



## **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

The Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and positive. Through our plan, shared expectations for student behaviour are clear for everyone, thereby assisting the school staff to create and maintain a safe and orderly learning and teaching environment.

St Francis Xavier school emphasises the formation of the responsible whole person and we value our whole-school approach to responsible behaviour through an effective program, which contains positive support strategies and processes for assisting students to be the best that they can be.

### **School Mission and Vision - Teach Challenge Transform**

**Our Vision** - to nurture a bright future founded on faith, learning, and community.

**Our Mission** – Empower our students to live, love and grow through dynamic holistic education and the Ignatian way.

### **Our Values**

- Faith
- Belonging
- Growth
- Action

**The SFX way** – We journey together, seeing God in all things, with courage to act in the Ignatian way.

**Motto** – Let your light shine.

The SFX Student Behaviour Support Plan will be used for behaviour issues within and outside the classrooms. Teachers will follow the procedures outlined in the SFX Behaviour Support Plan. Students are encouraged to take responsibility, ownership and accountability for their actions.

### **Our School Context**

St Francis Xavier School is a parish school which provides a values-based education that fosters and applauds the talents and potential of each and every member of the school community. The school is part of the Holy Family Catholic Parish.

SFX follows the Ignatian tradition and promotes St Francis as a man of faith and courage who inspired love and whose mission was to bring Jesus to the world. As patron, he is a shining light and example for how all school members seek and find God in all things. The story of St Francis

and St Ignatius of Loyola's lives are recounted each year to keep the values of these Saints alive in our community.

St Francis Xavier School is situated on the northern end of the Gold Coast bracketed by South Stradbroke Island to the east and a canal system to the west. The school was opened in 1975 with an enrolment of 69 students and was guided by Mr Terry Ivey, Mercy Sister, Sr Assumpta Mary and two teachers. The children were taught in one building and the building remains on site. Mr Terry Ivey with the help of founding Parish Priest, Fr Basil Nolan built the St Francis Xavier Community. Mr Ivey sadly passed away in 1983, but his memory is still a part of our school community. The multipurpose building, the Terry Ivey Activity Centre, has been named after him along with a sporting house to ensure his memory is part of the St Francis Xavier community.

## Consultation and Review Process

A consultative committee worked to develop this plan in consultation with our school community with significant input by stakeholders and supported by Brisbane Catholic Education. Consultation occurred through various meetings and professional development activities. A review of school data relating to behaviour incidents and disciplinary actions also informed the plan.

## 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.

Dr Ross Greene states that, "Behaviour communicates a need". The staff at St Francis Xavier believe students want to succeed and can be taught the necessary skills for success. Just as with children who struggle to read or write, the staff at St Francis Xavier have a strong belief in teaching, modelling and reinforcing positive behaviour in the classroom and playground. Teachers affirm student's positive behaviours through specific feedback and praise.

Student behaviour for learning is at the core of teacher business. Effective learning and teaching is supported by a safe, positive and productive learning environment based on the principles of high expectations, consistency, fairness and engagement. We are directed by the BCE Model of Pedagogy.



**As School Leaders we will:**

- Establish and communicate clear expectations concerning the use of effective teaching strategies throughout the school.
- Demonstrate a strong conviction that improved teaching is the key to improved student learning.
- Actively promote a range of evidence-based teaching strategies.
- Work with teachers to record all Tier 2 and Tier 3 incidences into Engage Incident Reporting
- Provide teachers with ongoing feedback on their classroom practices.
- Keep abreast of contemporary research on effective teaching and learning practices.
- Spend time working with teachers, providing feedback on teaching and where appropriate modelling of effective teaching strategies.

**As Teachers we will:**

- Use the National Curriculum set by ACARA to ensure best evidence-based teaching practices are relevant and current.
- Have classrooms and learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn.
- Work to build students' beliefs in their own capacities to learn successfully and develop their understanding of the relationship between effort and success.
- Set high expectations for every student to establish ambitious targets for improving classroom performances and behaviour expectations.
- Make connections between new material to past learning and assist students to see the continuity in their learning over time.
- Explicitly teach and demonstrate what students are to do, discussing this with students and then questioning and checking that learning is occurring.
- Explicitly teach and demonstrate positive behaviours for learning, discussing this with students and then questioning and checking that those behaviours are occurring.
- Use behaviour data to inform teaching practices.
- Build positive and safe classroom environments where positive relationships are promoted with all stakeholders.
- Emphasise underlying principles, concepts and big ideas that are developed over time thus promoting deep learning.
- Record Tier 2 and Tier 3 incidences into Engage Incident Reporting
- Evaluate the effectiveness of teaching and using these evaluations to make adjustments to practice.
- Provide regular and timely feedback to students and parents that will make clear what actions learners can take to make progress in relation to their goals.
- Provide ongoing feedback to students that reinforces the positive productive behaviours.
- Use an integrated system of school wide universal supports and individual student supports to improve behaviour and learning outcomes.

