

St Elizabeth's Student Behaviour Support Plan

Introduction

At St Elizabeth's School, we value justice, love, and respect for ourselves and others. We aim to develop in students self-discipline based on these Christian principles. All children should be aware of the need to be responsible for their actions and the consequences of them. Children will be encouraged to make decisions and commitments which will help them grow towards becoming inter-dependent members of the school community.

Mission Statement

The Mission of St Elizabeth's Catholic Primary School is to provide a high quality, inclusive Catholic education by:

- Offering a diverse and innovative curriculum that empowers and engages learners
- Living and celebrating the gospel amongst staff, students, and parents
- Nurturing and valuing effective partnerships between the home, school and community.

We are committed to building a school community that is dynamic, spirit-filled, and caring.

Vision Statement

At St Elizabeth's Catholic Primary School, we are committed to learning and living an authentic expression of Catholic Christian community in our ever-changing world.

Our community spirit is regarded as one of our richest blessings and recognised as one of our greatest strengths. It provides the inspiration to work together to achieve our school mission.

By fostering open communication, positive encouragement, and mutual respect and cooperation, we aim to enhance and sustain quality student, staff, family, and community relationships.

In keeping with our strong coeducational focus, we strive to empower our students to reach their potential by providing a dynamic, outcomes-based curriculum with innovative learning initiatives.

Through effective human and financial resource management, we aspire to provide and maintain a well-resourced, diverse, and contemporary curriculum within an environment that is supportive of the physical, intellectual, social, emotional, and spiritual needs of our students.

Profile of the School Community

St Elizabeth's Catholic Primary School was opened by the Presentation Sisters in 1958 and is part of the Archdiocese of Brisbane Catholic Education. It is a co-educational primary school that aims to provide and promote a high quality, inclusive Catholic education that is both life-long and life-giving.

At St Elizabeth's there are 15 traditional year level classes, catering for students from Prep to Year 7. The current enrolment figure is 401, consisting of approximately 277 families. The school takes pride in the positive community spirit that exists.

Beliefs about Behaviour and Learning

In accordance with our Vision and Mission, we aspire to contribute to the development of socially aware, self-confident young people who are able to make responsible, ethical and informed choices when faced with the many complex challenges of the modern world. The learning and teaching experiences offered are designed to be fun, motivating, challenging and responsive to developments in information communication and learning technologies. As a community we are committed to addressing the diverse needs of our learners.

The St Elizabeth's school community holds the following beliefs about behaviour and learning:

- We believe that student behaviour affects and is affected by the context and behaviour of others.
- We believe that students need to be taught expected school behaviour through explicit teaching, modelling, scaffolding and rehearsal of skills and strategies.
- We believe that expectations about behaviour choices and their consequences, both positive and negative, need to be clear and consistent.
- We believe that a student's capacity to make responsible behaviour choices comes about through the building of positive and open relationships between parent/s and school staff.
- We believe that positive relationships are critical for maximizing appropriate behaviour and achieving learning outcomes.
- We believe that appropriate behaviour is foundational to a positive learning environment.

Student Code of Conduct/School Rules

At St Elizabeth's, staff and students have identified 4 key expectations that we feel should be promoted within our school community. They are:

Stay safe

Treat others kindly

Always do my best

Respect the environment

These expectations have been developed as part of the School Wide Positive Behaviour Program and are applicable to both the classroom and playground. The rules that underpin our expectations are meant to be seen in a positive form.



Rights and Responsibilities of all School Community Members

All members of the St Elizabeth's School Community have rights and responsibilities.

At St Elizabeth's School, **students** have certain rights and responsibilities.

Rights	Responsibilities
Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none"> Learn; 	<ul style="list-style-type: none"> Cooperate with teachers and actively contribute to a positive learning environment;
<ul style="list-style-type: none"> Be happy; 	<ul style="list-style-type: none"> Treat others with understanding, respect and politeness, not to tease others or to hurt their feelings;
<ul style="list-style-type: none"> Have their belongings valued; 	<ul style="list-style-type: none"> Show respect for their own bodies and property as well as show respect for other people's bodies and their belongings;
<ul style="list-style-type: none"> Be supported by the school community. 	<ul style="list-style-type: none"> Inform adult staff members if they feel threatened and report to staff members incidents of potential danger.

