ST PATRICK’S PRIMARY SCHOOL
STUDENT BEHAVIOUR SUPPORT PLAN

2014
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Introduction

At St Patrick's Primary School Gympie we strive to give our students the best possible start in life with a values-based education that fosters and applauds the talents and potential of each and every member of the school community.

On Calton Hill, St Patrick's Primary School offers excellent learning conditions, dedicated and talented staff and well planned facilities in a caring, family-oriented Catholic environment.

St Patrick's Primary School aims to develop students' self worth, social, academic and sporting skills, moral and value awareness and religious formation—all of which work together to help them 'let their light shine', reflecting the school motto.

School Vision/Mission Statement

Our Vision

St Patrick's Primary School partners with parents and the community to develop Christian character and individual excellence.

Mission Statement

We believe that:

We are a Christian Community, in the Catholic tradition, living out the values of the Gospels, with Jesus as our model.

Parents are the primary educators of their children. We value and promote cooperative partnerships between parents, school and the wider community.

It is important to provide opportunities which challenge and inspire. All members of the school community are encouraged to achieve individual excellence.

St Patrick’s School Prayer

Dear Jesus,
Please bless our school and all who are a part of it.
Guide us this day in our work prayer and play and help us to make our school a happy and safe place.
May we treat others with love and respect.
Show us how to live the way you call us to live, to do our best and to let our light shine.
Amen
Rationale
St Patrick’s Primary Gympie is founded on the person of Jesus Christ and enlivened by the Gospel. We are committed to embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice, compassion, and freedom.

Our school shows this through:

• Practical expression of the Gospel message within and beyond our community

• The care for those within the school community, especially those experiencing disadvantage

• The extent to which students experience school as a place of hope and promise for their future.

Our community is committed to the development of the whole person and the development of a Catholic school which:

• Provides a loving, caring and a secure environment

• Recognises the individuality and dignity of each student

• Fosters life-giving relationships within the school community.

Our School reflect this in:

• The way in which we foster the dignity, self-esteem and integrity of each person

• The quality of relationships within the school, and the pastoral care of each person

• The recognition given to the variety of learning styles of students

• Promoting inclusive practices related to race, socio-economic circumstances, culture, gender, religion, physical and cognitive abilities and mental health.

In each case, our support for our students is grounded in a faith-centred environment which:

• Honours the dignity and uniqueness of students and enhances their formation as disciples of Jesus Christ

• Values the conscientious and collaborative efforts of students, parents and staff involved in the learning process in our school community

• Communicates our Catholic faith throughout the learning process, through prayer, reflection, connectedness and the celebration of the giftedness of the students and staff in our school

• Cares for the individuality and sacredness of human life

• Promotes an inclusive community.
Each day we welcome students into our Catholic school to witness to Jesus’ call to stewardship. Our focus as educators is to implement effective learning and teaching strategies that are based on a professional understanding of child development and pedagogy. Our philosophy of inclusion is grounded in certain essential core beliefs about student learning for all students in Catholic Education Archdiocese of Brisbane.

We believe that:

• All students should have an opportunity to learn to live and to contribute as responsible members of society
• All students have a right to opportunities for learning and growth appropriate to their needs and gifts
• Students who have exceptional needs are more like other students than they are different
• An attitude of welcome acceptance and celebration of individual differences and unique gifts is to be encouraged and supported among students, parents and staff
• All students have the right to be treated with dignity.

A Model of Student Behaviour Support in Brisbane Catholic Education Schools
Commitment to Review, Renewal and Professional Development
We are committed to a regular process of annual review of our behaviour support guidelines and practices. This involves ensuring that our guidelines are revisited with all staff at the beginning of each school year at staff meetings and then professional development follows that is relevant to any current prevailing issues.
As the year progresses we encourage staff to remain confident and competent in their behavioural support practices by attending professional development that is relevant to their students’ needs.

CODE OF EXPECTED STUDENT BEHAVIOUR
The Code of Expected Student Behaviour is the system and ethos in our school which aims to cultivate in our children an acceptance of responsibility for their own decisions and behaviour and also to accept the consequences for their choices and actions. It is based on the Christian values of love, respect, equality and concern for the wellbeing, rights and dignity of all members of our school community.

AIMS OF THE CODE OF EXPECTED STUDENT BEHAVIOUR
To promote the safety and happiness of all children, staff and parents in our school community.
To allow for the smooth and harmonious running of our school.
To facilitate the development and education of our students by positively supporting all children attending our school.
To promote, support and foster positive behaviour and self-discipline among the children.
To promote equality and fairness among all.
To enhance the learning environment of our school by promoting a sense of mutual respect among all members of the school community.
To increase the co-operation between home and school.
To ensure consistency in the application of rules and consequences.