At St Francis Xavier Catholic Primary School, we continually promote expected behaviours through teaching, practising, rehearsing, affirming, reminding and re-directing by referencing our Behaviour Matrix. Our STAR behaviour Matrix consists of Values, Settings and Positively Stated Rules.

## Values

Our 4 Values are summarized by the acronym S.T.A.R.



## Settings

Our 4 settings on the matrix are:

### When we Learn



## When we Play

We are **STARs** and we let our lights shine

**When We Play We:**

**S** STAY FOCUSED ON LEARNING

- Play by the rules
- Learn from our mistakes

**T** TAKE RESPONSIBILITY FOR OURSELVES

- Are in the right area
- Use equipment correctly
- Wear a hat outside

**A** ACT WITH CARE TOWARDS OTHERS

- Welcome and encourage others
- Use kind words and actions
- Solve problems and repair relationships

**R** RESPECT OUR ENVIRONMENT

- Bin rubbish
- Pack away equipment



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## When we Transition

We are **STARs** and we let our lights shine

**When We Transition We:**

**S** STAY FOCUSED ON LEARNING

- Walk quietly and directly
- Ask permission before leaving class
- Return to class promptly

**T** TAKE RESPONSIBILITY FOR OURSELVES

- Are in the right place at the right time
- Follow instructions

**A** ACT WITH CARE TOWARDS OTHERS

- Respect personal space
- Care for others
- We are patient
- Respect privacy

**R** RESPECT OUR ENVIRONMENT

- Take our belongings
- Keep our areas clean



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## When we Gather

We are **STARs** and we let our lights shine

**When We Gather We:**

**S** STAY FOCUSED ON LEARNING

- Are Reverent and prayerful
- Listen and respond

**T** TAKE RESPONSIBILITY FOR OURSELVES

- Are ready on time
- Show stillness

**A** ACT WITH CARE TOWARDS OTHERS

- Are calm and patient
- Are respectful

**R** RESPECT OUR ENVIRONMENT

- Enter and exit calmly and quietly



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These four settings acknowledges that our Values for student expected behaviour in different settings is explicitly taught for the setting that students are in.

Our School Motto: **"Let Your Light Shine"**, has been a guiding philosophy of our Student Behaviour Support Plan.

All practices at St Francis Xavier Catholic Primary School should be:

- Fair and just
- Purposeful and effective
- Clear and concise
- Regularly communicated
- Modelled and reviewed
- Used consistently
- Linked with reflective and restorative actions

St Francis Xavier Catholic Primary School beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

We believe:

- School plays a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians – (Alice Springs (Mparntwe) Education Declaration 2019).
- Every day at school, students have opportunities to learn and practise social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student behaviour is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn and the educator with an opportunity to teach.
- For behaviour development to occur, we must use positive approaches that strengthen teacher-student relationships. We build teacher capabilities to pro-actively create effective classroom environments. (Grattan Report- Engaging students: Creating Classroom that Improve Learning)
- Student behaviour is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success and progress.
- 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 behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role in improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

Foundational to our plan have been the concepts from Positive Behaviour for Learning (PB4L) The key components focus on 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. The theoretical and conceptual understandings of PB4L 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)

## 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.

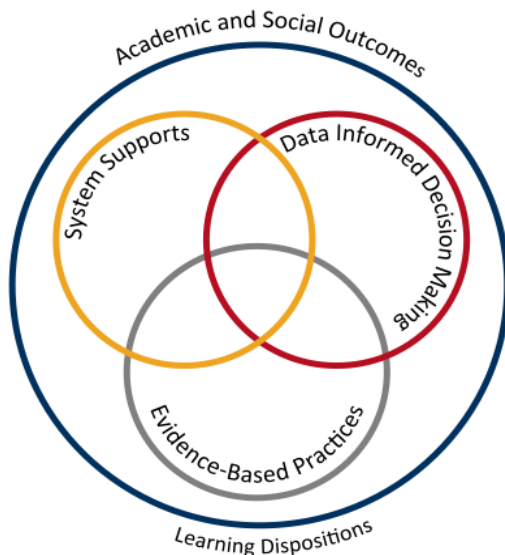


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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:

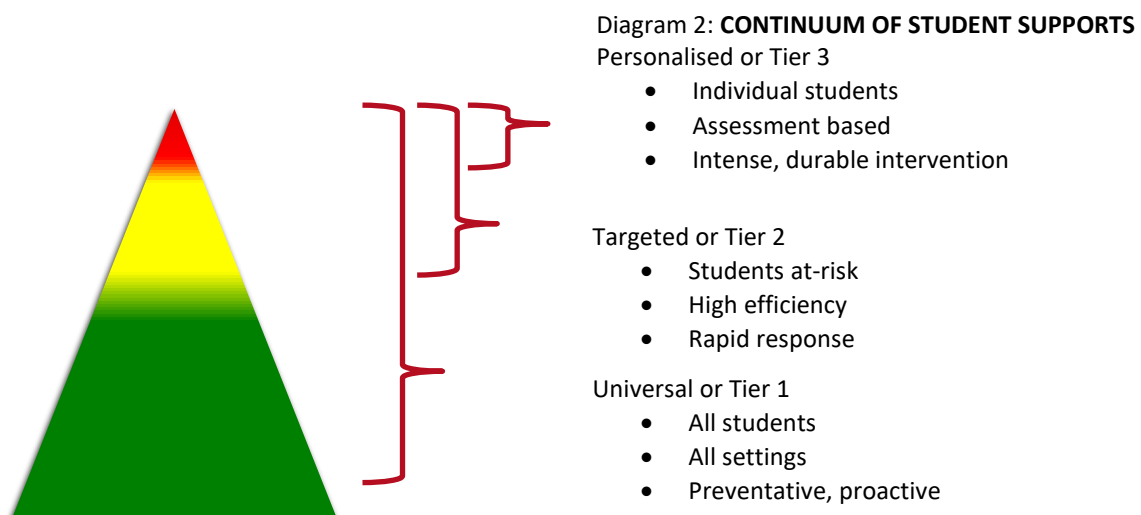
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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).

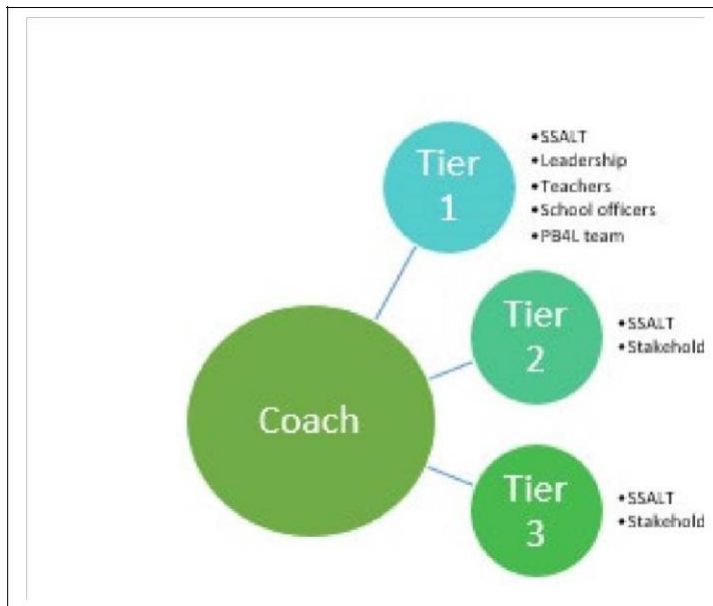
### Tier 3 Personalised Supports:

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.



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.

## . Student Behaviour Support Leadership & Professional Learning for School/College staff



### Universal Team

A Universal Team has been created which is sponsored by the principal and made up of volunteer staff (mostly teachers) and a member of the Leadership Team. The team is allocated specific roles such as chair, minute taker, communicator, data collector etc. The team meets regularly to support a school-wide approach and areas that need response from the school data in relation to behaviours in terms of the frequency of the year level concerned, the location, time and subject area during which they occur, in order to allocate resources and put systems in place to support students in these areas.

### Targeted and Individual Supports Team

This team is made up of SSALT members: Leadership, Guidance Counsellor, School Based Speech Pathologist, Student Support – Inclusive Education Teachers and the Primary Learning Leader. Team meetings occur once a week and include the monitoring of students needing targeted and individual support to connect with the curriculum and get along with others. Meetings are used to discuss referrals from classroom teachers, make recommendations and follow through to ensure supports are put in place. An agenda is formed, and minutes kept. ST-IEs are responsible for managing the case of referred individuals.

