



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 Maria Goretti School, Inglewood, 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 practises, 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 Maria Goretti 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:

- **Courtesy**
- **Co-operation**
- **Commitment**
- **Care**
- **Commonsense**

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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)

RIGHTS

To be treated with respect, **courtesy** and consideration by students, peers, administration and parents.
To teach with minimal disruption.
To receive **co-operation** from students, peers, administration and parents.

RESPONSIBILITIES

To educate children to the best of their ability in a **caring** environment.
To be consistent, fair and reasonable to students, peers and parents.
To uphold the rules and policies which govern their profession.
To provide an educational environment that ensures that all students are valued and feel they belong.
To engage students effectively in their learning and experience success.

Parents/Carers

RIGHTS

To expect the best possible education for their children.
To be informed of all facets of school life which affect their children's learning.
Staff **co-operation**.

RESPONSIBILITIES

To provide for learning in a loving environment, with respect for the individual child's wants and needs.
To be available to monitor and discuss the child's progress and assist teachers, school and community.
To provide an example with regard to social values and behaviour.
To take an active interest in their child's educational progress.
To support the school in maintaining a safe and respectful learning environment for all students.

Students

RIGHTS

To be treated fairly as an individual.
To have their opinions respected.
To enjoy school.
To be treated with respect by peers and staff.

RESPONSIBILITIES

To learn to the best of their ability through participation in the school's educational program
To attend regularly.
To respect property and the rights of parents and teachers.
To show **courtesy** to everyone within the learning environment.
To show due consideration to their own workloads and to that of peers, parents and teachers with respect to assignments, study and classwork.
To earn the respect of peers and staff.
To display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community

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Proactive strategies for promoting better behaviour

St Maria Goretti School has positive strategies for promoting better behaviour. These strategies include:

- social skill training - YCDI
- adapting the curriculum to meet individual needs
- Positive Reward System – Appendix C
- 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 Maria Goretti 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 five 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 Hierarchy of Behaviours - Appendix B)
- establishing whole-school procedures for early identification of students experiencing academic and/or behavioural difficulty
- providing whole-school processes for ongoing collection and use of data for decision-making (See Student Behaviour Referral Form Appendix D)
- 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.

Minor and major behaviours

- **Minor** problem behaviour is handled by staff members at the time it happens – Level 1 of table
- **all other levels to be school administration - Major** problem behaviour is referred directly to the school Administration team – Levels 2, 3, 4

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;

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- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

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 school Administration.

Major behaviours result in an immediate referral to Administration 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 Administration.

Bullying and Cyberbullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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 include 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.

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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 Maria Goretti 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 Maria Goretti 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 Maria Goretti 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 office, removal to office or buddy classroom, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence
- **Level Two:** Parent contact, referral to Guidance Officer, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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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 function of 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 available as a separate document on website and in teachers folders.



Appendix A Schoolwide Expectations – Teaching Matrix

School Rules - 5 C's	Examples of the rules
Courtesy	<ul style="list-style-type: none">- using manners- using listening behaviours- appropriate noise levels- taking turns- respect for everyone ie online and in person- waiting patiently ie. Tuckshop line
Care	<ul style="list-style-type: none">- helping others- respecting all belongings- taking turns- being a good listener- using kind words ie in person and online- keeping hands, feet and nasty words to self- thinking before you speak
Co-operation	<ul style="list-style-type: none">- accepting consequences- Following school rules- participation in all activities- inviting others to join group / activity- Sharing resources ie play equipment- Being honest
Commitment	<ul style="list-style-type: none">- being organised- completing tasks ie. Homework + class activities- wearing school uniform- doing your best
Common sense	<ul style="list-style-type: none">- walk on concrete- walking in classroom- problem solve before telling the teacher- thinking before you speak/act- my safety and safety of others- report online unacceptable behaviour



Appendix B – Hierarchy of Behaviours

The following table outlines examples of minor and major problem behaviours:

