St Kevin’s Primary School
Student Behaviour Support
Policy and Guidelines

Introduction:

As a Catholic school St Kevin’s is committed to the development of a mutually respectful community, embracing the example of Jesus. Students are nurtured in a safe supportive environment which enables development of positive behaviours and self-discipline. We acknowledge that each individual has rights and responsibilities and are committed to positive practices, empowering students to reach their full potential.

School Profile

With an enrolment of 340 students Saint Kevin’s caters for boys and girls from Prep to Seven. The school is predominantly Catholic however students from many other religious denominations and cultures also attend St Kevin’s. St Kevin’s is predominantly a two stream school. Student learning is supported within the context of the classroom with a variety of programmes, resources and specialist staff available to meet the individual and group needs of all students. Saint Kevin’s has a strong focus on literacy and numeracy and also seeks to provide a wide variety of sporting, cultural and social opportunities. Resources and activities are designed to meet the diverse needs, talents and interests of students.

St Kevin’s has a very stable staff with many members having been part of the community for several years. The parent community is supportive and is involved in various aspects of school life.
Consultancy and Data Review

St Kevin's 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 behaviour incidents 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.

St Kevin's Vision Statement

St Kevin's Mission and Vision:

At St. Kevin's, we value a community where everybody is respected and nurtured to grow, as an individual, as part of a community and in the love of God.

At St. Kevin's, we foster a quality curriculum, encouraging and empowering all as life long learners, growing in knowledge and understanding of themselves and others.

At St. Kevin's, we nurture a love and respect for God and each other. Through our work, prayer and service to others, we grow in our own spirituality, within a wider Catholic community.

Mission Statement

Through our work, prayer and service to one another at St Kevin's we will:

- Build Christian community
- Develop lifelong learners
- Celebrate the love of God

Beliefs about Learning and Behaviour:

At St Kevin's we strive to develop and maintain a supportive and productive learning and teaching environment where each person is valued and respected. Decisions are based on inclusive practices embracing the needs and potential of each student. Programmes and practices are holistic, focussing on personal, social, emotional and academic growth.
At St Kevin’s we believe the following elements are essential to the achievement of positive learning outcomes:
- a loving, caring and secure environment
- life giving relationships and pastoral care within the whole school community
- the recognition and appreciation for individual learning styles
- inclusive practices, preserving the individual’s dignity, self-esteem and integrity
- the recognition and acceptance of uniqueness
- a commitment to justice and service

**Code of Conduct:**

**ST KEVIN’S PRIMARY SCHOOL STUDENT CODE OF CONDUCT**

<table>
<thead>
<tr>
<th>As a school community we show:</th>
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<tbody>
<tr>
<td><strong>Respect and care for ourselves by:</strong></td>
<td>✓ Wearing our school uniform with pride</td>
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<td></td>
<td>✓ Practising good hygiene and sleeping habits</td>
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<td>✓ Eating healthy food and exercising regularly</td>
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<td>✓ Taking responsibility for our own belongings</td>
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<td></td>
<td>✓ Following school rules and being responsible for our learning.</td>
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<tr>
<td><strong>Respect and care for our learning by:</strong></td>
<td>✓ Listening and showing respect to teacher and classmates</td>
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<td></td>
<td>✓ Participating in class activities</td>
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<td>✓ Showing pride and completing tasks to the best of one’s ability</td>
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<td></td>
<td>✓ Giving our best effort to all tasks</td>
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<tr>
<td></td>
<td>✓ Celebrating achievements</td>
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<tr>
<td><strong>Respect and care for each other by:</strong></td>
<td>✓ Showing kindness and consideration</td>
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<td></td>
<td>✓ Being Inclusive</td>
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<td>✓ Speaking politely and showing good manners</td>
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<td>✓ Accepting each other’s differences</td>
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<td></td>
<td>✓ Resolving disputes peacefully</td>
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<tr>
<td><strong>Respect and care for our school by:</strong></td>
<td>✓ Representing our school with pride</td>
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<td></td>
<td>✓ Caring for our learning and physical environment</td>
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<td></td>
<td>✓ Speaking positively about our school</td>
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Roles Rights and Responsibilities of School Community Members:

At St Kevin's we expect that students will:
- Respect and value themselves, members of the school community and the school environment.
- Participate positively in all aspects of school life.
- Take responsibility for their own behaviour and learning
- Follow all school rules.

At St Kevin's we expect that parents/caregivers/guardians will:
- Support school practices and procedures aimed at achieving positive outcomes for each student.
- Engage in positive and constructive communication with school staff.
- Value positive relationships aimed at supporting learning, wellbeing and behaviour.
- Seek opportunities to contribute to the growth of the school community through active participation.

