

***St Mary's Primary School
Laidley***



Student Behaviour Policy

Current from December 2014

Part One: Our Context

Our Mission

At St Mary's, we strive to touch the hearts and minds of all in our learning community. We reach out to challenge and transform the life of every child in our care through what we teach, learn and contribute each day and by living out Gospel values. We acknowledge the importance of the environment in which our students live and their uniqueness as country kids.

Our School Context

St Mary's is a community where we grow in love, Christian faith and knowledge of self, others and the world, and where learning occurs in a positive and nurturing environment. We strive to foster a strong sense of community, which has been forged over many years by working collaboratively with families to ensure our beliefs and values are displayed throughout the school.

Consultation Process

In March 2014 a survey on our current school-wide behaviour policy was created and distributed for comment to the St Mary's community, including staff, parents and students. The survey questions are appended to this document, and data sets can be viewed at the St Mary's office. Quantitative and qualitative information was gathered from a range of school staff and parents of current students for feedback. Respondents were able to indicate whether they wished to be included on the behaviour planning team.

The whole school behaviour team ('the behaviour team') was formed in May 2014 to review the data obtained from the survey, plan and create and implement a revised school-wide behaviour policy for St Mary's. The behaviour team members represent teaching staff, administrative staff, student support team staff and leadership. Parent feedback was requested early November 2014, with draft 3 of the behaviour policy presented to the Board in November 2014. The behaviour team will continue to review the St Mary's behaviour policy and support its implementation throughout the school.

Our Beliefs

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current research and evidence-based practice in positive behaviour supports:

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration);
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA);
- Behaviour is learned, therefore responsible behaviour can be taught;
- Student discipline is best achieved through instruction rather than punishment;
- Student behaviour can be taught using the same strategies used to teach academics;
- Every day is a new day
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach;

- For behavior change to occur, we must use positive approaches that strengthen teacher-student relationships;
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success;
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction;
- Students need and want high standards for their behavior. Maintaining high expectations does not require 'get tough' or punitive approaches;
- An integrated system of school-wide, classroom support and individual student supports are integral in improving behavioural outcomes and developing learning dispositions for our students, as well as fostering a sense of efficacy and job satisfaction in our staff;
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and development of all students;
- Every face has a place, no matter what it takes.

Part Two: Our Approach

An integration of 'Mindfields of Behaviour' and 'Positive Behaviour 4 Learning'

Our Behaviour Management System is based on the 'Mindfields of Behaviour' program developed by John McArdle. The Program emphasises the importance of children owning or being responsible for their own behaviour. It goes hand in hand with the whole Visioning Process and the collaborative establishment of Class Expectations within each classroom at St Mary's. The children learn from Prep, that if their behaviour is contrary to school and classroom expectations, then they will be put on 'Steps'. In the first few weeks of each year during the 'settling in period', the Steps System is taught and practised through discussions and role plays and so the children become very familiar with how it works.

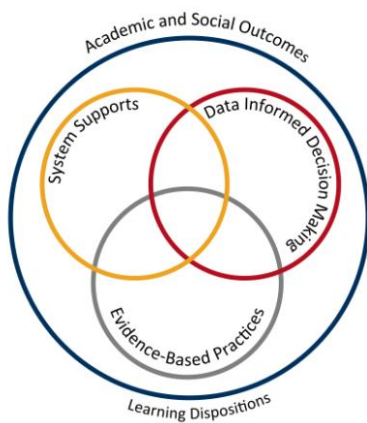
The Steps System is a time of 'non-belonging' of gradually longer periods of time, to think about the choices made by the child and also what would have been better choices to make. During this time the child stands up straight and does not speak, taking no part in the lesson or class activity.

First a reminder or warning is given – this may be verbal or non-verbal. Step One is a short time of 1 or 2 minutes (depending on age) standing behind their chair. Step Two is a longer time of 3-5 minutes standing at the back of the classroom. Step Three is a period of 5-6 minutes standing at the door of the classroom. Step Four is 20 minutes out of the classroom usually at the Office, completing a refocussing sheet. Any work missed has to be completed in the child's own time, usually the next lunch playtime.

A similar system is used for poor behaviour choices in the playground, except the children sit out of play for increasing periods of time. Any serious behaviour incidents, such as physical aggression would mean being sent immediately to Step Four.

What is Positive Behaviour 4 Learning?

PB4Learning is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self Assessment*, by OSEP Center On positive Behavioral Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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, behaviour is learned and rule governed, 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

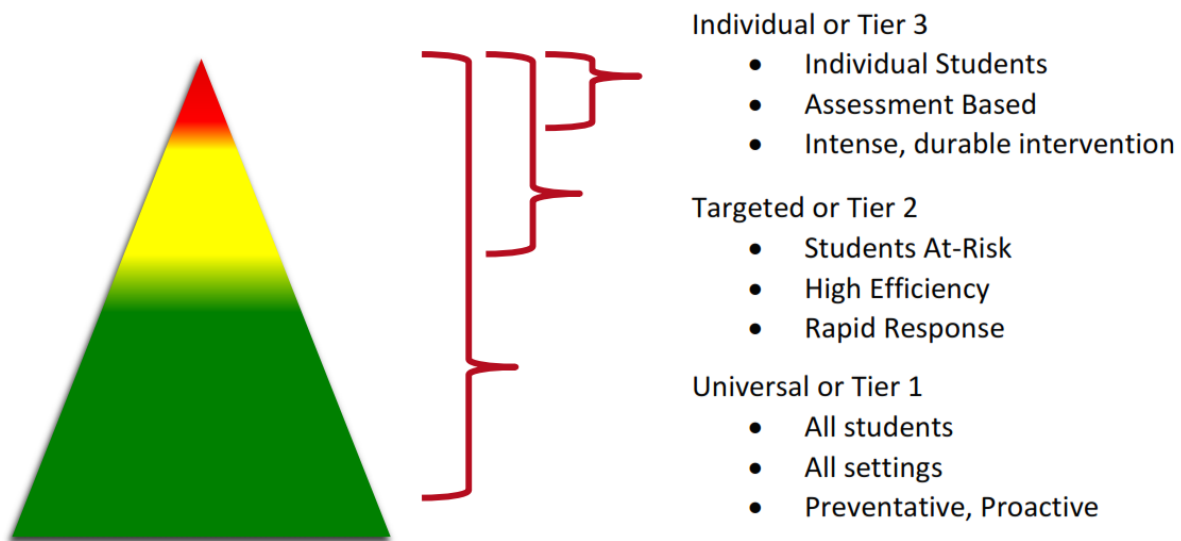
An important component of PB4Learning is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