VALUES
- Respect and Care for Self
- Respect and Care for Others
- Respect and Care for the Environment

PROACTIVE PROCESSES, STRUCTURES AND POLICIES USED TO SUPPORT STUDENT BEHAVIOUR
- Development and living out of class and school visions and values
- Kids Matter Program
- Implementation of Program Achieve
- Early Years Social Skills Program
- Mediation, Conflict Resolution and Restorative Justice/Practice
- Discernment of issues through pastoral processes and Student Support Team
- Referral to Student Support Admin Team and outside agencies and other relevant BCE Personnel
- Bullying Statement
- Relationship Policy

**CODE OF EXPECTED STUDENT BEHAVIOUR**

<table>
<thead>
<tr>
<th>EXPECTED BEHAVIOUR</th>
<th>STUDENT ACTIONS</th>
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| • Respect that other students have a right to an uninterrupted learning environment. | • Actively listen to others  
• Acknowledge the right of others to learn by working quietly in class when directed.  
• Do your best  
• Be on task  
• Have the correct equipment  
• Ask for help when needed  
• Be organised and on time at the commencement of the day  
• Be considerate with noise when moving between classes (sensibly, quietly and promptly)  
• Be punctual to class |
| • Act safely and to be considerate of other community members’ safety.            | • Play safely  
• Use the equipment for its intended purpose  
• Share our space fairly  
• One person at a time on play equipment  
• Keep to paths or open spaces  
• Be inclusive of others  
• Share our space fairly  
• Follow alerts and listen actively to bells and announcements |
| • Engage in all school activities to the best of their ability.                   | • Do your best  
• Have the correct equipment  
• Be organised and on time  
• Have a go at all activities  
• Complete set classroom and homework tasks  
• Ask for help when you need it |
| • Treat all members of the school community with respect, courtesy and consideration. | Smile and greet others along the way
Respond appropriately to directions - listen attentively, follow staff directions and instructions
Include others in learning activities where appropriate
Speak politely and respectfully - Use people’s names
Affirm others
Use appropriate language
Wear our uniform with pride
Use gentle hands and kind words |
| • Respect the property rights of others. | Take care of your own, others and school property |
| • Make amends for inappropriate behaviour. | Use gentle hands and kind words
Act responsibly
Accept responsibility for your own choices and actions |
| • Strive to respond in positive ways to just and constructive criticism. | Respond appropriately to directions - listen attentively, follow staff directions and instructions |
| • Follow class visions. | Be an active member in classroom discussions and decisions |
| • Respect the rights and feelings of others. | Be positive and caring towards peers
Cooperate with classmates and teachers
Show respect towards all class members |
| • Respect and care for our school environment | Use toilets sensibly during break time
Place all rubbish in bins
Return equipment to its correct place |
# RIGHTS AND RESPONSIBILITIES

## STUDENTS’ RIGHTS AND RESPONSIBILITIES

<table>
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<th>STUDENTS’ RIGHTS</th>
<th>STUDENTS’ RESPONSIBILITIES</th>
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<tbody>
<tr>
<td><em>Students have a right to:</em></td>
<td><em>Students have a responsibility to:</em></td>
</tr>
<tr>
<td>• Learn to the best of their ability.</td>
<td>• Respect that other students have a right to an uninterrupted learning environment.</td>
</tr>
<tr>
<td>• Be treated with respect from all members of the school community.</td>
<td>• Act safely and to be considerate of other community member’s safety.</td>
</tr>
<tr>
<td>• Feel safe and secure at all times and at all school locations.</td>
<td>• Engage in all school activities to the best of their ability.</td>
</tr>
<tr>
<td>• Be free from intimidation, verbal abuse, humiliation, physical abuse, discrimination and all forms of harassment.</td>
<td>• Treat all members of the school community with respect, courtesy and consideration.</td>
</tr>
<tr>
<td>• Expect their personal property to be safe.</td>
<td>• Respect the property rights of others.</td>
</tr>
<tr>
<td>• Be given feedback that is fair and constructive and free from humiliation.</td>
<td>• Make amends for inappropriate behaviour.</td>
</tr>
<tr>
<td>• Access appropriate assistance in dealing with problems.</td>
<td>• Strive to respond in positive ways to just and constructive criticism.</td>
</tr>
<tr>
<td>• Be provided with a healthy, safe, comfortable and hygienic learning environment and eating areas.</td>
<td>• Adhere to the school code of positive student behaviour.</td>
</tr>
<tr>
<td>• Receive regular communication regarding school activities.</td>
<td>• Follow class visions.</td>
</tr>
<tr>
<td>• Be provided with sun safe outdoor and play areas.</td>
<td>• Respect the rights and feelings of others.</td>
</tr>
<tr>
<td>• Be informed as to the school behaviour support plan and class visions/rules and the consequences of inappropriate behaviour.</td>
<td>• Be punctual and on time.</td>
</tr>
<tr>
<td>• Not to be interrupted from learning by other students.</td>
<td>• Respect and care for our school environment.</td>
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# TEACHERS’ RIGHTS AND RESPONSIBILITIES