### Professional Learning

All staff regularly undertaken professional learning opportunities to build the capacity to implement the St Francis Xavier Catholic Primary School Behaviour Plan.

## 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:

- Stay Focused on Learning**
- Take Responsibility for ourselves**
- Act with Care Towards Others**
- Respect our Environment**

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.

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. They are written and spoken about with clear direct language that states what students should be doing. For example "Use Kind Words and Actions" is positively worded instead of "no swearing". Our rules say what students should be doing and allows teacher feedback and education to be targeted and specific.

	When We <b>Learn</b> We:	When We <b>Play</b> We:	When We <b>Transition</b> We:	When We <b>Gather</b> We:
<b>S</b> <b>TAY FOCUSED ON LEARNING</b>	<ul style="list-style-type: none"> <li>Actively listen</li> <li>Follow instructions</li> <li>Stay on task</li> <li>Participate and have a go</li> </ul>	<ul style="list-style-type: none"> <li>Play by the rules</li> <li>Learn from our mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly and directly</li> <li>Ask permission before leaving class</li> <li>Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>Are Reverent and prayerful</li> <li>Listen and respond</li> </ul>
<b>T</b> <b>AKE RESPONSIBILITIES FOR OURSELVES</b>	<ul style="list-style-type: none"> <li>Are organised and ready</li> <li>Manage our feelings</li> <li>Are in the right place at the right time</li> <li>Are safe online</li> </ul>	<ul style="list-style-type: none"> <li>Are in the right area</li> <li>Use equipment correctly</li> <li>Wear a hat outside</li> </ul>	<ul style="list-style-type: none"> <li>Are in the right place at the right time</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Are ready on time</li> <li>Show stillness</li> </ul>
<b>A</b> <b>CT WITH CARE TOWARDS OTHERS</b>	<ul style="list-style-type: none"> <li>Accept and include others</li> <li>Use kind words and actions</li> <li>Respect others right to learn and teach</li> </ul>	<ul style="list-style-type: none"> <li>Welcome and encourage others</li> <li>Use kind words and actions</li> <li>Solve problems &amp; repair relationships</li> </ul>	<ul style="list-style-type: none"> <li>Respect personal space</li> <li>Care for others</li> <li>We are patient</li> <li>Respect privacy</li> </ul>	<ul style="list-style-type: none"> <li>Are calm and patient</li> <li>Are respectful</li> </ul>
<b>R</b> <b>ESPECT OUR ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>Keep our spaces tidy</li> <li>Use bins</li> <li>Wear correct uniform</li> <li>Are hygienic</li> <li>Report problems</li> </ul>	<ul style="list-style-type: none"> <li>Bin rubbish</li> <li>Pack away equipment</li> </ul>	<ul style="list-style-type: none"> <li>Take our belongings</li> <li>Keep our areas clean</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit calmly and quietly</li> </ul>

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](http://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 may be done using some or a combination of the following:

- Orientation of new staff – explicit explanation of the matrix, it's significance and the expectation of explicit use in the classroom and playground.
- Weekly Explicit teaching of each part of the Matrix in the classroom
- Focus on one section of the Matrix each fortnight during Monday Morning Muster.
- Posters and visuals.
- Explicit teaching of various strategies from the "Work It Out" Wheel, Zones of Regulation.
- Revisit Matrix Monday Morning Muster as necessary during the year.
- Matrix forms the basis of class behaviour expectations, routines and transition. Language of the matrix is used for redirection and reminders of expected behaviours.
- Year 6 students model and assist with getting along behaviours in the playground e.g Activity coordinators and Peer Referees.

## **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:

Affirming student's positive behaviour for learning is key to our Tier 1 supports. Specifically, our Star Virtues, Star Cards (Classroom), Star Tokens (Playground), St. Francis Xavier, Academic Excellence, Learning Growth and Diligence Awards. These aim to give students specific positive feedback and tangible rewards to help them learn.

At St Francis Xavier, the core programs and awards are listed below. In addition, we have several programs available to deliver a whole class or year level when needs are identified: including but not limited to: Social Thinking curriculum (e.g., Superflex, Social Detective), What's the Buzz, GoZen, GoStrengths On Task Training and Peaceful Kids. UR Strong (Friendology), Program Achieve. The Guidance Counsellor also offers support for specific needs at a whole school or whole class level.