The first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk 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).

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

Finally the tertiary level of support is intensive or 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.



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 context.

Tier One: Universal supports

A relentless focus on learning for all students

Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish an effective verbal community for all staff and students and across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At St Mary's, our school-wide expectations are:

- I am safe
- I am a learner
- I am respectful and get along with others

Our school-wide positive behaviour matrix outlines the social skills and 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 discipline. These are clearly articulated in the following table, with examples provided according to the rule and context.

St Mary's Laidley Positive Behaviour Matrix

Rules	Learning spaces	Church/assembly	Transitions	Toilets	Eating time	Playground and oval	Bus line/Pick-up Zone	Excursions/Camps
I am safe	<ul style="list-style-type: none"> • Walking • Listening to adults • Following instructions • Using equipment appropriately • Sitting on chair correctly • Bags on bag racks 	<ul style="list-style-type: none"> • Walking • Listening to adults and student leaders 	<ul style="list-style-type: none"> • Walking • Using quiet voices • Stay in safe school areas 	<ul style="list-style-type: none"> • One at a time in the cubicle • One at a time at the sink • Being sensible 	<ul style="list-style-type: none"> • Sit while we eat • Eat our own food • Listen to adult instruction • Put lunch box in basket 	<ul style="list-style-type: none"> • Be aware of others • Follow adult instruction • Wear your school hat • Stop play when the bell rings • Stay in safe school areas • Cooperate with peers • Play school approved games 	<ul style="list-style-type: none"> • Sit in designated area • Listen to adults • Stay behind the fence • Being prompt 	<ul style="list-style-type: none"> • Be in the right place at the right time • Follow adult instructions • Follow safety procedures
I am a learner	<ul style="list-style-type: none"> • Follow instructions • Participate in learning • Be prepared for class with equipment • Be in the right place at the right time • Actively participate in class • Have-a-go! • Be supportive of peers • Keep workspace tidy • Complete set tasks 	<ul style="list-style-type: none"> • Actively participate when required • Listen • Show reverence • Use quiet voices 	<ul style="list-style-type: none"> • Be punctual • Be in the right place at the right time • Walk quietly • Follow adult direction • Line up outside classroom quietly 	<ul style="list-style-type: none"> • Use toilets during breaks 	<ul style="list-style-type: none"> • Sit down during eating time • Speak quietly • Put rubbish in the bin • Care for belongings 	<ul style="list-style-type: none"> • Be in the right place at the right time • Think before you act • Follow adult instructions • Pack up games and line up promptly ready for class • Go to the toilet, have a drink and line up after bell 	<ul style="list-style-type: none"> • Be in the right place at the right time • Be punctual • Follow adult instruction 	<ul style="list-style-type: none"> • Follow adult instruction • Actively participate and be reflective • Be punctual • Follow transportation rules

<p style="text-align: center;">I am respectful and get along with others</p>	<ul style="list-style-type: none"> • Follow adult instructions • Using appropriate language • Wear full school uniform correctly and with pride • Phones and technology are handed and signed in at the office • Conform to uniform policy • Use quiet voices • Be tidy • Accept differences • Respects others personal space • Use polite language • Everyone has the right to learn • Showing patience • Enter/exit room in appropriate manner 	<ul style="list-style-type: none"> • Following adult instructions • Sitting quietly • Show reverence • Actively participate and listen • Be respectful of church property • Accept differences • Respects others personal space • Applaud graciously 	<ul style="list-style-type: none"> • Showing respect to school property • Being respectful of other classes and your peers • Line up quickly and quietly • Follow adult instructions • Walking on the verandas • Respects others personal space 	<ul style="list-style-type: none"> • Use toilets correctly • Use designated toilets • Wash hands with soap and water • Respecting the privacy of others • Keep toilets clean and tidy • Respects others personal space 	<ul style="list-style-type: none"> • Follow adult instructions • Eating your own food • Care for your belongings • Put rubbish in the bin • Remain seated until teacher releases you • Respects others personal space • Clean up after yourself 	<ul style="list-style-type: none"> • Follow adult instructions • Care for the environment • Play fairly • Take turns • Invite others to join in • Return borrowed equipment • Act responsibly • Accept differences • Respects others personal space • Show good sportsmanship • Be an active team member • Showing patience 	<ul style="list-style-type: none"> • Follow adult instruction • Sitting quietly • Listen and respond to name call • Sitting in designated area • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Follow adult instruction • Actively participate • Be polite and thankful • Use polite language • Clean up after yourself
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

In addition to our 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 curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. (www.acara.edu.au)

Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being, behaving and learning to live with others while Critical and Creative thinking is fundamental in students becoming successful learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

At St Marys, we have a school-wide emphasis on developing students' personal and social competence, which in the Australian Curriculum. Staff engaged in professional learning opportunities to learn

Class covenants

Vision is so important to us as individuals and communities. Every year at St Mary's each class writes a covenant, which outlines the values they want to live by, work by and follow. A "covenant" is a "promise" and dates back to the time of Noah when God placed a rainbow in the sky as a promise of enduring love for his people. In the same way, the students show love and respect for each other by living out their agreement to be the best people they can be. These covenants form a significant part of the behaviour management strategies within classroom. Teachers regularly refer to their covenant as part of teaching, learning and culture building. It reminds students how they agreed to treat themselves and one other.



