

2021

ST FRANCIS XAVIER SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN





The Mission - *Teach Challenge Transform*

St Francis Xavier School is a Catholic school following in the Ignatian tradition. St Francis was 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 we seek and find God in all things. Our hope is that our children will become more loving in their relationships with others, more courageous when faced with making choices in life, and more serving in their lifestyle, as was our patron St Francis Xavier.

Our vision is to: -

FOCUS - Be Child Centred - Our Children, empowered to succeed; Our Children, developing integrity, endurance and skills; Our Children, transforming their communities.

DEVELOP - Culture and Spirit - We welcome, we care and support. we celebrate and worship; We cultivate a sense of belonging and nurture our school family.

BE - Faith Driven - Jesus lives in and through us; Living the Gospel pastorally through our actions and teachings; Prizing our Catholic teaching, story, rituals and symbols; Respecting and valuing one another in our inclusive relationships.

LEAD - Quality Education - Quality learning is authentic, deep and life lasting; Contemporary learning - personal, innovative and future focused; Inspirational teaching - work of love, committed and enthusiastic; School environment - rich, varied and inviting.

NUTURE - Growth - One Step at a time - Uniqueness is valued; Emotional wellbeing is treasured, and milestones are celebrated: Let the Journey Begin.

SCHOOL VALUES

Values lived out by St Francis Xavier and St Ignatius and so we strive to be:

GOD CENTRED- We are created to praise, reverence and serve God

SPIRITUAL - Recognise that the initiative for all that happens in us is from God

GENEROUS - Generosity was one of the most important dispositions Ignatius looked for in individuals

COMPASSIONATE - Be compassionate as your heavenly father is compassionate

RESPONSIBLE - Seeking excellence in self and ready to encourage others

JUST - To act justly, to love tenderly and to walk humbly with our God

GRATEFUL - We give thanks to God

RESPECTFUL - Seeking and finding God in all

COMMITTED - To search for the truth in relationship with others

HELPFUL - Ignatius Loyola wanted us to help souls

LOVING - Love ought to manifest itself more in deeds than by words

CULTIVATOR OF VIRTUE- In self and others - Faith, Hope and Charity

REFLECTIVE - Engages in the Ignatian practice of reflection on experience leading to action

TEAM MEMBER - We belong to a community of faith with a single aim to be on Mission with Christ.

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.

The school 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. Awards are presented to students each year on St Francis Xavier Day who live and display these values in their lives.

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 still 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.

St Francis Xavier School is a parish school and is a significant part of the Catholic precinct on the Gold Coast. The school is very close to the parish both geographically and in practice and is supported by our parish priest.

Many year levels are at capacity and our school community is inclusive of all including: indigenous students, verified students and students with English as a second language. We have many students who have been identified with needs in a particular area and are offered extra assistance in the classroom with the help of our School Officers.

Consultation and Review Process

Our PB4L journey began in 2015 and our goal is to have our Positive Behaviour Plan and processes completed and embedded in the everyday practices of all our staff by 2020.

2015 –

Introduction to PB4L began. School inquired about information regarding PB4L, as a result Sandy Armsden presented a brief explanation and overview to the staff.

2016 –

Our new Principal started and planned to continue PB4L implementation. Due to the changing school environment and bringing practices in line with current research, our new principal implemented Tier 3 behaviour supports for crisis prevention with relevant staff and students.

Our PB4L Team established and included: Leadership, Guidance Counsellor, support staff, volunteer teachers, school officers and staff who had an extensive knowledge of PB4L and had successfully used it at previous schools. PB4L team reviewed examples from other schools and briefly discussed relevant areas to target for the Tier 1 Universal behaviour expectations.

SSALT (Student Support Action Learning Team) was established to further assist staff by putting in place a clear process for identifying and supporting student needs. Staff were in-serviced on how to appropriately report and record concerns.

2017 –

We re-established our PB4L team and allocated some roles to staff leaders and coach. Created draft Behaviour Matrix based on examples from other schools, staff surveys and collaborative brainstorming at whole staff meeting and support team input.

Staff leaders, coach and APA attended the PD on Tier 1 Universal Supports. Created the 'Program House' to explain to staff how current school wide supports fit into PB4L (not extra work).

We edited Behaviour Matrix draft; specified expected behaviours for targeted areas and had the matrix professionally formatted.

