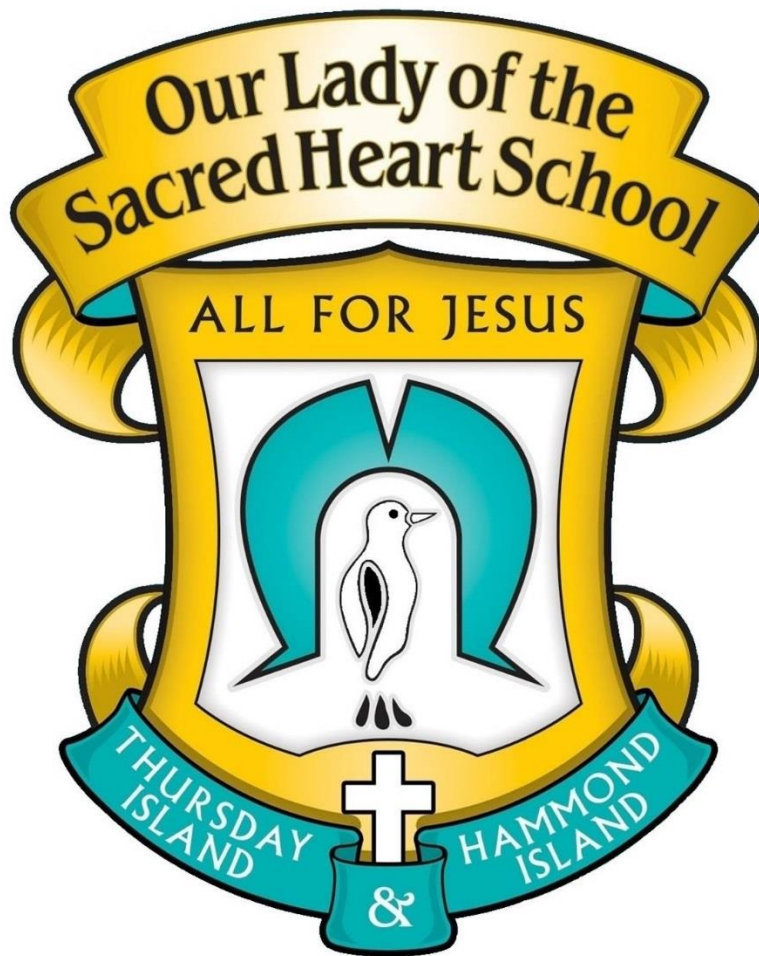


All for Jesus

Responsible Positive Behaviour Model



**Our Lady of the Sacred Heart
School
Thursdays Island**

All for Jesus

SCHOOL PROFILE

“Far from being a tropical island...”, is the beginning of a description of Thursday Island given the history of the Sisters on T.I. the description continues:

“Except for its scattered coconut palms, frangipani and eucalyptus trees, during the great part of the year it was windswept, barren and dusty. Here and there a few houses with galvanised roofs indicated the direction of an unpaved street or two. Beauty there was, however, in the seascape in front of the mission with the pearl luggers coming and going or riding at anchor; Horn and Prince of Wales Islands rising from the sea in the near distance and, on a clear day, the faintest outline of Australia’s northernmost point, Cape York.”

“Thursday Island, as well as being the government headquarters, was the centre of the Torres Strait pearl fishing industry. The population consisted of a handful of Europeans and about 800 Filipino and Japanese divers working with the pearling fleets. The Filipinos or Manila-men as they were called locally were Catholic and many of them had married Torres Island women. They became very devoted to the Mission and wanted the Sisters to instruct and help their wives and children. The Catholics among the Europeans also wanted the Sisters to commence a Catholic school for their children since, as things then were, they had to send them to the small government school.” (Lamb, 2012)

The first Catholic School on Thursday Island (TI) was built around 1900, on the present site of the Sacred Heart Mission Hall. The school was staffed by the French missionary order the Daughters of Our Lady of the Sacred Heart Sisters. At Our Lady of the Sacred Heart School, we acknowledge God’s presence in our everyday lives. In our Parish and School we foster Gospel values. We worship, communicate, nurture and develop as a Catholic Faith Community.