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. With our older students we have found strong positive results when staff:

Remind = Regularly remind students of behaviours, procedures and routines

Supervise = Monitor student performance or compliance in all settings

Feedback = Provide feedback, non contingent and contingent

In addition direct teaching may be done using a combination of the following:

- Beginning of school year orientation day;
- Time built into the first weeks of school, which we call ‘setting the stage’;
- Each week, teachers will review a particular rule in context with their class, which will be consistent throughout the school (please see Appendix A for 2015 timetable);
- New student orientation when needed;
- Student leaders may serve as orientation models for newly enrolled students.

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. Additional resources and evidence-based programs are also delivered by teaching and support staff as specific areas of student need are identified. Examples of current resources and programs that support social, emotional and behavioural learning include:

- KidsMatter
- Daniel Morcombe Child Safety Curriculum
- Circle Time for Emotional Literacy
- The ALERT Program
- Strong Kids/Strong Start
- GirlPower
- Secret Agent Society

Feedback: Encouraging and rewarding expected behaviour

It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement. Our systems encourage and motivate 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 encouragement system utilises effective, specific positive feedback, adult attention both contingent and non-contingent and a tangible reinforcement system.

Teaching staff are provided with a template to record positive reinforcements used with students in their class, and include assembly awards, positive referrals to leadership, positive notes communication to parents (please see Appendix A). These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

Tier Two: Targeted Supports

Targeted 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 minor but disruptive behaviours that are detrimental to instruction and interfere with their own learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, either through behaviour data, attendance data, or teacher referral. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

Targeted intervention at St Mary's include:

- The Behaviour Education Program (BEP) – which builds on our school-wide positive behaviour expectations by providing students with frequent feedback and reinforcement from their teacher, a respected 'supportive adult' and the student's parents for demonstrating appropriate behaviour and academic engagement. The ultimate goal is to move the student to self-management.
- Social Skills Intervention (Early Years) – this type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour, and is currently delivered in a small group format by the student support team.

Tier Three: Individualised Interventions

Successful outcomes for student's whose behaviour has not responded to universal or targeted supports are dependant our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of Positive Behaviour 4 Learning.

Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest). The purpose is to identify the reason or function for the behaviour and to use the data collected to develop strategies that will support positive student performance, while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000). The FBA together with the function-based intervention procedures provide the bulk of the information needed to develop an effective and long lasting Behaviour Intervention Plan (BIP) that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur.

Interventions linked to the function or purpose of the behaviour, have proven to be more effective than interventions that simply increase reinforcement for "appropriate" behaviour and penalties for problem behaviour (Umbreit et al, 2007).

FBA is a flexible process that can be adapted to many situations. The complexity of the process will be informed by the complexity of the situation. The FBA process and the development of an individual plan may include:

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents
2. Observations in the classroom
3. Collaborative meetings to share information and plan effective intervention strategies
4. Teaching replacement behaviours
5. Creating routines and environments to facilitate success
6. Monitoring and evaluating the effectiveness of the behaviour plan.

Responding to Inappropriate Behaviours

The best defence is always a great offence

Even with our positive approach to teaching and supporting appropriate behaviour, some problem 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 other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

The process of responding to problem behaviour is much like an error analysis, which is commonly used for academic work. Students who have a "skills deficit" will need more explicit instruction and practice while students who have a "performance deficit" need more prompts and cues to highlight the need for the replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.

A continuum of responses

To correct behavioural "errors", we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious and major problems. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral. The definitions of teacher managed behaviours (minors) and office managed behaviours (majors) have been included below.

Although the Teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with and share creative strategies with families and colleagues.

Teachers typically address minor behaviours using best practices that include correction and re-teaching. Appendix B includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour.

If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment. Our staff has been trained in Non-violent Crisis Intervention and these protocols inform our system.

Crisis prevention strategies may include giving a student time away from their regular program in a separate area in the classroom, in another supervised area or in the office. The intent of the “time away” is for a student to calm and regain control of their own behaviour.

For “office managed” behaviours (ie. Step Four), the behaviour is major – that is, a more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the school leadership that may include more intensive teaching, restitution activities, and strategies to help the student handle future situations or parent/carer conferences.

Learning-based consequences

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though consequences for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

Monitoring inappropriate behaviour

Our monitoring system for both major and minor behaviours assist us in making decisions about when to engage other supports to address the problem. Typical consideration would include:

- The student is losing instructional time because of his/her behaviour.
- The behaviour is occurring frequently, requiring substantial teacher time
- The intensity of the behaviour draws attention of those close-by causing disruption to activities.
- The student is not responding to universal supports

Figure 1 describes our Universal response and decision-making processes.

Targeted and individualised supports as a response to problem behaviour

Our evidence-based practices for targeted and individualised support have been described in the previous text. 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 2 (Appendix A) describes targeted and individualised responses and the decision-making processes.