Semester 2 - Introduced and upskilled staff on using the matrix in the classroom and specific PB4L language to be used consistently and correctly across the whole school. PB4L Team looked at methods of positively reinforcing the Behaviour Matrix as a Tier 1 Universal Support (eg. playground rewards, whole school lessons at assembly).

End of 2017 – Reviewed implementation process in a variety of contexts (whole staff, leadership team, lead team, PB4L team, SSALT) and proposed the structure for PB4L whole school action plan 2018.

A Learning profile format developed. Staff allocated time to complete class profiles based on student supports and adjustments.

2018 –

All staff began the school year using the Behaviour Matrix and PB4L language as a behaviour teaching tool for setting classroom expectations. Leadership put in place clear expectations and support systems to ensure all staff were using the matrix and other tier 1 supports. Staff were allocated time to complete formalised hand over of class profile information. Teachers were allowed access to relevant information and documentation regarding Tier 2 supports.

We created the SPARK Team (Special Programs Assisting Remarkable Kids). This consisted of the Leadership Team, GC, PLL, Lead Team and STIE who regularly monitored whole school participation in PB4L Tier 1 supports. Monitoring and set expectations continued throughout the whole year regardless of the Tier 1 Universal Support being targeted.

The PB4L Team consolidated and set meetings to be once a term. Minutes were taken for each meeting and action goals were set. The Education Officer Student Behaviour Support (EO-SBS) in-serviced staff at a whole staff setting/twilight regarding behaviour management strategies.

A Staff member drafted skinny plan flow chart with BCE support. Flow chart introduced to PB4L staff leaders and (paperwork) completed by PLL. Documents were discussed with Mark Wakefield.

An Audit was conducted at the beginning and end of the year. Results were analysed and reviewed by Mark Wakefield and PB4L Team at the end of the year. Data used to create goals for 2019.

Staff completed class profiles based on student supports and adjustments.

2019 –

All staff began the school year using the Behaviour Matrix and PB4L language as a behaviour teaching tool for setting classroom expectations. The Leadership Team put in place clear expectations and support systems to ensure all staff were using the matrix and other Tier 1 supports.

Staff were allocated time to complete hand over of class profile information. Teachers were allowed access to relevant information and documentation regarding Tier 2 supports.

Staff leaders meet to develop the St. Francis Xavier Positive Behaviour Plan for Learning document, set goals and discuss structure for PB4L for 2019.

GOALS - 2019

Review the PB4L Team

Develop the School Behaviour Plan

Present the School Behaviour Plan to staff (including flow chart) for feedback

Publish New Behaviour Plan on the school website, Staff and Parent Portals.

Use Engage data to inform our focus

Participate in the Audit

PB4L Topics discussed at LEAD/SPARK Team meetings

Develop process for debriefing staff and/or students when necessary

Goals 2020

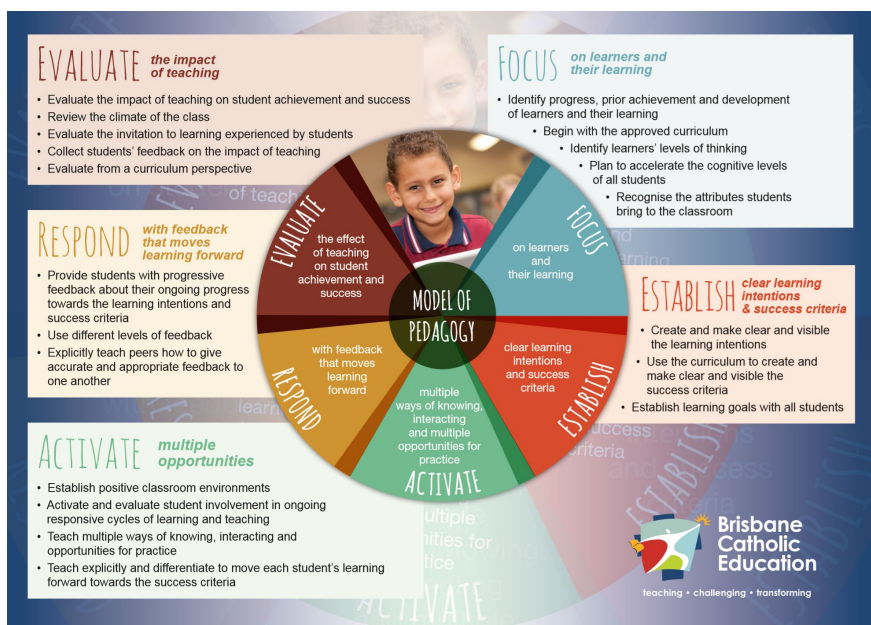
PB4L implemented – processes in place

1. Our Beliefs and Common Philosophy

BELIEFS ABOUT LEARNING AND BEHAVIOUR –

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.

