



ST RITA'S PRIMARY SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

St Rita's Mission

- St Rita's is a worshipping community committed to the teaching and living out of Gospel values promoting equity and excellence for all.

St Rita's is committed to providing quality Learning and Teaching Programs that develop successful learners to be confident and creative, active and informed citizens.

- St Rita's strives to provide an environment where individual student needs are addressed in order to provide education for life.
- St Rita's seeks to provide an open and safe environment where our sense of belonging is nurtured.
- St Rita's endeavours to foster a vision for future growth and professional development for all our community.

St Rita's Vision

St. Rita's Catholic Primary School is a community built on Knowledge, Truth and Love whereby we come together each day to Know More, Do More and Be More.

St Rita's is a community of faith:

- ~ living and teaching Gospel values,
- ~ teaching, challenging and transforming students,
- ~ developing excellence in individuals and healthy relationships,
- ~ providing safety, support and a sense of belonging
- ~ looking to the future in hope

Our School Context

St Rita's Catholic Primary School is a welcoming and vibrant community where respectful and positive relationships are fostered. Committed to providing quality programs and an engaging curriculum, our school strives to provide an environment where individual student needs are addressed in order to provide education for life. Our school wide pedagogy is to "Know More, Do More and Be More."

Our school is located in the Redland City bayside suburb of Victoria Point in a pleasing physical environment of landscaped grounds and modern learning teaching spaces. St Rita's is a well-resourced school providing optimal conditions for learning. Through extensive technology resources, our teachers implement an engaging curriculum using contemporary learning strategies.

Student well-being is a priority and is promoted by implementing a co-ordinated and targeted range of programs that promote social and emotional learning, personal safety and protective behaviours, and personal development. Parent partnership within the school community is welcome and greatly strengthens our continuous improvements for learning and student achievement.

Our St Rita's spirituality is richly expressed through the writings of St Augustine – it is one of warmth and love. Augustine greatly valued relationships with others and community. He reached out to people and touched them; he was in turn beloved and appreciated by them. Fittingly, the spirituality reflected in his writings is based on love of neighbour and on community – *"Honour God in each other."*

Consultation and Review Process

St Rita's School has been implementing a school-wide approach to behaviour support since 2011. Our school program, PB4L (Positive Behaviour for Learning) is the result of the completion of PB4L training by the school's PB4L team. This team includes school leadership, teaching staff, and external consultants. Staff have participated in professional learning and have contributed to the development of this plan. The process for implementing PB4L is evidence based with regular data collection and analysis to identify trends, emerging issues and interests. Our PB4L is an integral component of induction for new staff and reviewed on an annual basis.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

We are committed to positive, proactive practices in support of student behaviour. This policy 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 (Alice Springs (Mparntwe) Education Declaration, 2019). St Rita's is committed to the development of the whole person and we demonstrate this commitment through:

- Providing a caring and safe environment

- Recognising the individuality and dignity of each student and member of the school community
- Fostering life-giving relationships within our school community

A school-wide approach to Learning and Teaching has been developed at St Rita's. In addition to these school-wide expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours and dispositions that, together with the curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that uses a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