Through our motto “All for Jesus,” we provide a unique and welcoming environment, which recognises strong parish and school links and values parental involvement. With a dedicated staff, educational initiatives are at the forefront. The faith, life and values of the people of the Torres Strait is acknowledged in our teaching (Extract from ‘Our Lady of the Sacred Heart School Mission Statement’).

Thursday Island, a remote community in the Torres Strait, is made up of a transient population consisting of government workers such as; health and emergency services, teachers, customs and the defence force as well as the local community who represent people from Top Western, Near West, Central, Eastern and NPA. Our Lady of the Sacred Heart School is located on two campuses with an Early Childhood Campus, Pre Prep to Year 3 on Hammond Island and a Prep to Year Six Campus on Thursday Island.

Our Lady of the Sacred Heart School is a learning community in a state of renewal, energised by both the legacy of its past and the challenges of the present. We encourage the development of the whole child in the search for their place in the world and their inner happiness (Extract from ‘Our Lady of the Sacred Heart School Mission Statement’). The school strives to provide a broad meaningful education in the context of Torres Strait Culture within a Catholic framework.

The Community of Our Lady of the Sacred Heart School recognises the home as the prime influence in the education of each child, welcoming parents into the school through open communication that fosters the greatest possible harmony. We endeavour to support and build on parent’s efforts to further the spiritual, emotional, physical and academic potential of each child. We aim to foster in children the enthusiasm for learning and the development of skills necessary for living a purposeful life (Extract from ‘Our Lady of the Sacred Heart School Vision Statement’).

All for Jesus

MISSION STATEMENT

At Our Lady of the Sacred Heart School, we acknowledge God's presence in our everyday lives.

In our Parish and School, we foster Gospel Values. We worship, communicate, nurture and develop as a Catholic Faith Community.

Through our motto "All for Jesus", we provide a unique and welcoming environment, which recognises strong parish and school links and values parental involvement.

With a dedicated staff, educational initiatives are at the forefront. The faith, life and values of the people of the Torres Strait are acknowledged in our teaching.

We encourage the development of the whole child in the search for their place in the world and their inner happiness.

VISION STATEMENT

Our Lady of the Sacred Heart School is a Catholic School having Christ as its centre. As such, it aims to foster the growth of each member of its community towards the full realisation of his/her potential as a Christian.

Our school has a commitment to Gospel values, to the cultivation of the Catholic Faith, and to the integration of all areas of the curriculum with this faith. We actively strive to accept each other as unique whole persons created by God.

We recognise the home as the prime influence in the education of the child, welcomes parents into the school, communicates freely and strives to foster the greatest possible harmony. We endeavour to support and build on parents' efforts to further the total development of every child. We aim to foster in children an enthusiasm for learning and the development of skills necessary for living a purposeful life.

We acknowledge the membership of the children in the wider community of the Parish. Our school community aims to foster the feeling of belonging by regular participation in the liturgy and working within the Parish in many varied activities of parish life.

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Charism

Charism is a gift of the Holy Spirit, a living passion, the beliefs and values that the Catholic community shares. These are reflected in what is done, how it is done and who is doing it. In a Catholic Christian educational context, Charism can be viewed as a spiritual energy that permeates our community based on significant people, virtues and stories.

