Mission Statement

In Catholic schools, it is acknowledged that a diverse range of personal, social, cultural, family, and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Catholic schools seek to develop, throughout the school community, right behaviours and respectful relationships that are infused with gospel values. The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students:

- **Quality relationships and partnerships**: fostering respectful interpersonal relationships among and between all community members.
- **A commitment to justice and service**: identifying and eliminating barriers that hinder students’ participation and achievement.
- **Inclusive learning and teaching**: welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties.
- **Formation of self-discipline and responsibility**: developing in students qualities of self-discipline and reciprocal responsibility, as well as a social conscience.
- **Effective networks of care across the community**: developing partnerships with the wider community, church groups, support services, respite care, and health services.
- **Organisational structures**: establishing specific whole-school structures, processes and arrangements in order to support student formation and redirection, grievances and appeals, reconciliation, and restoration.

The St Pius Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting St Pius to create and maintain a safe and orderly learning and teaching environment.
Consultation & Data Review

St Pius 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 school disciplinary absences, behaviour incidents, and attendance 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.

Beliefs about Learning and Behaviour

At St Pius we believe that all learners are capable and can succeed. By having positive relationships and supporting our staff in their professional development, we best achieve our mission of quality inclusive Catholic education in a nurturing environment. These beliefs shape our teaching and learning practices. The school has undertaken many professional development initiatives to improve teacher quality and capacity and therefore assist learners to achieve to their potential both academically and behaviourally. To ensure success of all students in the area of behaviour management, school rules are taught explicitly to promote shared language and teaching formats that are consistent throughout the school community.

Roles, rights, and responsibilities of St Pius school community members

At St Pius we expect that students will:
- Participate actively in the school’s education program;
- Take responsibility for their own behaviour and learning;
- Demonstrate respect for themselves, other members of the school community and the school environment;
- Behave in a manner that respects the rights of others, including the right to learn; and
- Co-operate with staff and others in authority.

At St Pius we expect that parents/caregivers will:
- Show an active interest in their child’s schooling and progress;
- Co-operate with the school to achieve the best outcomes for their child;
- Support school staff in maintaining a safe and respectful learning environment for all students;
- Initiate and maintain respectful communication and relationships with school staff regarding their child’s learning, wellbeing, and behaviour; and
- Contribute positively to behaviour support plans that concern their child.

At St Pius we expect that staff will:
- Provide safe and supportive learning environments;
- Provide an inclusive, engaging curriculum and teaching;
- Initiate and maintain respectful communication and relationships with students and parents/carers;
- Promote the skills of responsible self-management;
- Maintain student attendance records; and
- Maintain data records focused on Positive Behaviour 4 Learning that will drive modifications and implementations of future decision in the behaviour management policy.
St Pius School Rules

As a school community, we have adopted the following rules: Be Safe, Be Responsible, Be Respectful and Be a Learner. In addition to the School Rules, the staff and community members have developed a matrix of specific teaching of these rules in different contexts within the school. These behaviours are explicitly taught and consolidated throughout the school day, week and year and in a variety of contexts including at assembly, in classrooms and through the school newsletter.
ST PIUS BEHAVIOUR MATRIX

BE A LEARNER
- Whole body listening
- Ask questions
- Set, know and work towards goals
- Stay on task
- Use manners
- Speak in a friendly manner
- Use people’s names
- Cooperate with, encourage and include others

BE RESPECTFUL
- Safe hands and feet
- Follow instructions
- Use equipment correctly
- Care for the environment
- Look after equipment
- Listen & react to music and signals
- Put rubbish in the bin
- Keep out of the Gardens

BE SAFE
- Safe hands and feet
- Follow instructions
- Use equipment correctly
- Move safely
- Care for the environment
- Look after equipment
- Follow rules of the game
- Keep safe
- Stay on task
- Use manners
- Cooperate with, encourage and include others