Our Students will:

Stay focused on learning

Take responsibility for themselves

Act with care towards others

Respect the environment

Be able to name the Francis Four – Stay Focused on Learning, Take Responsibility for Yourself, Act with Care towards Others, Respect the Environment

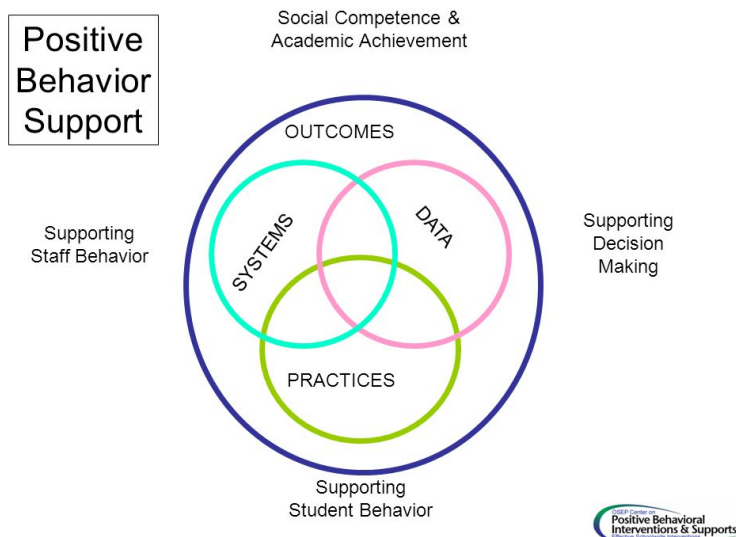
Be able to Explain STAR behaviour – How students can stay focused on learning, take responsibility for themselves, act with care towards others and respect the environment.

Know, understand and demonstrate the expected behaviours for the classroom, break times, transitions, toilets, online, assembly and prayer, camps, excursions and sport and before and after school.

Our Approach - Positive Behaviour 4 Learning

What is Positive Behaviour 4 Learning?

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



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

The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Behaviour is learned, rule governed and 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).

Positive Behaviours 4 Learning

Extensive consultation has taken place to implement the Positive Behaviours 4 Learning Framework. Included is the St Francis Xavier Behaviour Matrix which is built upon our 4 Core Values of Staying Focused on Learning, Taking Responsibility for Yourself, Acting with Care Towards Others and Respecting your Environment.



Continuum of Support and Key Features

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

Tier 1 - The first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school.

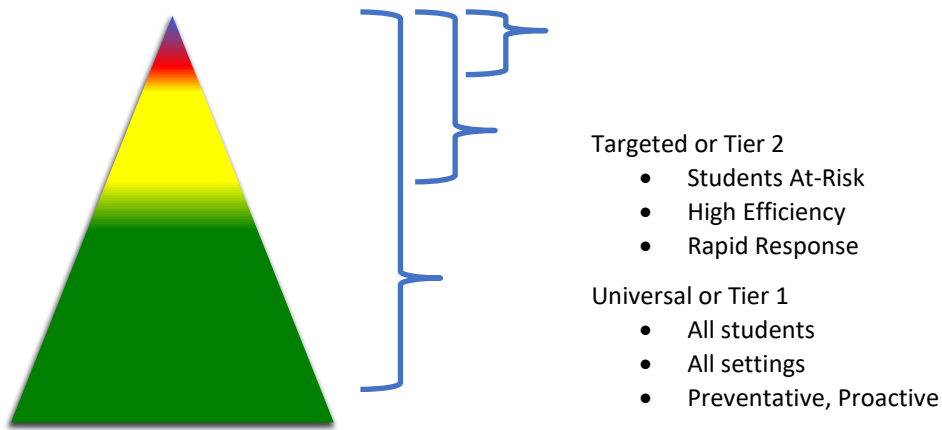
Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 - The second level focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive targeted supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2013).

Tier 3 – Finally, the tertiary level of support is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals, family and community services.

