

Whole-School Student Behaviour Support Plan

Christ the King Primary Catholic School Student Behaviour Support Plan

1. Mission Statement

At Christ the King School we value our children and provide a happy and secure school community, which encourages life long learning and which focuses on the needs of the individual.

As a vibrant Christian community within the Corinda Graceville Parish we embrace our heritage, our shared cultures and a strong commitment to social justice with God's love as our example.

We value our caring, dedicated staff who skilfully utilise a variety of resources to achieve quality educational outcomes.

We strive to maintain an ideal learning environment where each child is educated within a vital partnership between parents, carers and teachers.

2. Profile of the school

Christ the King (CTK) is a high quality learning community with an enrolment of approximately 295 students. CTK is a co-educational school, offering classes from Prep to Year Seven. The school was opened in 1937 by the Presentation Sisters. We celebrate our heritage and value the Presentation Charism. Christ the King operates within the Corinda Graceville Catholic Parish and forms part of the network of Brisbane Catholic Education schools.

We are a small school and highly value the relationships we form within our community. Because of the small size of our school, teachers and support staff know each child by name and it is our priority to maintain a safe, secure environment where all children experience belonging. These relationships are strengthened by our prayer and community life as exemplified by our Friday assembly where parents and community members join our students and staff in prayer and celebration of our school life. Our school has a very pastoral nature – students and staff are part of small groups where students across all year levels from Prep to Year 7 nurture and support each other.

Our parents are very engaged and proactive in their commitment to learning and teaching in the school. Staff are open to feedback from colleagues and community members to improve student learning. Staff value collaborative practices and within learning teams they share ideas and support each other to improve their teaching and learning both for themselves and for the benefit of their students.

Shared values and beliefs about learners and learning are evident in our recently created and implemented Vision for Learning. The Vision for Learning has enabled all stakeholders to understand our commitment to improved learning outcomes and to plan for whole school improvement and performance.

3. Consultation and data review

Christ the King School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal, the school board, and the Area Supervisor, and will be reviewed at least every 5 years.

4. Beliefs about learning and behaviour

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

Aspirations for our Learners

We want our students to be people who:

- Spread happiness
- Are positive
- Value others
- Are team players
- Care for their mates
- Build security
- Are respectful
- Love like Jesus does
- Are honest hard workers
- Are Lifelong learners

As a learning Community we operate by the following principles:

- Catholic Christian tradition
- Shared ownership/collaboration
- Professionalism eg research based, high quality teaching and learning
- Reflective practice

Beliefs about our learners	Beliefs about learning	Our Practices
Learners learn best when <ul style="list-style-type: none"> • Learning is relevant to them & to their lives • They experience success • In a supportive environment 	Learning needs to be meaningful	Provide learning opportunities that are: <ul style="list-style-type: none"> • Engaging • Life like or from real life eg assemblies, liturgies
Everyone can learn in their own way and at their own pace	Learning is a personal experience Learning is developmental	<ul style="list-style-type: none"> • Recognise and value individual learning styles and paces in the teaching and learning cycle • Provide a variety of learning opportunities • Negotiate how learning will be demonstrated • Plan for equitable access to the curriculum • Plan for several phases of learning • Provide phase appropriate materials and utilise 21st century tools
We learn from others	Learning is a social activity	<ul style="list-style-type: none"> • Class grouping dynamics • Coeducational considerations • Professional teaming • Home school connections • Provide opportunities for social/emotional growth
Experience is the basis of all learning	Learning is active	<ul style="list-style-type: none"> • Inquiry approaches • Hands on materials

5. Roles, rights and responsibilities of school community members

We acknowledge that each member, students, teachers, parents and other members of the school community has individual rights but there are corresponding responsibilities, which must be recognised and practised.

RIGHTS	RESPONSIBILITIES
➤ To learn and teach in a positive, supportive and caring environment	❖ Further the learning by: <ul style="list-style-type: none"> • Being prepared for the school day • Being attentive and co-operative • Looking after own belongings • Attending school every day • Being on time
➤ To be treated with respect	❖ Treat others with respect by: <ul style="list-style-type: none"> • Showing courtesy and consideration • Obeying instructions • Accepting differences in others • Listening to and being tolerant of others' points of view
➤ To feel safe and secure at school	❖ Be safety conscious by: <ul style="list-style-type: none"> • Playing safely • Ensure the safety of others • Obeying safety instructions. • Evaluate and respond to unsafe situations
➤ To have personal property respected	<ul style="list-style-type: none"> • Caring for own equipment • Sharing school resources • Using all equipment correctly and being mindful of safety requirements • Respect others property
➤ To learn about and make informed decisions based on sound judgement	<ul style="list-style-type: none"> • Accepting the consequences of personal decisions • Accepting the logical consequences of unacceptable behaviour.

At Christ the King School we expect that parents/caregivers will:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support 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.