BE RESPONSIBLE
- Have correct equipment
- Be organised
- Remain on task
- Be Ready
- Be on time
- Sit quietly until the bell has rung

PLAYGROUND
- Be responsible for own actions
- If hurt always go to the staff on duty
- Report problems when they happen
- Try new things

CLASSROOM
- Include others in our play and take turns
- Follow rules of the game
- Speak in a friendly manner
- Use manners
- Speak in a friendly manner
- Use people’s names
- Cooperate with, encourage and include others

TRANSITIONS
- Put my belongings in the right place
- Go to the toilet
- Have a drink
- Be on time

TOILETS
- Return to the classroom promptly
- In – Do – Out
- Report problems when they happen
- Flush Toilets
- Respect the privacy of others
- Wait your turn
- Quiet voices

BEFORE & AFTER SCHOOL
- Follow instructions
- Wait quietly
- Be responsible for my belongings
- Arrive and leave school at the right time

CHURCH, ASSEMBLY and PRAYER
- Whole body listening
- Participate appropriately
- Follow instructions
- Wait quietly
- Use manners
- Be calm and patient
- Wear the correct uniform
- Use manners
- Be calm and patient

OUTSIDE of SCHOOL
- Gangs, Excursions, Sport
- Follow instructions
- Ask questions
- Show good sportsmanship
- Try new things
- Wear the correct uniform
- Use manners
- Be calm and patient
- Participate appropriately
- Use manners
- Be calm and patient

live, love, learn
Positive Behaviour 4 Learning

To support our school rules and behaviour matrix, St Pius have adopted the Positive Behaviour 4 Learning Framework. We support students in accordance with their needs. Positive Behaviour 4 Learning is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the Positive Behaviour 4 Learning strategy.

The levels of need are best represented by the following diagram:

6. Universal behaviour support (Proactive / Preventative Strategies) Tier 1 / Green Zone

At St Pius, we promote positive behaviour through the teaching of appropriate behaviour. This strategy is proven to be a more positive and successful method of managing student behaviour.

a) Establishing Behaviour Expectations

At St Pius there are several ways in which staff establish the behaviour expectations of our students, including the following:

- 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 of positive behaviours;
- Displaying the school and classroom rules clearly;
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like);
- Applying appropriate consequences for not meeting behaviour expectations;
- Using the Step Process (Mindfields) for behaviour;
- 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;
- Maintaining effective communication and sharing a common language about behaviour in our school community; and
- Transitioning students to new year levels and new teachers at the end of the school year.
b. Positive School Culture

Every week, the St Pius school community gathers for two whole school assemblies. During these times, we create and enrich our positive school culture through celebration, prayer, class presentations, awards, rule and anti-bullying reminders and by raising awareness of current school events. Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

Authentic feedback
Assembly awards (Live, Love, Learn) for behaviour
Stickers, stamps, individually or on class chart
Incentive based ‘chance’ draw or prizes
Group or whole class rewards
Free time or other self-directed reward time
Principal’s Award
Acknowledgement in school newsletter

c. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The efforts of staff members are acknowledged at whole school assemblies, staff meetings, and/or are written in both the St Pius weekly school newsletter, and in electronic Leadership Team Announcements on the staff portal. The following outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school.

St Pius Awards

**Bee Tickets** – Bee Tickets are given to students who are showing a great example of following our school rules. Students receive these tickets. Tickets are placed into a box and then six names are drawn out at the Monday morning assembly. These students receive a prize.

**Live, Love, Learn Awards** - At St Pius, we believe that every child is worthy of receiving a Live, Love, Learn Award to celebrate and acknowledge significant academic, personal, or social achievements. Each week, on the whole school assembly, teachers and specialist teachers have the opportunity to give a student from their class/es a St Pius Live, Love, Learn Award.

**Principal Awards** - For exceptional or outstanding achievement, the class teacher can nominate a student for a Principal’s Award.