At St Kevin's we expect that staff will:
- Provide an engaging curriculum designed to meet the learning needs of each student.
- Promote a safe and inclusive learning environment.
- Initiate and maintain positive communication and relationships with students and parents/caregivers.
- Assist students to become responsible citizens.

Universal Behaviour Support

At St Kevin's all in the community have the right to opportunities for learning and growth. As an inclusive community we focus on a positive school ethos and promote effective learning and behaviour.

a. Establishing Behaviour Expectations

At St Kevin's staff establish expectations in many ways:

- Having clear statements of what constitutes acceptable behaviour.
- Following processes which recognise, reward and celebrate positive behaviour.
- Explicit teaching through St Kevin's Social Program.
- Consistent attention to school rules and reinforcement of positive behaviours
- Displaying illustrations of positive behaviours
- Applying appropriate and consistent 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 and children with individual needs
• Maintaining effective communication and sharing a common language about behaviour in our school community
• Developing class profiles to identify and provide for the needs of students/passing profiles to the next class teacher
• Transitioning identified students to new year levels and new teachers at the end of the school year for the following year

b. Positive School Culture

Our school comes together for assembly on Monday mornings where birthdays and encouragement awards are presented. On Wednesday morning the school gathers for a prayer assembly and every second Friday afternoon for class based achievement awards. Our positive school culture is supported with a school based social programme, SKOOPS programme, Friendship Programme and individual class covenants and positive affirmations and rewards.

All staff develop and use a range of acknowledgement strategies with students. These are designed to complement the whole school approach to provide positive support for all students:

• Praise/encouragement (verbal/non-verbal/written – Praise Note)
• Public display of work (classroom, library)
• Class based and individual reward systems
• Whole class rewards (parties, fun days, game time, sport, DVDs)
• Assembly awards/recognition – Encouragement Awards, Principal Awards
• Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop)
• Phone calls, emails, or communication to parents
• Sharing work with others (Principal, APRE and other year level classes, buddy classes, parents)
• Teacher evaluations (marks/comments on work/behaviour reporting)
• Celebrations (birthdays – awards and "The Birthday Twist", "outside" achievements)
• Articles in St Kevin’s Newsletter and news items on the school website
c. Rewards

We acknowledge and reward student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The following St Kevin's School Table 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's weekly newsletter.

**ST KEVIN’S - STUDENT ACKNOWLEDGEMENTS**

1. **Weekly Awards**
   - 5 Encouragement Awards - drawn from a box containing award slips given to children in the playground noticed by teachers displaying respect for one or more of the school rules.
   - Birthday Awards
   - Principal Awards, presented to two students each week - Criteria:
   "Code of Conduct: Respect for self, others, learning and our school."

2. **Fortnightly Awards**
   "Student of the Week" - given at the teacher's discretion for two students for a special achievement in any area of school life.
   "Special" Awards: Library, Environmental and Specialist Areas eg: music, LOTE, sport

3. **First Semester Awards**
   Diligence Awards presented to two students from each class
   **CRITERIA:**
   Consistently displays -
   - Conscientious work habits
   - High level of participation and effort
   - Inclusive practices in the playground and classroom
   - Positive attitude to school activities
   - Commitment to homework and other required tasks and assignments
4. Second Semester Awards

A. **St Kevin's Spirit Award** - presented to one student from each class

**CRITERIA:**
Consistently -
- Demonstrates Christian values of understanding, compassion, justice and kindness
- Leads by example
- Respects and follows the school rules
- Cooperates with others - staff and students, at all times

B. **Academic Achievement Awards** - presented to three class members
These awards can be presented for achievement in a curriculum area.
**CRITERIA:**
- Demonstrates achievement at a very high level
- Consistently displays a high level of participation in the learning programme.
- Displays a *positive attitude and commitment* to own improvement and results.

_Band Awards_ - presented to students who have been part of the band for four years.

5. SPECIAL AWARDS

**END OF YEAR**

A. Traditionally the Parish Priest provides two awards to be presented at the end of the year to worthy year seven students:

1. **St Benedict Award** - is presented to a student who demonstrates outstanding religious knowledge and commitment to their Catholic faith.
2. **Father Norris Memorial Bursary** - is awarded to assist a student who demonstrates a commitment to their learning with high school expenses.

B. The **Mary MacKillop Award** - presented to an outstanding student on the Feast of Saint Mary Mackillop. Staff may nominate candidates who consistently practice the values of: justice, compassion and care of others.
C. **Environmental Award** - presented to a student who has demonstrated a strong commitment to sustainability and a strong and consistent attitude to environmental projects.

D. **Sandgate Quota Club** - presented to a year seven student for exceptional leadership and community service within the school community.

