



St John's Whole School Positive Behaviour Support Plan

Purpose

The purpose of the St John's Behaviour Support Plan is to provide a framework that reflects the shared values, expectations and ethos of the St John's School community. A Whole School Positive Behaviour Support Plan provides a positive school climate, and creates a supportive environment for personal, social, emotional, spiritual and academic growth for students and staff.

Based upon and read in conjunction with the 'CES Student Positive Behaviour Support Policy'.

Beliefs

St John's is a Christ centred community based on Jesus' teachings of God's love for all creation. His love for us is unconditional and endless. We believe that we are all created in the image of God, and so are all worthy of dignity, forgiveness and love. St John's community is welcoming and inclusive because God calls us into loving relationship with Him and each other.

"Love one another just as I have loved you" - John 13:34

We strive to empower students to develop to their full potential, and in a way that puts their innate gifts and talents at the service of others. We want them to use their God-given gift of freedom of choice with compassion and integrity.

Created: 2020

Review Date: 2024

St John's School Rules

1. **Respect for God**
2. **Respect for Self**
3. **Respect for Others**
4. **Respect for Property**
5. **Respect for Environment**

Rights and Responsibilities - Students, Staff and Parents

Rights	Responsibilities
Every person has the right – To be welcomed as a member of the school and parish community To be treated with respect and dignity To feel safe, secure and comfortable To express oneself, share opinions and ideas To work in a positive learning environment To achieve to their full potential To have property respected To experience a cared for natural environment	Every person has the responsibility – To be welcoming to all members of the school and parish community To treat others with respect and dignity To be caring and compassionate To allow others to express themselves, share opinions and ideas in a safe environment To contribute to a positive learning environment To participate and give effort To respect property To be a steward of creation

Positive Reinforcement Options

Positive reinforcement increases desirable behaviour. At St. John's, our Whole School Positive Behaviour Support Plan includes clear guidelines and examples of expected behaviour and opportunities for individual, class reward/s for positive behaviour.

Reward Examples: Principal Awards, SEL certificates and tickets, stickers, positive feedback, display work, learning breaks, play, praise, recognition in the newsletter, class party, extra sport.

Levels of Behaviour

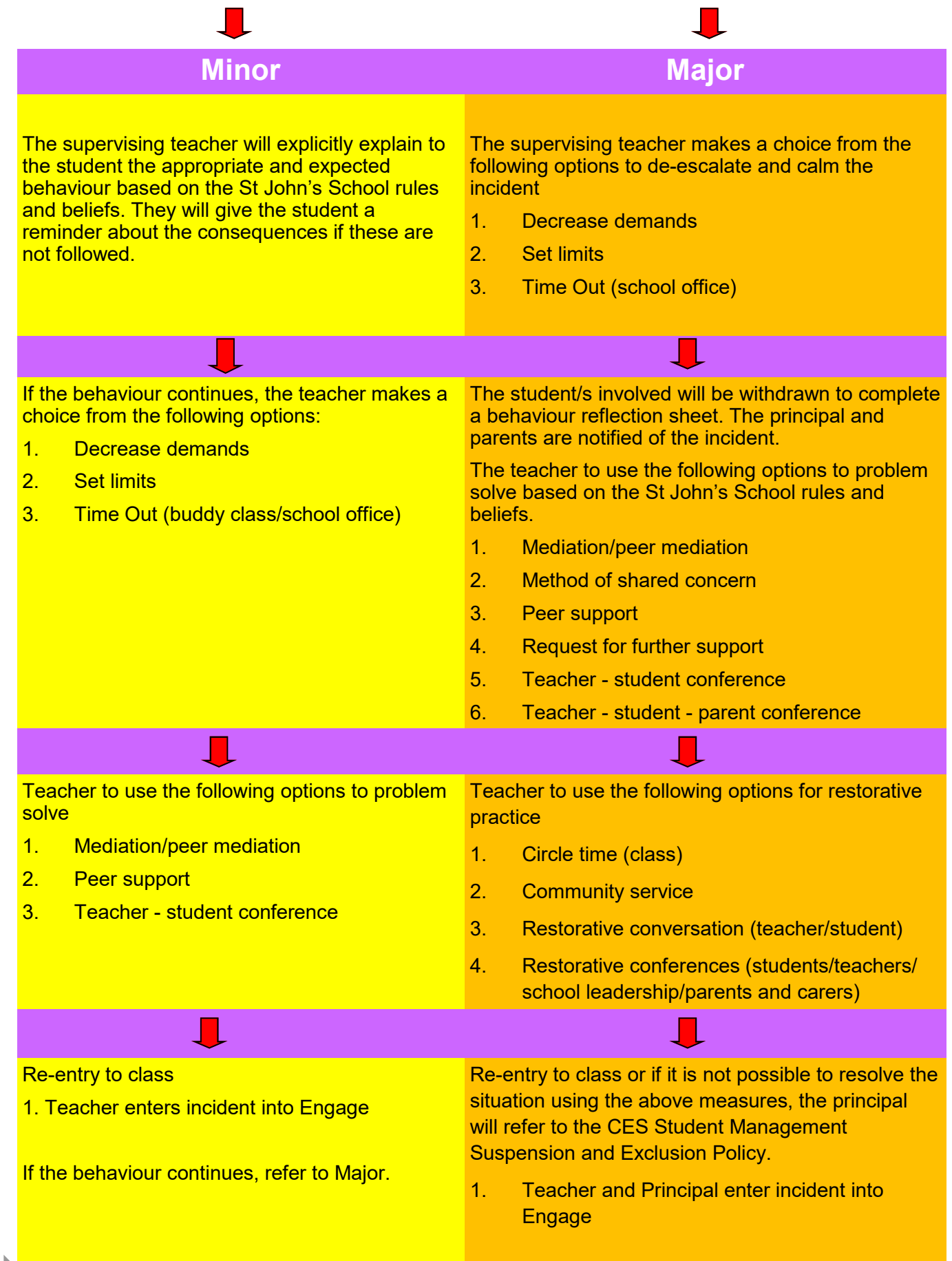
When dealing with student behaviour, staff members refer to the behaviour descriptions in Catholic Education Cairns Diocese's Student Support System 'Engage' to decide whether the incident is minor or major.