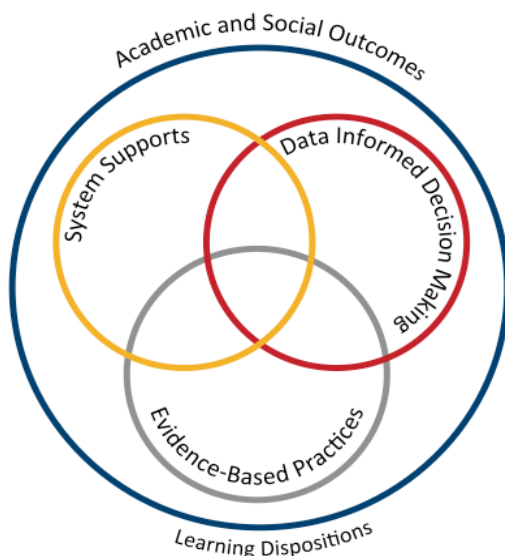


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

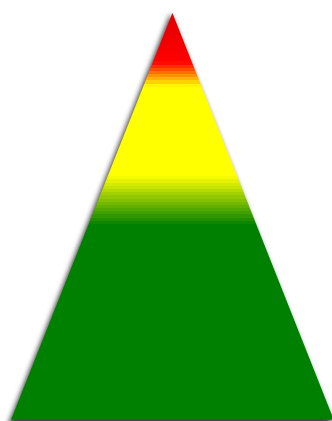


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1

- All students
- All settings
- Preventative, proactive

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

3. Student Behaviour Support Leadership & Professional Learning for School staff

The PB4L team consists of a number of members of staff from a variety of positions within the school: Leadership, Support (including ST:IE and Counsellor roles) and Classroom Teachers. Meetings are scheduled fortnightly throughout the term where data is reviewed and proactive support measures are discussed. The PB4L coach attends 2 professional development days a year, and leads the team in the implementation of pro-active approaches. Depending on their own knowledge base, members of the team can nominate to attend professional development offered by BCE to support the implementation of PB4L supports and strategies.

PB4L offers training in a variety of areas, including Tier 1, 2 and 3 supports. In addition to this, restorative practice is a key feature of PB4L, and professional development is also provided to support in the implementation of these practices. The PB4L coach has attended training at all levels and works to build capacity among staff in their implementation.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Respect everyone
- Inspire Learning
- Take care of property and the environment
- Act safely. Be safe.

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.



ST RITA'S Expectations Matrix
People of Knowledge, Truth and Love

	RESPECT	INSPIRE	TAKE CARE OF OUR SCHOOL	ACT SAFELY
When Learning	<ul style="list-style-type: none"> ✓ Listen to and follow instructions ✓ Use Manners ✓ Value everyone's right to learn ✓ Appreciate diversity in opinions 	<ul style="list-style-type: none"> ✓ Stay on task ✓ Participate and co-operate ✓ Encourage and include others ✓ Have-a-go (growth mindset) 	<ul style="list-style-type: none"> ✓ Organise belongings ✓ Have pride ✓ Take ownership ✓ Use materials and equipment carefully and safely 	<ul style="list-style-type: none"> ✓ Keep hands and feet to yourself ✓ Recognise personal space ✓ Move as directed
When Gathering	<ul style="list-style-type: none"> ✓ Be an active listener ✓ Be an appropriate audience member ✓ Understand and respect individuality ✓ Respond appropriately 	<ul style="list-style-type: none"> ✓ Set a good example for others ✓ Participate appropriately 	<ul style="list-style-type: none"> ✓ Leave the area in good order 	<ul style="list-style-type: none"> ✓ Be calm and still (body and mind stillness) ✓ Be aware of others ✓ Keep hands and feet to yourself
When Playing	<ul style="list-style-type: none"> ✓ Be inclusive ✓ Play fairly, by the St Rita's rules ✓ Use manners 	<ul style="list-style-type: none"> ✓ Act fairly and honestly ✓ Use playground as intended ✓ Be a good winner and a good loser ✓ Be a team player 	<ul style="list-style-type: none"> ✓ Only use permitted equipment ✓ Return equipment to bins ✓ Use equipment responsibly – for its intended purpose 	<ul style="list-style-type: none"> ✓ Be sun safe, wear a hat ✓ Ask a teacher for assistance ✓ Be in the right place at the right time ✓ Seek permission to leave the area
When Eating	<ul style="list-style-type: none"> ✓ Eat healthy food first ✓ Eat your own food ✓ At tuckshop, buy for self ✓ Drink water 	<ul style="list-style-type: none"> ✓ Use correct bins ✓ Keep the space tidy ✓ Maintain an appropriate noise level 	<ul style="list-style-type: none"> ✓ Manage rubbish appropriately 	<ul style="list-style-type: none"> ✓ Stay seated ✓ Seek permission to leave the area ✓ Be in the right place at the right time ✓ Move around sensibly
When Transitioning	<ul style="list-style-type: none"> ✓ Listen to and follow instructions ✓ Show self-control ✓ Keep left on paths and stairs ✓ Respect the learning and privacy of others 	<ul style="list-style-type: none"> ✓ Move quietly ✓ Wait patiently ✓ Be in charge of yourself 	<ul style="list-style-type: none"> ✓ Walk on pathways ✓ Care for the garden area 	<ul style="list-style-type: none"> ✓ Be on time – move promptly to where you need to be ✓ Move sensibly and with care ✓ Keep hands and feet to yourself ✓ Use stairwells quietly and sensibly
When Online	<ul style="list-style-type: none"> ✓ Appreciate diverse perspectives ✓ Follow school protocols 	<ul style="list-style-type: none"> ✓ Think before acting ✓ Report concerns ✓ Maintain purposeful learning 	<ul style="list-style-type: none"> ✓ Protect devices at all times ✓ Return devices to designated area 	<ul style="list-style-type: none"> ✓ Keep private information private ✓ Know and follow school protocols