MINOR BEHAVIOURS	MAJOR BEHAVIOURS	
Level 1	Level 2	Level 3
<ul style="list-style-type: none">- pushing in- telling tales- being cheeky- wasting time- being noisy- horseplay / play fighting- name calling- attention seeking- interrupting the teacher- avoiding work- running indoors- constant talking <p>(dependent on age of student and specific circumstances)</p>	<ul style="list-style-type: none">- rude to staff- uncooperativeness- indecent exposure- refusing to work- inappropriate touching- defacing another's property- lying- kicking other people- using swear words <p>(dependent on age of student and specific circumstances)</p>	<ul style="list-style-type: none">- bullying- arguing with the teacher- dangerous refusal to follow instructions- racial abuse- computer misuse- stealing- physical abuse of staff- bringing weapons to school- running out of school grounds- vicious kicking- vandalism- extortion- swearing at staff- verbal abuse of staff- damage to school property- graffiti <p>(dependent on age of student and specific circumstances)</p>

Appendix C - Recognising Positive Behaviours

Students who display the 5C's (**Courtesy, Care, Cooperation, Commitment, Common sense**) will be recognised in the following ways:

1. Instant praise, encouragement.
2. In class reward system – Dojo's, points system, shout outs.
3. Recognition on assembly.
4. Positive Playground Program.
5. Message sent home.
6. Awards acknowledging effort or behaviour.



Appendix D

Student Behaviour Referral Form

Name: _____

Date: _____ Time: _____

Teacher: _____

Grade: _____

Referring Staff: _____

Location

- ☐ Playground ☐ Library
☐ Tuckshop ☐ Toilets
☐ Oval ☐ Classroom
☐ Other _____

Minor Problem Behavior	Major Problem Behavior – Level 2	Major Problem Behavior – Level 3
<ul style="list-style-type: none"><input type="checkbox"/> pushing in<input type="checkbox"/> telling tales<input type="checkbox"/> being cheeky<input type="checkbox"/> wasting time<input type="checkbox"/> being noisy<input type="checkbox"/> horseplay / play fighting<input type="checkbox"/> name calling<input type="checkbox"/> attention seeking<input type="checkbox"/> interrupting the teacher<input type="checkbox"/> avoiding work<input type="checkbox"/> running indoors<input type="checkbox"/> constant talking<input type="checkbox"/> Other _____	<ul style="list-style-type: none"><input type="checkbox"/> rude to staff<input type="checkbox"/> uncooperativeness<input type="checkbox"/> indecent exposure<input type="checkbox"/> refusing to work<input type="checkbox"/> inappropriate touching<input type="checkbox"/> defacing another's property<input type="checkbox"/> lying<input type="checkbox"/> kicking other people<input type="checkbox"/> using swear words<input type="checkbox"/> Other _____	<ul style="list-style-type: none"><input type="checkbox"/> bullying<input type="checkbox"/> arguing with the teacher<input type="checkbox"/> dangerous refusal to follow instructions<input type="checkbox"/> racial abuse<input type="checkbox"/> computer misuse<input type="checkbox"/> stealing<input type="checkbox"/> physical abuse of staff<input type="checkbox"/> bringing weapons to school<input type="checkbox"/> running out of school grounds<input type="checkbox"/> vicious kicking<input type="checkbox"/> vandalism<input type="checkbox"/> extortion<input type="checkbox"/> swearing at staff<input type="checkbox"/> verbal abuse of staff<input type="checkbox"/> damage to school property<input type="checkbox"/> graffiti
Possible Motivation		
<ul style="list-style-type: none"><input type="checkbox"/> Obtain peer attention<input type="checkbox"/> Obtain adult attention<input type="checkbox"/> Obtain items/activities<input type="checkbox"/> Avoid Peer(s)<input type="checkbox"/> Avoid Adult<input type="checkbox"/> Avoid task or activity<input type="checkbox"/> Don't knowOther _____		

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Administrative Decision

- | | |
|--|--|
| <input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Time in office
<input type="checkbox"/> Conference with student
<input type="checkbox"/> Parent Contact | <input type="checkbox"/> Individualized instruction
<input type="checkbox"/> In-school suspension (____ hours/ days)
<input type="checkbox"/> Out of school suspension (____ days)
<input type="checkbox"/> Other _____ |
|--|--|

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Relief Teacher
☐ Unknown ☐ Other

Other comments:

Parent Signature: _____ **Date:** _____

All minors are filed with classroom teacher. Three minors equal a major.
All majors require administrator consequence, parent contact, and signature.