At St Elizabeth's School, **Teachers** have certain rights and responsibilities.

Rights	Responsibilities
Teachers have the right to:	Teachers have the responsibility to:
<ul style="list-style-type: none"> Work without undue disruption; 	<ul style="list-style-type: none"> Keep parents informed of their child's behavioural and scholastic progress;
<ul style="list-style-type: none"> Teach to their full potential using the best of their abilities; 	<ul style="list-style-type: none"> Plan, teach and assess according to BCEC guidelines;
<ul style="list-style-type: none"> Manage student behaviour and direct behavioural consequences; 	<ul style="list-style-type: none"> Follow the school's behaviour management program;
<ul style="list-style-type: none"> Expect respect from students, colleagues and parents; 	<ul style="list-style-type: none"> Be positive role models for the children and staff;
<ul style="list-style-type: none"> Participate fully in collegiate discussion and decision making; 	<ul style="list-style-type: none"> Present opinions in an appropriate manner;
<ul style="list-style-type: none"> Use their professional judgment when working with the children. 	<ul style="list-style-type: none"> Use their experience and personal integrity when dealing with issues affecting the school.

Rights	Responsibilities
Parents/Caregivers have the right to:	Parents/Caregivers have the responsibility to:
<ul style="list-style-type: none"> • Have their children educated according to BCE guidelines in a safe and positive learning environment; 	<ul style="list-style-type: none"> • Support the educational process, be good role models, and teach acceptable behaviour;
<ul style="list-style-type: none"> • Be informed about: the curriculum and extra-curricular activities, and school policies and procedures; 	<ul style="list-style-type: none"> • Take an interest in curricular and extra-curricular activities, to promote and support the school and its policies, and follow its procedures;
<ul style="list-style-type: none"> • Voice their concerns about school, classroom, and individual issues; 	<ul style="list-style-type: none"> • Address their concerns at a mutually agreed time with the appropriate staff member as per the Queries and Concerns flowchart;
<ul style="list-style-type: none"> • Discuss their child's progress with the child's teacher. 	<ul style="list-style-type: none"> • Arrange a mutually acceptable time and place for parent/teacher conferences and to act on the information shared.

Celebrating Success

Celebrating students' efforts in the area of behaviour development and self-management is very important, both on an informal and formal basis, and on a class and whole school basis.

At St Elizabeth's Primary School, we celebrate and acknowledge both academic and personal successes, including behavioural choices in a variety of ways. These include:

- Praise/encouragement/reward (verbal/non-verbal/written e.g., smiles, nods, handshakes...)
- Individual class-level rewards (e.g., stamps, stickers, free time/student choice activities)
- Whole class rewards (e.g., Friday fun time, games, sport, free time)
- STAR Awards at assembly each week
- Playground STAR Awards weekly at assembly (includes tuckshop voucher) – 4 weekly awards in total across the year levels
- End of term Effort Award per class
- End of year Virtue Award per class
- Year 7 Graduation Awards
- Public displays of work (classroom, library, newsletter)
- Sharing great work with others (Principal, APRE, other class teachers and parents)
- Whole school celebrations (e.g., Holy Week, Book Week, Catholic Education Week, Under 8s Week)
- Virtues and end of term award winners included in school's database

Three-dimensional Approach to Prevention

Dimension 1 – Whole School/Class Preventative Strategies

At St Elizabeth's Primary School, we address the behaviour support needs of all students within a whole school context. All stakeholders are committed to the provision of a safe and supportive learning environment. We focus on implementing proactive, preventative measures, such as:

- Virtues Program
- Explicit teaching of expected behaviours using the Watson Road Program
- Teachers following the Essential Skills in Classroom Management guidelines
- Open communication with the school community concerning the Rights and Responsibilities of all
- Social and Emotional Programs, such as: Circle Time, Rock and Water
- The establishment of agreed procedures to address child protection issues – bullying, violence, harassment
- Valuing and building strong community relationships

The St Elizabeth school community expects and promotes the following behaviours:

Stay safe . . . Treat others kindly . . . Always do my best . . . Respect the environment

