

St Mark's School

Successful Behaviour for Learning Plan



1. School Mission Statement

As a Catholic school centred on the teachings of Jesus Christ, St Mark's strives to nourish and celebrate a Catholic Christian way of life where everyday experiences are recognised and celebrated as places where God is present. With the **CHILD** at the centre of our mission St Mark's values the **Faith, Academic, Community and Environmental** aspects of education. We want to **Build Success Together**.

2. The St Mark's Context

St Mark's is a Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's South Western suburb of Inala. St Mark's school population is 509 students from 345 families. Our school population contains a high percentage of students who come from low socio-economic families with ESL backgrounds.

In 2014, we have 19 classes from P-Year 7 with 9 of these being in the Early Years (P-Year 2), as our Early Years cohort is increasing. Other cohorts for 2014 are represented as follows: 2 classes of Year 3, 2 classes of Year 4, 2 and a half classes each of Years 5 and 6 and 1 class of Year 7.

Our school staff numbers 57, with our leadership team consisting of a full-time principal, an Assistant Principal Administration and an Assistant Principal Religious Education. Teaching staff consists of 15 full-time classroom teachers and 7 part-time classroom teachers in job share arrangements. We have part-time specialist teachers for HPE, Visual Art, Music, Drama and LOTE (Spanish). Our inclusion team consists of one full-time ST.IE, one Guidance Officer (2 days per week), one full-time and two part-time ESL teachers, one LNIT (3 days per week) and one part-time Mission Australia worker. Support staff includes two part-time teacher librarians, a part-time groundsman and a part-time maintenance man, a part-time tuckshop convenor, two secretarial staff and 12 school officers. We also have the services of a part-time instrumental teacher.

On the whole our school enjoys regular attendance by most of its students across all year levels. There are particular students/families within the school whose attendance we monitor via EMinerva.

3. Consultation and Data Review

The St Mark's staff developed this interim plan via both consultation and data gathering and analysis. This consultation process involved the following:-

2013 –

- Mapped the general capabilities across the school community consulting with BCE Senior EO and Guidance staff (data gathering);
- Review of absenteeism data (EMinerva) and targeted response to key families;
- Made reference of data entered on SBS;

2014 –

- Staff surveys X 2 - focussed on beliefs about behaviour and learning
-focussed on classroom behaviour management;
- Orientation meeting with BCE Behaviour EO and key leadership team members;
- Release day to work with teachers across learning teams (P/1; 2-4; 5-7);
- Worked with whole staff during staff meeting regarding beliefs about behaviour and whole-school rules/expectations;
- Consulted with members of the Learning and Teaching committee, commenting and reviewing of the draft document;
- Consultation with TL on cyber-safety program and LNIT/ST.IE re targeted and intensive behaviour support;
- Consultation with Kids Matter team concerning the procedures, or lack of, concerning universal strategies, information sharing and targeted students.

This Interim Plan was endorsed by the Principal and the Area Supervisor. In 2015 the staff will participate in both the 'Non-violent crisis intervention training' and the 'Positive Behaviour 4 Learning' professional development at which time we will review and finalise this plan. After that, it will be reviewed every 5 years.

4. Beliefs about Learning and Behaviour

Student behaviour is at the core of business for all teachers as there is an educational link to behaviour. Effective learning and teaching is supported by safe, positive, and productive learning environments, based on the principles of consistency, fairness, and engagement. Behaviour education is best carried out via a positive modelling approach. This needs to be explicitly taught and it is best to be proactive rather than reactive. This starts in the classroom, with each individual student.

At St Mark'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 and visually articulated and constantly reinforced;
- 5) Learning is engaging, challenging, personal, dynamic and fun;
- 6) There is pride taken in learning and learning spaces;
- 7) Learning and achievement is celebrated and valued.