Suspensions

Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both

reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

The Principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school **for a period up to 10 school days** or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

In the absence of the Principal, the Acting Principal may exercise the authority to suspend. The Principal may delegate this authority to other member's of the school's leadership in his or her absence.

Exclusions

In the case of exclusion, the student will be suspended pending the decision to exclude and the Principal will make an application for exclusion to the Executive Director, through the Area Supervisor and the Director – School Services. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents/caregivers to notify them of the Executive Director's decision.

Under the BCE guidelines "students will not normally be excluded unless a clearly documented range of strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example through a Functional Behaviour Assessment". This process is reflected in the example flowchart in this plan for Targeted and Individualised Responses (Appendix A, Figure 2).

For additional information on Brisbane Catholic Education's suspension and exclusion policy, please refer to the 'Student Behaviour Support – Guidelines, Regulations and Procedures'.

Process for appeals

Appeals by parents/caregivers are made to:

- The Principal: in relation to a decision to suspend a student for less than three days. Parents/caregivers who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal.
- The Area Supervisor: in relation to a decision to suspend a student for more than three days from school.
- The Executive Director: in relation to a recommendation to exclude a student from a Brisbane Catholic Education school.

Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*, 4-16
- Christenson, S., Stout, K. & Pohl, A. (2012) *Check and Connect- Implementing with Fidelity*. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behavior in schools*. New York: Guilford Press.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behaviour support* (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009) *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behavior Therapy, 24*. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000) *Functional Behaviour Assessment: A Step by Step guide to solving Academic and Behaviour Problems*. New York: Sophis West.

Relevant Brisbane Catholic Education Policies

Brisbane Catholic Education (2012) *Student behaviour support policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (1997) *Administration of medication to students*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Justice education policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Learning and teaching framework*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2008) *Code of conduct*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Family school partnership policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2005) *Living life to the full: promoting personal and social development in the school context. A discussion paper for the Archdiocese of Brisbane*. Brisbane: Brisbane Catholic Education.

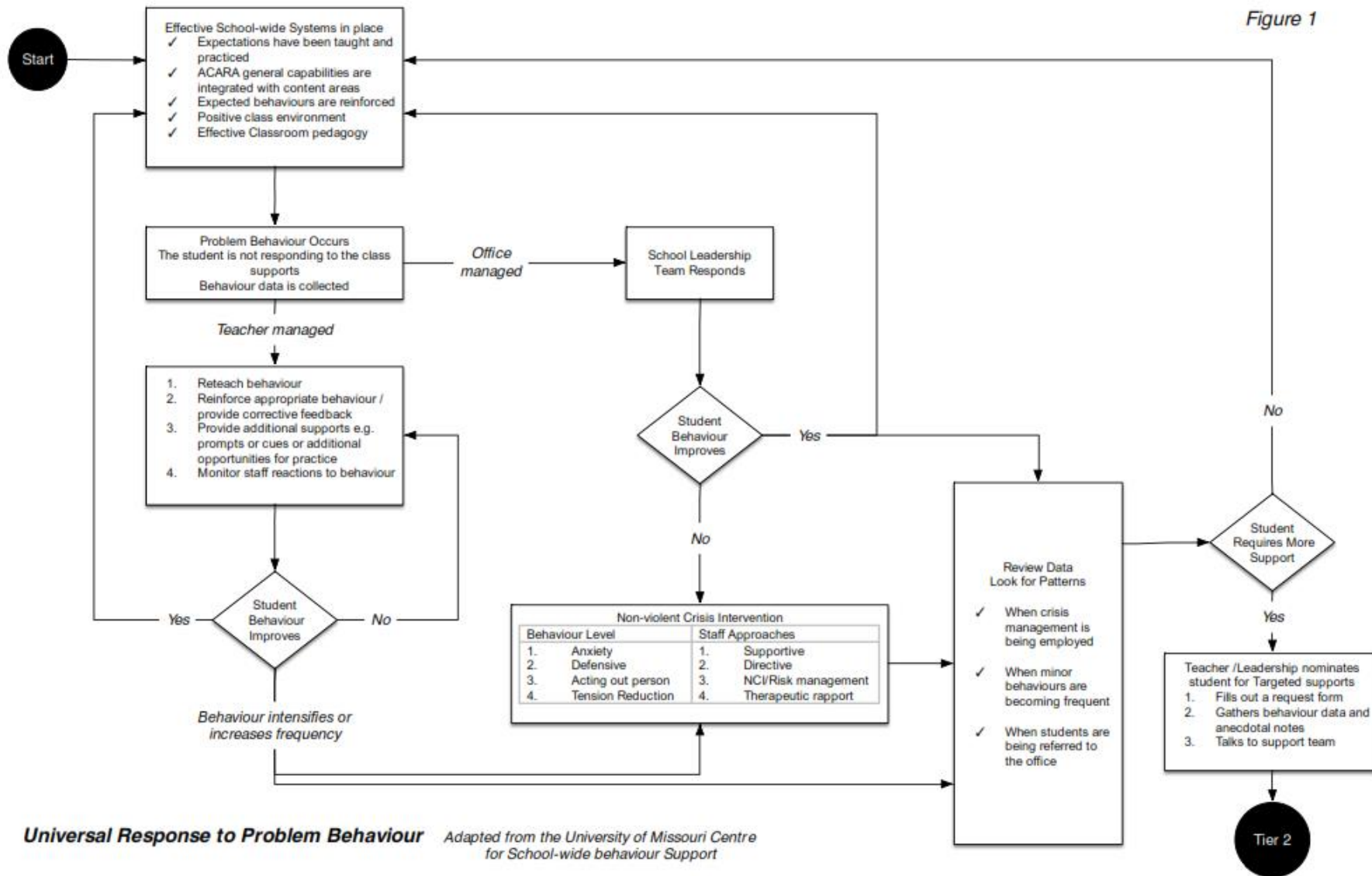
Brisbane Catholic Education (2012) *Student protection policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Strategic renewal framework for Catholic Schools Archdiocese of Brisbane 2012-2016*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Weapons in schools policy*. Brisbane: Brisbane Catholic Education.

