MATER DEI CATHOLIC PRIMARY SCHOOL'S

STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Mater Dei Catholic Primary School is a caring, inclusive, and welcoming Catholic community inspired by the charisms of the Sisters of Charity; the Marist Fathers; and Mary, the Mother of God. We embrace joy, service, and justice for all as we live our motto "Caritas", care and concern. "We envision a school that is safe, energetic, and friendly; where staff, parents and members of the community work harmoniously to ensure the personal success of each and every student." (From the Missouri SW-PBS Team Workbook)

Our School Context

Mater Dei Catholic Primary school is a community of faith where Gospel values are lived through our daily relationships and experiences. We are a co-educational, contemporary learning and teaching environment, in the inner western suburb of Ashgrove West catering for students from Prep to Year 6. Our school's motto, "Caritas" – Care and Concern for Others, permeates all aspects of school life. Students are currently enrolled across 6 classes. There is one class of Prep, Year 1 Year 2, Year 3, Year 4 and one Senior Primary class (comprising Years 5 and 6). We are committed to academic excellence in literacy and numeracy and are equally dedicated to the arts, technology, languages, and sports. We provide our children with a holist education filled with many opportunities to grow and flourish and become the best versions of themselves.

Consultation and Review Process

This plan was developed with reference to BCE policies and procedures in consultation with the leadership team, school staff and BCE staff. This consultation process occurred through staff meetings, and Professional Development sessions. A review of school data relating to school behaviour incidents and attendance has informed the plan. The plan was endorsed by the Principal, the P&F and will be reviewed annually.

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.

At Mater Dei Catholic Primary School, we use the Positive Behaviour for Learning (PB4L) framework to develop student behaviour support systems that are strategic, implement current evidence-based practices and use data informed decision-making processes.

We believe effective learning and teaching is supported by safe, positive, and engaging learning environments with consistent responses. To achieve quality learning outcomes for each student at Mater Dei we believe in:

* Building respectful relationships where the values and virtues of the Catholic faith are taught, developed and nurtured;

* Maintaining and sustaining respectful relationships through the use of positive and supportive responses;

* Creating a collaborative and engaging learning and teaching environment where all students can contribute and participate positively;

* Supporting all students to become successful life-long learners, confident and creative individuals and active and informed members of the community, [Alice Springs (Mparntwe) Education Declaration] requires ongoing teaching of expected behaviours and responding to unproductive behaviours;

* Teaching and supporting the development of productive behaviours for learning within the context of the approved Australian Curriculum with a focus on the General Capability – Personal & Social Capability;

* Behaviour is learned, therefore responsible behaviour can be taught.

* Establishing behaviour expectations that reflect and align with the School's Vision and Mission statement.

* Collaborating and partnering with students, parents/carers and outside professionals. These partnerships are based on respect and trust to ensure the best outcome for students.

* Offering individualised supports for students within the context of a school support team including class teachers, Support Teacher: Inclusive Education, Guidance Counsellor and school leadership. Other outside professionals are also welcomed to partner with our school team.