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum.
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2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be performed using some or a combination of the following:

- Beginning of school year – setting up class expectations
- Focussed lessons throughout the year – as required and periodic re-enforcement
- Assemblies followed by class or year level practice
- New student orientation when needed
- Student leaders support younger peers – Peer Mediation

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. St Rita's also utilises material from a

range of social skills programs including *You Can Do It*, *Sunshine Circles*, *Bounce Back*, *How full is your Bucket?* and incorporating Catholic perspectives into learning areas.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly RITA Awards at assembly	School Leadership Positions (Year 6)
Gotcha ticket in weekly draw	Individual class reward systems
Peer Mediators	Buddies
	Class merits, awards and certificates e.g. Happy Grams or Star of the Week
	Positive notes/email/phone call home

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- ARK (Awesome Rita Kids)

ARK is a ‘Check In – Check Out’ program that builds on the school- wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, an ARK facilitator and the student’s parents for demonstrating appropriate behaviour and academic engagement. The ultimate goal is to move the student to self-management.

- Check and Connect Program

The aim of Check and Connect is to build further trusting relationships between the student and a mentor. This mentor monitors student data – looking at attendance, behaviour and curriculum, and both advocates for and challenges the student to make improvements where necessary. This is done through a scheduled weekly time to connect. The mentor partners with the family, school, and community as needed, to help improve educational outcomes.

- Social Skills Clubs/Groups

Social skills clubs and groups are flexible and depend on the needs of the students at the time. They may be offered during normal learning and teaching time, or during scheduled break times. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. It is targeted towards smaller groups of students who require additional practice and feedback on their behaviour. Social skills clubs / groups are organised and overseen by the STIE or Guidance Counsellor but may be implemented with School Officer facilitators.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment
- Collaborative and Pro-Active Solutions; use of the Assessment of Lagging Skills and Unsolved Problems - ALSUP (Dr Ross Greene)
- Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program (as noted in Tier 2)

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers,

within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised. Appendix B is a guide to how staff can respond to unproductive behaviours.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Decrease demands Re-teach expected behaviours Scheduled / Planned Breaks Setting Limits Time Out	Collaborative Problem Solving Communication With Parents Mediation Request for Further Support Student Conference	Restitution Restorative conversation Student / Parent / Staff meeting

See Appendix C for further explanation of the procedures for responding to unproductive behaviours.

In addition, de-escalation crisis prevention and support strategies may include a Functional Behaviour Assessment to get to the root cause of the unproductive student behaviour. Another strategy is the use of the ALSUP (Assessment of Lagging Skills and Unsolved Problems) as used by Dr Ross Greene.

As part of responding to unproductive behaviours, a restorative approach is followed. This involves identifying with the student the unproductive behaviour, its impacts and a way to move forward to make things right again. In this way, the school does not refer to a list of set consequences for unproductive behaviours; each incident is considered individually and with a restorative mindset. Through the conversation process, an action plan of restoration is developed and recorded. This process helps students to be aware of the impacts of their actions, both intended and unintended. When students can take action towards being part of the solution, deeper learning is expected. There will be, of course, times when school formal sanctions are necessary due to the nature of the incident.

5. BCE Formal Sanctions

- Detention

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours. During a detention, the time should be used to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours.

- Suspension

The purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

- Negotiated Change of School

Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). A negotiated change of school offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

- Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions, on the authority of the Learning Services Executive. The purpose of exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

For appeals, the school aligns to BCE processes.

6. Bullying and Cyberbullying – information, prevention, and school responses

Bullying /Harassment are behaviours that target an individual or group due to a particular characteristic or characteristics; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single act or an ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons. The sub-categories here give an indication of the characteristic(s) or focus of the bullying/harassment i.e. what the bullying was about:

- Physical
- Emotional
- Racial
- Sexual
- Gender
- Religious
- Disability

At St Rita's we will:

- Openly talk about bullying – what it is, how it affects individuals, groups and the community and what we can do about it.
- Provide our students with opportunities to develop skills, which will build their self-awareness and self-management skills.
- Encourage students to report incidents of bullying or of being bullied.
- Establish reporting as acceptable and responsible behaviour valued in our community.
- If bullying is confirmed, then see Responses below.