Star of the Week

Awarded to _____

Date _____ Signed _____

Class _____



School Expectations

AREAS	S tay S afe	T reat Others K indly	A lways Do My B est	R espect the E nvironment
Before School	<ul style="list-style-type: none"> Wait in the Lunch Shed at 8.15a.m. for teachers to commence duty. At 8.15a.m. Prep – Year 4 only may take bags to bag racks. All children are to play in The Playground or The Multipurpose Court. (Due to large numbers, no balls at this time.) 			
All Areas at All Times	<ul style="list-style-type: none"> Consider others when running on play areas. Attend OSHC when arriving before 8.15a.m. Attend OSHC when the bell goes if care is required after school. Collect a late pass if arriving after the bell. Walk when moving around the school/classroom. Stay/play in safe designated areas with staff supervision. 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself. Be honest. Comply with staff instructions. Show courtesy and use polite, positive language (including non-verbal). Include others in games. Keep noise to an appropriate level. Respect and allow personal space of others. 	<ul style="list-style-type: none"> Be responsible for your words and actions. Keep valuable items at home. Name all personal belongings. Use equipment and materials correctly in the appropriate areas and return after use. Wear the correct school uniform (as stated in school dress code). Be punctual. 	<ul style="list-style-type: none"> Put litter in bins. Care for our trees and plants. Look after our gardens. Report anything you see that may need to be fixed or cleaned.
Class rooms	<ul style="list-style-type: none"> Sit on chairs safely. 	<ul style="list-style-type: none"> Raise your hand to speak. Listen and show respect at all times. 	<ul style="list-style-type: none"> Be organised and have your equipment and materials ready. Bring completed homework when required. 	<ul style="list-style-type: none"> Show respect for furniture and equipment.
Play Areas	<ul style="list-style-type: none"> Wear a hat. No hat, no play. Notify the teacher on duty of any accidents or dangerous incidents. 	<ul style="list-style-type: none"> Share school equipment. 	<ul style="list-style-type: none"> Be a good sport. 	<ul style="list-style-type: none"> Return borrowed equipment before playtime finishes.
Transit	<ul style="list-style-type: none"> <u>Walk</u> on the paths, stairs and verandas. 	<ul style="list-style-type: none"> Walk quietly and appropriately. 	<ul style="list-style-type: none"> Stop play on first bell, visit toilet, wash hands, have a drink and line up. Wait quietly for your teacher. 	<ul style="list-style-type: none"> Avoid walking on garden beds.
Eating Areas	<ul style="list-style-type: none"> Sit in allocated area when peanut products are in your lunch. Sit on the chairs (rather than stand). 	<ul style="list-style-type: none"> Ensure there is sufficient room for others to sit down and join your group. 	<ul style="list-style-type: none"> Sit quietly while eating your own food. Use your own drink bottle. Make healthy food choices. 	<ul style="list-style-type: none"> Pack lunch boxes and bags away.
Toilets	<ul style="list-style-type: none"> Avoid touching deodoriser blocks in the boys' toilets. 	<ul style="list-style-type: none"> Respect the privacy of others - 1 person per cubicle. 	<ul style="list-style-type: none"> Return to class / area promptly. Wait sensibly. Use year/age appropriate toilets. 	<ul style="list-style-type: none"> Use soap appropriately to wash hands. Conserve water. Clean up after yourself.
Pick Up Areas	<ul style="list-style-type: none"> Sit on garden bench and shuffle down. Watch for your car and be ready to move to the teacher. 	<ul style="list-style-type: none"> Obey crossing supervisors. Use "inside" voices. Consider pedestrian traffic. 	<ul style="list-style-type: none"> Look after your belongings. Wait with your siblings. Move promptly to your designated pick up area. 	<ul style="list-style-type: none"> Show care for gardens and plants on footpath.

Dimension 2 – Small Group Support and Intervention

Behaviour support occurs in small group situations to address a specific setting, issue or the behaviours of a particular group of students. Parents and caregivers are advised and involved in the processes undertaken. Support is aligned to the school's positive behaviour approach.

- Strategies used to support students and target particular behaviours include:
- Curriculum adjustment – adjusting class work, working with peers and school officers
- Verbal cues – verbal reinforcement/affirmations; explicit instructions given
- Non-Verbal cues – body language, proximity of teacher to student
- Communication – parents contacted and involved in process, offering reinforcement and support, with the aim of building positive and productive partnerships

Teachers keep records of student behaviours and the strategies implemented, monitoring progress and the possible need for further intervention.

