St Oliver Plunkett Primary School

Whole School Student Behaviour Support Plan
VISION STATEMENT

Our vision for St Oliver Plunkett School is to be a welcoming, respectful and compassionate community within a Catholic educational environment, built on Christian values, and commitment to excellence, truth and justice.

MISSION STATEMENT

St Oliver Plunkett Catholic Parish School Community, being part of the local church, shares the vision of Christ who welcomed all. Our mission is one of proclaiming, living and celebrating the good news with justice, truth, care and compassion.

The following statements express the ideals of the entire community of St Oliver Plunkett’s in fulfilling this mission:

We will endeavour to:

- Instil our commitment to excellence, truth and justice through teaching the beliefs, practices and values of the Catholic faith and celebrating these through liturgies.
- Provide quality educational programs to support the individual and communal learning needs of students.
- Foster an open, welcoming interaction between families and school, inviting contribution and involvement with each other in a respectful, caring and appropriate manner.
- Liaise with organizations to build partnerships, that promote citizenship and democratic values, and to develop community awareness and support.
RATIONALE:

The Whole School Student Behaviour Support Plan is established to provide a positive school climate, and to create 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 our school to be achieved, especially the goal of student achievement. The Whole-School Student Behaviour Support Plan represents a necessary step in a continuum for providing behaviour support for all our students.

Within our School Wide Positive Behaviour Support (SWPBS) approach the first group represents all of the student population – the Learners. Most of these students respond positively to a proactive whole school behaviour support plan. The second group, comprising approximately 10% to 15% of students, may be classified as ‘at risk’. These students can become more successful learners with more specialised or targeted supports. The final group, approximately 5% of students, is classified as those students who require specialised and usually intensive individual support services. These students have access to additional behaviour support practices outlined in the Whole-School Student Behaviour Support Plan.

The Whole-School Student Behaviour Support Plan is designed for all students. However, once the proactive support plan is in place, we 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, our Whole School Student Behaviour Support Plan will provide the supportive environments and practices to maintain these changes.
PROFILE OF SCHOOL:

Our School is under the patronage of St Oliver Plunkett, an Irish martyr who died in 1681. It is a parish primary school catering for the Catholic children of Cannon Hill parish which serves the people of Cannon Hill, Morningside, Murarrie, Tingalpa and parts of Belmont and Carina.

Over the years our school has been enriched by the presence of the Presentation Sisters who staffed our school when it opened in 1947 until 1984.

Today the school is staffed completely by lay people. The staff is committed to uphold the true spirit of our school. All involved with the school, work to maintain and promote an atmosphere of trust, friendliness and freedom, which allows each person to grow to their full potential.

We are a Prep to Yr 7 co-educational school. In 2015, with the move of Year Seven to Secondary school, we will cater for students in Prep to Yr 6. We will have three stream of classes in Prep to Year Four, with two streams in Yrs Five and Six. Our buildings, grounds and facilities can accommodate approx. 550 students.

Upon completing their Primary schooling with us, our students typically enrol in either - San Sisto College, Lourdes Hill College, Iona College, Villanova College, St Laurences College or Balmoral Secondary College.

CONSULTATION AND DATA REVIEW:

PROCESS:

In conjunction with the School Board, P&F Association and Staff of our school we will undertook a series of consultation and data gathering events to inform our plan. Family and staff members were surveyed – using Survey Monkey and face to face meetings in order to offer suggestions, affirmations and areas of development with regard the Plan.

The School Board will oversaw and co-ordinated the collection of data and ratified the draft plan submitted by the Administration team.

DATA COLLECTION:

- Staff drew together all aspects of Behaviour Support already in place at our school.
  - Identification of aspects such as Expectations, Behaviour matrix, Consequences, Reward systems, teaching sessions, signage, referral system, SWPBS team activities,
- Parents were surveyed to seek their understanding of present procedures, processes and programmes and to offer suggestions for areas of development
- Staff were surveyed at staff meeting and through Survey Monkey with regard Behaviour Support at our school
- All staff participated in the EBS survey which forms part of our School Wide Positive Behaviour programme.
- Students were polled during class sessions to gather their understandings of Behaviour Support within the school.
BELIEFS ABOUT LEARNING AND BEHAVIOUR

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As a Catholic School, within the Archdiocese of Brisbane, St Oliver Plunkett School places great importance in the belief that each person is made in the image of God, and our ethos is to provide a safe and supportive environment for all.