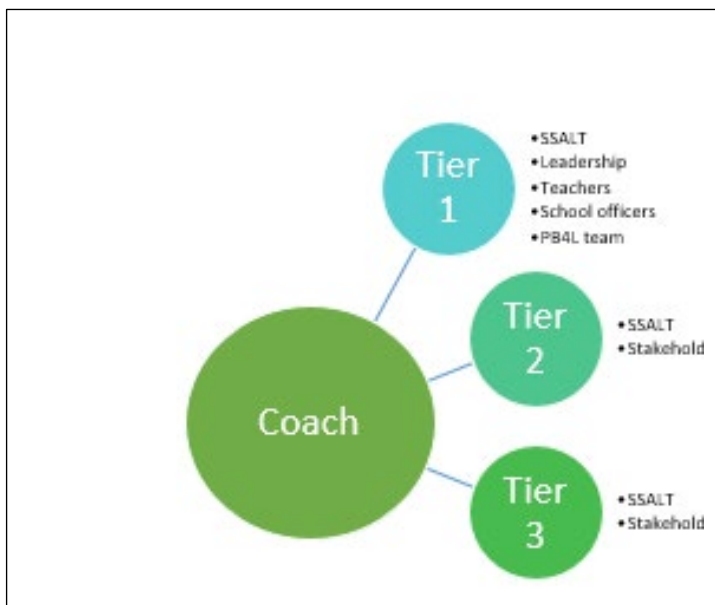
Individual or Tier 3

- Individual Students
- Assessment Based
- Intense, durable intervention



The connected continuum shows how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other context.

2. Student Behaviour Support Leadership & Professional Learning for St. Francis Xavier Primary staff:



Universal Team

In 2018 a Universal Team was created. The team was made up of volunteer staff (mostly teachers) the PLL and a member of the Leadership Team. The team was co-chaired by 2 teachers and a coach was nominated. This team met once a term, an agenda was compiled, and minutes taken for each meeting and an Audit conducted. This information is kept on the Portal in Curriculum Provision – Student Support – PB4L.

The original team was responsible for driving the Universal Supports and representing staff voice when decisions relating to PB4L were being made. Members of the team drafted the PB4L Plan, that was then taken to staff for final approval. PB4L topics are now discussed at the LEAD/SPARK (Special Programs Assisting Remarkable Kids) teams every second week to monitor and review programs used to target the 3

levels of support at St Francis Xavier. The team is made up of Class Teachers, Support Teachers, the Guidance counsellor and Leadership.

The LEAD/SPARK team use data to identify problems within the school. Team of stakeholders is then formed to meet, as needed, to: problem solve, share the plan with staff, monitor and evaluate the effectiveness of the action taken.

Targeted and Individual Supports Team

This team is made up of SSALT members: Administration, 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 on the Portal in the SSALT Folder – Minutes/Agendas. One member of the team is responsible for communicating between the teams. A member of the team reports back to teachers in relation to actions and follow up to be implemented. ST-IEs are responsible for managing the case of referred individuals.

Professional Learning

A team from St. Francis Xavier attended Universal Supports and Tier 1 and 2 supports Professional Learning provided by BCE. Our PB4L Coach works closely with BCE Education Officer – Student Behaviour Support (South). The whole staff has been provided with Professional Learning through Professional Development Twilights presented by Mark Wakefield EO – SBS. This will continue as the need arises. Members of the PB4L team at SFX worked directly with Mark to develop our PB4L Plan, relevant flow charts and Professional Learning needs.

3. Clarity: Our Expectations

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

At **St. Francis Xavier Primary** our school-wide expectations are to:

Stay Focused on Learning

Take Responsibility for Yourself

Act with Care Towards Others

Respect the Environment

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline.

In addition to our school-wide expectations our curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. (www.acara.edu.au)

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

4. 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.
- Explicit teaching of each part of the Matrix in the classroom in the first 4 weeks of school.
- Focus on one section of the Matrix each week during assembly times.
- Revisit Matrix on Assemblies 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.
- Opportunities to highlight positive behaviours on assembly.
- After each break students and teachers from Year 1 to Year 6 meet in the Quad, sitting in designated class lines, to settle and quickly review the success and areas to improve at break times. A member of the Leadership team addresses the students.
- Year 6 students model and assist with getting along behaviours in the playground e.g Activity coordinators and Peer Refs.

5. 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 pp.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning. It is important to follow desired expected behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement.

Affirming student's positive behaviour for learning is key to our Tier 1 supports. Specifically, our Star Virtues, 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. The Guidance Counsellor also offers support for specific needs at a whole school or whole class level.