OUR LADY OF THE SACRED HEART SCHOOL CHARISM

At Our Lady of the Sacred Heart School, our charism is built upon our school's identity and is at the centre of our well-being and learning in the Catholic tradition through the virtues of inclusiveness and the following four values:

JUSTICE

- *"Just at the foot of the cross, Jesus said to his mother, "woman here is your son. Then to the disciples, "Here is your mother. From that moment, the disciples accepted her as his own."*

John 19:25

We achieve this when we are

- Supporting those whose needs are greatest
- Giving everyone a fair go
- Accepting the consequences of our actions
- Playing by the rules and being fair
- Consider other people's needs. Justice may not always seem obvious to others

COMMUNITY SUPPORT

- *"For as in one body we have many members, and the members do not have all the same function, so we, though many, are one body in Christ, and individually members one of another."*

Romans 12:4-5

We achieve this when we

- Work in partnership with others
- Share our resources, gifts and knowledge
- When we accept the diversity of those we meet
- Value the history and traditions of the parish, school and Torres Strait Community.

Examples for Respect to Others include:

- Getting along
- Maintaining appropriate personal space
- Speaking appropriately to others
- Listening and following instructions
- Not disrupting others from learning.

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RESPECT

- *"If any man will come after me, let him deny himself and take up his cross daily, and follow me."*
Luke 9:23

We achieve this when we are

- Respect other people's personal space
- Making good choices about the words that we say to others
- Listening to other people
- Respectful of other people's opinions even when they may differ from our own

Specific classroom rules will reflect the school virtues of respect to self. The classroom rules will be student orientated but directed by the classroom teacher. Through the Social *Emotional Learning* Programme, Circle Time and Peer Mentoring Programmes students will:

- identify emotions and how they influence decision making,
- assist students to identify good (and bad) habits used when working and achieving at school
- And promote positive relationships and social responsibility

Examples for Respect to Self include:

- Being organised to learn
- Trying your best
- Looking after own property
- Showing safe behaviour
- Being Resilient
- Being Persistent
- Having Confidence

STEWARDSHIP

- *"As each has received a gift, use it to serve one another, as good stewards of God's varied grace."*
Peter 1:4-10;

We achieve this when we are

- Leading by example
- Leaders of learning, embracing feedback to reach our potential
- Looking after people around us
- Taking pride in our school environment
- Helping others
- Volunteering our time
- Insuring everyone feels like they belong
- Living like Jesus

Examples for Respect to the Environment include:

- Putting things in their place.
- Keep the classroom tidy.
- Keep special places safe and useful.

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RESPONSIBLE BEHAVIOUR POLICY

Based upon and read in conjunction with the “CES Cairns Operational Policy and the Bishop’s Commission for Catholic Schools “
(To be reviewed annually)

At Our Lady of the Sacred Heart School, we value inclusiveness for all members of our community with emphasis on the Catholic values of justice, community, respect and stewardship.

Each year and upon enrolment, parents are required to acknowledge through their signature, that they support the values of the Responsible Behaviour Model of the school. This allows all to be familiar with the school Responsible Behaviour Model and to have the opportunity to discuss it with the school principal.

PLAYGROUND BEHAVIOUR

- Rules are revised at the beginning of each term on assembly by the Principal or APRE and by the classroom teacher when a new student joins the class.
- Rules are clearly displayed around the school.
- Teachers keep records of student behaviour via the SBSS Tool through the Staff Portal/Catholic Education Online Services.