School-Wide Positive Behaviour Support is a research evidence based framework and process for schools to organise their systems, practices and use of data in the area of student behaviour. At St Ollies we look to define, teach, and support appropriate student behaviours. Our School Wide Positive Behaviour programme:

- Replaces undesired behaviour with a new behaviour or skill
- Teaches appropriate skills
- Alters environments
- Rewards appropriate behaviour

We have begun a journey as a school community, towards a school-wide approach to teaching our students the importance of being responsible, respectful, safe, inclusive of others and keen to give of their best.

WHY SHOULD SWPBS WORK IN OUR SCHOOL?

- To be effective SWPBS has to reinforce staff and student behaviour, by rewarding or acknowledging them for exhibiting appropriate behaviour and by withholding reinforcement when problem behaviour occurs.
- Staff and students will learn that the SWPBS process “works” for them, because they are able to get what they “want” but only through using the appropriate behaviour taught.

SCHOOLWIDE POSITIVE BEHAVIOUR IS NOT:

- a specific package or curriculum – a few core features that may look different in each individual school
- warm and fuzzy… it is systematic and evidence-based
- about watering down consequences
- limited to any particular group of students… it’s for all students
- new - it’s based on a long history of practice and research
SCHOOLWIDE POSITIVE BEHAVIOUR SUPPORT TEAM:

All aspects of our Behaviour Support programme is managed by a team which comprises:

- 3 Teachers
- a School officer
- Learning support team members
- Guidance Counsellor
- Administration team members

UNIVERSAL BEHAVIOUR SUPPORT:

- Positive behaviour and relationships are promoted through curriculum and learning experiences
- In line with the Australian Curriculum being rolled out by ACARA, our school supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future.
- Pastoral Care is supported through assistance of Guidance Counsellor, Student Welfare Worker and Learning Support Team interventions
- Celebrations – pastoral care days, Skills and talent shows, Birthday blessing at each assembly
- Whole school/classroom reward systems
  - OWL Awards
  - Gold Card awards
  - Merit certificate awards
  - Star Charts etc
- Teacher professional learning – led by SWPBS team
- Whole School approaches – consistency is centred around our SWPBS programme
- R.E. lessons and assembly presentations have positive pastoral support messages

TARGETED BEHAVIOUR SUPPORT:

- Referral system for students at risk (see Appendix A)
- Social skills programmes at whole class and small group level
- School officers targeting social skills support in classes
- Targeted learning support managed by Support Teacher Inclusive Education
- A Behaviour Education Plan (BEP) will be implemented to support student (Appendix B)
- Check-in and Check-out process will form part of individual BEPs.
INTENSIVE BEHAVIOUR SUPPORT:

- Three staff members trained in FBA
- Individual behaviour Support plans implemented for targeted students
- Student support team manages IEP behaviour plans when required
- Consultation with Guidance Counsellor
- Additional Guidance support provided by Psych students

SCHOOL EXPECTATIONS:

St Ollies has redrafted its school rules and phrased them as five clear expectations. You can see our school expectations below:

As a school we have defined our Behaviour expectations across a number of school settings. Students are taught expectations in context so that consistency of behaviours and expectations can be achieved.
### St Oliver Plunkett School Expected Behaviours Matrix