**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 (completed at 'bench' or 'time out')
- Reflection, Repair, and Restitution "Making things better, paying back and moving on."
- Social Skills programs
- Adjustments to Curriculum
- Check in-check out process

**Individual Behaviour Support**

Strategies to support individual students may require specialised services and alternative pathways of care. Individual supports may include:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)/Personalised Support Plans
- Student Support Team - Action Behaviour Plans
- 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

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.
## Consequences for Inappropriate Student Behaviour

<table>
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<tr>
<th>BEHAVIOUR MAY INCLUDE</th>
<th>POSSIBLE CONSEQUENCE</th>
<th>MANAGED BY</th>
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<tbody>
<tr>
<td><strong>1. Minor incidents of inappropriate behaviour:</strong></td>
<td>Staff responses may include:</td>
<td><strong>Teacher</strong></td>
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<tr>
<td>• Ignoring instructions and direction</td>
<td>• Reminder of expectations</td>
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<tr>
<td>• <em>Lateness to class</em></td>
<td>• Steps if in the classroom</td>
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<tr>
<td>• Littering/ Swearing/ Uniform/hat/ jewellery transgressions</td>
<td>• 5 minute sitting out on the seat if during playtimes. 2nd offence during play = bench</td>
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<tr>
<td>• <em>Playing in inappropriate areas</em></td>
<td>• Send student to buddy class</td>
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<td>• Disrespect for school resources</td>
<td>• Verbal negotiation Withdrawal from playground</td>
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<tr>
<td>• <em>Disruption of teaching and learning (calling out, interrupting)</em></td>
<td>• Consultation and reflection with teacher</td>
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<td></td>
<td>• Contact with parents</td>
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<tr>
<td><strong>2. Inappropriate behaviours at this level include:</strong></td>
<td>Staff, administration and support staff responses may include:</td>
<td><strong>Teacher and Parent</strong></td>
</tr>
<tr>
<td>Continued minor behaviours above</td>
<td>• A monitoring program developed and implemented between teacher, student and parent</td>
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<tr>
<td><em>Repeated defiance</em></td>
<td>• Sent straight to office if occurs on playground (ignoring teacher/defying)</td>
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<tr>
<td>Defying teacher instructions in the playground</td>
<td>• Peer mediation</td>
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<td></td>
<td>• Referral through Student Support Committee for assessment and support from specialist</td>
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*Teacher Parent and Principal*
3. **Inappropriate behaviours at this level include:**

- Continued behaviours above
- *Inappropriate use of technology (including school internet, mobile phones, and other electronic devices)*
- All forms of harassment such as repeated name-calling, teasing, ostracising, derogatory comments (including through the use of technology: emails, social pages)
- *Stealing*
- *Truancy*
- Physical and/or verbal aggression/abuse toward students and staff
- Intimidation and/or harassment of staff (including through the use of technology)
  - Vandalism

Staff, administration and support staff consequences may include:

- Restitution
- Restorative justice meeting
- Nonattendance at extra-curricular activities
- Parent interview
- Review of IBSP
- Non Attendance at off campus and/or extracurricular activities (at Principal's discretion)
- Referral to outside agency
- Suspension
- Restorative conference on return from suspension
- Removal from playground after a period of suspension and on return to school

Teacher, Parent, Principal and other support staff/outside agencies

4. **Inappropriate behaviour at this level includes:**

*Extreme or continued*

Staff, administration and support staff consequences may include:

- Parent interview

Teacher, parent, Principal and other support staff/outside agencies
<table>
<thead>
<tr>
<th>behaviours above</th>
<th>• Review of Individual Behaviour Support Plan</th>
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<tbody>
<tr>
<td>Pornography</td>
<td>• Non Attendance at off campus and/or extra-curricular activities (at Principal’s discretion)</td>
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<tr>
<td>Smoking</td>
<td>• Police notification</td>
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<tr>
<td>Possession of drugs</td>
<td>• Suspension</td>
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<tr>
<td>Supply of drugs</td>
<td>• Restorative conference on return from suspension</td>
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<tr>
<td>Possession of a weapon/Use of a weapon</td>
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<td>Violent assault</td>
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**Process for appeals**

Parents 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
- 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
- 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

**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. Bulling 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 St Kevin's Primary School, 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. Response - Investigating Potential Bullying

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

1. St Kevin's Primary School 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 might not be any consequences, and parents might not be notified.

2. 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.

3. If bullying is identified, leadership team members may choose to use the following methods with the children involved:
   - 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.

4. 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
• 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
• Enforcing appropriate consequences that are directly linked to the child's bullying behaviour

Positive, Proactive Anti-bullying Approaches

At St Kevin's we take a positive, proactive approach to bullying; teaching and reinforcing protective behaviours. These behaviours are taught as part of the whole school social programme, Friendship Programme and within the context of our Code of Conduct and school rules

Links to related BCE policies
- Student Behaviour Support Policy
- Student Behaviour Support Regulations and Procedures