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

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use 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.
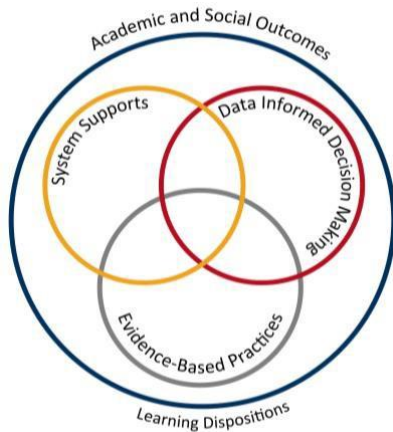
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.
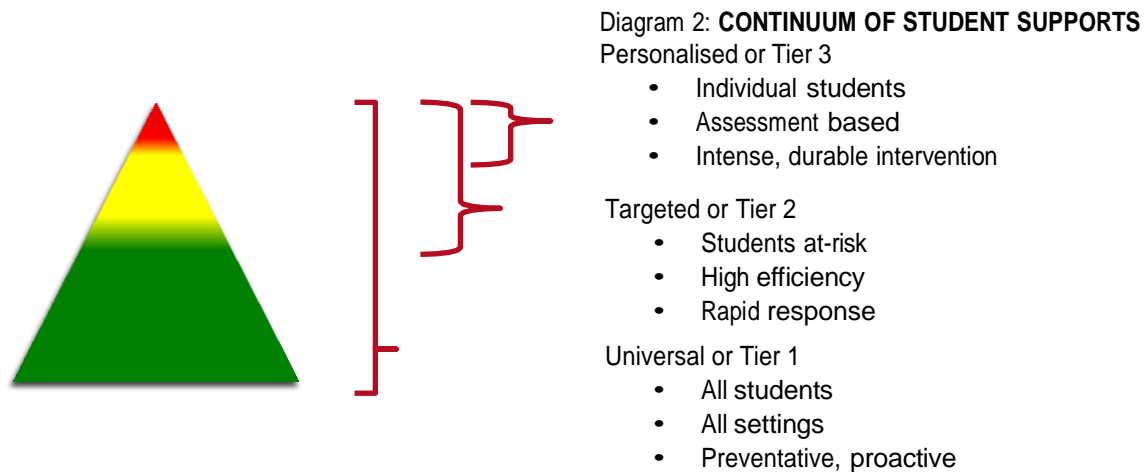
Tier 1 Universal Supports:

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

At Mater Dei all teaching staff, Principal, APRE, STIE/PLL and Guidance Counsellor are part of the PB4L school team. All members have accessed professional learning opportunities on universal supports, with Leadership and our Guidance Counsellor also attending professional learning on targeted and individual supports provided by BCE specialists to build capacity in implementing the PB4L framework. Whole staff attendance at PB4L Professional Development Days has occurred. Our PLL/STIE, reminds and encourages teaching staff regularly to accurately record incidents in Engage. The Leadership Team examines incidents recorded in ENGAGE at weekly Leadership Team meetings. They ask questions, look for patterns, monitor and re-establish behavioural expectations.

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:

Care for the environment
Act safely
Respect for self and others
Excellence in learning

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. (Refer to Appendix C for a copy of our school's behaviour matrix)

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. www.acara.edu.au

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 is achieved using some or a combination of the following:

- During the first four weeks of each new school year and then re-visited when required throughout the term and again at the beginning of each new term.
- At weekly whole school assemblies, a behaviour expectation is a focus and is followed by group practice by each class throughout the week.
- Student leaders support younger peers by modeling expected behaviours.
- Weekly class engagement with the strategies of "Play is the Way"; and
- During weekly whole school class prayer and daily class prayer.

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
Annual Caritas award	Praise/encouragement (verbal/nonverbal/written – Praise Note)
Teaching of /or revisiting the CARE matrix at assemblies	Teaching of the CARE matrix (ie. Mater Dei behaviour expectations)
Sharing work with others (Principal, A.P.R.E., STIE/PLL, other year level classes, buddy classes, parents)	Token/point/star/marble systems (individual/or group goal setting)
Public display of work (classroom, library, art room, hall)	Public display of work (classroom, library)
Use of the house team system to highlight individual and team contributions to the Mater Dei Way (ie The CARE matrix) by handing out Champion cards.	Individual class or year level rewards (sticker books, stamps, free time, student choice activities, computer time)
Use of the "Play Is the Way" program to develop social and emotional resilience (McCaskill, W., 2013)	Whole class rewards (fun days, game time, sport, DVDs)
Celebrations of learning/Open classrooms	Use of Circle Time/Class Meetings
Weekly awards at assembly for displaying the CARE matrix behaviours	Phone calls, emails, or communication to parents
Implementation of the UR Strong: Friendology program (whole school)	Class responsibilities (messenger, class helper, tuckshop monitors)
Implementation of The Resilience Project (Whole school)	Teacher evaluations (marks/comments on work/behaviour) for reporting

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:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- Social Skills Clubs/Groups. 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. A teacher or guidance counsellor facilitates this type of group.

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 with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- 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

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 B includes a summary of practices that may be utilised.