Dimension 3 – Individual Support and Intervention

Students displaying a high incidence of inappropriate behaviours, which conflict with the Rights and Responsibilities of all students and staff, require individual support. These students often require support in academic areas.

Students identified as requiring intense support may require:

- IEP – Individual Education Plan
- EAP
- Functional Behavioural Assessment

A collaborative team approach is adopted to support students requiring intense support. The support team consists of Teacher, Administration, Guidance Counsellor and Inclusive Education Teacher. Teachers identify students and present collected data at the Student Support Team Meeting. Social, cognitive, emotional and environmental factors related to the specific behaviour are identified and information from outside professionals is valued and sought to make informed decisions. Functional behavioural assessment may be administered to fully understand the problem behaviour. Specific interventions are then implemented to address the problem behaviour. Individual behaviour plans are regularly reviewed by the support team and informed by the continued collection of data relating to the behaviour. Parent consultation and involvement is ongoing throughout the process, ensuring productive and supportive partnerships exist.

Behaviour Management Procedures

Breaches of the School Expectations and Classroom Expectations are handled by the class teacher in conjunction with the Principal or APRE (where appropriate). Lapses in good behaviour will be discussed with the child concerned and a plan of action will be advised with a view to changing the behaviour of the child. This is outlined in our school's **Gradual Isolation Process**.

Children who have individual challenges will be assisted with individual programs designed to give them the greatest path to succeed as a member of the St Elizabeth's community. These programs will be negotiated with the class teacher, a member of the Administration Team, parents, and the school counsellor. They may be for the classroom and/or the playground.

Gradual Isolation Process:

When I forget (choose not) to do the right thing.

Step 1	<ul style="list-style-type: none">• Verbal reminder.• Child stands or moves to nominated position within the classroom.• Return to group or sit down when teacher signals.• After third incident in class, within a session, move to Step 2.
Step 2	<ul style="list-style-type: none">• The child is moved to a “companion” class where he/she is supervised. (This will need to be negotiated with a companion teacher).• Depending on the situation, the child will fill out a responsible acting/thinking form and return to class. Parents will be notified of this.• Teachers record the incident in a log book.
Step 3	<ul style="list-style-type: none">• Office/Admin staff are called for a nominated person to collect the child.• Time will be spent away from the class thinking about behaviour and preparing to re-enter the class.• A letter will be sent home to be signed by the child’s parents and interviews will be held with parents when deemed necessary.• Repeated offences (i.e., more than 2-3 in one week) will be reported to parents via letter and a meeting will be held with the child’s teacher and an Admin member(s).

The following are examples of behaviours applicable to each level for both classroom and playground.

Behaviour/Consequences Matrix Classroom



Level One	Level Two	Level Three
<p>Minor Incidents (Examples)</p> <p style="text-align: center;"><i>Behaviour</i></p> <ul style="list-style-type: none"> • Low level non-compliance • Playing at line up • Playing after the bell • Calling out • Theft (first offence) • Face pulling • Rocking on chair • Persistently talking • Talking at the wrong time • Physically annoying others • Distracting others • Inappropriate noises 	<p style="text-align: center;"><i>Behaviour</i></p> <ul style="list-style-type: none"> • Repeated level 1 behaviour after prior warning • Verbal abuse, swearing, aggressive behaviour • Pushing, tackling, fighting games • Inciting violence • Vandalism of school or others' property 	<p style="text-align: center;"><i>Behaviour</i></p> <ul style="list-style-type: none"> • Repeated Level 2 behaviours • High level disrespect • Fighting, violence • Bullying (including cyber), intimidation, biting, spitting • Serious theft • Failure to comply Admin team • Swearing to staff member • Dangerous acts • Deliberate destruction of school property
<p style="text-align: center;"><i>Consequences</i></p> <p>Gradual Isolation Process:</p> <ul style="list-style-type: none"> • Verbal reminder • Child stands or moves to nominated position within the classroom • Child returns to the group or sits down when the teacher signals <p>After third incident within a session,</p> <ul style="list-style-type: none"> • Child is moved to a companion class (if appropriate, child completes <i>Responsible Thinking Reflection</i> as per handbook) 	<p style="text-align: center;"><i>Consequences</i></p> <ul style="list-style-type: none"> • Immediate withdrawal from group • Incident is recorded in SBS log • Parents may be contacted 	<p style="text-align: center;"><i>Consequences</i></p> <ul style="list-style-type: none"> • Child sent to the office • Incident is recorded in SBS log • Parents to be contacted • Further action at discretion of Administration Team