Ignatian Spirituality/Making Jesus Real (MJR)

As a school that embraces Ignatian Spirituality we look for God in all things and believe in Making Jesus Real. We, therefore, apply and promote the principles of W.E.S.T – We are Welcoming, Encouraging, say Sorry, give Thanks and celebrate God Moments (Where did you see God today?).

All staff and students practice the Examen, which is an opportunity to review our day, taking note of the impact we have had on others throughout and reflecting what we might do tomorrow.

Star Matrix

The Star Matrix – Do the Francis 4 and Be a Star behaviour is explicitly taught, modelled and practiced in every classroom and on whole school assemblies for the first four weeks of Term One every year. These concepts and behaviours then are constantly revisited throughout the year.

Program Achieve

The language of Program Achieve is taught, actively encouraged and modelled by all staff. The 5 Keys of success: Getting Along, Organisation, Confidence, Resilience and Persistence and the Blockers: Anger, Worry, Sadness, Laziness and Being a Nuisance are presented on assembly and explicitly taught in class. Each term one of the 5 key elements becomes the focus for explicit teaching. Parents are informed about the key elements of Program Achieve and the focus for each term in the SFX School Newsletter and class emails.

Celebration of Success

At St. Francis Xavier we celebrate the success of our students across a range of activities both in school and outside of school time. This is done by highlighting achievements in the SFX School Newsletter, Follies Staff Newsletter and on assembly.

After Break Line up

After each break students and teachers meet in the quad in class groupings. This is a time for reflecting and giving feedback on the success of break play times as well as to revisit the Matrix, Program Achieve, MJR or Ignatian focus for the week.

Star Virtue Awards

Star Virtue Awards are presented each week on Assembly. 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. Each student receives a certificate presented at Assembly.

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.

Diligence Awards

Students who achieve consistent effort in all areas of reporting receive a Diligence Award presented on Assembly. Certificates are given at the end of each reporting period and 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.

Attendance Award

Students who have achieved 100% attendance are recognised for this achievement at the end of each term.

Year 6 Activity Co-Ordinators and Peer Refs

Year 6 students are all trained with mediation skills and problem-solving strategies to deal with Tier 1/minor incidents. Students are timetabled daily to specific areas of the playground to monitor behaviour at break time. Teachers work in collaboration with Year 6 co-ordinators and refs to ensure more 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 Year 6 leaders and alternate regularly throughout the year.

Tier 2 Targeted Supports

Targeted interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that are detrimental to instruction and interfere with their own learning. We aim to deliver our targeted interventions in a timely and responsive manner and use similar strategies and social curriculum across a group of students. Students receiving Tier 2 support are also targeted using our Universal Supports.

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.

Targeted Interventions at St Francis Xavier 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.

Check and Connect

The core of Check & Connect is a trusting, relationship between the student and a caring, trained teacher/mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student. At St. Francis Xavier, Check and Connect is available in individual cases if a student is identified by the Student Support Team as needing the support of a mentor.

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 Individual 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.

Individual Support interventions offered at St. Francis Xavier 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
- Companion Duty is provided for individual students who have not responded to an Individual Break Time Plan. An adult is allocated to help support the student to develop the social skills necessary to foster positive interactions and strategies to negotiate conflict
- Check and Connect is also implemented as a Tier 3 support
- Student Support Meetings are also a Tier 3 support

6. Feedforward: Responding to Unproductive behaviours

Despite our positive approach to teaching and supporting appropriate behaviour, some problem behaviour will still occur. For some students, they do not know how to perform the expected behaviour or don't know it well enough to routinely use it at the appropriate times. For other students, they are not sufficiently motivated or can't see the need to use the appropriate behaviour even when they understand what is expected.

To correct behavioural "errors", we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from Minor unproductive behaviours to chronic persistent minor behaviours and to Major unproductive behaviours that hinder learning. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral with leadership partnering with the class teacher. The definitions of teacher managed behaviours (Minors) and teacher plus leadership managed behaviours (Majors) have been included in Appendix A.

Although the teacher is the key problem solver when responding to Minor Behaviours, they can and should collaborate with and share creative strategies with colleagues. Teachers typically respond to Minor Behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix B includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour i.e. a teaching focus.

