



Policy

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Student Positive Behaviour Support

Reflection

"My friends, if someone is caught in any kind of wrong-doing, those of you who are spiritual should set him right, but you must do it in a gentle way. And keep an eye on yourselves, so that you will not be tempted, too. Help carry one another's burdens, and in this way you will obey the law of Christ." (Galatians 6:1-2)

"Be merciful, just as your Father is merciful. Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven. Give, and it will be given to you". (Luke 6:36-38)

Purpose

This policy provides a supportive framework in which all schools will develop a Student Positive Behaviour Support Plan that reflects the shared values, expectations and ethos of Catholic school communities.

Policy

Each Catholic school community will develop a Student Positive Behaviour Support Plan and implement procedures for a whole school approach to support student behaviour in the school environment, involving all groups in the school community. The plan will reflect the shared values and expectations that guide the school's approach to student behaviour support and to maintaining a supportive Catholic school environment.

The supportive Catholic school environment is one in which:

- School practices reflect Gospel values, whereby all members of the school community are valued and treated with dignity and respect
- spiritual, academic, social, physical and emotional learning outcomes are maximised for all through quality practices in the areas of religious experiences, curriculum, pastoral care and interpersonal relationships, in living out the ethos of the school
- all members of the school community feel safe, supported and respected
- pastoral practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

Rationale

A Whole-School Student 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. It is an instrument to enable the aims and values of the school to be achieved, especially the goals of student

achievement and wellbeing. The Whole-School Student Positive Behaviour Support Plan represents a necessary step in a continuum for providing behaviour support for all students.

This is consistent with the requirements of the School Effectiveness Framework Dimension 4: A culture that promotes learning:

4.8 The school has clear strategies to promote appropriate behaviour – including agreed responses and consequences for inappropriate student behaviour – and the school provides sufficient support for teachers to implement these policies.

The plan should be designed for all students. However, once a proactive support plan is in place in a school, school staffs are able to address the needs of the students requiring more intensive behaviour supports. To enable the interventions used for the ‘at risk’ and ‘individual’ students to also become successful, an effective plan will provide the supportive environments and practices to maintain these changes.

Teachers, students, and parents bring their own sets of personal beliefs to a school community. These beliefs affect their experience and influence their decisions and behaviour. Different perspectives can contribute to a richly diverse social environment in each school. Differing perspectives can, however, lead to misunderstanding and conflict that is personally and professionally confronting, leading to a shared reflection of what is considered acceptable and unacceptable.

The first step to creating an effective plan is to develop a shared understanding about behaviour support in a school. When beliefs about behaviour are made conscious, they will reflect beliefs and values about learning and learners in the whole school context.

Outcomes

The Student Positive Behaviour Support Plan will:

- Be developed as part of the school’s response to the School Effectiveness Framework and be consistent with the Cairns Catholic Education Community strategic planning documents.
- Explicitly identify the shared values and expectations of a Christ-centred Catholic school that form and reinforce positive student behaviour and relationships.
- Include a code of expected student and staff behaviour, guided by this policy and the *Guiding Principles for school-based student behaviour/relationships support*.
- Document whole school approaches that proactively support positive student behaviours and respond to inappropriate behaviours.
- Specify procedures for applying fair, developmentally and age-appropriate consequences for infringements, ranging from the least intrusive practices to the most stringent outcome of exclusion.
- Reiterate Cairns Catholic Education Policy that corporal punishment is expressly prohibited in all Catholic schools.
- Outline an ongoing program of staff professional learning in terms of familiarisation, skill development, and philosophical approach.
- Be published, promoted and available to all members of the school community.
- Be regularly reviewed by the school community within the context of the School Effectiveness Framework and the processes outlined in the *Guiding Principles for school-based student behaviour/relationships support*.
- Be informed by data that each school community will collect for the purpose of planning and evaluating the effectiveness of the plan.

The Student Positive Behaviour Support Plan will also incorporate or reference the following: a profile of the school community including an analysis of relevant data; the process of consultation and writing of the plan; and an outline of the roles, rights, and responsibilities of all school community members. The plan will have

local regard for the school's culture, student backgrounds and parental expectations. It is expected that, with appropriate consultation, the school community will be aware of the plan and supportive of its intent.

The effectiveness of the Whole-School Student Positive Behaviour Support Plan will be evaluated in terms of:

- The quality of the schooling experience for the diverse range of students; and
- improved access, participation, and educational outcomes for all students; and
- trends in relevant data.

Enquires

Director, Engagement Wellbeing & Learning.

Related Directives, Policies and Procedures

Refer to the companion document [‘Developing a Whole-School Student Behaviour Management Plan’](#).

Other related documents:

[Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children \(2009 – 2020\)](#)

Policies:

[Inclusive Practices](#)

[Student Bullying - Prevention and Responses in Schools](#)

[Social and Emotional Learning](#)

[School Attendance](#)

Procedures:

[Restrictive Practices](#)

[Responding to unacceptable student behaviour \(Time-out, Detention, Suspension, Change of school, Exclusion\)](#)