CLASSROOM BEHAVIOUR

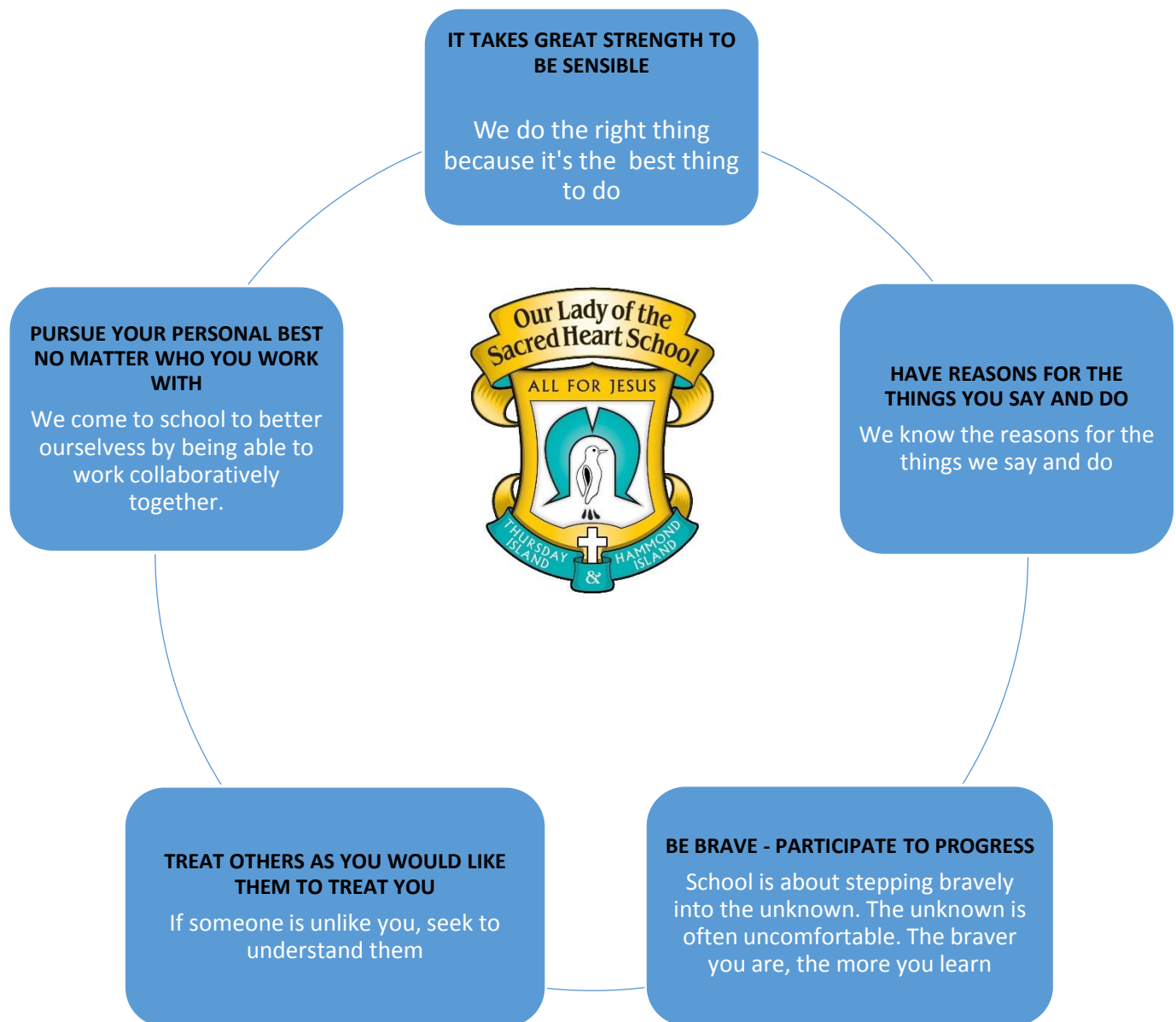
- Rules are revised at the beginning of each term by the teacher and when a new student joins the class.
- Rules are consistent and clearly displayed in the classroom
- Teachers keep records of student behaviour via the SBSS Tool through the Staff Portal/Catholic Education Online Services.

WHOLE SCHOOL DIVERSE LEARNERS TEAM

- Discuss the collated data recorded by teachers across the school for trends in behaviour with all staff at Staff meeting including action plans to reduce negative data.
- Manage all student referrals from teachers or parents for trends in behaviour through Individual Case Management plans which are periodically reviewed.
- On referral, the Diverse Learning Team will meet to discuss the case. A meeting is scheduled with student, parent/s, classroom teacher and a member of the Diverse Learning Team to discuss the specific goals for each student which reflects the targeted behaviours and record these on the SBSS Data entry system
- Students will be re-entered back into the school at completion of the Case Management Plan by the Principal or delegate.
- Ethical Leadership decisions may be practiced by the Principal if required.