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
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology (oral or written)
Supervised calm time in a safe space outside of the classroom	Work it out together plan – teacher and student	Student contributes back to the class or school community
Set limits	Teacher – student – parent meeting	Restorative conversation
Individual crisis support and management plan	Teacher – student – leadership conversation	Restorative conference
		Community Service

5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These include:

DETENTION PROCESS: At Mater Dei detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as time off the playground or time completing school-work outside of the classroom. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development, and specific needs of the student. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System). It is also an expectation that this time be used to repair relationships, use restorative practices and

conversations, make plans for appropriate behaviour, and rehearse alternative behaviours. Parents are notified by telephone by a member of the Leadership Team.

SUSPENSION PROCESS: is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, fulltime, or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period. The school, the student and parents/caregivers should use the suspension period as an opportunity to reflect on the current difficulties and develop positive, student-focused re-engagement strategies with the aim of assisting a suspended student to re-join the school community as quickly as possible. A re-entry process led by the Principal takes place prior to the student returning to school. The Principal will inform the student and parents/caregivers in person/or by phone call and then follow up with a formal Suspension letter re-stating the grounds on which the decision to suspend has been made, and the re-entry process after the suspension has occurred. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

EXCLUSION: is used as a last resort for the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, the principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Learning Services Executive, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au.
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment.

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff, and school community to understand, teach, prevent, and respond to bullying and harassment.

1. **Understanding Bullying and Harassment**

   Our school provides professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment annually via Student Protection Training.

Teaching about Bullying and Harassment

Teachers at Mater Dei use the approved Australian Curriculum including the Health and Physical Education curriculum; the Personal and Social capabilities; and the BCE Religious Education Curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassment behaviours.

2. Responding to Bullying and Harassment

All staff must take all reports of bullying and harassment seriously and respond with a school team process. This includes:

- ➤ **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

- ➤ **Collect** information, document, and evaluate, including examples from the student/s, staff and bystanders involved.

- ➤ **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- ➤ **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- ➤ **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

- ➤ **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

- ➤ **Plan** the response with the student/s and their families to provide support, teaching and strategies.

- ➤ **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

3. **Preventing Bullying and Harassment**

At Mater Dei Catholic Primary School, we take a positive proactive approach to anti-bullying by teaching positive strategies for dealing with bullying or harassment situations. These strategies include:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Year 6 students act out examples of bullying and how to respond using the Recognise, React, Report model.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. At the beginning of each term and during Wellness week (Week 7 of each term), staff re-visit the school's Behaviour Matrix; the Recognise, React and Report strategy; engagement in "ICT bootcamp" at the beginning of each new year and the 5 safe adults that students can speak with if they are feeling unsafe.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. Our school communicates information to parents (via the school newsletter; and school assemblies) to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.
5. Whole school programs to prevent and address bullying include links to the Bullying-NoWay! Site and the Office of the e-Commissioner (including Safer Internet Day in February). Use of the UR Strong: Friendology program also assists students in understanding friendships and developing friendship skills.
6. Revisiting strategies throughout the year at significant times e.g., Child protection Week, Safer Internet Day, National Day of Action against Bullying and Violence, Wellness Week, and the Daniel Morcombe curriculum.

Key contacts for students and parents to report bullying

Staff member Principal – Donna Jones – 07 35144100

Staff member APRE – Leah Herbert – 07 35144100

Cyberbullying

Cyberbullying is treated at Mater Dei Catholic Primary School with the same level of seriousness as direct bullying.

It is important for students, parents, and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Resources

The Australian Curriculum ↗ provides the framework for our school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education. We also use resources from:

- Bullying NoWay
- Office of the eSafety Commissioner

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 school uses behavioural data to make informed decisions about student supports. STIE and Guidance Counsellor regularly meet to discuss and analyse universal school data. Targeted and Personal Supports are discussed and reviewed weekly during Leadership Team meetings to analyse and prioritise students requiring or enrolled in targeted or Personalised supports.

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.

Greene, R.W. (2014). Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them. New York: Scribner.

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 behavior 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 Behaviour 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

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: 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	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. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. 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. Can also include 'flaming'

	Descriptor	Definition	Example
			and online hate sites/bash boards.
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.