Appendix A – Supporting documentation

Figure 1



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

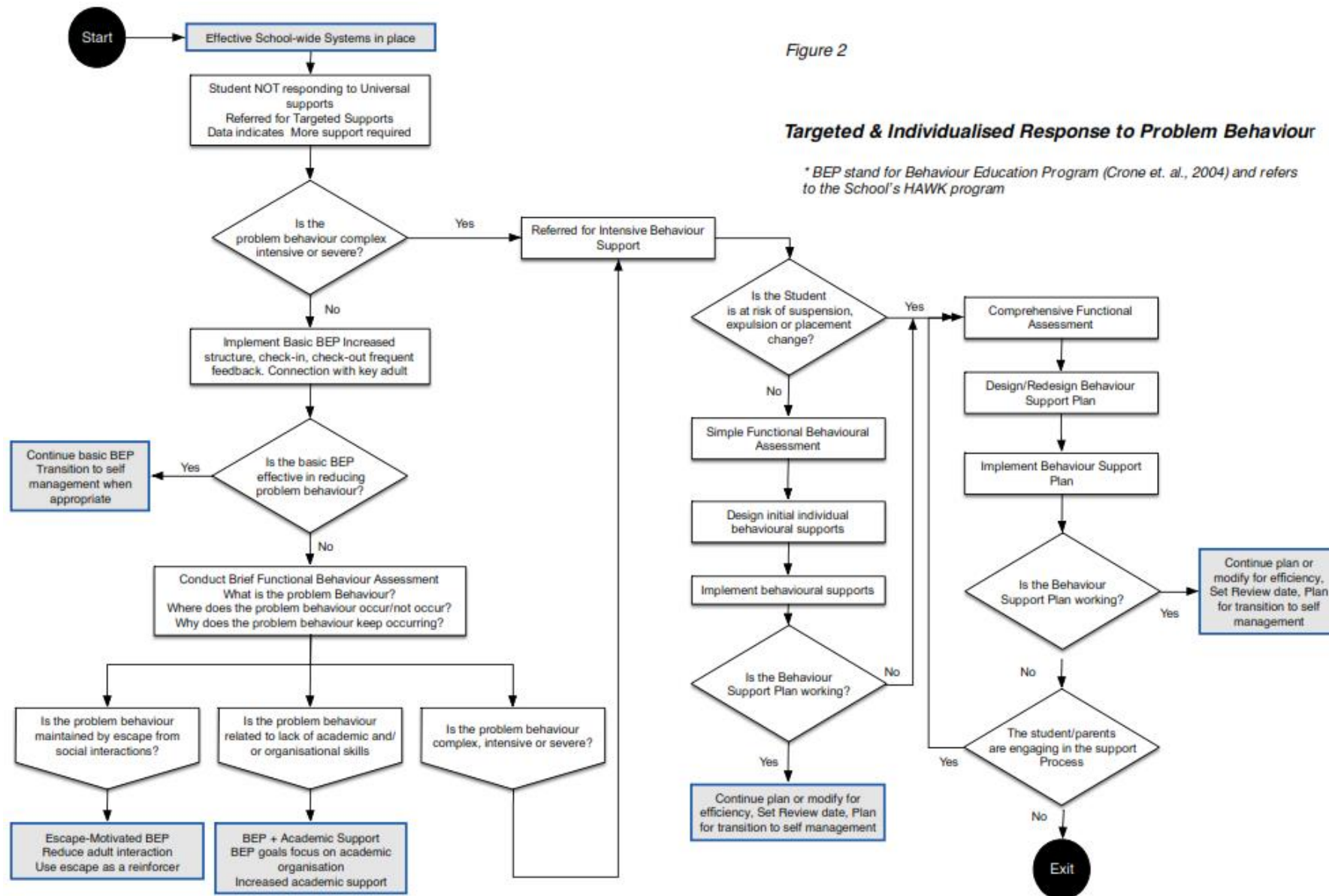


Table 1 – Minor vs Major Behaviours

Rule	Area	Minor	Major
I am safe	Learning Spaces	<ul style="list-style-type: none"> • Incorrect use of equipment • Tossing objects • Swinging on chair • Running in the classroom • Not listening to the instruction • Not lining up correctly in the classroom 	<ul style="list-style-type: none"> • Physical aggression • Throwing objects with intent to harm • Possession of weapons/drugs • Inappropriate use of technology devices or social networking sites • Leaving the classroom without permission
	Church/assembly	<ul style="list-style-type: none"> • Running • Tossing objects • Incorrect use of equipment 	<ul style="list-style-type: none"> • Physical aggression
	Transitions	<ul style="list-style-type: none"> • Running on concrete and verandas • Riding bike or scooter in school grounds • Not lining up correctly outside the classroom/shed • Using the front veranda during school time 	<ul style="list-style-type: none"> • Physical aggression • Leaving the school grounds without permission
	Toilets	<ul style="list-style-type: none"> • More than one person in a cubicle • Running • Playing in the toilets 	<ul style="list-style-type: none"> • Physical aggression
	Eating time	<ul style="list-style-type: none"> • Running • Throwing food or rubbish • Sharing food 	<ul style="list-style-type: none"> • Physical aggression • Throwing objects with intent to harm
	Playground and oval	<ul style="list-style-type: none"> • Incorrect use of equipment • Not playing school approved games • Not wearing a school hat in the playground 	<ul style="list-style-type: none"> • Physical aggression • Throwing objects with intent to harm • Leaving the school grounds without permission
	Bus Line/pick up zone	<ul style="list-style-type: none"> • Tossing objects • Not sitting in the designated area • Running, playing ball games 	<ul style="list-style-type: none"> • Physical aggression • Throwing objects with intent to harm • Leaving school grounds without permission
	Excursions/camps	<ul style="list-style-type: none"> • Not wearing a school hat on excursions • Tossing objects • Not following instructions 	<ul style="list-style-type: none"> • Physical aggression • Throwing objects with intent to harm • Leaving the group without permission • Not following safety instructions • Damaging property

Rule	Area	Minor	Major
I am a learner	Learning Spaces	<ul style="list-style-type: none"> • Refusing to work • Not completing set tasks • Not being punctual • Non-compliance • Minor disruptions to learning 	<ul style="list-style-type: none"> • Persistent refusal to complete work • Persistent failure to respond to adult requests • Leaving class without permission • Leaving school grounds without permission • Repeated, major disruptions • Truancy
	Church/assembly	<ul style="list-style-type: none"> • Not listening • Talking out of context 	
	Transitions	<ul style="list-style-type: none"> • Not being punctual • Not in the right place at the right time 	<ul style="list-style-type: none"> • Major disruptions • Physical aggression • Verbal aggression • Persistent failure to respond to adult requests
	Toilets	<ul style="list-style-type: none"> • Loitering in toilets 	
	Playground and oval	<ul style="list-style-type: none"> • Not being in the right place at the right time • Not following adult instructions 	<ul style="list-style-type: none"> • Physical aggression • Verbal aggression
	Bus Line/pick up zone	<ul style="list-style-type: none"> • Not being punctual • Not being in the right place at the right time 	
	Excursions/camp	<ul style="list-style-type: none"> • Refusing to work • Not completing set tasks • Not being punctual • Non-compliance • Minor disruptions to learning • Not following transportation rules • Not following adult instructions 	<ul style="list-style-type: none"> • Persistent refusal to complete work • Persistent failure to respond to adult requests • Leaving class without permission • Leaving school grounds without permission • Repeated, major disruptions • Truancy

