

St. Thomas More School Behaviour Plan

School Mission Statement

At Saint Thomas More Parish School we offer quality, inclusive education in the Catholic tradition. This provides equity of opportunity for all to participate in the experience of life long learning.

The strong family spirit in the school community promotes a sense of integrity, justice and personal fulfilment that encourages children to critically question themselves and society as they prepare for a future characterized by personal growth and renewal. Parents are recognised as the primary and principal educators of their children. At St. Thomas More parents are encouraged to take an active role in the education of their children and are supported in their roles as parents.

In our faith community the individual's potential for learning is nurtured, the Christian story is embraced, faith is celebrated in prayerful and reflective ways, and the children discover a belief in their own capacity to contribute to the Church and society.

Context And Statement

St. Thomas More School is co-educational, preparing children from Preparatory to Year 7. As the parish school, it is an important and integral part of the mission of the Noosa District Catholic Parish. The school recognizes the three pillars of Catholic Education, THE FAMILY; THE CHURCH; and THE CATHOLIC SCHOOL.

The parish community decided to adopt St Thomas More as its patron saint and adopted the motto of "In Truth and Love". Thomas More's teachings of Scholarship, Integrity, Family Life and Equity of opportunity in Education are continually referred to and reflected upon, when the task of writing and discussing school documents occurs. The annual Feast day of St. Thomas More is always celebrated with enthusiasm.

We are a Catholic School community committed to nurturing and celebrating a love of God, through our Catholic Christian tradition with foundations of Family and Community Spirit, Action for Justice, and life long learning. We strive to create quality, inclusive, life long learning

The Marist Brothers were invited to provide staff for the school at its very beginning. The Marist Brothers have continued to be a presence and influence in the school and the school is a member of the Australian Marist Association.

The five pillars of Marist education that signify a Marist school, namely, Presence, Simplicity, Family Spirit, Love of Work, and following the Way of Mary are especially evident in our school community and continue to enrich

and guide our staff and families. The school also celebrates the annual feast of Saint Marcellin Champagnat – the founder of the Marist Brothers.

Today St. Thomas More school continues to give witness to our vision through living the Gospel values. We nurture a distinctive Marist style that is truly holistic and consciously seeking to communicate values. To continue to embrace this very distinctive style, "...we must love them (children) and love them all equally." (St Marcellin Champagnat)

Beliefs about Learning and Behaviour

At St. Thomas More we provide a learning environment that is safe, supportive, flexible and creative, which actively engages the students in the process of learning. Positive student behaviour allows children to engage with their learning and achieve optimal educational outcomes.

Our principles and beliefs are outlined in *The St. Thomas More Learning Framework*,

- The Catholic Christian tradition is embraced, practised and celebrated through symbol, ritual and story to enrich and nurture our faith.
- Family and community spirit is nurtured, embraced and celebrated.
- Quality Education is grounded in current research that provides frameworks to support the planning and enactment of quality learning and teaching.
- Lifelong learning fosters the skills and attributes appropriate to students' developmental stage in an engaging learning environment.
- Inclusive educational practices enhance the growth and development of students through the provision of equal opportunities and fostering a sense of belonging for all.
- Action for justice is integral to the Christian way of life.

Code of Conduct/Whole School Expectations

STM Rules



Stay Safe

- We are gentle with each other
- We behave safely
- We are in the right place
- We move around the school in a safe manner

Together we Learn

- We show **persistence** even when the work is hard
- We show **confidence** by believing 'I can do it' and not being afraid to make mistakes.
- We respect the right of everyone to learn

My Responsibilities

- We show pride in our school
- We care for our environment
- We show **resilience** by being responsible for our own behaviour
- We are responsible for our own belongings
- We are **organised** and ready for learning

Respect

- We respect and **get along** with others
- We speak politely (kind words)
- We use technology responsibly

Universal Behaviour Support

At St Thomas More 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 St. Thomas More School we promote school wide positive behaviour through explicit teaching and modelling. Social and personal competencies are explicitly taught through the following:

- The 'Kids Matter' program and its associated 'You Can Do It' program (This is embedded throughout the school from the classroom level to the whole school and is actively promoted at school events.)
- 'Fresh Start Response to Behaviour'

Rule, Consequence, Fresh Start

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying photos/videos of positive behaviours
- Display the school and classroom rules clearly
- Using explanations of the school and classroom rules i.e. what do they look like, sound like, feel like.
- Using 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
- 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 a *Whole 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, 'You Can Do It' themes and by raising awareness of current school events. The 'You Can Do It' Program supports the creation of a positive whole school culture.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Praise/encouragement
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, A.P.A., 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 *St. Thomas More Newsletter* – weekly electronic publication

c. Recognition

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. These awards include rewards at the class and whole school level. They may be presented in the classroom or at school assembly where weekly recognition is given to students who display characteristics of one of the '*Five Keys to Success - persistence, resilience, organisation, confidence and getting along*' from the 'You Can Do it' program. Several times throughout the school year, whole school special awards for exceptional or outstanding achievement are presented to students, who meet the criteria for the specific award presented.

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, during and after additional supports are implemented. Some of these interventions may include the following

- Social skills and emotional regulation programs
- Adjustments to the curriculum and learning environment
- Referral to the Student Support Team

Key contact person for behavioural concerns is the **Assistant to the Principal Administration**.