"Children present challenging behaviour for a variety of reasons, some personal such as communication, some environmental such as lack of appropriate experience. What they all have in common is that They have gained something from behaving in this way – it serves a purpose for them. They all need Lots of opportunities to behave constructively and to find new ways of behaving which they (not we) find more rewarding than their previous behaviour." (Emblem, Leonard, Dale, Redmond & Bowes, 1998, p.52)

5. Whole School Expectations

As a school community, we believe that expectations need to be explicit and consistent. We have based both our school expectations (Appendix ?) and 5 R's – **Respect, Responsibility, Reverence, Resilience and Relationships** - on *The Virtues Project* by Linda Kavelin Popov. We have a virtue of the week which is emphasized during morning messages, prayer, school newsletter and assembly awards. Classes often use their class assemblies to reinforce either the expectations, 5R's or virtues. Currently we are reviewing the school expectations so that they are simplified for consistency across all year levels. Through a consultation process, a suggested rap has been:-

*Respect me
Respect you
Respect us in all we do.*

This is thought to cover respect to self, others, the environment and learning.

6. Roles, Rights, and Responsibilities of School Community Members

At St Mark's we believe that to change the behaviour of a student we need to learn about and show a genuine interest in that child, and partner with the both the child and parents so that we can all play our role. We see it as fundamental that relationships are built between all stakeholders and that we set high expectations of behaviour on our learners. All members of our community have responsibilities in the successful implementation of our Student Behaviour Support Plan – *Building Success Together*. These responsibilities include:-

Responsibilities of Students

At St Mark's we believe that every learner is 'accountable for choices and responsible for actions' (Brisbane Catholic Education Beliefs about Learners) and 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 staff and others in positions of authority.

Responsibilities of Staff

At St Mark's we expect that staff will:-

- Provide safe and supportive learning environments;
- Provide inclusive and engaging curriculum and teaching that meets the needs of all of our diverse learners;
- Initiate and maintain constructive communication and relationships with students and parents/carers;
- Promote the skills of responsible self-management.

Responsibilities of Parents

At St Mark's we expect that parents will:-

- Show an active interest in their children's schooling and progress;
- Work together 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 regarding their child's learning, wellbeing, and behaviour;
- Contribute positively to behaviour support plans that concern their child.

7. Universal Behaviour Support – (Level 1 Support)

At St Mark's, we believe that the proactive teaching of appropriate behaviour is our priority. By focusing on the promotion of positive behaviours, we believe that we will prevent much inappropriate behaviour.

a. Establishing Behaviour Expectations

At St Mark's there are many ways in which staff share the behavioural expectations of our students. This behaviour is established at the classroom level and at the whole school level:-

Classroom Level

Pro-active strategies:-

- Classroom teachers explicitly teach the school expectations and 5 R's (The 5Rs are the way we live out the St Mark's Expectations) in their classrooms, especially during the first three weeks of the year during our *Building Success Together* unpacking;
- 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 that align with the school expectations;
- Teachers use a variety of age appropriate pedagogies to teach class and school rules including but not limited to, modelling, role-play, analysis of literature, Circle Time and uses of digital technology;
- Classroom teachers display and regularly refer to their class covenant, the school expectations and Markus posters (Appendix ???);
- Teachers explain why expectations/rules exist;
- Teachers attempt to apply appropriate consequences for meeting and / or not meeting the class or school expectations and provide visual cues;
- All teachers work to empower students to take responsibility for their actions and make good choices;
- Classroom teachers teach and display the 4 step plan of response to inappropriate behaviour –

STEP Process: ALL classes are to use the step process with visual cues:-

- STEP 1: Warning;
- STEP 2: 5 minutes at the back of the room;
- STEP 3: 10 minutes at the back of the room (sitting with back to class but still part of the learning);
- STEP 4: Office.

To uphold the dignity of each child they are not sent to another classroom or sat outside their own classroom.

Reactive strategies:

Teachers, in the first instance, respond to inappropriate minor behaviour incidents through the use of appropriate classroom management skills. During 2010, 2011, 2012 and 2014 classroom teachers took part in extensive professional learning with *Kids Matter*. The 2014 training covered the final component concerning early intervention. These skills are used, reviewed and developed through continued focus and support via wraparounds. At St Mark's we also have a *Kids Matter* committee who meet regularly with the Guidance Counsellor. By using the 5 R's – Responsibility, Respect, Resilience, Relationship and Reverence, teachers establish order in their class and respond flexibly to student management issues.