Rule	Area	Minor	Major
I am respectful and get along with others	Learning Spaces	<ul style="list-style-type: none"> • Uncooperative behaviour • Inappropriate language • Calling out • Disrespectful tone • Petty theft • Lack of care for property • Not wearing correct school uniform • Minor disruption to class • Minor defiance 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Intimidation • Verbal abuse/directed profanity • Stealing/property damage/vandalism • Bullying at school • Cyberbullying occurring at school • Major dishonesty • Persistent or major disruption to class • Blatant and deliberate disrespect • Major defiance • Breaches of ICT policy • Inappropriate use of technology and social networking sites • Failure to hand in and sign in phones and technology at the office
	Church/assembly	<ul style="list-style-type: none"> • Uncooperative behaviour • Lack of care for property • Not wearing correct school uniform • Inappropriate noise level • Running • Disrespectful minor disruption • Talking during mass/assembly 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse/directed profanity • Major disruption
	Transition	<ul style="list-style-type: none"> • Being disruptive to others • Uncooperative behaviour • Minor disruption to class • Minor defiance • Disrespecting property 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Physical aggression • Verbal abuse/directed profanity • Bullying • Intimidation
	Toilets	<ul style="list-style-type: none"> • Inappropriate behaviour • Lack of care for property • Playing in the toilet area 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse/directed profanity

	<ul style="list-style-type: none"> • Calling out 	<ul style="list-style-type: none"> • Bullying • Blocking the toilet with foreign objects • Vandalism • Disrespecting privacy of others
Eating time	<ul style="list-style-type: none"> • Uncooperative behaviour • Lack of care for the environment • Lack of care for property • Not wearing correct school uniform • Minor defiance • Not following adult instruction 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse/directed profanity • Bullying • Persistent lack of care for the environment • Persistent defiance
Playground and oval	<ul style="list-style-type: none"> • Uncooperative behaviour • Lack of care for the environment • Not wearing correct school uniform (inc. school hat) • Not playing fairly • Minor defiance 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse/directed profanity • Bullying • Intimidation • Physical aggression
Bus Line/pick up area	<ul style="list-style-type: none"> • Uncooperative behaviour • Minor defiance • Not listening to adult instruction • Not sitting in correct area 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse/directed profanity • Bullying • Physical aggression
Excursions/camp	<ul style="list-style-type: none"> • Uncooperative behaviour • Not wearing correct school uniform • Minor defiance • Not following adult direction • Not respecting visitors or excursion staff 	<ul style="list-style-type: none"> • Offensive language • Aggressive language • Verbal abuse/directed profanity • Bullying • Physical aggression • Persistent defiance

Table 2 – Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example/Non-Example
1	Inappropriate verbal language (VL)	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
3	Defiance / non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Student 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	
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Student arrives late to class	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"	
11	Teasing	Isolated inappropriate comments (ongoing teasing is considered bullying)	

