



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.

Our Lady of The Southern Cross College 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 practices, 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 Our Lady of The Southern Cross College

- Students **learn and allow others to learn** as the fundamental, shared value across the College.
- 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.
- Positive Education practices that inform 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 College community has identified the following rules which teach and promote our expectations of student success in their *Journey of Faith and Knowledge*.

- Learn and allow others to Learn
- Be Respectful
- Be Responsible
- Be Safe

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)

- Staff at Our Lady of the Southern Cross College are responsible for providing an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.

Parents/carers

- Parents/carers are expected to promote Positive Educational outcomes for their children by taking an active interest in their child's educational progress.



- Parents/carers are also expected to support the school in maintaining a safe and respectful learning environment for all students, staff and other families.

Students

- Students will, with support, be expected to participate fully in the school's educational program and maintain attendance over 90%.
- Students will also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Proactive strategies for promoting better behaviour

Our Lady of the Southern Cross College utilises Positive Education Intervention Strategies delivered through our LYF program to promote virtuous and respectful behaviour.

These strategies include

- Peer support program
- social skills training
- adapting the curriculum to meet individual needs
- Positive Reward System ([Appendix B](#)) such as Class Dojo
- 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

Our Lady of the Southern Cross College 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 three 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 Behaviour Management Response and Procedures Appendix C](#)).
- Establishing whole-school procedures for early identification of students experiencing academic and/or behavioural difficulty
- Providing whole-school procedures for ongoing collection and use of data for decision-making ([see Appendix E Student behaviour referral form](#)).
- 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** inappropriate behaviour which negate our College rules are handled by staff members at the time it happens.
- **Major** inappropriate behaviour which negate our College rules are initially recorded and acted upon by the first responder and following, are immediately referred to the appropriate assistant principal. (see Behaviour Management Response and Procedures - Appendix C).



Minor behaviours are those that

- are minor breaches of the college 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
- are not part of a pattern of problem behaviours, and
- do not require involvement of specialist support staff or the college administration team.

Minor problem behaviours may result in the following consequences

- a minor consequence that is logically connected to the problem behaviour, such as 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

- involve repeated minor behaviours
- significantly violate the rights of others
- put others/self at risk of harm, and
- require the involvement of the school administration team.
- require complete removal from an activity or event for a specified period of time,

Major behaviours result in an immediate referral to the school administration team 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 contacts the office for administration support.

Bullying (inclusive of cyberbullying)

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 includes 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.

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 College 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 Our Lady of the Southern Cross College early targeted support strategies include

- The teaching and/or building of appropriate behaviours.
- ensuring the learning need of the student are being addressed through consultation with the learning support team.
- The involvement of the classroom teacher/s and College counsellor.
- Partnerships involving and supporting parents / guardians
- Access to College counselling services.
- 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

Where individual support is required, Our Lady of the Southern Cross College ensures Planning for Personalised Learning occurs to best support the student's behavioural needs currently and with a futures perspective.

Individual behaviour support plans

Where intensive individual support is required, Our Lady of The Southern Cross College 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 will support the student to achieve the desired behaviour outcome.

Use of consequences and sanctions

At Our Lady of the Southern Cross College consequences for inappropriate behaviour may be determined by individual need and situation.

Inappropriate behaviours may result in the consequences listed in (Appendix C) however these are not exhaustive.

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. It does not include sending the student outside of the classroom.

'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 an eradication of the undesired behaviour and fast and effective re-engagement in learning.



When 'time out' is used, all staff, students and parents will be made aware of its intended purpose and procedures. A behaviour management form will be completed for all out of classroom time outs.

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 reason for 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 is followed by the College and is included as Appendix D.

[Appendix A](#)

[Schoolwide Expectations – Teaching matrix](#)

[Appendix B](#)

[Recognising positive behaviours](#)

[Appendix C](#)

[Behaviour Management Response and Procedures](#)

[Appendix D](#)

[TCS Formal Behaviour Sanctions Procedure](#)

[Appendix E](#)

[Sample Student Behaviour Referral forms](#)

[Appendix F](#)

[Individualised Behavioural Support Plan Template](#)

Appendix E


Sample Student behaviour referral form

Questions Responses **147**

Behaviour Management Reporting Form

Please use the below form to document inappropriate behaviours of students

1
Date of Incident *

Please input date in format of M/d/yyyy 

2
Time of incident *

- Lesson 1
- Lesson 2
- Lesson 3
- Lesson 4
- Re-Creation
- Lunch
- Recess
- Before school
- After school