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<tr>
<td><strong>Teachers have a right to:</strong></td>
<td><strong>Teachers have the responsibility to:</strong></td>
</tr>
<tr>
<td>• Contribute to the policy and practices of the school’s curriculum.</td>
<td>• Provide quality programs of instruction in accordance with System guidelines and school policy.</td>
</tr>
<tr>
<td>• Be free from verbal abuse, physical abuse and all forms of discrimination and harassment.</td>
<td>• Model courteous, respectful and supportive behaviour and treat all members of the school community with consideration.</td>
</tr>
<tr>
<td>• Courtesy and respect from students, parents and colleagues and all members of the school community.</td>
<td>• Demonstrate a duty of care towards students.</td>
</tr>
<tr>
<td>• Respect for their professional views/opinions/contributions.</td>
<td>• Provide learning experiences and expectations that assist students to become independent and lifelong learners.</td>
</tr>
<tr>
<td>• Work in a safe, healthy and pleasant environment.</td>
<td>• Provide and maintain a safe, supportive, healthy and hygienic learning environment for students.</td>
</tr>
<tr>
<td>• Have their property kept safe.</td>
<td>• Develop and maintain regular communication with parents about student wellbeing and other educational matters.</td>
</tr>
<tr>
<td>• Experience minimal classroom disruption.</td>
<td>• Inform students and parents of school behaviour support plan and class visions/rules and the consequences of inappropriate behaviour.</td>
</tr>
<tr>
<td>• Expect students to be punctual.</td>
<td>• Develop collaboratively with students a class vision including a set of class rules and to display such in the classroom and circulate to parents/carers.</td>
</tr>
<tr>
<td>• Receive regular communication regarding current school activities and alterations to usual procedures.</td>
<td>• Regularly discuss the school code of positive student behaviour with students.</td>
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## SCHOOL STAFF AND VOLUNTARY HELPERS’ RIGHTS AND RESPONSIBILITIES

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<tbody>
<tr>
<td><strong>Staff and Helpers have a right to:</strong></td>
<td><strong>Staff and Helpers have a responsibility to:</strong></td>
</tr>
<tr>
<td>• Be free from verbal abuse, physical</td>
<td>• Treat all members of the school</td>
</tr>
<tr>
<td>abuse and all forms of discrimination</td>
<td>community with respect and</td>
</tr>
<tr>
<td>and harassment.</td>
<td>consideration.</td>
</tr>
<tr>
<td>• Work in a safe, healthy and pleasant</td>
<td>• Demonstrate a duty of care towards students.</td>
</tr>
<tr>
<td>environment.</td>
<td>• Be proactive in addressing and dealing with</td>
</tr>
<tr>
<td>• Courtesy and respect from students,</td>
<td>behaviour in the classroom and playground.</td>
</tr>
<tr>
<td>parents, teachers and all members of</td>
<td>• Model courteous behaviour.</td>
</tr>
<tr>
<td>the school community.</td>
<td>• Support the accepted school policies.</td>
</tr>
<tr>
<td>• Be valued for their specialist skills</td>
<td>• Be partners with the school in providing</td>
</tr>
<tr>
<td>and appreciated for their contribution.</td>
<td>quality learning experiences</td>
</tr>
<tr>
<td>• Be given adequate support when in a</td>
<td>for the students.</td>
</tr>
<tr>
<td>supervisory capacity.</td>
<td>• Carry out duties as defined by the immediate</td>
</tr>
<tr>
<td>• Receive regular communication</td>
<td>supervisors.</td>
</tr>
<tr>
<td>regarding school activities and</td>
<td>• Comply with Code of Conduct, especially as</td>
</tr>
<tr>
<td>alterations to usual procedures.</td>
<td>regards confidentiality.</td>
</tr>
<tr>
<td>• Respect for their opinions, views and</td>
<td></td>
</tr>
<tr>
<td>contributions.</td>
<td></td>
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<tr>
<td>• Adequate work space with suitable</td>
<td></td>
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<tr>
<td>furniture.</td>
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## PARENTS’ RIGHTS AND RESPONSIBILITIES