#### BEHAVE RESPONSIBLY

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>Walkways &amp; hallways</th>
<th>Eating Areas</th>
<th>Pick Up Area</th>
<th>Toilets</th>
<th>Play Spaces</th>
<th>Assembly</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be tidy and organised</td>
<td>• Walk quietly</td>
<td>• Walk quietly</td>
<td>• Move promptly to the area</td>
<td>• Ask permission to go</td>
<td>• Be sun safe</td>
<td>• Walk quietly around our school</td>
<td></td>
</tr>
<tr>
<td>• Be attentive</td>
<td>• Keep left</td>
<td>• Sit to eat until instructed to move</td>
<td>• Look for your car</td>
<td>• Do as teacher asks</td>
<td>• Do as teacher asks</td>
<td>• Ask permission to leave</td>
<td></td>
</tr>
<tr>
<td>• Ask for help</td>
<td>• Keep in line</td>
<td>• Listen to teacher</td>
<td>• Return to class promptly</td>
<td>• Let the teacher know if someone is hurt</td>
<td>• Let the teacher know if someone is hurt</td>
<td>• Be an active listener</td>
<td></td>
</tr>
<tr>
<td>• Come prepared for learning</td>
<td>• Move sensibly</td>
<td>• Place all rubbish in bins</td>
<td>• Report any problems to the office or a teacher</td>
<td>• Line up quickly (at bell)</td>
<td>• Line up quickly (at bell)</td>
<td>• Share the space</td>
<td></td>
</tr>
<tr>
<td>• Stay on task</td>
<td>• Walk bikes/ skateboards on school premises</td>
<td>• Place lunchboxes in crates</td>
<td>• Flush the toilet</td>
<td>• Use equipment appropriately and safely</td>
<td>• Use equipment appropriately and safely</td>
<td>• Eyes on the speaker</td>
<td></td>
</tr>
<tr>
<td>• Be punctual</td>
<td>• No play</td>
<td>• No play</td>
<td>• Ask for help</td>
<td>• Ask permission to go</td>
<td>• Ask permission to go</td>
<td>• Respect the environment</td>
<td></td>
</tr>
<tr>
<td>• Work together</td>
<td>• Move promptly to the car</td>
<td>• Move promptly to the car</td>
<td>• Respect privacy of others</td>
<td>• Respect the environment</td>
<td>• Respect privacy of others</td>
<td>• Be an active listener</td>
<td></td>
</tr>
<tr>
<td>• Take ownership of actions</td>
<td>• Walk quietly around our school</td>
<td>• Walk quietly around our school</td>
<td>• Respect the environment</td>
<td>• Take ownership of actions</td>
<td>• Respect the environment</td>
<td>• Listen to and face the speaker</td>
<td></td>
</tr>
<tr>
<td>• Be an active listener</td>
<td>• Waste quietly</td>
<td>• Waste quietly</td>
<td>• Treat the toilets respectfully</td>
<td>• Respect the environment</td>
<td>• Respect the environment</td>
<td>• Be reverent and prayerful</td>
<td></td>
</tr>
<tr>
<td>• Use appropriate church manners (reverent)</td>
<td>• Lin</td>
<td>• Lin</td>
<td>• Respect privacy of others</td>
<td>• Respect the environment</td>
<td>• Respect privacy of others</td>
<td>• Use Church belongings/ property respectfully</td>
<td></td>
</tr>
</tbody>
</table>

### TREAT RESPECTFULLY

| • Speak politely                              | • Use your manners | • Clean your area | • Stay out of the gardens | • Respect the environment |
| • Take turns                                  | • Keep belongings on shelves | • Unfinished food is to go home | • Look after your own belongings | • Be litter free |
| • Respect others’ right to learn             | • Keep walkways clear | • Place rubbish in the bin | • Listen to the teacher | • Be water wise |
| • Use manners                                 | • Wait for others to pass | • Wait quietly so others can hear | • Treat the toilets respectfully | • Use encouraging words and actions |
| • Do as you’re asked                          | • Step aside for others | • No damage, no mess | • Respect equipment | • Respect equipment |
| • Respect own & others’ belongings           | • Use kind words     | • Respect privacy of others | • Close the door behind you | • Be an active listener |
| • Clean up after yourself                    | • Listen           | • Respect the environment | • Treat the toilets respectfully | • Listen to and face the speaker |
| • Use kind words                              | • Signal to speak   | • Respect the environment | • No damage, no mess | • Respect the environment |
| • Listen                                     |                      | • Be water wise      | • Respect equipment | • Be reverent and prayerful |
| • Signal to speak                             |                      | • Use encouraging words and actions | • Be an active listener, | • Use Church belongings/ property respectfully |
## St Oliver Plunkett School Expected Behaviours Matrix