**The Spirit of St Pius Award** – At the end of the year, two students from the graduating Year 6 class are nominated to receive The Spirit of St Pius Award based on their ability to embody the school motto – Live, Love, Learn

**Sandgate Quota Club Award** – Presented to a Year 6 graduating student, who has consistently demonstrated outstanding school leadership throughout the year.

**Spirit of ANZAC Award** – Introduced in 2015 to mark the centenary of the landing at Gallipoli, this award is presented to a student who embodies the Spirit of our ANZAC’s and generously gives back to the school and wider community. Two students are also presented with runners up.
7. Targeted Behaviour Support – Tier 2 / Yellow Zone

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
- Reflection, Repair, and Restitution “Making things better, paying back and moving on.”
- Social Skills programs
- Adjustments to Curriculum
- Check in-check out process.

8. Individualised Behaviour Support – Tier 3 / Red Zone

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)
- 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 e.g. EVOLVE.

We welcome the involvement of other professional personnel who have a vested interest in the student’s welfare.

Note: Teachers and Administration staff are not psychologists/psychiatrists and therefore, we may at times request that professional personnel be engaged to assist the school.

9. Consequences for Inappropriate Student Behaviour

The aim of our overall program is to teach appropriate behaviours and to reduce the frequency and impact of the inappropriate behaviours outlined below and to help each child grow in a positive way. This can be achieved through the effective teaching of our School Rules and Behaviour Matrix.

We recognise that inappropriate behaviours are going to occur and therefore it is important to provide consistent and known consequences to these behaviours.

<table>
<thead>
<tr>
<th>Behaviour may include</th>
<th>Possible consequences</th>
<th>Managed by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal / Tier 1 / Green Zone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor incidents of inappropriate behaviour:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ignoring instructions and directions</td>
<td>• Step 1, 2 or 3</td>
<td>Teacher</td>
</tr>
<tr>
<td>• Disruption of teaching and learning (calling out, interrupting)</td>
<td>• Reteaching of rule</td>
<td></td>
</tr>
<tr>
<td>• Disrespect for school resources</td>
<td>• Reminder of behaviour expectations</td>
<td></td>
</tr>
<tr>
<td>• Littering</td>
<td>• Send student to buddy class</td>
<td></td>
</tr>
<tr>
<td>• Lateness to class after breaks</td>
<td>• Verbal negotiation</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate language</td>
<td>• Withdrawal from playground</td>
<td></td>
</tr>
<tr>
<td>• Incorrect uniform or no hat</td>
<td>• Consultation and reflection with teacher</td>
<td></td>
</tr>
<tr>
<td>• Jewellery transgressions</td>
<td>• Contact with parents</td>
<td></td>
</tr>
<tr>
<td>• Playing in unsupervised areas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Targeted / Tier 2 / Yellow Zone

Inappropriate behaviours at this level include:

- Continued minor behaviours above
- Repeated defiance
- Inappropriate use of technology (Including school internet, iPads, laptops and other electronic devices)
- All forms of harassment such as repeated name-calling, teasing, ostracising, derogatory comments (including through the use of technology)
- Sexually explicit language and behaviour

Staff and support staff responses may include:

- Step 4 (Report to Administration)
- A monitoring program developed and implemented between teacher, 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

### Individual / Tier 3 / Red Zone

Inappropriate behaviours at this level include:

- Extreme or continued behaviours above
- Bullying
- Stealing
- Truancy
- Physical and/or verbal aggression towards students and staff
- Intimidation and/or harassment of student or staff (including through the use of technology)
- Pornography
- Vandalism
- Sexual harassment / misconduct
- Possession / supply of drugs
- Possession of a weapon / Use of a weapon
- Violent assault

Staff and support staff responses may include:

- Step 4 (Report to Administration)
- Parent interview
- Review of Individual Behaviour Support Plan
- Non Attendance at off campus and/or extracurricular activities. (Principal’s Discretion)
- Referral to outside agency
- Police notification
- Suspension
- Restorative conference on return from suspension

### 10. 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