

St Mary's College Toowoomba



Student Behaviour Support Plan

Expectations around student behaviour at St Mary's College centre on the dignity of each individual. The College values positive respectful relationships that help promote an inclusive community. St Mary's College does this by explicitly teaching important values based around the Catholic Social Teachings, providing opportunities to live out those values and promote community engagement so boys can experience God through community interactions.

Last reviewed January 2023



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.

St Mary's 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 St Mary's College, we are grounded in the Gospel stories of Jesus, and are sourced from the Charter of Catholic schools in the Edmund Rice tradition. We strive for:

1. Spirituality (A gospel Spirituality)

Our community endeavours to foster in each member, the Gospel values and traditions that underpin the college heritage.

2. Community (An Inclusive Community)

Our community embraces diversity, through a welcoming spirit and mutual support for all, ensuring the realisation of each person's potential.

3. Justice and Solidarity

Our community seeks to support the marginalised by providing practical assistance through Christian service and social justice initiatives that build and promote dignity, compassion, respect and right relationships.

4. Excellence (A Liberating Education)

Our community strives for excellence in holistic education aiming to achieve the College motto "*Conanti Corona*" – the one who strives will win the crown" by nurturing and developing students academically, physically, socially, emotionally and spiritually to ensure the realization of each member's potential.

As a community, St Mary's College has identified specific expectations that promote our high standards of responsible behaviour, for all members of the community.



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 St Mary's 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 to attend regularly.
- 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

St Mary's College has positive strategies for promoting better behaviour.

These strategies include

- vertical House system of pastoral care
- extended Mentor activities
- Year 7 Buddy program
- guest presenters
- social skills training
- adapting the curriculum to meet individual needs
- Merit and Gold Merit recognition
- Year level camps
- proactive support (preventative teaching)
- individual behaviour interventions
- staff professional development in the Essential Skills for Classroom Management
- offering programs and resources for teaching parents positive support skills



Early intervention

St Mary's College utilises a range of preventative and early intervention strategies to support positive student behaviours. These include

- defining and teaching whole school expectations. The College expectations are discussed with families at enrolment, are visible in each classroom and are referenced regularly with students, parents and staff.
- as a Responsible Thinking Process (RTP) school, behaviours that do not meet our expectations are challenged by using a reflective questioning process (the RTP questions). This allows students to consider their choices and gives an opportunity to change.
- the RTP questions and referral to the Responsible Thinking Classroom (RTC) are strategies used across all classrooms and subjects and in the playground, in order to establish a consistent response to student behaviour choices.
- the collection and analysis of data (student referrals to RTC) to determine the provision of extra support. Support can be provided by the Mentor Teacher, the House Leader, the Director of Student Wellbeing or the Assistant Principal – Student Engagement.
- the use of software tools such as Power BI to identify trends and patterns which then shapes decision-making
- utilising evidence-based interventions, which are then monitored and regularly reviewed for those students who face difficulty with behaviour
- maintaining a flexible approach and considering the functions or reasons for the student's behaviour.

Minor and major behaviours

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the College Executive Leadership Team.

Minor behaviours are those that

- are minor breaches of the College expectations
- 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 Executive Leadership Team.

Minor problem behaviours may result in the following consequences

- teacher-determined behavior management strategy such as non-verbal signals, redirection, proximity, physical relocation
- teacher may ask the student to reflect on his behavior choices by asking the RTP questions – *What are you doing? Do we have expectations about that? What should you be doing? What are you going to do now?*
- when student reflection is unsuccessful, the student will be referred to the RTC
- in the RTC, the student will reflect and will then write a plan that addresses the issue and frames an alternative choice
- the plan is then discussed with the teacher through a negotiation process. The negotiation may include an apology, problem-solving conversation and a resolution regarding future choices and behaviours.
- a referral to the RTC prompts notifications to parents (text message and email), Mentor Teacher and House Leader for follow up



Major behaviours are those that

- significantly violate the rights of others
- put others/self at risk of harm, and
- require the involvement of the College Leadership team.

Major behaviours result in an immediate referral to the College ELT because of their seriousness. When major problem behaviour occurs, staff members use the RTC referral process to remove the student from the classroom or playground, if necessary. The staff member then completes the RTC referral form and escorts the student to the Responsible Thinking Classroom. The teacher in the RTC will then notify the Student Engagement Team (Director of Student Wellbeing, AP – Student Engagement) of the issue for their attention.

Bullying (inclusive of cyberbullying)

There is no place for bullying in any school. Those who are bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our College community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated include 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 school 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.
- ✓ Students who bring damage to the College reputation through their use of social media will be referred to the College Executive Leadership Team

Targeted student support

At St Mary's College, early targeted support strategies include

- the teaching and/or building of appropriate behaviours
- the involvement of the classroom teacher/s
- early and frequent communication with parents and carers
- partnerships involving and supporting parents/carers
- the Mentor teacher and Head of House as the first point of contact and/or support
- referral to support services outside of the school for families and students.



Individual behaviour support plans

Where intensive individual support is required, St Mary's College will develop a Student Support 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 the support the student to achieve the desired behaviour outcome.