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<th>PARENTS’ RESPONSIBILITIES</th>
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<tr>
<td><strong>Parents have a right to:</strong></td>
<td><strong>Parents have the responsibility to:</strong></td>
</tr>
<tr>
<td>• Be given proper consideration and feedback on action taken in response to concerns or enquiries.</td>
<td>• Provide an appropriate level of care for their children.</td>
</tr>
<tr>
<td>• Be provided with an opportunity to direct concerns or enquiries to the teacher or leadership team member and to be given proper consideration and feedback of such.</td>
<td>• Model courteous behaviour and treat all members of the school community with respect and consideration.</td>
</tr>
<tr>
<td>• Communicate their concerns to the appropriate teacher/authority.</td>
<td>• Ensure children are dressed in full school uniform.</td>
</tr>
<tr>
<td>• Access an equitable dispute resolution process.</td>
<td>• Ensure children have the appropriate stationery supplies and equipment for school.</td>
</tr>
<tr>
<td>• Be provided with written communication regarding school activities.</td>
<td>• Support and assist their children to take an active part in all school activities.</td>
</tr>
<tr>
<td>• Have a consultation time appointed with teachers within a reasonable time frame.</td>
<td>• Be partners with the school in their children’s learning.</td>
</tr>
<tr>
<td>• Be provided with the opportunity to respond to disciplinary actions against their child.</td>
<td>• Attend parent information sessions and parent/teacher interviews.</td>
</tr>
<tr>
<td>• Be free from verbal abuse, intimidation, physical abuse and all forms of discrimination and harassment within the school environment.</td>
<td>• Provide current address, phone numbers etc., to enable speedy emergency contact.</td>
</tr>
<tr>
<td>• Courtesy and respect from students, other parents, teachers and all members of the school community.</td>
<td>• Support the school in ensuring student compliance with the school behaviour support plan and class visions/rules.</td>
</tr>
<tr>
<td>• Respect for their views, opinions and contributions.</td>
<td>• Communicate their concerns to the appropriate teacher/authority.</td>
</tr>
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### Effective Network of Care and Support for our Behaviour Support Plan

Our Student Behaviour Support Plan as outlined above is the responsibility of every member of our school community. A true partnership must exist between staff, students and family members. Many resources are available within the school and the wider community. This includes student wellbeing.
personnel from Brisbane Catholic Education and the local Gympie community.

These include but are not limited to:

- Our School Guidance Counsellor
- Student Support Team Personnel
- School Leadership Team
- Student Welfare Officer
- Student Welfare Staff from Brisbane Catholic Education
- Behaviour Support Team from Brisbane Catholic Education.
- Interagency – eg Child and Youth Mental Health Service, Dept of Communities, Child Safety and Disability Services, Queensland Police Service and Queensland Health Services.

**Possible outcomes for Appropriate Behaviours**

*What can you expect when you engage in and use appropriate behaviours?*

The school community will value and affirm positive behaviour

- People around you will be much happier and our school will be a peaceful place.
- Classrooms will be happy learning places.
- You become a better person who is considerate and thoughtful in your dealings with others.
- You will develop meaningful and happy relationships with your peers and teachers.

*Affirmation for positive behaviour will happen both through intrinsic and extrinsic processes. These processes will recognise, teach, reward and celebrate positive behaviour.*

*The following actions are examples of affirmation that may be used:* -

- positive comments
- awards
- public recognition
- encouraging a sense of personal self-worth and achievement.
Possible Outcomes for Inappropriate Behaviours

What can you expect when you choose not to engage in and use appropriate behaviours?

Intervention

- Discussion by Student Support Team
- Functional behavioural assessment
- Development of individualised plan
- Working collaboratively with student and their family
- Referral to BCE personnel or outside agencies

Consequences that are age appropriate and relevant to the behaviour

Formal Sanctions and actions as set down Brisbane Catholic Education Students Behaviour Support Regulations and Guidelines

Behaviours that are never acceptable: There are certain behaviours at St Patrick’s Primary School that are never acceptable and will have consequences:-

1. Abusive language (swearing)

2. Arguing with an adult

3. Ignoring instructions from an adult

4. Inappropriate physical and violent behaviour

5. Insolent attitude

6. Bullying behaviours

(This list is not exhaustive and as a school community we deem any behaviours that detract from us as a community as not acceptable)
Consequences:
There will be a 4 Level system for students who choose inappropriate behaviours. Level 1 occurs in
the classroom and Level 2, 3 and 4 will be implemented by the Leadership Administration Team.