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, 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 technology to take advantage of another | Stealing someone's identity and impersonating them online, sending sexually explicit images. |

	Descriptor	Definition	Example
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

APPENDIX B
Strategies to Manage Minor and Major Behaviours

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher 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, 2
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 schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis 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.

Strategies to Manage Minor Behaviour cont.

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.

(From the Missouri SW-PBS Team Workbook)

Strategies to Manage Major Behaviour

Technique	Explanation
Intensive teaching	Intensive teaching builds on the specific expectation in question and reminds the students 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.
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, 2)
Strategies to help students handle future situations	Role play how to handle challenging situations.
Parent/Carer conferences	Working in partnership with parents and carers is of paramount importance. Ensuring that the parents are fully involved and part of the process.

Appendix C

CARITAS is the Mater Dei Way
– Care and Concern for All

	Learning Spaces	Play Spaces	Community Spaces	Transitions
CARE for environment	Keep learning spaces tidy. Care for learning spaces, belongings, equipment and resources.	Put rubbish in the correct bin. Care for nature (animals and plants). Share and care for play equipment.	Leave the space tidy and clean. Respect others' displays/ resources. Use toilet and taps appropriately.	Care for personal and school property. Pick up rubbish.
ACT Safely	Move sensibly and safely. Use all equipment responsibly. Hands, body and feet to self. Respect privacy of self and others online. Be a safe digital citizen.	Be sun-safe: wear a hat. Eat your own food. Stay and play in supervised spaces. Move and play with care. Walking feet on concrete.	Stay with your class. Stand, move and sit calmly. Hush, flush, wash & go. Respect others' privacy.	Walk on pathways. Follow instructions. Ask permission to leave an area. Travel on transportation sensibly.
RESPECT for self and others	Whole body listening. Signal to speak and move. Work collaboratively. Respect differences in views, talents and challenges.	Take turns and be patient. Use kind words and actions. Problem-solve for peaceful solutions. Help and include others.	Enter and exit quietly. Show good manners to all. Listen and follow instructions. Participate respectfully during prayer and rituals. Show gratitude.	Move quietly to allow others to learn. Be punctual. Go to the toilet during break times.
EXCELLENCE in learning	Achieve your personal best. Ask for help. Be persistent and resilient. Be ready to learn. Take responsibility for your learning.	Play fairly and play by the rules. Encourage and support others. Be a good sport.	Give praise for a job well done. Represent the school with pride. Act when you see a need.	Right time, right place, right task. Wait patiently. Take pride in your uniform and appearance.

A Brisbane Catholic Education School

Appendix D

PB4L Tier 1 Feedforward flowchart – Responding to Unproductive Behaviour at Mater Dei

EVERY CLASSROOM:

Ensure the dignity of each student as a child of God

Quality pedagogy – Good First Teaching

Teach expectations

Provide opportunities for students to practise

Use Personal & Social Capabilities (ACARA)

Positive student-teacher relationships

Positive peer relationships

Safe, supportive classroom environment

Students engaged in learning

Feedback given to students about academic learning

Feedback given to students about behaviour and social learning

Ensure student wellbeing

Unproductive Behaviour

BEHAVIOUR DATA

If there is an incident of unproductive behaviour, the teacher determines if it is a minor or major behaviour and records the incident on the BCE Engage Student Support System.

Minor - teacher managed

Repeated Minor - teacher managed

Major - teacher + leadership managed

Additional Student Support Services

Request for Support (Engage)

Tier 2 supports

Tier 3 supports

Use your proximity

Give a signal, non-verbal cue

Ignore, attend, praise (parallel praise)

Redirect the student back to learning

Teach or re-teach – academics or behaviour

Supportive check in - reassuring conversation

Calm down time in safe space or sensory break in the classroom or directly outside the classroom (5-10 mins)

Be directive and provide a clear choice (win-win)

Problem solving conversation (use PS card)

Student, Parent, Teacher conversation

Say sorry/Apology, kind action to repair relationship

Community service/Make it right action

Student(s), Teacher, Leadership problem solving conversation (use PS card)

Student, Teacher, Leadership, Parent meeting

Crisis Management flowchart of phases and responses

Formal apology – verbal or written

Formal Sanction – Detention

Formal Sanction - Suspension