Whole School Level expectations are known to everyone at St Mark's through:-

- Displaying school posters promoting School Expectations, 5 R's and the 4 Step Plan of response to inappropriate behaviour in all classrooms and in the school office;
- Displaying all class covenants in the opening school Mass and within classrooms;
- Teaching the school expectations, virtues and 5 R's at whole school assemblies, over morning messages and with parent support via communication with them 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. 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 Mark's, we teach the ACARA General Capabilities which outline content that promotes resilience and pro-social behaviours. These include the:-

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

Resources that teachers use to support this teaching include:-

- Kids Matter;
- Circle Time;
- Our 'Adopt-a-cop';
- Cyber Education through regular whole school and in class digital citizenship lessons and activities;
- Parent education via the school newsletter;
- Year 6/7 leadership program;
- Buddy programs in each year level;
- School camps and excursions;
- Year 5,6,7 personal development days;
- NET visits;
- Principal's afternoon tea;
- Four week Child Safety program.

8. Targeted Behaviour Support – (Level 2 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 wraparound meetings and is generally initiated by a classroom teacher who has a range of data suggesting more support may be beneficial. These meetings may include the Guidance Counsellor, Mission Australia worker, ST.IE, LNIT, ESL teacher, an interpreter, occupational therapist, hearing and speech therapists, speech/language pathologist and Assistant Principal, depending on the needs of the student. At St Mark's, some of these interventions may include the following:

- Social skills programs eg Lunchtime Club;
- Circle Time lessons;
- Adjustments to the curriculum;
- Lunchtime 'shadowing';
- Referrals;
- Hearing screening;
- Behaviour matrix;

- Positive Behaviour Support plans;
- Student profiles;
- Check in/Check out process;
- Breakfast Club (Vouchers);
- Circles of Care home visits;
- Professional development (eg Positive Partnerships);
- ESP plans;
- Principal/parent, guidance counsellor and specialist teacher meetings;
- Individual or group counselling.

For our students requiring either targeted or intensive behaviour support, we believe that “the best behaviour intervention happens when the behaviour is not happening”.

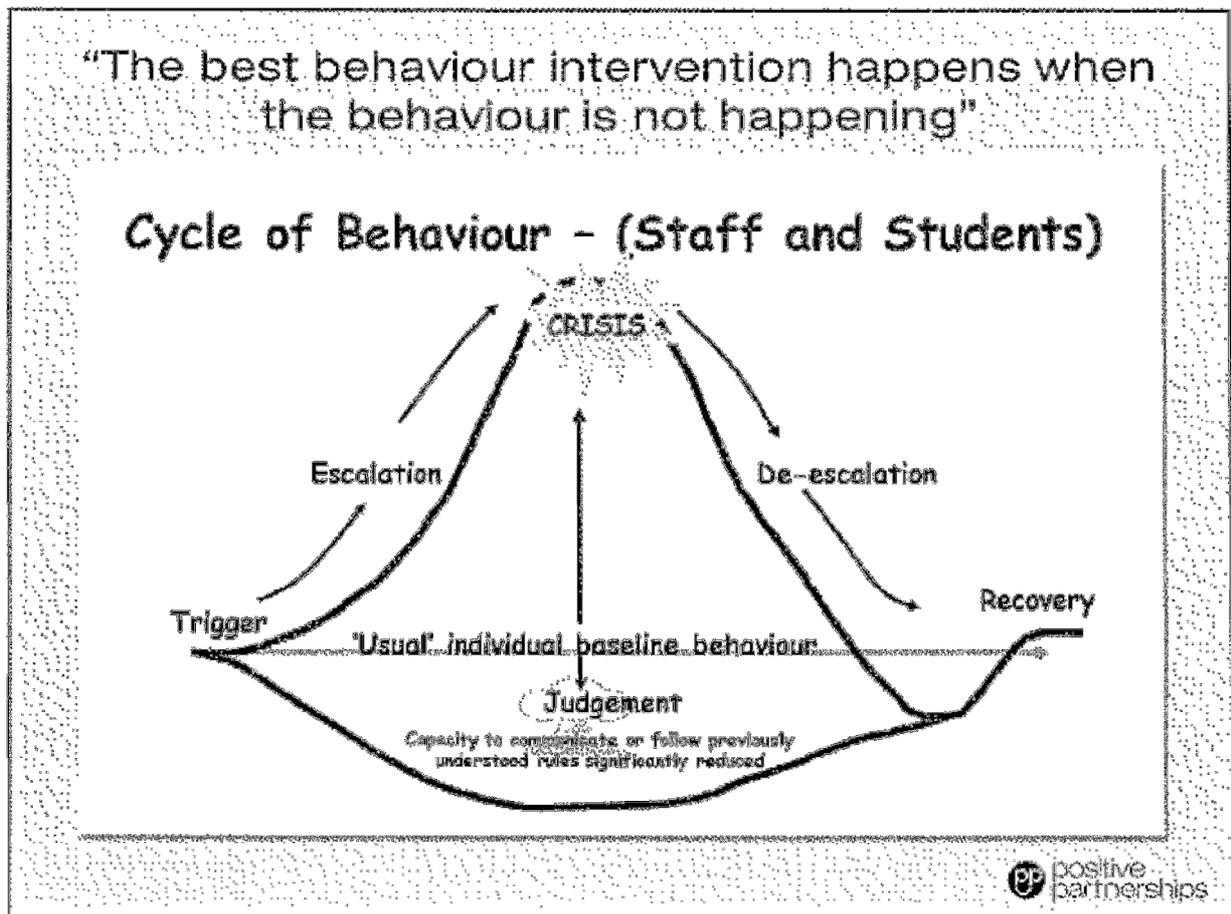
(Positive Partnerships P.D. Participant Guide, Module 3, Page 72)