Major Behaviours

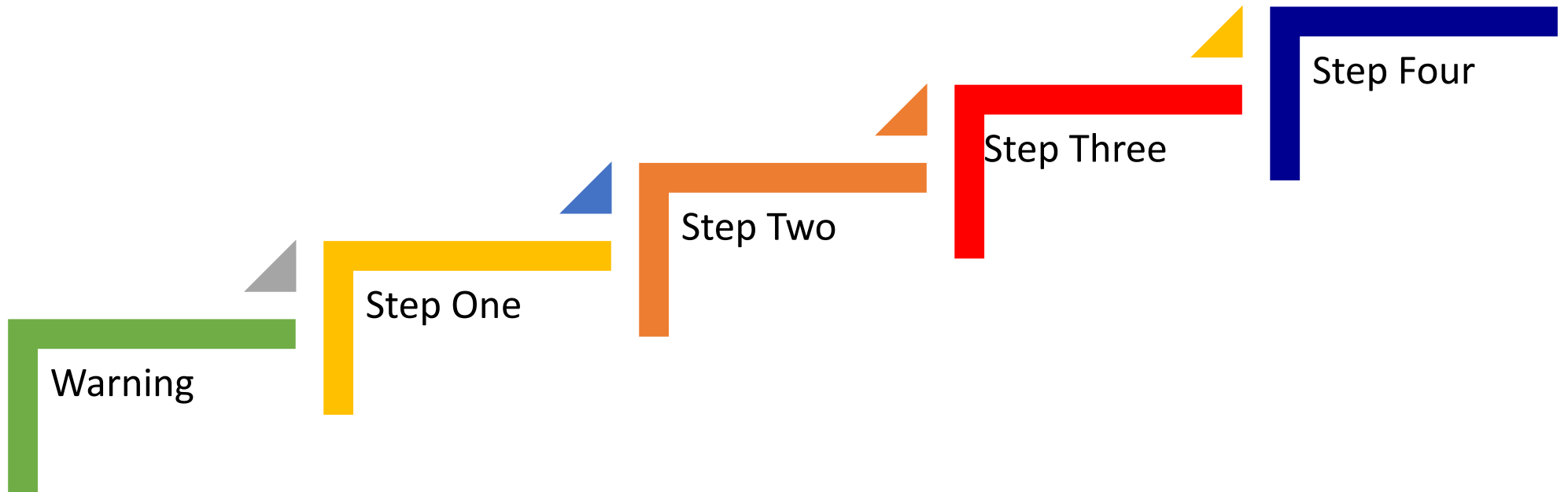
	Descriptor	Definition	Example/Non-Example
1	Verbal aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching, etc.
3	Harassment / bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages including negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance / non-compliance – Major	Refusing 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	Major disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major dress code violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive t-shirts
7	Property damage / vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip class / truancy	Student leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's 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.	
11	Major technology violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's login details, inappropriate additions to Facebook or other social media (written and images)
12	Use/possession of alcohol	Student is in possession of or is using alcohol	
13	Use/possession of other drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of legal drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing on ADHD medications. Sharing around an inhaler to get a "buzz"
15	Use/possession of tobacco	Student is in possession of or is using tobacco either at school or on the way to and from, or any time they are in school uniform	
16	Use/possession of weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Matches, lighters, firecrackers, gasoline, lighter fluid
18	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

Table 3 – Strategies to manage minor behaviour

Technique	Explanation
Proximity	This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal non-verbal cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student’s behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/attend/praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	“Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour”. (p.453 Scheuermann & Hall, 2012)
Re-direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the school-wide, non-classroom or classroom rule/procedure. A re-direct emphasises the “what” of the behaviour instead of the “why”.
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student conference	This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. 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.

Figure 3 – Consequences – Classroom Step System



Warning

- At the first instance of an inappropriate minor behaviour, teachers give students a verbal warning.
- Some teachers may wish to provide a corresponding visual.
- Student notes minor behaviour on their behaviour card, which is kept with them for the day.

Step 1

- Continued minor behaviour will result in the student being placed on Step One.
- Step One is a short period of time determined by the class teacher, in which the student reflects on their behaviour while standing behind their chair.
- To support reflection, students may be provided with a visual detailing expected behaviour.
- Student notes minor behaviour on their behaviour card.

Step 2

- Further continued minor behaviour will result in the student being placed on Step Two.
- Step Two is a designated period of time (depending on age), where the student stands at the back of the classroom to reflect on the minor behaviour and its impact on others.
- Student notes minor behaviour on their behaviour card, and completes the reflection page.

Step 3

- Persistent minor behaviour will result in the student being placed on Step Three.
- Step Three is a designated period of time (depending on age), where the student stands at the door of the classroom, facing outward.
- Student notes minor behaviour on their behaviour card.
- Student reviews their reflection page before re-entering class.

Step 4

- Ongoing and persistent minor behaviours or a major behaviour will result in the student being placed on Step Four and sent to the office to discuss behaviour with a member of leadership.
- Student's parent is contacted as soon as possible by a member of leadership.
- Student to complete work missed in learning support room at the next lunchtime.
- See Step Four procedure for further information (below).

Step Four Procedure

Teacher contacts the office. Student makes their way to the office (staff member will escort the student to the office if required). Student to bring their behaviour card, reflection sheet and step four teacher referral slip.

Student directed to sit silently and wait for further discussion with a member of leadership. Student completes Step Four sheet silently.

When student is calm and has completed their sheet, a member of leadership will speak with them about their behaviour.

Member of leadership will escort the student back to their classroom and supports re-entry.

Member of leadership will contact parents as soon as possible and student will attend the 'behaviour support room' at the next lunch time.