At Christ the King School we expect that staff will

- Provide safe and supportive learning environments

- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

At CTK students are involved in determining expectations for 'belonging' behaviour in their classroom. Rules are negotiated and displayed and routines are taught and practised. Positive choices are acknowledged and reinforced. Please refer to Appendix 1

Classroom Rules and Management

- Each January, class rules based on the school code are negotiated and posted.
 - Limit to 3 rules per line of code.
 - Keep in mind the 5 keys to successful behaviour management
 1. Convey expectations clearly.
 2. Always follow through.
 3. Show concern for the student.
 4. Understand the forces that drive the student's behaviour.
 5. Evaluate the strategies you use
 - Use Christine Richmond's Decision-Making Model (see Appendix)
- Acknowledgement \rightleftarrows Correction \rightleftarrows Crisis Management

Teaching and Modelling Positive Behaviour

- Display and demonstrate expected classroom behaviours
- Personal Development Program
- Teach routines for transitions, tasks etc.
- Model respectful behaviour

Reinforcers

- Regularly reinforce and teach about class rules, school code and routines
- Use regular reinforcers such as stickers, CTK awards and classroom reward

Student Code of Conduct

As a school community, we show the following:

Respect for Ourselves

Respect for Others

Respect for Property

6. Universal behaviour support (proactive/ preventative strategies)

At Christ the King School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

a. Establishing Behaviour Expectations

At CTK there are several ways in which staff establish the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- 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
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- 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 two assemblies

- Prayer Assembly and
- School Assembly.

During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders, themes, 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 – Award cards)
- 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)
- Semester Nano Nagle awards for community participation in each year level
- 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)

- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, “outside” achievements)
- Articles in School Newsletter

c. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The following CTK list of Awards outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school.

- The efforts of staff members are acknowledged at whole school assemblies, staff meetings, and/or are written in the school newsletter.
- Each week, on whole school assembly, teachers and specialist teachers have the opportunity to give a student from their class/es a CTK Student Achievement Award.
- Acknowledge achievements made by students in a public forum.
- Should be for academic achievement, arts achievement, or personal or social development areas, similar to those on our school written reports.
- Award a CTK Student Achievement Award to two children from every class each week on assembly.
- Child of the Week Award given to a child randomly selected from the class each week – a poem, statement, song is written for the child who is celebrated for being part of our community.
- Nano Nagle Spirit Awards are given to a child in each year level at the end of each semester to acknowledge the spirit they have shown during the semester. At each staff meeting, teachers are asked to nominate students for the award and these are tallied and voted on by staff.
- End of Year Awards for excellence throughout the year – Principal, Year 6, Leadership

Special Awards

- For exceptional or outstanding achievement in a school cultural activity. This could include camps, choir, excursions, Drama Club, Dance Fever, or special event participation. Any teacher or specialist teacher can nominate a student for a Special Award.
- Whole group acknowledgement of participation in a school activity or competition.

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
- Reflection, Repair, and Restitution
- Social Skills programs
- Adjustments to Curriculum
- Check in-check out process

- “Bring a Friend” programme for lunch time quiet time

8. Individualised behaviour support

Strategies to support individual students (approximately 2-5% of students) 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 (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- Wrap Around with outside agencies e.g. EVOLVE.
- 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 psychologists/psychiatrists and therefore, we may at times request that professional personnel be engaged to assist the school.

9. Consequences for inappropriate student behaviour

Minor incidents of inappropriate behaviour:

- Ignoring instructions and direction
- Lateness to class
- Littering Swearing Uniform/hat/jewellery transgressions
- Playing in inappropriate areas
- Disrespect for school resources
- Disruption of teaching and learning (calling out, interrupting)

Consequences may include:

- Reminder of expectations
- Send student to buddy class
- Verbal negotiation
- Withdrawal from playground
- Consultation and reflection with teacher
- Contact with parents

Consequences of inappropriate behaviour beyond minor incidents may include :

- A monitoring program developed and implemented between teacher, student and parent
- Restorative justice meeting
- Peer mediation
- Referral through Student Support Committee for assessment and support from specialist staff
- Restitution
- Parent contact

- Nonattendance at extracurricular activities
- Parent interview
- Review of IBSP
- Non Attendance at off campus and/or extracurricular activities (at Principal's discretion)
- Referral to outside agency
- . Suspension

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 Counsellor 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 CTK, 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, intimidation
 - Sexual: unwanted physical contact, abusive comments, intimidation
 - Cyber: unwanted text messages, emails, information technology, intimidation
- b. Investigating Potential Bullying

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

1. CTK adopts 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 directly linked to the child's bullying behaviour.

c. Positive, Proactive Anti-bullying Approaches at Christ the King School

At CTK, we take a positive, proactive approach to bullying. Brisbane Catholic Education and CTK use the Recognise React Report language with the children and these posters are displayed in each classroom and throughout the school.