Concepts covering bullying are used in varying aspects of our Religious and Health and Physical Education programs.

Responses to Bullying

When an investigation about bullying is required, the following procedures will be followed:

1. St Rita's Primary School adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed (by teacher or Leadership Team member) and made aware of the suspected bullying and the school's anti-bullying position. At this stage there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, may be recorded and tracked according to the Student Behaviour Support Plan.

2. If bullying is identified, the teacher/ Leadership Team may choose to use the following methods (Rigby, K. 2013) with the children involved:

- Mediation

- Method of shared concern (if group involved)
- Individual counselling

Parents of both the child exhibiting the bullying behaviour and the child who has been bullied will be notified of the level and severity of the incident/s and our response. A record of the incident will be recorded in our Engage data base. An action plan is formulated.

3. Monitor and Support - continued monitoring by the classroom teacher and support will take place for an agreed period of time. This will be dependent on a number of variables some of which may be 1) age, 2) severity of incident, 3) frequency, 4) patterns of behaviour. Monitoring and support given will be recorded.

4. Continued bullying would result in a further action plan being devised, appropriate consequences for the child (see list below), and further dialogue with the parents. The Guidance Counsellor and or Learning Support staff and Brisbane Catholic Education personnel may be involved in formulating this action plan. Responses to bullying actions may include:

- a. Risk management procedures (e.g Withdrawal from playground)
- b. Teaching of social problem-solving strategies
- c. Offering opportunities for reconciliation between all parties
- d. Ongoing counselling from an appropriate agency
- e. Rewards for positive behaviour
- f. Internal suspension
- g. External suspension

If parents have knowledge or concerns about bullying that the school may not be aware of, the first step is to contact the child's teacher where the investigative process can commence.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

The PB4L team meet fortnightly to look at the data to discuss and make decisions about student supports. This team analyses universal school data to find a focus area and prioritises students requiring Targeted or Personalised supports.

Throughout the decision-making process, data is used to guide us to ask the “right” questions. The right question, asked at the appropriate time can deepen the dialog from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et. Al, 2009).

Figure 1 and 2 describe our Universal and Targeted and Personalised responses to problem behaviours.