Star Matrix

The Star Matrix is explicitly taught, modelled and practiced in every classroom and at Monday Morning Muster. These concepts and behaviours are constantly revisited throughout the year.

Celebration of Success

At St. Francis Xavier we celebrate the success of our students across a range of activities. This is done by highlighting achievements in the SFX communication channels such as School Newsletter, Facebook and at Monday Morning Muster.

#### Star Awards

Star Awards are presented each week at Monday Morning Muster. All members of Staff can nominate a student to acknowledge his/her positive impact in the classroom or playground.

#### Learning Growth Awards

Learning Growth Awards are presented at the end of each term. Teachers nominate 2 students per class who have shown significant learning growth in the subject area targeted in our Strategic Goal. This is ascertained by collected data and teacher judgement.

#### Learning Excellence Awards

Learning Excellence Awards are presented at the end of each term. Teachers nominate 1 student per class who has displayed excellence in any subject. This can be for an exemplary piece of assessment or overall results in a subject area.

#### Academic Awards

Students who receive 2 Well Above and a majority of Above results in all subject areas are presented with an Academic Award Certificate. These awards are presented on Assembly at the end of each reporting period. Award recipients are identified via SRS.

These awards and way of proceeding enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

#### Year 6 Activity Peer-mediators and Refs

Year 6 students are all trained with mediation skills and problem-solving strategies to deal with minor incidents. Students are timetabled daily to specific areas of the playground to support students playing. Teachers work in collaboration with Year 6 peer-mediators and refs to ensure serious behaviours are dealt with by an adult.

#### Alternate Lunch Time Activities

Students are given the opportunity to participate in lunch time activities such as dance, yoga, art, meditation. Activities are led by a teacher and or wellbeing staff and alternate regularly throughout the year.

#### 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 interventions 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:

Check in – Check Out

The Behaviour Education Program (Check in-Check out) – (Crone, Horner & Hawken, 2004). This program 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 ultimate goal is to move the student to self-management.

#### Alternate Lunch Time Activities

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.

#### Individual Monitoring Tools

Individual tools that support expected behaviour goals. Each is designed to specifically meet the needs of the student and communicate with the staff on duty.

#### Guidance Groups

The Guidance Counsellor works with staff and students in class to build specific skills for a targeted group relating to the Social and Emotional Capabilities. Examples of this are SuperFlex, What's the Buzz, Fun Friends, Brave and Confident, Revved Up, M Power.

#### Social Skill Training

Teachers, school officers and SSALT work collaboratively to create social stories relevant to individual skill training. This training is specific to the needs of each child.

#### Student Support Meeting

Student Support Meetings involving members of the Student Support Action Learning Team GC, ST-IE, Leadership, Classroom Teacher, School Officer, PLL and parent involve sharing information to help support a student having difficulties with persistent unexpected behaviour.

#### 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:

- Individual Behaviour Support Plans for the classroom and playground
- Pro-active Collaborative Problem Solve process (Dr Ross Greene)
- Guidance Counsellor support services (staff and students)
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Tier 3 Meetings involving GC, ST-IE, Leadership, Classroom Teacher, School Officer, PLL
- Individual Break Time Plans are developed to meet the needs of students who have difficulty interacting with peers in a positive manner in the playground
- Student Support Meetings are also a Tier 3 support

## **4. Feedforward: Responding to Unproductive Behaviours**

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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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:

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised in a safe space in the classroom	Teacher Student Conversation in a safe space in the classroom (collaborative proactive solutions)	Work it out wheel
Supervised time out in a safe spaced outside of the classroom	Supervised time out in a safe space outside of the classroom	
Set limits (time frames)	Referral to SSALT	
Individual Crisis Support	Learning and/or behaviour management plan	
Individual Crisis Support and Management Plan	Teacher-Student-Parent Meeting	
	Leadership Conversation/Guidance Counsellor Support	

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive 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 approaches. Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be

part of the solution. Even though responses 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. Responses are best when they are selected to fit the individual, the specific behaviour and setting and the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'time out' is to provide an opportunity for a student to deescalate their own behaviour.