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OUR SCHOOL COVENANT



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BULLYING

As a member of the Queensland Schools Declaration Against Bullying and Violence, Catholic Schools are publicly committed to working together with staff, parents and students in addressing bullying in our schools. The Queensland Schools Declaration Against Bullying and Violence recognises the issues facing students, school staff and parents are complex, and the possible responses are varied given the unique characteristics of our school and general population.

There is clearly a common concern about bullying, cyber bullying and violence in schools, and a need for effective responses to support students, parents and schools at the individual school, broader community and systemic policy levels. At Our Lady of the Sacred Heart School, Bullying is a Level 3 behaviour and will be treated as such under the school's Responsible Behaviour Policy. (See definition of Bullying below)

The vision of Catholic Education is to offer lifelong and quality education so that each person may know and come to identify more fully with the living spirit of Christ. Through their involvement in the Catholic faith community, students are able to reach their full potential through the enhancement of their educational, personal and spiritual dimensions. They and the communities in which they live and study are sustained and enriched by the life-giving relationships that they develop.

Catholic Education Services aspire to a Learning Framework which has a vision to excite and empower learners to enjoy, shape and enrich our changing world inspired by the Gospel of Jesus Christ.

WHAT IS BULLYING?

The Queensland Schools Alliance Against Violence Working Together Toolkit (2010. P. 6-7) identifies five types of bullying:

Physical Bullying

- a. When a person (or group of people) uses actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

Verbal Bullying

- b. Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

Covert Bullying

- c. Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

Psychological Bullying

- d. Examples include threatening, manipulating or stalking someone.

Cyber Bullying

- e. Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

The following behaviours DO NOT constitute bullying:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness, intimidation or violence While these behaviours would not be constituted as bullying (because they do not involve deliberate and repeated harm and a power imbalance) they need to be addressed in the same way as other inappropriate student behaviours.

(Please refer to Parent Brochure available for our Anti Bullying Action Plan)

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RESTORATIVE JUSTICE

Conference

Once an incident of Bullying has been established and verified, Our Lady of the Sacred Heart School will facilitate a Conference between affected parties which will be structured, facilitated and end with a mutual agreement being drawn between parties.

The process will involve the following steps:

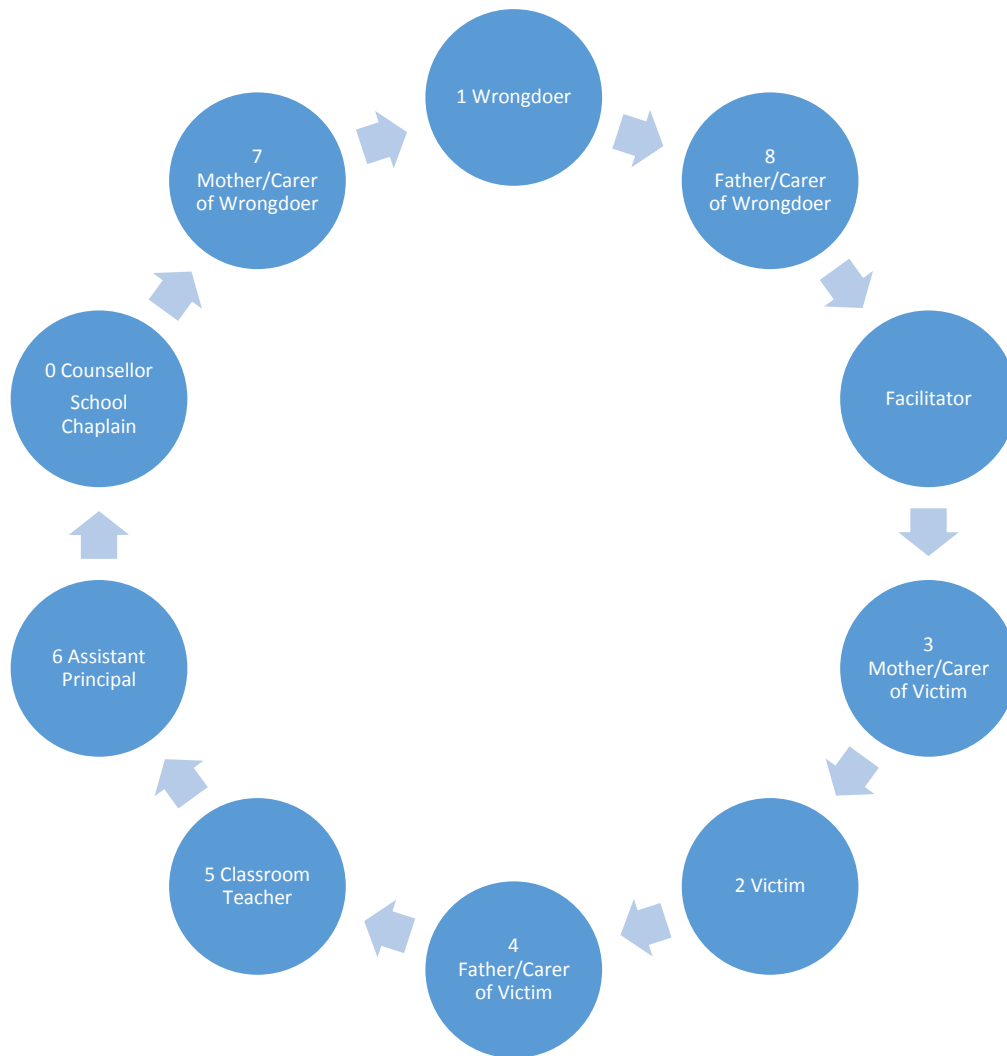
1. Introduction of all parties by the facilitator and overview of why the conference must take place
 2. Telling the Story (wrongdoer)
 3. Exploring the harm (victim)
 4. Acknowledgement and apology (wrongdoer)
 5. Agreement (by victim, wrongdoer & supporters of both wrongdoer and victim)
 6. Closing of the conference
 - a. A written Conference Agreement will be drawn up with names and signatures of all participants.
- Follow-up and review of the agreement.

The Facilitator may be representative from the following roles: Principal, Assistant Principal, School Chaplain/Student Welfare Officer, Deputising Teacher (Hammond Island).

CONFERENCE PLAN FOR MEDIATION

In the case of Mediation (if needed) between all parties as a result Level 3 – 5 Behaviour, the following Seating Plan is recommended at the Conference.

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PREVENTATIVE PRACTICES FOR POSITIVE BEHAVIOUR RESPONSES

CIRCLE TIME

Classroom teachers will be trained to use Circle Time with their students to promote social and emotional literacy. It will be used in class settings to assist with developing a sense of unity, equality and inclusion within the class group. This process will assist with building and improving relationships. It has been shown to enhance self-awareness, self-esteem, resilience, emotional intelligence, anger management, communication skills, a sense of belonging and connectedness, empathy, conflict resolution and problem solving.

(Please refer to Appendix Six)

PEER MENTORING

Mentoring can strengthen the student leadership program in the school by providing relevant experience and responsibility to students.

Mentoring by students may include peer tutoring, an approach that is particularly valuable for Year 5 and 6 students benefiting both students.

This may involve appointing an older student who has had a mentor themselves, acting, in turn, as a mentor to a younger student.

This provides a positive opportunity for vulnerable students to practice the skills they have learnt, to receive recognition and develop a sense of personal responsibility. Students who volunteer for Peer Mentoring programmes will be recorded in the SBSS Data system for modelling positive behaviour practices.