Follow up Agreement

Name: _____ **Date:** _____

1. What rule(s) did you break? (Circle)

Courtesy Care Commitment Commonsense Co-operation

2. What did you want?

- | | |
|---|---|
| <input type="checkbox"/> I wanted attention from others | <input type="checkbox"/> I wanted to be in control of the situation |
| <input type="checkbox"/> I wanted to challenge adult(s) | <input type="checkbox"/> I wanted to avoid doing my work |
| <input type="checkbox"/> I wanted to be sent home | <input type="checkbox"/> I wanted revenge |
| <input type="checkbox"/> I wanted to cause problems because I feel miserable inside | |
| <input type="checkbox"/> I wanted to cause others problems because they don't like me | |
| <input type="checkbox"/> I wanted _____ | |

3. Did you get what you wanted? ☐ yes ☐ no

4. What will you do differently next time?

I will be _____ by _____

5. Student signature: _____

7. Adult signature(s): _____



Appendix E

Cyber bullying Factsheet

What is cyberbullying?

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’.

What does cyberbullying look like?

Cyberbullying can occur in many ways, including:

- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- humiliating others online
- nasty online gossip and chat.¹

What are the implications for schools?

Schools have a duty of care towards students. This duty requires a school to take reasonable care to prevent its students from being exposed to physical and psychological injury.

The duty of care is not limited to incidents occurring on school grounds or during official school hours. As cyberbullying can occur both during and outside of school hours, this is an important consideration for schools.

Factors to consider in determining the duty of care owed to students outside of school hours include:

- The extent to which the school authority controls or ought to control a given situation
- The extent to which the school authority has encouraged students to participate in a particular activity
- The extent to which a school authority is aware or ought to be aware of risks associated with the relevant activity of its students

Therefore, in cases of cyberbullying, even if they occur outside of school hours, schools have a responsibility to take preventative steps or warn parents of this risk.²

The [Acceptable use of ICT systems and resources policy](#) sets out further information in relation to the implications of online conduct, including certain types of offences that can result from cyberbullying and other online behaviour.

¹ Office of the E-Safety Commissioner <https://www.esafety.gov.au/esafety-information/esafety-issues/cyberbullying>

² Sexting and Cyberbullying: Supporting Students and Responding in the Current Environment; Annie Smeaton, Partner, Cooper Grace Ward Lawyers, presented at Law for School Counsellors and Guidance Officers, 6 March 2018

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What are the responsibilities for schools?

Proactive responsibilities

Toowoomba Catholic schools have a responsibility to be proactive in addressing all risks associated with student behaviour, including cyberbullying. Our strategies include:

- Communicating to all members of the school community that Toowoomba Catholic Schools will not tolerate bullying in any form
- Ensuring that the Student behaviour support plan are developed and effectively implemented
- Engaging all students in the Acceptable Use of ICT equipment and resources agreement
- Providing educational opportunities for students to learn about cyberbullying and how to be safe and responsible online
- Promoting a school culture of respect and dignity, that is free from any form of bullying

Reactive Responsibilities

When any school staff member becomes aware of an allegation of cyberbullying involving a student, or a risk that cyberbullying may occur, they must act in accordance with the Student behaviour support plan. This includes cyberbullying that is occurring outside of school or school hours. Follow up actions may involve:

- Raising the concern with the school Principal
- Ensuring that parents/guardians of students are made aware of the concern
- Taking the appropriate action under the provisions of the Student behaviour support plan
- Documenting the concern and any actions taken

Where any allegation of cyberbullying involves a criminal offence, then parents/guardians should be made aware of their ability to make a complaint to Police.

Where any allegation of cyberbullying involves a reasonable suspicion of abuse or significant harm to a student, or the risk of abuse or significant harm to a student, then the processes outlined in the Toowoomba Catholic Schools [Student protection processes & guidelines](#) must be followed.