For Major Behaviours, including behaviour that: is more serious or a chronic disruption, raises 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 Team that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

**Possible consequences for unexpected behaviour.**

*Teacher present at time of unexpected behaviour are responsible for co-coordinating records on Engage*

<b>Behaviour may include but not limited to</b>	<b>Possible strategies to manage unexpected behaviour</b>	<b>Managed by</b>
Minor incidents of unexpected behaviour may include:  Ignoring instructions  Lateness to class  Littering, swearing, incorrect uniform, hat and jewellery transgressions  Out of bounds  Disrespect for school/other's resources  Disruption of teaching and learning (calling out, interrupting)	Re-direct - Reminder of expected behaviour – Star Matrix  Re-teach  Proximity  Ignore/Attend/Praise  Provide choice  Student Conference  Withdrawal from activity (thinking/de-escalation time)  Signal Non-verbal redirection  Designated seating  1,2,3 Magic Strategy - To stop behaviours	Teacher

	Count up (1,2,3) to start behaviours count back from 5.  Restitution	
<p>Persistent unexpected minor behaviour may include:</p> <p>Repeated minor behaviours</p> <p>Repeated defiance</p> <p>Inappropriate use of technology – any electronic device and school internet</p> <p>All forms of harassment (including the use of technology) – repeated name calling, teasing, derogatory comments</p> <p>Strong verbal abuse towards students and staff</p>	<p>Phone call to the Office – Leadership/Support Team to withdraw student from class (Behaviour Support from SSALT)</p> <p>Student will return to class at the discretion of Leadership/support staff</p> <p>A monitoring program such as Reset and Reflect</p> <p>Support Plan for the playground or Check in Check Out (Individual Behaviour Plan)</p> <p>Collaborative conversation between teacher/student (Dr Ross Greene)</p> <p>Restorative justice meeting</p> <p>Withdrawal from activity and/or co-curricular activity (de-escalation/reflection time)</p> <p>Parent contact</p> <p>Referral to SSALT (Student Support Action Learning Team)</p> <p>Record on ENGAGE</p>	<p>Teacher/Parent Leadership</p> <p><b><i>Leadership is to be informed of Persistent minor incidents</i></b></p> <p><b><i>All repeated minor incidences need to be recorded onto Engage</i></b></p>
<p>Major – unexpected behaviours at this level could include:</p> <p>Continued behaviours above</p> <p>Stealing</p> <p>Physical and/or verbal aggression</p>	<p>Phone call to the Office – Leadership/Support Team to withdraw student from class.</p> <p>Student will return to class at the discretion of Leadership/support staff</p>	<p>Teacher Parent Leadership Support Staff</p> <p><b><i>All Major incidences need to be recorded onto Engage</i></b></p>

toward students or staff Intimidation and/or harassment of students or staff (including the use of technology) Vandalism Truancy Smoking Vaping Sexual harassment Pornography	Collaborative conversation (Teacher/ Support Team/Parent/Principal)  Parent interview  Review of Individual Behaviour Plan  Withdrawal from on and off campus activities (at Leadership discretion)  Suspension  Referral to outside agency  Restorative conference on return from suspension  Record on ENGAGE	
If above unexpected behaviour persists or includes:  Extreme or continued behaviours above  Possession of drugs  Supply of drugs  Possession and/or use of a weapon  Violent assault	Parent Interview  Review of Individual Support Behaviour Plan – including outside agency where appropriate Withdrawal from on and off campus activities (Leadership discretion)  Suspension  Police notification  Recommendation for exclusion  Record on ENGAGE	Teacher Parent Principal Leadership Team Support Staff Outside agency

## 5. BCE Formal Sanctions

- **Detention process** (Reset and Reflect)

At St Francis Xavier, detention takes the form of time off the playground or time completing school-work outside of the classroom. During this time, students are supervised by a member of staff in a designated area that is age appropriate and suitable to the needs of the students at the time.

It is an expectation that this time be used to repair relationships, use restorative practices and conversations, make plans for appropriate behaviour and rehearse alternative behaviours.

- **Suspension process**

Where a situation becomes serious or demands an immediate response, a student may be suspended for the shortest time necessary. Suspension is the temporary, full-time or part-time withdrawal of student's right to attend school and/or school related functions for a defined period of time.

***A re-entry process led by a member of the Leadership Team takes place prior to the student returning to school***

- **Exclusion**

In extreme circumstances, the Principal may, in consultation with the Senior Leader School Progress make a submission to the Head of School Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head of School Performance, will in turn, forward this submission with his/her own recommendation to the Executive Director for decision. Exclusion is 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 school

## Appeals Process

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a>
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School 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/college 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

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts will be addressed and resolved.

## 2. Teaching about Bullying and Harassment

Bullying can take many forms. It can be:

**Verbal** - put downs, name-calling, threatening others, teasing, gossiping, racist remarks, hurtful or ongoing phone calls.