The ‘*Cycle of Behaviour*’ stages are:- Trigger, Escalation, Crisis, De-escalation, Post crisis depression and recovery. Intervention is best during the **recovery stage**.

9. Intensive Behaviour Support – (Level 3 Support)

Strategies to support individual students may require specialised services and alternative pathways of care. At St Mark’s, individual supports may include:

- Individual plans (Action Plan, Behaviour Plan);
- Verified student support plans and adjustments;
- Principal and administration crisis response;
- Circle of Security training;
- Functional behaviour assessment (GC and AP trained);
- Guidance Counsellor intervention;
- Parent meeting intervention;
- Support from specialist staff (ie ST.IE, GC)
- Wrap-around meetings with outside agencies (eg Psychologist, Brave Hearts). At times, we may request the professional engagement of psychologists or psychiatrists.



Ref:- Page 72 Module 3 Positive Partnerships PD Participant Guide

10. Consequences for Inappropriate Student Behaviour

BEHAVIOUR MAY INCLUDE	POSSIBLE CONSEQUENCE	MANAGED BY
<p>Minor incidents of inappropriate behaviour (Step 1 examples):-</p> <ul style="list-style-type: none"> - A student infringes a class or school expectation - Ignoring instructions and direction - Disruption of teaching and learning (calling out, interrupting) - Disrespect of school resources 	<ul style="list-style-type: none"> - Reminder of expectations - Prompt and redirect - Reteach the skill - Verbal negotiation - Consultation and reflection with teacher 	Teacher
<p>Inappropriate behaviours at this level include (Step 2 examples):-</p> <ul style="list-style-type: none"> - A student infringes a class or school rule for a second time - Continued minor behaviour above - Repeated defiance - All forms of harassment such as repeated name-calling, teasing, derogatory comments 	<ul style="list-style-type: none"> - Student is given 5 minutes at the back of the classroom as reflection time - Non-attendance at extra-curricular activities - Lunchtime intervention with teacher 	Teacher
<p>Inappropriate behaviours at this level include (Step 3 examples):-</p> <ul style="list-style-type: none"> - A student infringes a class or school rule for a third time - Continued behaviours above - Physical or verbal aggression towards students 	<ul style="list-style-type: none"> - Student is given ten minutes at the back of the room with their back to the rest of the class, signifying that their behaviour affected the whole class. 	Teacher
<p>Inappropriate behaviours at this level include (Step 4 examples):-</p> <ul style="list-style-type: none"> - A student infringes a class or school rule for the fourth time - Extreme or continued behaviours above - Inappropriate use of technology - Strong verbal abuse towards students and/or adults - Vandalism - Stealing - Unsafe behaviours 	<ul style="list-style-type: none"> - The student will either be sent directly to the office for time-out or a leadership team member will come to the classroom to walk with the student. - Incident may be recorded in the Student Behaviour System (SBS). - The duration of time-out will vary. Work may be sent along with the student. - Parents may 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. - In the event that parents are not contactable to pick their child up, the student will spend the rest of that day in the office and may be excluded the next 	Teacher and Principal/leadership member, possibly Guidance Counsellor.