SOCIAL EMOTIONAL LEARNING PROGRAMME

Each week, teachers in all year levels explicitly teach social emotional learning skills from a variety of established programmes and resources. These lessons support awareness and education of the keys of success: Persistence, Organisation, Emotional Resilience, Getting Along and Confidence.

Year 5 and 6 students participate in a Leadership Programme on an annual basis, focusing on positive growth mindsets, GRIT and strategies that support effective leadership practices.

INCENTIVE REWARD PROGRAM

The implementation of the reward program and the philosophy used to establish the program is evident throughout the whole school, class and individual's rules for the school. These practices are rewarded when they are displayed regularly and without prompting with the appropriate behaviour being acknowledged. Reward programs include in class celebrations, class fun days (usually at the end of term) and individual awards such as Student of the Week, Spirit and SEL awards. The classroom teacher may also determine, through their classroom behaviour management plan, other rewards. These rewards will be recorded on the SBSS Data System.

On a whole school basis, each week the classroom teachers will determine and monitor students on certain behaviours encompassing the school values of: **Justice, Respect, Community and Stewardship**. Students who achieve the classroom benchmark for that week, will participate in the school wide Incentive Behaviour Rewards.

Incentive Behaviour Rewards may involve student choice of extra-curricular activities organized around the school and may include external agency involvement.

Those who do not meet the required benchmark for the week will be revising skills (re-think strategy) through reflection and completing all unfinished class work during Friday lunch time. Our Lady of the Sacred Heart School will also include an awards for 'Acts of Random Kindness (ARK award)' and Principal's Awards to be awarded when any such behaviour has been identified. This will be recorded on the SBSS Data system.

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SPECIAL EVENTS

From the start of each school year, participation in special events either in school or out of school will be determined by a student's behaviour and following of school, classroom and playground rules.

Students who have received a Reflection form either in a Buddy classroom and/or playground may be ineligible from participating in special events. If a student is deemed ineligible, they will be catered for at school while their class is at the special event.

Special events may include: class camps, excursions, sports carnivals, performances by visiting artists etc.

ONGOING BEHAVIOURAL SUPPORT

As with students who experience academic difficulties, students who continue to experience difficulty with behaviour will be supported with appropriate learning opportunities.

Individual case management plans and behaviour monitoring cards will be provided for students who require this support. The following strategies and processes are used to assist students to learn appropriate behaviour:

PROACTIVE CLASSROOM PROCESSES:

- Use positive models
- Encourage students
- Listening to students
- Be clear and consistent and definite
- Manage problems by identifying the behaviour, and not the individual, ie not making it personal.
- Daily Monitoring cards
- Use problems as teaching experiences
- Encourage independence
- Logical and restorative justice consequences.
- Referral to School Counsellor
- Time with School Chaplain/Welfare Officer

ADDITIONAL SUPPORT

The underlying philosophy of these strategies is that disciplinary action should be a learning experience for the student. This is achieved by:

- Individual discussion with the student.
- Individual case management plans that identifies what behaviour support will be offered, how and by whom.
- Reward programs for appropriate behaviour.
- Appropriate consequences for inappropriate behaviour.
- Parent/teacher/student conference to discuss difficulties.
- Awareness of outside influences which impact on behaviour.
- Minor incident reports and reflection forms, Daily monitoring cards to be completed and inputted into SBSS Data System.
- Parents will be contacted immediately when a Level 3 or higher incident occurs.
- **Communication and support between home and school is essential.**
- Students requiring further intervention will be referred to outside agencies (eg. School Counsellor, or other local agencies) to provide additional support. Parents are informed of staff concerns for the student, and parent consent forms must be signed.