### ACT SAFELY

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>Walkways/ hallways</th>
<th>Eating Areas</th>
<th>Pick Up Area</th>
<th>Toilets</th>
<th>Play Spaces</th>
<th>Assembly</th>
<th>Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sit safely</td>
<td>• Walk quietly around the school</td>
<td>• Eat your own food</td>
<td>• Walk quietly to your pick-up area</td>
<td>• Walk quietly to the toilets</td>
<td>• Walk quietly to your play area</td>
<td>• Walk to your class area</td>
<td></td>
</tr>
<tr>
<td>• Walk quietly</td>
<td>• Keep walkways clear</td>
<td>• Place belongings in lunch crates</td>
<td>• Sit in designated area</td>
<td>• Go in pairs</td>
<td>• No hat, no play</td>
<td>• Sit safely on chairs</td>
<td></td>
</tr>
<tr>
<td>• Push chairs in</td>
<td>• Hands and feet to yourself</td>
<td>• Consider the needs of others</td>
<td>• Stay away from kerb</td>
<td>• Keep it clean</td>
<td>• Stay in your play area</td>
<td>• Watch where you're walking</td>
<td></td>
</tr>
<tr>
<td>• Follow teacher's instructions</td>
<td>• Follow teacher directions</td>
<td>• Eat your own food</td>
<td>• Wait until your car stops</td>
<td>• We play in play areas (not in toilets)</td>
<td>• Safe hands, safe feet</td>
<td>• Stay with your class</td>
<td></td>
</tr>
<tr>
<td>• Hands and feet to yourself</td>
<td>• Use/move equipment/ furniture wisely</td>
<td>• Place belongings in lunch crates</td>
<td>• Enter car from footpath side</td>
<td>• All children to cross road accompanied</td>
<td>• Play safe - equipment &amp; games</td>
<td>• Participate fully in the Church service</td>
<td></td>
</tr>
<tr>
<td>• Think before you act</td>
<td>• Think before you act</td>
<td>• Monitor those around you</td>
<td>• Ask teacher to leave the area</td>
<td>• Keep it clean</td>
<td>• Invite others to join you</td>
<td>• Greet others appropriately</td>
<td></td>
</tr>
<tr>
<td>• Keep it clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Invite others to lead</td>
<td>• Invite everyone to receive a blessing</td>
<td></td>
</tr>
</tbody>
</table>

### INVITE & INCLUDE

| | | | | | | | |
| • Using encouraging words | • Walk with different partners | • Invite / allow others to sit and join with you | • Stay with your siblings | • Remember you share this facility with others | • Invite others to join you | • Participate fully in the assembly |
| • Be welcoming | • Invite different partners | • Welcome others to sit with you | • Make sure no one’s alone | • Share equipment | • Share play space | • Celebrate achievements appropriately |
| • Value differences | • Walk with different partners | • Welcome others to sit with you | • Stay with your siblings | • Be fair – play by the rules | • Look out for others | • Sit for others to see |
| • Involve yourself & others | • Speak up for others | • If you want a friend, be a friend | • If you want a friend, be a friend | • Invite others to join you | • Invite others to lead | • Invite everyone to receive a blessing |
| • Speak up for others | • Speak up for others | | | | | |
| • If you want a friend, be a friend | | | | | | |

### EXCELLENCE ALL-WAYS

| | | | | | | | |
| • BE YOUR BEST | • Be safe, be respectful, be responsible | • Use manners | • Ready to go when parent/carer arrives | • Use toilets during break periods | • Take turns when playing | • Be present to the moment |
| • Have a go | • Be safe, be respectful, be responsible | • Be safe, be respectful, be responsible | • Be safe, be respectful, be responsible | • Be safe, be respectful, be responsible | • Think of others before yourself | • Take your turn to lead |
| • Work towards your goals | • Be YOUR BEST | • Be YOUR BEST | • Be YOUR BEST | • Be YOUR BEST | • Invite others to lead | • Show enthusiasm and interest |
| • Learn from your mistakes | • Be YOUR BEST | • Be YOUR BEST | • Be YOUR BEST | • Be YOUR BEST | • Be safe, be respectful, be responsible | • Be safe, be respectful, be responsible |
| • Take pride | | | | | | |
| | | | | | | |
## SAMPLE TIMETABLE FOR TEACHING SWPBS LESSONS