**Level 1**: Classroom action and consequence. This may involve contacting parents to discuss
this issue.

(Negotiated as part of the class development of vision and consequences. This will be given to the
leadership team for their reference near the beginning of each year)

**Leadership Administration Team Involvement**

**Level 2**: As a result of serious misbehaviour or ignoring repeated instructions from teachers, the
student is sent to the School Leadership Team for further pursuance of the issue. Here, they will have
to work through a process with the Principal, APA or APRE and make a commitment to improve their
behaviour in the future. This issue will be formally recorded in a confidential behaviour file. Parents
may be verbally notified at this stage. Some of the examples of consequences for inappropriate
behaviour at this level could include sitting out of play breaks, exclusion from an activity or an
excursion, writing an apology and cleaning up the playground or eating area.

**Level 3**: Decision made about further consequences that may be implemented at this stage.
Consideration will be given to past behavioural issues, student’s individual developmental needs and
the course of action that will meet the needs of both discipline and behaviour support. Parents will
be verbally notified at this stage and a formal meeting may be arranged. Some of the examples
of consequences for inappropriate behaviour at this step could include time-out of class activities,
extended periods of lunch-breaks missed, longer term activities that match the action that has been
inappropriate.

**Level 4**: Formal sanctions as set down by the Brisbane Catholic Education Behaviour Support
Regulations and Guidelines.

The purpose of formal sanctions is to reduce the frequency of adverse behaviour and to build positive
relationships.

Formal sanctions are available to schools under the guidelines documented in the Brisbane Catholic
Education’s *Student Behaviour Support Policy*. These are:

- Detention
- Suspension
- Exclusion.

It is expected that formal sanctions will be imposed only **when all other reasonable steps** to deal
with the situation have been taken, unless the situation is serious and immediate. The proposed
action should appropriately address the best interests of the student and the security, safety and
learning environment of other members of the school community. Following segregation, re-entry consultation will occur with the student to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks.

The school enforces a policy of zero tolerance of bullying, violence and disrespect to all members of the school community. For violent action or other behaviour which is obviously a significant breach of the intent of our school rules, a student should be sent immediately to the Principal, APA or APRE and an assessment made as to whether the student proceeding immediately to Level 4 is warranted.

Appeals

Appeals by parents or caregivers in regard to formal sanctions can be made following the guidelines set down in the Brisbane Catholic Education STUDENT BEHAVIOUR SUPPORT Guidelines, Regulations and Procedures. This document is available on our School Website as well as in hard-copy at our school.

Behaviours away from the classroom

**Playground:** The Staff Member will give warnings about inappropriate behaviour for example rough or dangerous play

- **Step 1:** Student will be given an immediate consequence, for example walking around with the teacher or sitting down for a short time
- **Step 2:** Student is to stay with the teacher on duty, picking up rubbish.
- **Step 3:** Student is sent to the Principal, APA or APRE for the rest of the lunch break.

*For serious aggressive, physical behaviour or incidences involving disrespect or disobedience to a staff member there is one step.*

A warning to the student and then sent straight to the Principal, APA or APRE.

Level 2, 3 or 4 consequences will then be established and acted upon.

**Physical Education, Library, Music and Learning Support:** Specialist teachers to implement their own 3 step process, as followed in other classrooms.
Appropriate Staff Student Contact

CORPORAL PUNISHMENT IS EXPRESSLY PROHIBITED IN ALL CATHOLIC SCHOOLS.

St Patrick’s Primary Gympie is committed to non-violent management of student behaviour. Instances where physical contact may be seen as necessary and appropriate include:

- Where such actions are necessary for first aid administration
- Comforting a distressed student in a non-intrusive manner, such as a pat on the shoulder
- Guiding the student in a non-threatening manner, e.g. in the case of sporting instruction
- Tapping a student on the shoulder to gain their attention, where verbal requests have been unsuccessful
- Protecting a student from imminent danger to self or others.

The above documentation is all available on the Brisbane Catholic Education Website and expressively supports the St Patricks’ Primary School Student Behaviour Support Plan

Conclusion

St Patrick’s Primary Gympie is committed to positive, proactive practices in the support of student behaviour. This student Behaviour Support Plan is based on the belief that young people in Catholic schools are on a journey to spiritual, social, emotional, physical, psychological and intellectual wholeness and maturity. The goal of formation in right behaviour and respectful relationships at St Patrick’s Primary Gympie is that it will occur in a supportive community where students are provided with models of Christ centred living; where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

The Brisbane Catholic Education Student Behaviour Support Guidelines, Regulations and Procedures. (2013) have been consulted and used to develop and guide this plan.