	day. - Wrap-around organised - A monitoring program developed and implemented between student, teacher and possibly the parent - Restorative conference following suspension	
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NB – There may be incidents where, due to duty of care/safety, a teacher may decide to seek admin support without going through the step process. Examples where this may occur are listed in the table above under ‘Step 4 examples’.

11. 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.

12. Bullying and Cyberbullying

At St Mark’s our definitions of bullying and cyber-bullying are:-

- Bullying- any behaviour that may be repeated, use power for control and that is intended to hurt and harm someone either verbally, physically, emotionally or through exclusion.
- Cyber-bullying- a bullying behaviour that occurs online or through the use of technological devices such as Ipads, Ipods and mobile phones.

(a) Proactive Approach:-

We have a number of proactive measures in place for students, teachers and parents:-

Students:-

- The two teacher librarians have developed a series of student lessons on how to be cyber-safe and smart. The program includes tips and hints on how to remain safe on-line, surveys and quizzes, creating posters, filming skits and scenarios and each class receives 2-3 of these lessons per term. The teachers utilise the information supplied in kits from the Australian

Government called 'Stay smart online' and a kit called 'Erase Cyberbullying' from Kids help line;
The *Oliver* homepage is linked to cyber-safety web pages –

www.cybersmart.gov.au
<https://budd-e.staysmartonline.gov.au/primary>
<http://www.cybersmart.gov.au/>
<http://www.thinkuknow.org.au/> and videos;

- The teacher librarians have included a cyber-safety element within their LIFE page;
- The ICT general capabilities are covered within the program;
- Our Adopt-a-cop comes to talk to the students about on-line behaviour and consequences;
- As a school, we celebrate Cyber-safety week during in February library lessons;
- Classroom teachers include the units of work written on bullying and cyber-bullying during Child Protection Week.

Teachers:-

- Professional development is held during staff meetings;
- During planning sessions teachers include these topics within their lessons and also include the general capabilities.

Parents:-

- The teacher librarians spoke to parents at the Parent/Teacher information night at the beginning of the year and handed brochures out published in different languages;
Ref: (ACMA- Australian Communications and Media Authority and cyber-smart)
- The teacher librarians place 2-3 tips in the newsletter each term.

Within the *Confirmation of Enrolment Package* we include an *Acceptable use of Computer and Internet Resource Consent Form* which is signed by all parents and by students, themselves, if in Years 4-7. This document clearly outlines the responsibilities of users and the consequences following a breach of this policy. Each year teachers go through this document with their students so that a thorough understanding is held by those who have signed it. (Appendix)

(b) Support for the students involved:-

We support the students being bullied in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or a member of the leadership team;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support, if needed, and encouraging reporting of any future incidents;
- Put into place strategies to prevent further bullying;
- Informing the parents.

We support the student conducting the bullying in the following ways:

- Continuing to monitor the child's behaviour and offering appropriate support;
- Enforcing appropriate consequences;
- Informing the parents;
- If necessary, putting into place a behavioural action plan;
- If necessary, 'shadowing'.

13. Links to Related BCE Policies

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

14. Related Resources

- Kids Matter www.kidsmatterprimary.edu.au
- ACARA www.acara.edu.au/
- www.cybersmart.gov.au
- <https://budd-e.staysmartonline.gov.au/primary>
- <http://www.cybersmart.gov.au/>
- <http://www.thinkuknow.org.au/>