Behaviour/Consequences Matrix Playground



Level One	Level Two	Level Three
<p style="text-align: center;"><i>Behaviour</i></p> <ul style="list-style-type: none"> • Continuing to eat after the bell • Theft (first offence) • Face pulling • Physically annoying others • Running on concrete or through walkways • Littering • Out of bounds • Throwing hats, lunch boxes etc • Climbing onto railings/Chairs (eg. Lunch Shed) • Throwing away lunches • Teasing • Stealing hats 	<p style="text-align: center;"><i>Behaviour</i></p> <ul style="list-style-type: none"> • Repeated level 1 behaviour • Verbal abuse, swearing, aggressive behaviour • Pushing, tackling, fighting games • Inciting violence • Vandalism of school or others' property 	<p style="text-align: center;"><i>Behaviour</i></p> <ul style="list-style-type: none"> • Repeated Level 2 behaviours • High level disrespect • Fighting, violence • Bullying intimidation, biting, spitting • Serious theft • Failure to comply to Admin team • Swearing at a staff member • Dangerous acts • Leaving school grounds without permission • Deliberate destruction of school property
<p style="text-align: center;"><i>Consequences</i></p> <p>Gradual Isolation Process:</p> <ul style="list-style-type: none"> • Verbal reminder • Child is removed from the area of the playground where behaviour is occurring. May be sat out in isolation, area designated by teacher. • Child walks with teacher for 5 minutes <p>After third incident within a session,</p> <ul style="list-style-type: none"> • Child is removed from playground • Incident Report is completed 	<p style="text-align: center;"><i>Consequences</i></p> <ul style="list-style-type: none"> • Immediate withdrawal from area of behaviour where behaviour is occurring • Incident Report is completed • Classroom teacher is informed • Incident is recorded in SBS log • Parents may be contacted 	<p style="text-align: center;"><i>Consequences</i></p> <ul style="list-style-type: none"> • Child sent to the office • Incident is recorded in SBS log • Parents to be contacted • Further action at discretion of Administration Team

