Luke’s, we take a positive, proactive approach to bullying by teaching the five anti-bullying strategies displayed on the Break Through Bullying “be AWARE” to all students in the junior phase of our school. The strategies are as follows and are displayed on a poster in all junior classrooms:
A is for Ask them to stop
W is for Walk away
A is for Ask a teacher to help
R is for Remember to ignore
E is for Even try to make friends

12. Links to related BCE policies
. Student Behaviour Support Policy
. Student Behaviour Support Regulations and Procedures

13. Related resources
School Wide Positive Behaviour Support (www.pbis.org)
PB4Learning (kweb)