Student Support Plans are written by the House Leader in consultation with the student, his parents/carers and his teachers.

Use of consequences and sanctions

At St Mary's College, consequences for inappropriate behaviour may be determined by individual need and situation.

Major problem behaviours may result in the following consequences

- **Level one:** withdrawal from classes to the office, loss of lunch breaks, restricted lunch breaks, loss of privilege (such as participation in co-curricular activities), restitution, loss of break times
- **Level two:** parent contact, referral to school counsellor, suspension from school: and/or
- **Level three:** students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension, and immediate referral to the police.

Use of Responsible Thinking Classroom

The RTP process is a system that removes the student from their regular class or activity and places them in the RTC where they are supervised by the RTC teacher.

RTC purposes

The RTP process must be used in a calm and purposeful manner, in order to engage students in the thinking that will prompt behaviour change.

The theory and practice of RTP is discussed regularly with students and parents and all staff are trained in its application.

All instances of RTC referrals for a particular student are recorded in the College SIS (Sentral). The circumstances are documented and analysed, with a view to reducing the frequency of referral and to determine the reason for the behaviour.

The Student Welfare Team has an agreed set of guidelines that indicate the pastoral response, as well as the consequences, of multiple referrals to the RTC.

Formal sanctions

Formal sanctions include the following

- 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 must be followed by all TCS schools and is included in our school's Student Behaviour Support Plan.

Appendix A

The following table outlines examples of minor and major problem behaviours.

	Area	Minor	Major
Being safe	Movement around school	<ul style="list-style-type: none"> running on concrete, in or around buildings not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> incorrect use of equipment rough play – hands on 	<ul style="list-style-type: none"> throwing objects possession of weapons
	Physical contact	<ul style="list-style-type: none"> minor physical contact eg pushing and shoving 	<ul style="list-style-type: none"> serious physical aggression fighting
	Correct Attire	<ul style="list-style-type: none"> not wearing a hat in playground incorrect shoes, socks, jacket, haircut 	
	Other	<ul style="list-style-type: none"> inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school playing games during class 	<ul style="list-style-type: none"> possession or selling of drugs weapons including knives and any other items which could be considered a weapon being taken to school serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being responsible	Class tasks	<ul style="list-style-type: none"> being unprepared for class not completing set tasks that are at an appropriate level refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> not being punctual eg lateness after breaks not in the right place at the right time being in out-of-bounds areas 	<ul style="list-style-type: none"> leaving class without permission (out of sight) leaving school without permission truancy
	Follow instructions	<ul style="list-style-type: none"> low intensity failure to respond to adult request non-compliance uncooperative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> mobile phone not stored in locker 	<ul style="list-style-type: none"> use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being respectful	Language (including while online)	<ul style="list-style-type: none"> inappropriate language (written/verbal) calling out poor attitude disrespectful tone 	<ul style="list-style-type: none"> offensive language aggressive language verbal abuse/directed profanity
	Property	<ul style="list-style-type: none"> petty theft lack of care for the environment 	<ul style="list-style-type: none"> stealing/major theft wilful property damage vandalism
	Others	<ul style="list-style-type: none"> not playing fairly minor disruption to class minor defiance minor bullying/victimisation/harassment inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> major bullying/victimisation/harassment major disruption to class blatant disrespect major defiance serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school



Appendix B

Recognising positive behaviours

Recognising Positive Behaviours

ADMINISTRATION or YEAR LEVEL COORDINATOR

LEVEL 3

AREA OF ROCOGNITION

1. Academic Achievement
2. Positive behaviour demonstrated in 3 or more classes
3. Consistent positive behaviour in a range of school settings

POSSIBLE METHOD OF RECOGNITION

1. Rewards Trip
2. Awards Night
3. Administration Awards
4. Student Leadership Positions

HEAD OF DEPARTMENT or YEAR LEVEL COORDINATOR

AREA OF ROCOGNITION

- ##### LEVEL 2
- Positive behaviour demonstrated several times in a particular subject
 - Consistent positive behaviour in a subject over a school term.
 - Positive behaviour consistent demonstrated out of class
 - Over 90% attendance rate

POSSIBLE METHOD OF RECOGNITION

- Letters of Commendation
- HOD Awards
- Monthly Sports Awards
- End of Semester class activities
- YLC Awards
- Attendance Award
- Merit Slip Prizes

CLASSROOM TEACHER

LEVEL 1

RESPECT YOURSELF

- Being prepared for class
- Being punctual
- Working diligently
- Listening carefully
- Following instructions
- Completing schoolwork and homework

RESPECT OTHERS

- Supporting class mates
- Being polite and well mannered
- Speaking positively
- Being patient
- Being tolerant of others

RESPECT THE ENVIRONMENT

- Take care of equipment
- Maintain a clean and safe environment
- Return borrowed equipment