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
</table>
| **Week 1** - Treat Respectfully  
  • Toilets | **Week 8** - Behave Responsibly  
  • Learning Spaces | **Week 1** - Behave Responsibly  
  • Toilets |
| **Week 2** - Treat Respectfully  
  • Play Spaces | **Week 9** - Behave Responsibly  
  • Walkways & Hallways | **Week 2** - Behave Responsibly  
  • Play Spaces |
| **Week 3** - Treat Respectfully  
  • Assembly | **Week 10** - Behave Responsibly  
  • Eating Areas | **Week 3** - Behave Responsibly  
  • Assembly |
| **Week 4** - Treat Respectfully  
  • Church | **Week 11** - Behave Responsibly  
  • Pick Up Area | **Week 4** - Behave Responsibly  
  • Church |
| **Week 5** - Treat Respectfully  
  • Learning Spaces | **Week 6** - Treat Respectfully  
  • Walkways & Hallways | **Week 7** - Treat Respectfully  
  • Eating Areas |
| **Week 6** - Treat Respectfully  
  • Learning Spaces | **Week 7** - Treat Respectfully  
  • Eating Areas | **Week 8** - Treat Respectfully  
  • Pick Up Areas |

## PROCEDURE FOR DEALING WITH REPORTED BEHAVIOUR INCIDENTS

- Incident is reported to School Officer:  
  - ascertain nature of any injury and decide upon any First Aid required  
  - matter to be referred to a teacher or Admin team member

- Incident is reported to Teacher who will:  
  - ascertain nature of any injury and decide upon any First Aid required  
  - seek clarification of incident from student making report  
  - seek clarification of incident from any student/s named as perpetrators  
  - seek clarification from any bystanders or witnesses  
  - decide on level of Behaviour and appropriate consequences – ie. Deal with immediately by teacher seek resolution of disagreement, apology and restoration of relationship, implement “time out” or “walk with me” strategy if deemed necessary) or referred to Admin – via behaviour Referral Card or verbal report
• Incident is reported or referred to Admin team member (via behaviour Referral Card or verbal report) who will:
  o Seel clarification of incident from reporting staff member
  o Interview the injured student
  o Interview any student/s deemed responsible for injury
  o seek clarification from any bystanders or witnesses
  o Hold a joint meeting between parties involved to
    ▪ Have both parties clearly understand the issues involved
    ▪ Devise a mutually agreed plan of re-instat ing the relationship and setting clear expectations about future behaviours
    ▪ Contact parents if required (Parents/carers will be contacted if same student is involved in any future incident with any student)
    ▪ Record incident in SWPBS behaviour Referral system
    ▪ Refer any serious incidents to Principal

In all other settings the Matrix below indicates the response required by the teachers to an incident of inappropriate behaviour by a student or students.
When children make poor behaviour choices, it is important that there are clear and consistent consequences.

**You are making Safe, Responsible and Respectful Choices**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealt with at time and place</td>
<td>All Level 2 Incidents are recorded and data sent to Admin</td>
<td>All Level 3 Incidents are referred to Admin as an Office Referral</td>
</tr>
</tbody>
</table>

- Out of bounds / playing in the toilets / not responding to bells / running around buildings/ leaving area without permission
- Unsatisfactory completion of task (refer to classroom behaviour consequence steps)
- Unsafe play – running on concrete, climbing objects, etc
- Low level non-compliance
- Minor disagreements
- Deliberately annoying others/ disrupting games
- Not wearing hat during outdoor play
- Littering
- Wasting time/ tardiness

**CONSEQUENCES**

**Teacher**
- STOP & THINK
- Walk with teacher (point out boundaries, rules, etc/ sit on seat
- Find another game/ play space
- Expected Behaviour retaught & rehearsed
- Modelling correct behaviour
- STOP signal & use conflict resolution strategies with students involved
- Adult help required
- Verbal reminder/ redirection
- High five – show me 5 people doing the right thing (following the rule) – high five and return to playing

**At Teacher’s Discretion**

**Teacher**
- Expected Behaviour retaught & rehearsed (Role Playing, etc)
- Social Story developed
- Put things right/ Restorative Practices (Apology: written, verbal, creative – artwork, song, etc)
- Time out – at area where behaviour occurred (reflection time)
- Data collection – record incidents