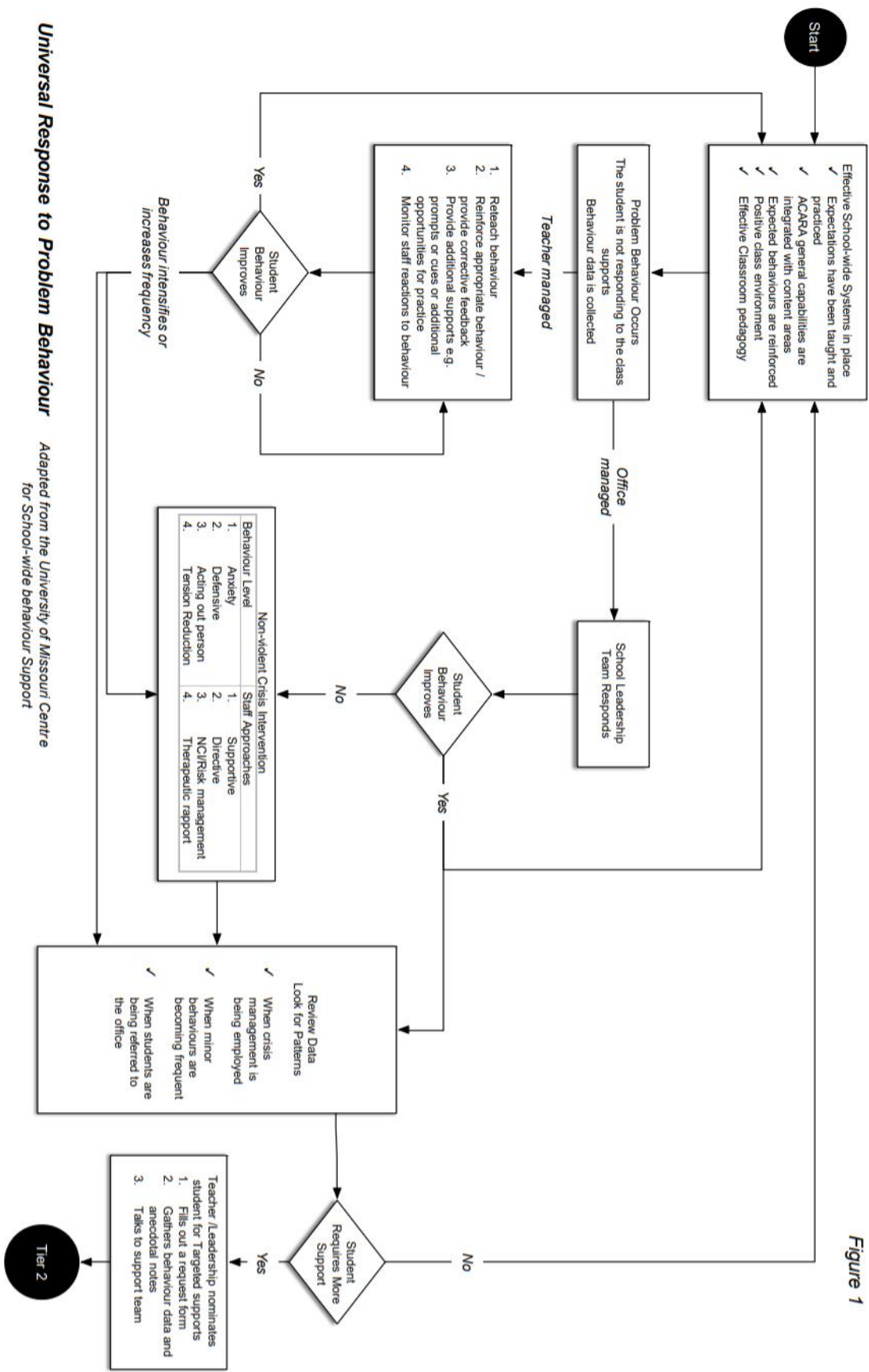


Figure 1

Universal Response to Problem Behaviour Adapted from the University of Missouri Centre for School-wide behaviour Support