POSSIBLE METHOD OF RECOGNITION

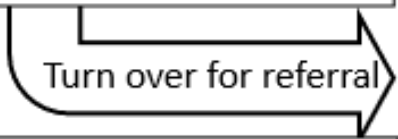
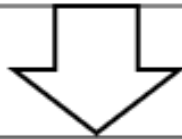
- Merit Slips
- Reward Activities (End of Class)
- Informal Positive Feedback
- Verbal Praise
- Smiling
- Encouraging Gestures
- Stickers
- Compliment good behaviour
- Positive comments written on student work



Appendix C
RTC referral form

Responsible Thinking Process: Classroom Referral

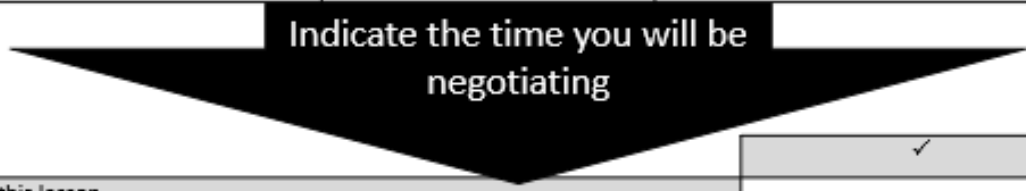
Student name							Date		
House (circle)	B		M		P		W		
Year (circle)	5	6	7	8	9	10	11	12	
Subject					Staff referring				
Period (circle)	MT	1	2	3	4	5	6	7	
Time left class				Time arrived RTC					
Behaviour is (circle)...									
Minor Disruption to learning					Major Disruption to learning or safety hazard				



Have you asked the questions	✓	Details of behaviour
<ol style="list-style-type: none"> What are you doing? What is the rule? What should you be doing? What will happen if you break the rule again? 		
<ol style="list-style-type: none"> What are you doing? What did you say would happen the next time you disrupted? Where do you need to go? 		

Circle the most relevant code for behaviour tracking purposes

Defiance/Disrespect <small>Low intensity brief failure to follow directions</small>	Inappropriate language <small>low intensity language (including but not limited to shut up, idiot).</small>	Property Misuse <small>low intensity misuse of property (including use of personal electronic devices).</small>
Physical Contact <small>student engages in non-serious but inappropriate physical contact.</small>	Disruption <small>low intensity but inappropriate disruption</small>	Safety <small>low level behaviours with minimal risk self or others.</small>
Harassment and Bullying <small>low level teasing.</small>	Dishonesty <small>in minor lying or cheating.</small>	Dress Code <small>minor breach of uniform and dress code.</small>



During this lesson					✓
At the end of this lesson					
At the start of the next lesson					
Other time	Time		Date		Location



Major Disruption to learning or safety hazard		
Have you asked the questions	✓	Details of behaviour
1. What are you doing? 2. This is non-negotiable at St Marys college. You need to go to the RTC.		
Circle the most relevant code for behaviour tracking purposes		
Physical Aggression - actions involving serious physical contact where injury may occur	Inappropriate / Abusive language - verbal messages that involve swearing or use of words in an inappropriate way directed at another individual or group.	Vandalism - student engages in an activity that results in substantial destruction or disfigurement of property.
Prepared for class- attach 3 x plans to form	Safety - unsafe behaviours with medium/high risk to self or others.	iPad/laptop games Student caught playing games
<div style="background-color: black; color: white; padding: 10px; margin: 0 auto; width: 60%;"> <p style="text-align: center; font-size: 1.2em;">Statement from student and student to fill in plan</p> </div>		
Action by RTC teacher for major disruption(circle)		
Restrictions placed on iPad laptop	Parents contacted	No further action- follow normal negotiation procedure
Refer to CL	Refer to HOH	Internal suspension
Refer to PL/AP	External suspension	Other



Appendix D Student Planning Sheet

ST MARY'S COLLEGE - RTC STUDENT PLAN

Name: _____ Year: _____ Mentor: _____

Describe exactly what happened when you were asked the first set of questions.

Describe exactly what happened when you were asked the second set of questions.

Were you sent automatically? If so, explain why?

Does your description match what the person in charge said on the referral? Yes ____ No ____

If no, when you negotiate, how will you resolve the difference?

View the College expectations on the wall. What expectation have you failed to follow in the classroom?

Why didn't you follow the expectation?

At the time you broke this rules, did you keep other students from doing things they were trying to do? Yes ____ No ____

What did you stop them from doing?

What can you do to rebuild these relationships in the classroom?



What are three positive contributions that you make to the classroom?

- _____
- _____
- _____

List 3 things you will do next time you are in class to avoid being referred for this issue. Make sure this addresses the issue.

- _____
- _____
- _____

What are the things that would make it difficult for you to follow your plan back in class?

When this happens what are you going to do?

How will your school life be different if you follow this plan?

How will your home life be different if you follow this plan?

How can you use other people, as support, to keep you committed to this plan?

Would you like to use a monitoring card to keep you focussed on your goals in class? Yes ___ No ___

In detail, how will you make up the work you missed while you were in the RTC?

Who will you get the work off? _____

When will you do it? _____

What will you do if you have difficulty with the work? _____

When will you show the work completed to your teacher? _____

Student Signature

RTC teacher