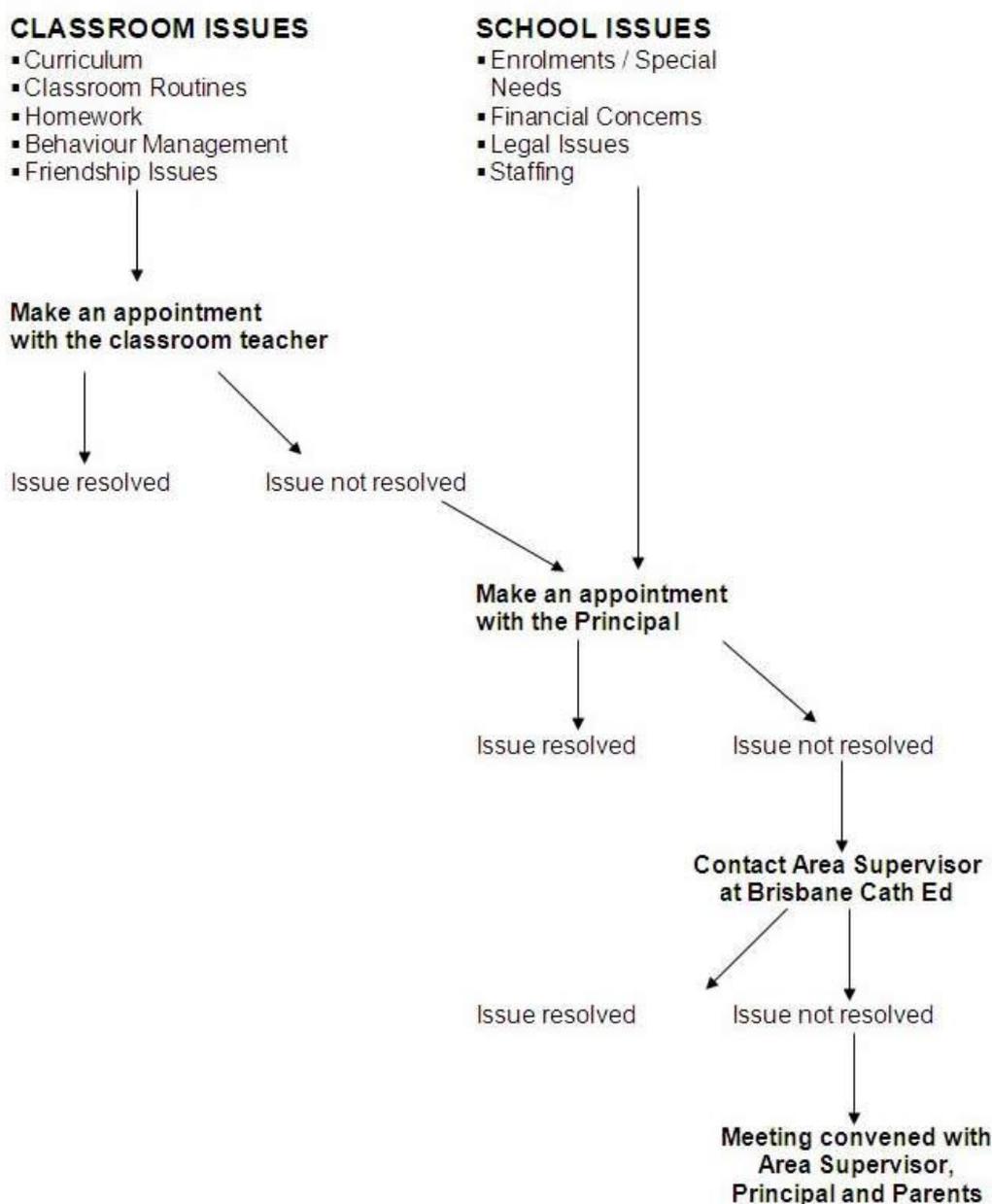
Formal Sanctions

Withdrawal to the Principal's Office, or a designated area, may be the consequence of severe disruption in the classroom or the playground. This process is a formal one and occurs very rarely.

If a child's misbehaviour is extreme, all members of the school community will work towards reconciling and rehabilitating the child at risk. If this child's behaviour, however, adversely affects the growth and development of the other members of the school community, the Principal may consider suspension or expulsion in consultation with the staff, Parish Priest, and parents of the child, according to Catholic Education Centre guidelines. These measures are taken when all other methods of support have failed to modify the behaviour of the student and the behaviour escalates quickly to become a danger to the student or to the safety of other students. The safety of all students is the highest priority at St Elizabeth's.

Process/Flowchart for Queries and Concerns

The following flowchart identifies the procedure to undertake when queries or concerns arise. The decision to name the flowchart 'Queries and Concerns' was deliberate, as not all parent questions are grievances.



Data Collection

Teachers record classroom data in a variety of ways (e.g., Anecdotal notes, checklists). Referrals made to Administration are documented on an incident report. Since 2011, St Elizabeth's has utilised the Brisbane Catholic Education Student Behaviour Support database to collate and monitor relevant data. Reports are run regularly so data can inform the decision making process.

Related School Policies

The following policies were prepared in collaboration with the Pastoral School Board:

- Catholic Identity and Faith Development Policy Statement
- Learning and Teaching Policy Statement
- Management, Organisation and Safety Policy Statement
- Relationships and Support Policy Statement

Related Resources

- Student Behaviour Support Policy (2008) Brisbane Catholic Education
- Student Behaviour Support Regulations and Guidelines (2008) Brisbane Catholic Education
- Code of Conduct – Catholic Education Archdiocese of Brisbane – Employees
- School Wide Positive Behaviour Support
- Watson Road Program
- Social Skills Programs (e.g., Rock and Water, Circle Time)
- Bounce Back: A classroom resiliency program
- The Heart Masters: Promoting resilience and emotional intelligence
- Behaviour management toolkit: A manual of good ideas and strategies for behaviour management in schools (2004) David Koutsoukis