**At Administrator’s Discretion**

**Teacher**
- Office Referral (data collection)
- Withdraw from playground/ peers to office (Time out)
- Loss of privileges
- Behaviour Contract/ Plan/ Covenant/ Goals
- Contact parent/s
- Put things right/ Restorative Practices (Apology: written, verbal, creative – artwork, song, etc)
- BIP – Behaviour Improvement Process
- School suspension/ exclusion

**AFFIRMATIONS:** Ollie OWL (Outstanding Ways of Living) Awards for students who are spotted following the school expectations in a special way.

Teachers are responsible for spotting children who deserve an Ollie OWL Award.
Level Two – incident data passed on for school records

Level Three – office referral (student sent to office for administration intervention)

For matters of a more serious or repetitive nature St Oliver Plunkett’s School will adhere to BCE policy regarding – Time Out, detention, Suspension, Negotiated Change of School and Exclusion.

PROCESS FOR APPEALS – SUSPENSIONS and EXCLUSIONS:

Parent/Carers 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. Parents/Carers may appeal exclusion to the Executive Director. That 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. A parent/carer who requires assistance to participate in the inclusive community will have access to help with the appeal. The School Guidance Counsellor may assist with this referral to a suitable support source. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to:

- The Principal 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
- The Executive Director about a recommendation to exclude a student. (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001.

ROLES, RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS:

Brisbane Catholic Education schools have as a guiding principle the pastoral care of all within their community and those with whom they interface. In particular, this applies to our students. Brisbane Catholic Education continually strives to be a place of quality teaching and learning.

This Code of Conduct applies to all students and parents/carers of St Oliver Plunkett Catholic School

STUDENT RIGHTS

Each student has the right to:
- Be provided with good teaching within an appropriate curriculum
- Work and play without interference from others
- Feel safe and be protected from ridicule, harassment and harm
- Be treated with care, courtesy, respect and fairness
- Be given guidance, help and support when required
- Be fully informed about school rules and consequences
STUDENT RESPONSIBILITIES

Each student is expected to:
- Follow school rules and accept consequences of misbehaviour
- Make proper use of the learning opportunities provided
- Respect the rights of other students (as above)
- Be co-operative and respectful towards all staff
- Take proper care of all school resources and facilities
- Present a positive image of the school to the public
- Act in a lawful manner at all times
- Exercise safe and responsible cyber citizenship (appropriate use of electronic/technological/online facilities)

STUDENT EXPECTATIONS:

The following are fundamental student rules:
- Students must obey the instructions of school staff
- Students must behave in a way which is non-disruptive and safe
- Students must not physically or verbally abuse others
- Students must be in attendance throughout all classes, unless formally excused
- Students must respect the property of the school and the property of other students
- Students must obey the school uniform and dress codes
- Students must act in accordance with the school Internet Usage Agreement
- Students must respect others by being punctual

IN PUBLIC

Using Transport:
- Students waiting in the pick-up assembly area must obey the supervising teacher’s instructions and act in a safe and appropriate manner.
- Students must follow the supervising teacher’s instructions of an afternoon.
- Students must use the marked road crossings whenever crossing the roads surrounding the school grounds.
- Students must remember that they represent the school when travelling to and from school.

Bicycles/ Scooters/ Skateboards/ etc.
- All cyclists must comply with traffic laws and wear safety helmets while travelling to and from the school.
- Users of bicycles, scooters, skateboards, etc are expected to dismount and walk across the surrounding streets of the school (using designated marked road crossings).
- Once on school property, it is expected that students will dismount and walk their modes of transport to the designated areas.
- Items stored in the designated areas are out of bounds to all students, including their owners, until the end of the day.
PARENTS/ CARERS

Parents/ Carers are expected to:

- Show an interest in the schooling and developmental progress of their child
- Work in partnership with the school to achieve the best possible outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate sustained, constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- Contribute positively to support plans and individualised educational plans concerning their child
- Respect the diversity of background that constitutes our school community
- Provide and promote the wearing of safety equipment when their child is using a bicycle, scooter, skateboard, etc as means of transport to and from school.