Intensive Behaviour Support

At St. Thomas More we have various strategies to support individual students that may require specialised services and adjustments. These individual supports may include:

- Individual Behaviour Support Plans
- Individual Education Plans
- Staff trained in Functional Behaviour Analysis
- Crisis response system
- Student Support Team
- Supported referrals to external services as appropriate
- Consultation with outside agencies through wrap around meetings
- Individual counselling and support from the Guidance Counsellor

Consequences for inappropriate student behaviour
We believe in the process of Rules, Consequence and Fresh Start

Behaviour May Include	Possible Consequence	Managed By
<p><i>Minor incidents of inappropriate behaviour:</i></p> <ul style="list-style-type: none"> • Ignoring instruction 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) • Physical contact 	<p><i>Staff and support staff responses may include:</i></p> <ul style="list-style-type: none"> • Reminder of expectations • Send student to buddy class within year level • Verbal Negotiation • Withdrawal from playground • Consultation and reflection with teacher • Contact with parents 	<p>Teacher</p>
<p><i>Moderate incidents of Inappropriate behaviours at this level include:</i></p> <ul style="list-style-type: none"> • Continued minor behaviours above • Repeated defiance • Inappropriate use of technology including mobile phones • All forms of harassment such as repeated name- calling, teasing, ostracising, derogatory comments (including through the use of technology) • Verbal abuse towards students and staff 	<p><i>Staff and support staff responses may include:</i></p> <ul style="list-style-type: none"> • Community service • A monitoring program and implemented between teacher, other support staff as required, student and parent • Restorative justice meeting • Peer mediation • Referral through Student Support Committee for assessment and support from specialist staff • Individual Behaviour Support Plan • Restitution • Parent contact • Nonattendance at Extra curricular activities 	<p>Teacher and parent</p> <p>Other support staff if required</p>

<p><i>Serious incidents of inappropriate behaviours at this level include:</i></p> <ul style="list-style-type: none"> • Continued behaviour above • Stealing • Truancy • Physical and/or verbal aggression toward students and staff • Behaviour that may be illegal • Intimidation and/or harassment of staff (including through the use of technology) • Inappropriate use of technology • Vandalism Sexual harassment/ misconduct • Extreme or continued behaviours above • Possession of a weapon/ Use of a weapon • Violent assault 	<p><i>Staff and support staff responses may include:</i></p> <ul style="list-style-type: none"> • Parent interview • Review of IBSP • Non attendance at off campus and/or extracurricular activities (at Principal's discretion) • Referral to outside agency • Police notification • Suspension • Restorative conference on return from suspension • Recommendation for exclusion 	<p>Teacher, Parent and Principal or other support staff</p>
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Process for appeals

Parents/carers who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension. 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/carer who requires assistance to participate in the inclusive community will have access to help with the appeals process. Please see the Guidance Counselor for referral to an appropriate person to assist with an appeal. Alternative options to respond 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).

Bullying and Cyber bullying

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 there is an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St. Thomas More School, we believe the bystander has the greatest power to prevent bullying from occurring by having the courage to intervene or to go to an adult for assistance.

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, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

a. Response.

Investigating Potential Bullying

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

1. At St. Thomas More school we adopt a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school’s anti-bullying position. At this stage, there may not be any consequences and parents may not be notified.
2. If bullying is identified, leadership team members may choose to use the following methods with the children involved:
 - Mediation
 - Individual counselling

- Other consequences as deemed appropriate by the school's leadership team

Parents and teachers 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 the schools response to the incident. 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 Student Support Team would 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.
- Taking necessary actions to prevent more bullying.

For the perpetrator, the following processes will be put in place:

- 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
- Offering appropriate anti-bullying education, direction and support.
- Enforcing appropriate consequences.

b. Positive, Proactive Anti-bullying Approaches at St. Thomas More

At St. Thomas More school we take a positive, proactive approach to bullying by teaching the three anti-bullying strategies to all students in our school. The strategies are as follows

1. Ask them to stop
2. Walk away and ignore
3. Ask a teacher to help

Other approaches may include:

- Student and parent awareness through education
- Staff education
- Cyber contract for students
- School policy on the use of technology and use of social media

Links to related BCE policies

- Anti -bullying policy
- Student Behaviour Support Policy
- Students with Disabilities
- Procedures and Regulations for Responding to behaviour
- Brisbane Catholic Education – Behaviour Support Policy and associated documents.

Related resources

- Kids Matter Program including the 'You Can Do it' Program
- Specific Social Skill program
- Whole School Student Behaviour Support Plan
- BCE Student Behaviour Support Guidelines
- Student Support Team
- Explicit School Rules and Acronym in each class
- Where appropriate referral form for time out.

St. Thomas More Time Out Referral Process

1. Teacher to complete referral form for APA/Executive Staff
2. Student is sent with form to student window and waits for staff member in Print Room to attend to them
3. Staff member working in Print Room will notify APA or available Executive Staff
4. Student to remain at window until collected by APA or Executive Staff
5. APA or Executive Staff will be responsible for Time Out.
6. APA or Executive Staff, following consultation with the teacher, may contact Parent/Carer.
7. The process of Rule, Consequence and Fresh Start is applied.

St Thomas More Classroom Reentry Process

If a child has come to the office during learning time a re entry process should occur in order to move a child back into their classroom. What the child says should be adapted age appropriately. The process is about welcoming the child back in for their 'fresh start'.

1. Administration member working with the student brings the student back to their classroom door and the child knocks.
2. Teacher comes to the door.
3. Student apologises if necessary and asks if they can come back into the room as they are now ready to learn.
4. Teacher acknowledges their fresh start, reminds them of the classroom rules and escorts them to their place of learning.

Child Sent to Office Notification

Child's Name: _____

Room/location: _____

Date: _____ **Time:** _____

Incident Description:

Steps Taken Prior to Referral:

- Reminder of expectations
- Send student to buddy class within year level
- Verbal Negotiation Withdrawal from playground
- Consultation and reflection with teacher
- Contact with parents
- Severe behaviour (admin contacted – more detailed report may be needed)

Other: _____

Teacher: _____