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SUSPENSION

The procedure for suspension is related to the Bishop's Commission for Catholic Schools, Cairns Education Services and the schools Responsible Behaviour Policy. Suspension is a supported withdrawal process implemented when the safety of an individual or other is at risk. **It is used to deter behaviour** until it is deemed to be at a healthy or safe level. This is a time in which both the school and the student have a chance to reassess the situation. A negotiated re-entry program will immediately follow a period of suspension including Individual Case Management with Daily Monitoring cards for a period of at least 10 days following suspension. Information from the Suspension Process will be recorded on the SBSS Data System.

Please refer to Levels 4 and 5 in the Positive Behaviours Model provided to all families in your school calendar and in this document. Examples of behaviour for level 4 and 5 include but are not restricted to physical contact with the intention to hurt or harm another person or an act that breaches the lawful privacy and respect of another person's belongings or self. If this is the case, parents will be notified and the student may be sent home or excluded at the discretion of the principal or delegated representative based on the practice of ethical leadership.

If a student continually demonstrates a lack of respect and commitment to the values of Our Lady of the Sacred Heart School, a process is undertaken in consultation with the school principal, school consultant from the Catholic Education Schools Office Cairns, parents and student to review conditions of enrolment and for future direction.

POLICE INVOLVEMENT

Police will be contacted and involved in incidents involving unlawful behaviour such as drugs and excessive violence. Threatening physical abuse and malicious behaviour will not be tolerated.

UNAUTHORISED STUDENT LEAVE

The school has a duty of care towards students during school hours. Should a student leave the school grounds without permission, the school will implement the following procedure:

- Grounds will be searched to ensure that the student has left the premises.
- Parents will be contacted.
- Once parents are contacted and informed, the parent is then responsible for locating and collecting the student.
- Police are informed.
- On returning to school, the student and their parent/s are to meet with the Principal to discuss options.

SCHOOL ATTENDANCE

School begins at the first bell.

If a student is late to school, they must sign in at the school office.

If a student is leaving the school before the end of the school day, he/she must be signed out at the office by an identified adult.

If a student is away, a phone call, notice on the parent portal, skoolbag or an email or visiting the office in person is legally required so that we can explain the reason for absence on the school data system.

For unexplained absences, parents will be contacted by an SMS seeking parents/carers to contact the school to explain the reason for student absence. Unexplained absences of more than a week will be followed up with a phone call from the school. If unexplained absences continue, it is deemed a Student Protection Issue and procedures will be followed as per the CES Operational Policy.

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RESTORATIVE JUSTICE CARDS

Restorative Justice Interview Questions

To help those exhibiting challenging behaviour

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. In what way have they been affected?
6. What do you think you need to do to make things right?
7. Do you need my help with this?
8. Can we put this behind us and move forward?

To help those that have been affected

1. What did you think when you realized what happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

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CircleTime Guidelines



One person speaks at a time



No put downs (only use build ups)



Everyone has the right to pass

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As a system, behavioural practices both positive and challenges are recorded on the online data system through the Diocesan Business Intelligence Tool.

This data is connected to Eminerva, each Catholic school's administration tool.

All data is inputted by teaching staff onto the system. To assist with consistency of data and practice, the administrator will be alerted on the third minor incident of reporting. This is for both positive and challenging behaviour.

Once the administrator has been alerted to the consistency of behaviour for the individual student, levels of behaviour will be identified and actions will be followed up by administration. As per the guidelines for Levels 1-5, rewards or consequences will be reported to the appropriate people,

This may mean participation in a special school event as part of the incentive rewards programme or non attendance at a school event due to consistent misbehavior.

The SBSS Tool provides the opportunity for teachers and administrators to track behavioural trends and patterns. For example, you can identify which day of the week specific behaviour occurs to assist with providing preventative practices when required.

The purpose of the data is to provide supportive responses, actions or procedures to assist with more effective and improved decision making based on data, Data is used to provide source areas for conversation at various levels and with a range of support services, inclusive of parents.