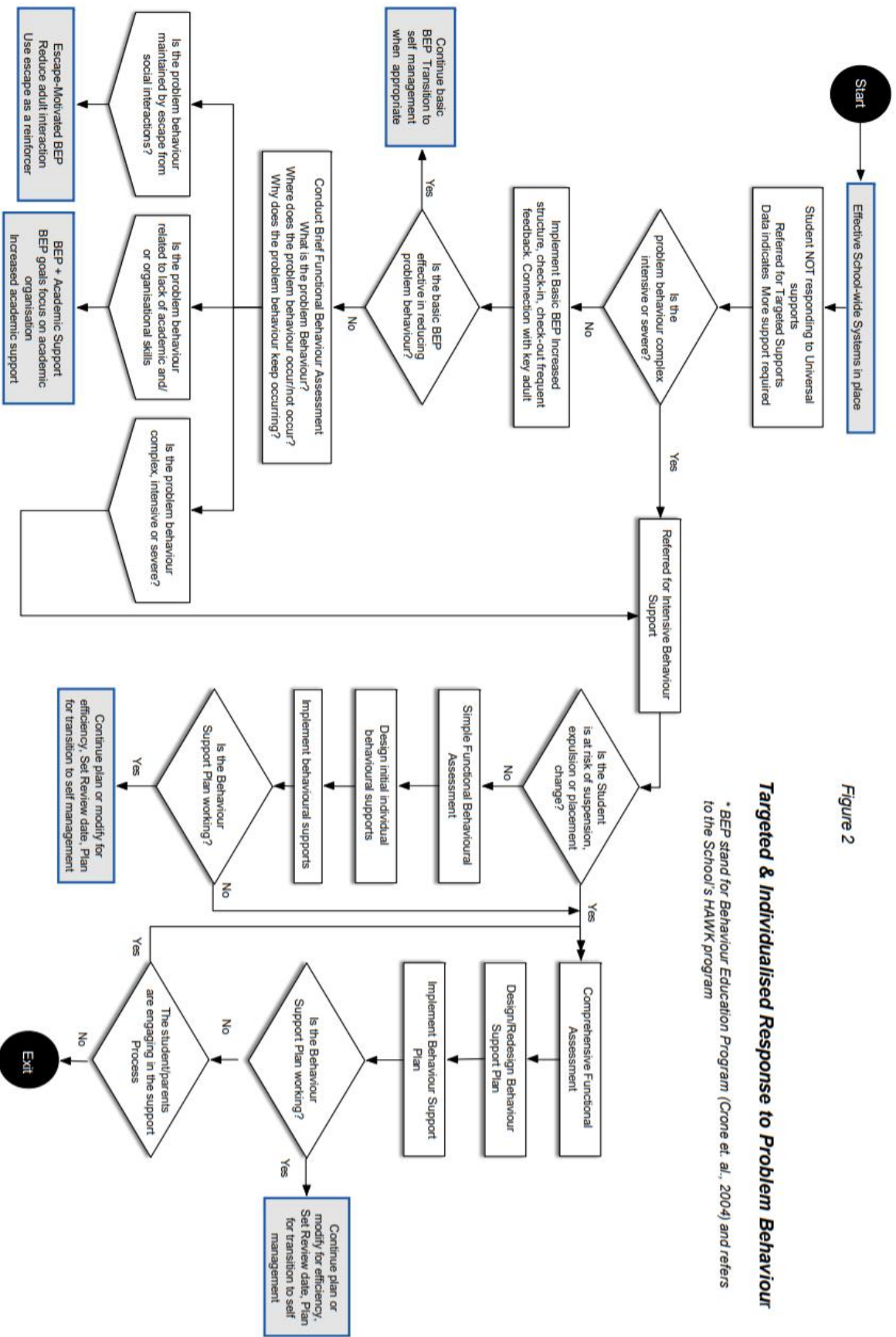


Figure 2

Targeted & Individualised Response to Problem Behaviour

* BEP stand for Behaviour Education Program (Crone et al., 2004) and refers to the School's HAWK program

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

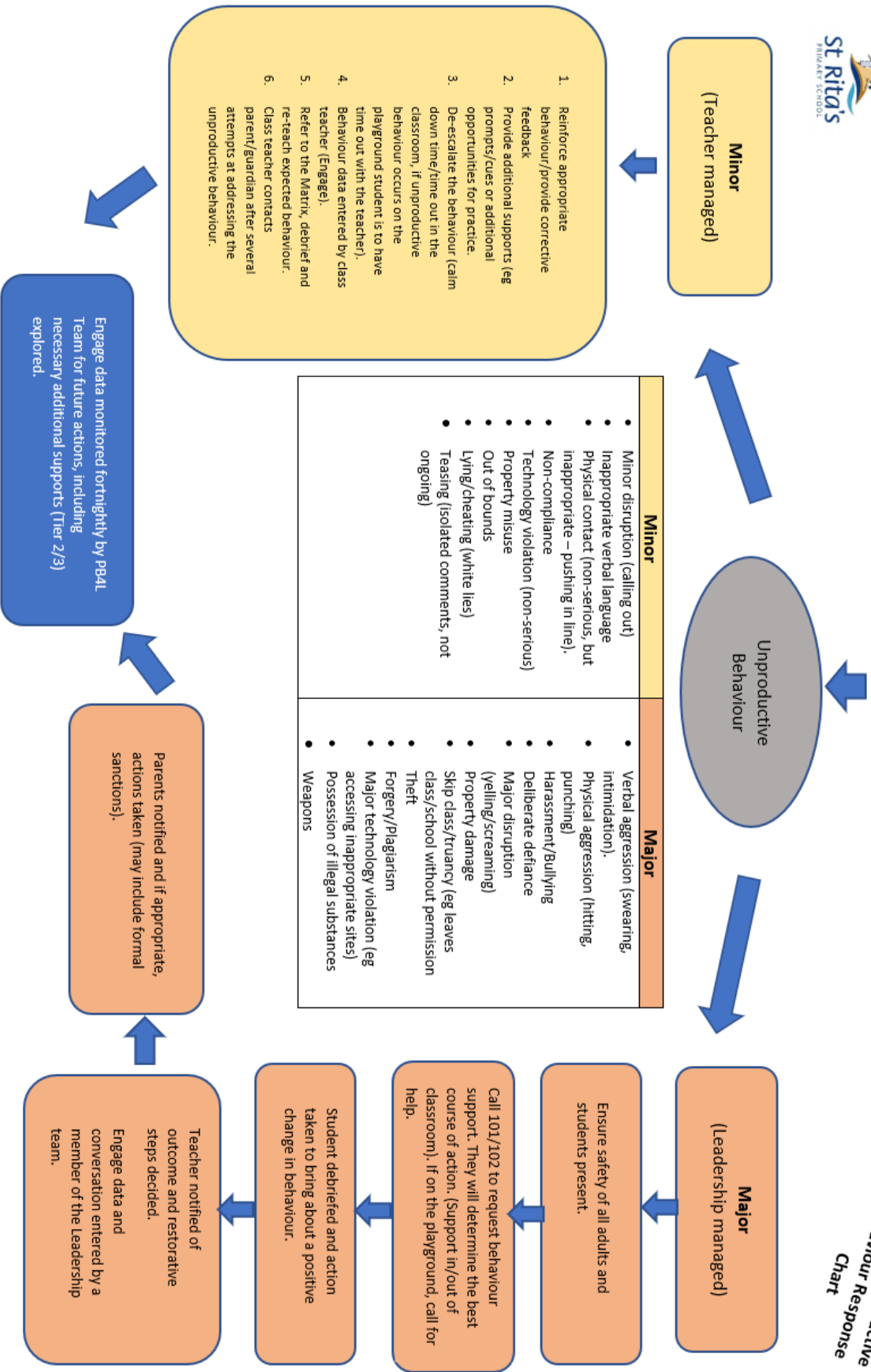
	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	<p>Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence;</p> <p>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>Racial: taunts, graffiti, gestures, intimidation;</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.</p> <p>Can also include 'flaming' and online hate sites/bash boards.</p>