**Physical** - hitting, kicking, pushing, holding, tripping

**Non-verbal** - taking or damaging belongings, extortion, spreading nasty rumours, excluding others from group.

## 3. Responding to Bullying and Harassment

- Ignore it and walk away confidently and calmly.
- If this doesn't work, ask the person or group to stop - Be assertive but not aggressive. If it continues, REPORT IT. You can report it to:
  - parents
  - friends
  - class teacher
  - a teacher you are comfortable with
  - an older student
  - Principal
  - APA
  - APRE
  - STIE
  - PLL
  - Guidance Counsellor

***At St. Francis Xavier we promote:***  
**Keeping it to yourself only makes it worse.**  
**You must tell someone if you want it to stop.**

## **What will the School Do?**

Social capabilities are taught as part of the implementation of the Australian Curriculum. Parents, students and staff are encouraged and supported to report any forms of Bullying to the Leadership Team.

All reports of bullying will be dealt with and recorded using the Engage Program. All staff will be responsible for recording all instances of bullying which they are involved with monitoring.

When a report occurs, the following procedure will be followed.

1. At St Francis Xavier, a “no blame” approach and process will be used in the first instance. Those involved will be interviewed and made aware of the bullying and the school’s policy on bullying. At this stage, there may not be any punishment and parents may not be notified.
2. Continued bullying would result in the student or students being involved in specific explicit support and consequences set dependant on the age of the student. Parents would be notified, and the Support Team would also be involved.
3. A further incident may result in a period of suspension and the establishment of a behaviour contract with the student or students on their return.
4. Further instances may result in exclusion from the school.

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

- **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.

#### 4. Preventing Bullying and Harassment

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.

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.

School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

Communication with parents: Our school will provide information to parents 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. Explicit promotion of social and emotional competencies among students: eg. Zones of Regulation, Social Emotional Learning & "Unthinkable"

#### Key contacts for students and parents to report bullying

5537 2633

Classroom Teacher

Leadership Liaisons  
Prep – Maree Brown  
Year 1, 2, 3 – Jen Craig  
Year 4, 5, 6 – Rhys Bishop  
Principal Ronan - O'Mahony

Student Protection Contacts  
Ronan O'Mahony – Principal  
Donna Hourigan – Guidance Counsellor  
Jen Craig - Assistant Principal Religious Education  
Rhys Bishop – Assistant Principal Administration

## **Cyberbullying**

Cyberbullying is treated at St Francis Xavier – Runaway Bay 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.

Cyberbullying involves the use of technology to harass, intimidate, humiliate, or threaten a child or young person. These technologies include social networks, instant messaging, and email.

Cyberbullying can occur in many ways, including:

- Posting nasty comments
- Using intimate images to humiliate someone
- Threatening violence
- Misusing someone else's social media account
- Creating fake accounts to harass or intimate others
- Sharing upsetting images or videos
- Making unwanted and persistent contact with someone online.

Brisbane Catholic Education schools are committed to ensuring the young people in our schools are safe and protected from harm of all kinds, including self-harm such as sexting.

The increasing incidence of sexting or image-based abuse illustrates what happens when students lack the ability to make judgements about what

constitutes right behaviour. The ability to know right from wrong, and to make sound ethical decisions, does not arise intuitively or happen by accident.

Teaching young people how to make responsible decisions is embodied in the Church's teaching that "the dignity of the human person implies and requires uprightness of moral conscience" (Catholic Church, 1976). For, "at the heart of all Catholic moral and social teaching is a single fact: the respect given to an individual human person must always be first and must govern every law and action so that the person's life and dignity is always and everywhere protected and defended" (Kagan, 2012).

Brisbane Catholic Education has a responsibility to intentionally foster the capacity of young people to know how to: respect themselves and others; connect with others in just and loving ways; make decisions based on an informed conscience; and manage the changing states of relationships that in no way diminishes themselves or others. This learning offers young people a moral and ethical framework that can guide them in making responsible, loving and just choices, including how to use and not misuse the technology that they are surrounded with.

### **Cyber Safety School Response Process**

The online world is now a part of our education and entertainment environment, but it needs to be a safe and secure place for our students. Staff can assist by promoting discussions about the importance of online behaviours and protecting a student's digital footprint and by reporting cyberbullying and getting inappropriate material removed.

The steps below are a general guide for a response process for incidents of reported cyberbullying:

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Ensure that the student is safe.
3. Collect additional information/evidence and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the Engage Student Support System.
4. Contact appropriate school personnel (may include the school Guidance Counsellor).
5. Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour affecting themselves or another student? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If you are uncertain whether the incident is a criminal offence contact the Legal Counsel team at BCE.
6. Report the incident to the police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. If the matter is not urgent use the reporting facility on the eSafety Commissioner site or the Australian

Cybercrime Online reporting Network's (ACORN) reporting tool. The incident may also be entered into the Student Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.