Bullying is considered a major behaviour as it is defined as an ongoing misuse of power in relationships through usually repeated verbal, physical and/or social behaviour that is intended to cause physical and/or psychological harm. Not all conflict is bullying - single incidents and conflicts are not defined as bullying.

Minor	Major
<ul style="list-style-type: none">• Disrespect/non-compliance• Disruption• Inappropriate verbal language• Late• Lying/cheating• Non-compliance of tasks• Out of bounds• Physical contact• Property misuse• Social emotional• Task avoidance• Teasing• Technology violation• Uniform violation	<ul style="list-style-type: none">• Academic disengagement• Aggression - physical• Aggression - verbal• Bomb threat/false alarm• Bullying/harassment• Combustibles - use or possession• Sexual behaviour• Defiance non-compliance• Disruption• Drug use or possession• e-Crimes/cyber exploitation• Plagiarism/forgery• Technology violation• Theft• Truancy• Vandalism/property damages• Weapons - use or possession

Behaviour Support Flow Chart

The supervising teacher is responsible for engaging the student/s in dialogue to ascertain the incident nature e.g. Minor or Major. Supervising teacher is to record the incident in Engage. Some students may eventually need an Individual Positive Behaviour Support Plan for more intensive behaviour support.



Behavioural Prevention and Response Strategies

The school promotes a safe and respectful school environment by:

- Staff model pro-social behaviour and intervene when they see behavioural concerns or anti-social behaviour
- Students are encouraged to seek help and tell a staff member if they feel bullied
- Incidents of bullying are addressed consistently
- Students are taught assertiveness and empathy for others
- Parents are encouraged to inform the school, class teacher is the first point of contact, of any behavioural concerns
- All members of St. John's School Community are to role model pro-social behaviour at all times

Supporting Documents/Guidelines/Philosophies

- Student management – suspension and exclusion - Catholic Education Services, Diocese of Cairns
- Student management – detention, suspension, exclusion - Catholic Education Services, Diocese of Cairns
- Learning Support Plan - Individual learning plan
- Individual Positive Behaviour Support Plan
- Social and Emotional Learning Program - Second Steps
- Class Meetings
- Individual Classroom Management Plans
- Behaviour Report (Staff record in 'Engage' an incident involving a student in class)
- Playground Behaviour Report (Staff record in 'Engage' an incident involving a student on the playground)
- My Story, My Plan Worksheet
- Problem-solving Worksheet

Re-entry Procedures

Re-entry will occur when a student has been withdrawn from regular school activities due to inappropriate behaviour. Withdrawal will occur in accordance with the consequences for inappropriate behaviour and may take the form of timeout in class, timeout in another room, or school suspension.

The re-entry procedure will involve:-

1. Student taking on responsibility for their own actions/behaviour
2. Student being engaged in problem solving and goal setting
3. Student having the school behaviour expectations and consequences reinforced accordingly

The re-entry procedure will also involve:-

1. Dialogue between the student, teacher, principal, parent (any combination of these)
2. A verbal, written or drawn response to the incident
3. An undertaking by the student to the teacher, principal, parent (any combination of these) to abide by rules upon re-entry

Acceptance of consequences should a similar incident occur again

Ratification & Review

The St. John's Whole School Positive Behaviour Support Plan Behaviour was ratified by the staff and Parents & Friends Association in February 2021.

All current parents and subsequent new enrolments are required to sign an acknowledgement to fully support St. John's Whole School Positive Behaviour Support Plan.

This plan will be reviewed in 2024.



St. John's School, Silkwood

Always Reaching For New Heights

St. John's School Mission Statement

As a Catholic school, we support and continue the role of the church, which strives to make the life of Jesus real and personal for each of our students.

At St. John's we respect that families are the first and most important educators of their children. It is our role to support the parent/child relationship and enhance the home/school partnership.

We also aim to develop the potential of all children academically, physically, culturally, socially and emotionally.

In partnership with families and our community we strive to nurture the foundations for achievement and social-emotional well-being. We acknowledge these foundations are essential for success in school, home life, work, and the world of tomorrow.

Our school vision is:

**PLANT THE SEED,
NURTURE THE GROWTH,
CELEBRATE THE HARVEST**