	Descriptor	Definition	Example
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school	Accessing inappropriate websites, using someone else's log in details,

	Descriptor	Definition	Example
		technology including cell phone, music/video players, camera, and/or computer	inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or	Stealing someone's identity and impersonating them

	Descriptor	Definition	Example
		technology to take advantage of another	online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Expected behaviours are explicitly taught and reinforced in a positive classroom environment.



Appendix B – Unproductive Behaviour Response Chart

Appendix C – Responding to Unproductive Behaviours

Responding to Unproductive Behaviours

De-escalation	Problem-solving	Restorative
<p>Decrease demands Modifying or reducing task requirements.</p>	<p>Collaborative Problem Solving Small group/class/year level discussion: students are grouped together as a cohort to discuss a problem behaviour to provide feedback and discuss solutions.</p>	<p>Restitution Involves having the student compensate for any damage that is a result of his or her actions.</p>
<p>Re-teach expected behaviours Expected behaviours re-taught, modelled and practiced individually or whole class in the environment they are expected to be demonstrated.</p>	<p>Communication with Parents Parents/Carers informed of incident and plan for management.</p>	<p>Restorative conversation This response is used by trained staff members with more serious or ongoing misbehaviour and usually involves Leadership. Staff member uses an incident of misbehaviour as an educative opportunity for teaching empathy, consequential thinking and the importance of making amends in order to repair harm and relationships.</p>
<p>Scheduled / Planned Breaks Student provided with opportunity for a break from the trigger/stimuli to enable them to re-engage with learning.</p>	<p>Mediation All parties involved discuss the incident and communicate their concerns or version of incident and acknowledge and discuss a resolution.</p>	<p>Student / Parent / Staff meeting Formal meeting involving Staff, Student and parent/s to discuss the concern/incident, the expected behaviours and plan is made for future action with all parties in agreement.</p>
<p>Setting Limits Re-state expectations and give feedback to allow student to modify their behaviour.</p>	<p>Request for Further Support Targeted Support for students including ARK, Drop-in Zone, Alternate play break.</p>	<p>Formal Sanction Detention Any period when a student is required to remain at school, in a location or in an activity, in 'non-class' time, such as recess, recreation time, or after school. Detention processes must be detailed in school Student Behaviour Support Plan according to Student Behaviour Support PROCEDURE: Detention (BCE, 2019).</p>
<p>Time Out Preventative measure to allow student to debrief, calm and reflect on behaviour and expectations before re-entering learning/play space.</p>	<p>Student Conference The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.</p>	

Approver: Principal

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