7. Respond and provide supports. This may include assisting the student to have the inappropriate behaviour removed. For assistance with this see the resources at the social media safety centre and/or involve school or BCE Information Services staff.
8. Contact the parents informing them of the incident and your course of action.
9. Follow up with parents and students at a designated time in the following weeks or months.

## **Resources**

<https://www.youcandoiteducation.com.au/>

[www.esafety.gov.au](http://www.esafety.gov.au)

<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

## **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.

Our evidence-based practices for targeted and individualised support have been described in the Feedback: Encouraging Productive Behaviours for Learning section. 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 dialogue 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)

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## 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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

<b>13</b>	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
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### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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'

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	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)
<b>12</b>	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
<b>13</b>	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
<b>14</b>	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
<b>15</b>	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.
<b>16</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>17</b>	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
<b>18</b>	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.**

### **Behaviour Support Process – Reset and Reflect**

The SFX behaviour support process outlines a consistent procedure to be implemented when supporting student behaviours. The process aims to support students in recognising and taking responsibility for their behaviours through consistency of practice. SFX students have a right to learn and SFX staff have the right to teach. Students who impact the rights of others may require time to Reset and Reflect. R&R is a guided process whereby the student is withdrawn from class and supported in processing their actions, while also providing a reprieve for the students and staff who've tolerated such inappropriate behaviour from said student. This process, when implemented correctly and consistently, will support the wellbeing of staff and students alike.

All staff are required to use their PB4L Tier 1 universal supports to promote positive student behaviour. If a student is exhibiting minor behaviour infractions, employ the SFX Stop Count strategy. Where this method is ineffective, students may reach a Pit Stop. If a student reaches a third Pit Stop within a given school day, or a single major behaviour infraction occurs, please proceed to the Reset and Reflect process:

#### **Call 821 and request a Reset and Reflect.**

- Name the student
- Name the location
- Name the behaviour (e.g. "ongoing disruptive behaviour, non-compliance, unsafe behaviour")
- Confirm that Tier 1 Universal Supports, SFX Stop Count and 3-Pit stop strategies have not been effective.

1. A supporting staff member will receive/collect the student who has been referred to Reflect and Reset.

- A follow up conversation with the Class Teacher who requested support will occur to gain further insight into the behaviour infractions and support measures employed.

2. The Reset and Reflect officer will assist the student to regulate before supporting them through a process which aims to improve their behaviour and prevent repeated offence.

3. The staff member supervising this process will determine when the student is ready to return to the classroom, learning area or playground.

4. An outline of unexpected behaviour is recorded on Engage by the classroom teacher and a copy of the Reflect and Reset form uploaded to the Engage incident by the Reset and Reflect officer. Parents and relevant staff are informed

5. If a student is unsuccessful after returning to class following the Reset and Reflect process, please repeat the process in seeking support. Student will be referred home to Reset and Reflect for the remainder of the day.

There are students in the school who have difficulty regulating their feelings and energy levels (managing their zones). Classroom Teachers are expected to provide regular whole class regulation opportunities which are explicitly named.

e.g. *"we are having a brain break to help us manage our zones"*.

Additionally, some children will need personalised regulation breaks associated with their needs and Personalised Learning Plans, these students likely require closer monitoring by Class Teachers to prevent regulation difficulties impacting on their behaviour.

**If you do not take a proactive approach with regulation, then unexpected behaviour is more likely to occur.**

### **SFX Teacher Prompts for ongoing minor disruptive behaviour**

- *I can see you are (specify the unexpected behaviour)*
- *The expected behaviour is (specify the expected behaviour)*
- *If you disrupt again and get to your 3<sup>d</sup> pitstop, you will go to the Reflect and Reset space*
- *How I can help you (specify the expected behaviour) – staff member invites problem solving with the student e.g., offer regulation break, reduce work expectation, teacher support with work, time in a calm area)*

*Example*

*I can see you are finding it hard to stay on task and complete your maths*

*The expected behaviour is to be working quietly to finish this maths task*

*If you disrupt again and get to your 3<sup>d</sup> pitstop, you will need to go to the reflect and reset space*

*How can I help you complete your maths?*

Approver: Principal	Issue date: 03/2025	Next review date: 03/2026
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