All adults on the School grounds are expected to:

- Support the Catholic ethos of the school and the Gospel Values espoused
- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

SCHOOL STAFF MEMBERS

School Staff members are expected to:

- Comply with the Brisbane Catholic Education Staff Code of Conduct.
- Support and model our school expectations

Any breaches of this Code of Conduct will be dealt with by the School Principal, in the first instance and appropriate authorities will be contacted if necessary.

PARENT/CARERS ENQUIRIES PROCESS:

At times parents/carers may need to seek clarification regarding their child’s progress and development. There will be occasions where there are conflicting views and opinions regarding such matters. The following is the process to be followed in order to resolve any disagreement or confusion.

1. In all cases it is important that the class teacher is contacted in the first instance. Most issues will be resolved at this stage.
2. If parents/carers do not believe that their concerns have been addressed they can then make an appointment with a member of the Administration team.
   a. The Administration team member will meet with the parents/carers and then discuss the issue with the class teacher. The Administration team member will contact the parents/carers to discuss their findings
   b. A joint meeting between the parents/carers, class teacher and a member of the Administration team will be arranged if required.
3. Any parents/carers who are not satisfied with the outcomes of the process may contact the Area Supervisor for our school at Brisbane Catholic Education ph 34407942, to discuss their concerns.
ANTI-BULLYING POLICY:

Our school works in a positive manner to reduce all incidents of bullying. Within the definition of bullying we include inappropriate cyber related behaviour - texting, emails, Facebook, twittering and all forms of electronic social media messaging.

ANTI-BULLYING POLICY

Statement:

St Oliver Plunkett Parish School Community fosters an open welcoming interaction between families and school, inviting contribution and involvement with each other in a respectful, caring and appropriate manner. Bullying is not tolerated at our school.

Rationale:

Bullying is an ongoing, intentional pattern of unwelcome and unwanted behaviour that hurts, intimidates or discriminates against an individual or group of individuals.

Bullying can take many forms including, but not limited to: deliberate and repeated physical, verbal, emotional, threatening behaviours, abuse of property or cyber-bullying.

Bullying affects the dignity of both victims and perpetrators and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Mission Statement, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents and carers, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

Rights & Responsibilities:

It is the responsibility of staff, parents/carers and students to help make St Oliver Plunkett School bully-free. This will happen by:

- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations
Procedural Guidelines:

In partnership with parents and carers the staff will develop procedures which may involve:

- support for victims and perpetrators;
- clear consequences;
- behavioural plans;
- parent conferences; and
- individual and group education programs.

Possible Outcomes:

To find hope in the Good News of Jesus Christ, in each other and in all the relationships we experience within the school community through:

- The establishment of learning environments that honour each individual’s uniqueness and foster co-operative relationships,
- The establishment of play environments that foster active and friendly social engagement,
- Fostering relationships between children that promote commitment to community, service and the fulfilment of potential,
- The sincere pursuit of individual and communal goals,
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.

As a local Catholic Parish Primary School at Cannon Hill, we will aim to promote respectful relationships amongst all persons who form and contribute to our Parish School Community.

LINKS TO RELATED BCE POLICIES:

- Student Behaviour support Policy
- Student Behaviour Support Regulations and Procedures
- Management of Weapons in Schools
- Management of Police Investigations in Schools
- Management of Drug Related Incidents in Schools
- Management of Social Media in Schools
- Management of Bullying
APPENDICES:

APPENDIX A

### BEHAVIOUR concerns – how to refer

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow the step process</td>
<td>• Be mindful of level of behaviour of students in your area</td>
</tr>
<tr>
<td>• Step 4 &amp; 5 – fill in a behaviour referral form (paper OR online)</td>
<td>• Level 2 – teacher manages (fill in form)</td>
</tr>
<tr>
<td></td>
<td>• Level 3 – office (fill in form)</td>
</tr>
</tbody>
</table>
Parent/ Guardian Partnership Policy

Statement:
St Oliver Plunkett School community fosters open, welcoming interaction between families and school, inviting contribution and involvement in a respectful, caring and appropriate manner.