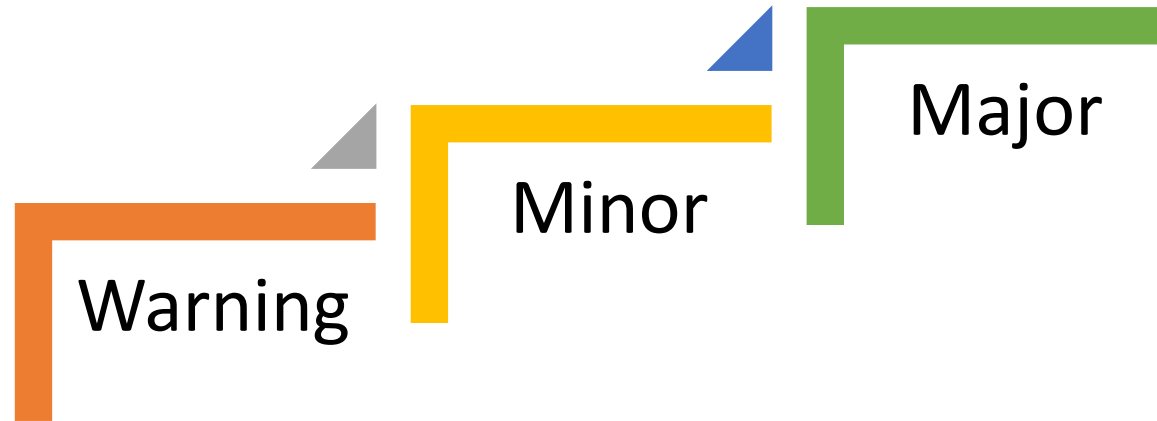
Table 4 – Positive Reinforcement Record

Student Name	Assembly Award	Positive Office Referral	Positive Note Home	Positive Phone Home	Positive Other

Table 5 – Playground Behaviour Record

Date	Time (MT/ Lunch)	Student's Name	Class	Incident	Action
9.10.14	MT	Joe Blogs	5F	Joe snatched the ball from Sally in the game of soccer and would not give it back.	Warning given

Figure 4 – Playground Procedure



Warning: First minor behaviour.

Minor: Continued minor behaviour. Student will walk beside teacher on duty. Teacher will highlight good behaviour happening between other students.

Major: Major behaviour. Student will be sent immediately to the office where the Step Four Procedure will be followed.

Table 6 – Year plan for teaching expected behaviours

2015	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term One	'Setting the Stage' Behaviour Policy Overview	'Setting the Stage' Behaviour Policy Overview	'Setting the Stage' Behaviour Policy Overview	I am Safe Learning spaces	I am a Learner Learning spaces	I am Respectful and Get Along with Others Learning spaces	I am Safe Playground and oval	I am a Learner Playground and oval	I am Respectful and Get Along with Others Playground and oval	All Three Rules Church/assembly
Term Two	I am Safe Transitions and toilets	I am a Learner Transitions and toilets	I am Respectful and Get Along with Others Transitions and toilets	I am Safe Eating time	I am a Learner Eating time	I am Respectful and Get Along with Others Eating time	I am Safe Bus line/pick up zone	I am a Learner Bus line/pick up zone	I am Respectful and Get Along with Others Bus line/pick up zone	All Three Rules Excursions and Camps
Term Three	I am Safe Bus line/pick up zone	I am a Learner Bus line/pick up zone	I am a Learner Bus line/pick up zone	I am Safe Learning spaces	I am a Learner Learning spaces	I am Respectful and Get Along with Others Learning spaces	I am Safe Playground and oval	I am a Learner Playground and oval	I am Respectful and Get Along with Others Playground and oval	All Three Rules Church/assembly
Term Four	I am Safe Transitions and toilets	I am a Learner Transitions and toilets	I am Respectful and Get Along with Others Transitions and toilets	I am Safe Eating time	I am a Learner Eating time	I am Respectful and Get Along with Others Eating time				

Appendix B

Before and After School Policy

Rationale

The purpose of the St Mary's Before and After School Policy is to ensure student safety, protect property and promote clarity between all members of the school community. It is important for parents to understand that morning duty does not commence until 8:15am.

Expected Behaviour – Before School Routine

- When students are dropped off by their parents in the morning, they are to go to Sr Finbarr Place and sit with their bag.
- No playing at this time.
- At 8:15am the teacher on morning duty will collect students with their bags and direct them to the shed before playing.
- Students will drop their bags off at the shed, and may play until the first bell rings at 8:30am.
- This bell signals students to go to the toilet, get a drink and collect their bag.
- Prep - Year Three students are to line up in their class line with their bags at the shed.
- Year Four – Six students will line up with their bags outside their classroom.

Expected Behaviour – After School Routine

- When the bell goes at 2:50pm, students are to make their way down to the front area of the school.
- Students catching the bus need to sit in their designated area (seats and grasses area).
- Parents are to collect their child/ren from the gate directly opposite the office, both gates at the ends of the school ground will be locked.
- Everyone must use the pedestrian crossing to cross the road.
- Parents are encouraged to keep the gate area clear.
- After the last bus has departed, any remaining students will be moved to the office and parents will be contacted from 3:15pm.
- An extra duty will be needed to supervise drive-through/parent pick up.
- The perimeter gates remain closed (no exit sign).

Additional safety precautions

- Sign and plastic chain to be placed at the top of the stairs near the bins, near the convent, and outside the Year 1 classroom.
- Sign ("Staff Car Park") at the staff carpark next to the convent with gate closed to prevent parent pick up.