Rationale:
In the spirit of our Mission Statement all will work together to build, support and sustain partnerships between the school and parents/ guardians.
"This relationship depends on the acceptance of mutual responsibility and recognition of each other’s family heritage, culture, experiences and skills that each bring to the relationship. Such partnerships need to be based on mutual respect. Schools and parents share a common goal – the holistic development of their students" (Archdiocese of Brisbane Catholic Education Council: Parent Partnerships and Participation Policy)

Principles:
Parents and Carers are expected to:
- Actively participate in the life of St Oliver Plunkett School e.g.: liturgical life, pastoral care, policy making, resourcing and other forms of voluntary assistance (School Board, P&F, classroom volunteers, tuckshop volunteers, etc).

- Work in partnership to support and contribute towards essential student protection processes.

- Form partnerships with key figures in the school through various channels of communication e.g.: parent/teacher nights, regular reporting and feedback sessions with teachers, feedback on school board policy development, responding to school surveys (policy, system-wide, school-based), etc.

- Be involved appropriately in the curriculum directions and educational strategies of the school e.g.: information sessions (with guest speakers), reading to the children, their child’s homework activities, school excursions, connecting what children learn to everyday activities, etc.

- Participate in the electronic community of St Oliver Plunkett school e.g.: provision of learning technologies, monitoring the electronic activities of their children at home, supporting and enforcing the School Internet Usage Agreement at school and at home, accepting and supporting the school’s policy on electronic equipment brought to school (mobile phones, iPods, etc).
- Participate with our school in the activities of the broader community e.g.: Dance Fever, attendance at eisteddfod events (choral, music programs), wider Church activities, supporting Mission activities, forming a relationship with the international community (CRICOS students), etc.

**School Staff are expected to:**
- Value our school as a faith community within the broader context of the Church in which staff, parents/caregivers and parish priest participate in roles of shared leadership.
- Initiate and facilitate communication between school and home e.g.: inform parents of curriculum practice and educational programs, report on all aspects of students’ development and progress, inform parents of upcoming school events, respond to parental concerns, etc.
- Demonstrate appropriate accountability and transparency in leadership, education, pastoral care and financial areas.
- Exercise our Duty of Care obligations to ensure the safety of the students to whom our parents/caregivers entrust and to comply with student protection processes.

**Possible Outcomes:**
- Open, regular, reciprocal communication between school and home.
- Enriched inclusive practices of the school that support the diverse nature of our community.
- Opportunities for education and nurturing of the parent community.
- Opportunities to engage with the wider parish community.
- Faith development of students, through participation in liturgical celebrations in the school, parish and wider communities.

New ways of creating productive school/family relationships are explored as part of the school renewal process.
St Oliver Plunkett Primary School
Processes for Addressing Enquiries and Concerns

In all cases it is important that the class teacher is contacted in the first instance.

(A) INITIAL ENQUIRIES OR CONCERNS

- Student Learning
- Homework
- Family difficulties that may impact on student learning

- Classroom Behaviour
- Student friendships/relationships
- Minor medical
- Incidental special needs

ALL INITIAL CONCERNS ARE TO BE DIRECTED TO THE CLASSROOM TEACHER

STEP 1) Parent/Carer is to make contact with the classroom teacher via: note, email, diary, Keeping In Touch (KIT) book or phone conversation to alert classroom teacher to the nature of the enquiry or concern.

STEP 2) Make an appointment to meet with the classroom teacher at a mutually convenient time. If teacher is unavailable, call school office and request that the teacher contact you at a convenient time.

(B) UNRESOLVED OR ON-GOING CONCERNS

If Initial Concerns have not been adequately addressed by classroom teacher after suitable consultation.

STEP 1) An appointment to meet with a member of the Administration Staff is arranged at a mutually convenient time. Appointments can be made through the school office.

STEP 2) An appointment for a joint meeting, involving the class teacher and a member of the Administration staff is arranged at a mutually convenient time.

(C) MAJOR CONCERNS - If concerns are of a major nature e.g.:

- Social/emotional trauma
- Legal matters

PROCESS

Make contact with school principal to disclose relevant information. Principal, in consultation with parents and BCE staff, will make final decision to refer to relevant agencies.