There are three evidence-based approaches that we use at St. Francis Xavier to feedforward and respond to unproductive behaviours and the strategies used are listed in table below:

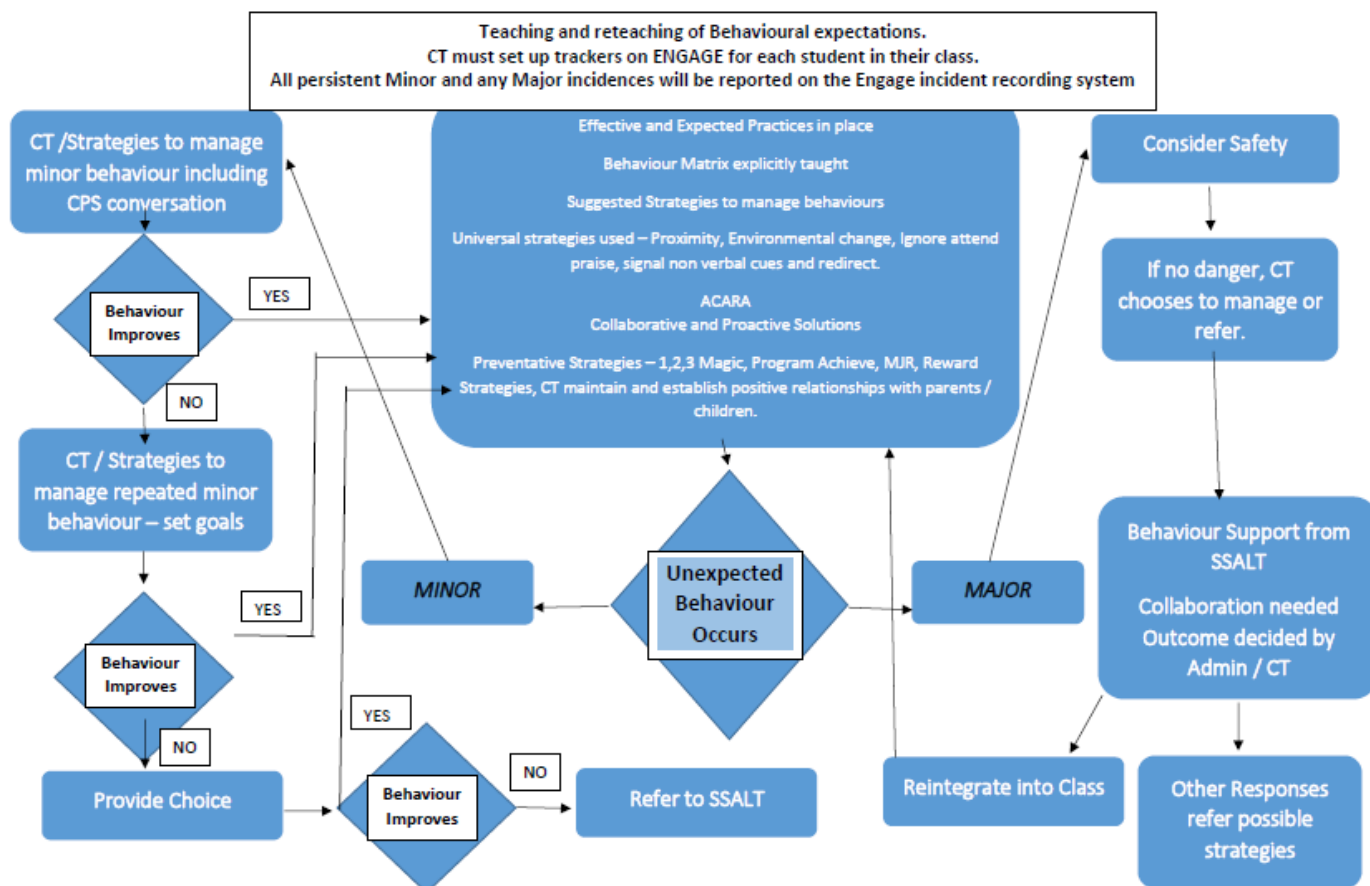
De-escalation	Problem-solving	Restorative
Supervised time out in a safe space in the classroom	Teacher – student conversation (Collaborative Proactive Solutions)	Student apology
Supervised time out in a safe space outside of the classroom	Work it out together plan – teacher and student	Student contributes back to the class or school community
Set limits (time frames)	Referral to SSALT (Student Support Action Learning Team)	Restorative conversation
Individual Crisis Support and Management Plan	Teacher – student – parent meeting	Restorative conference
	Teacher – student – 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 de-escalate 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.

PB4L Flow Chart – Demonstrating responses to unexpected behaviours

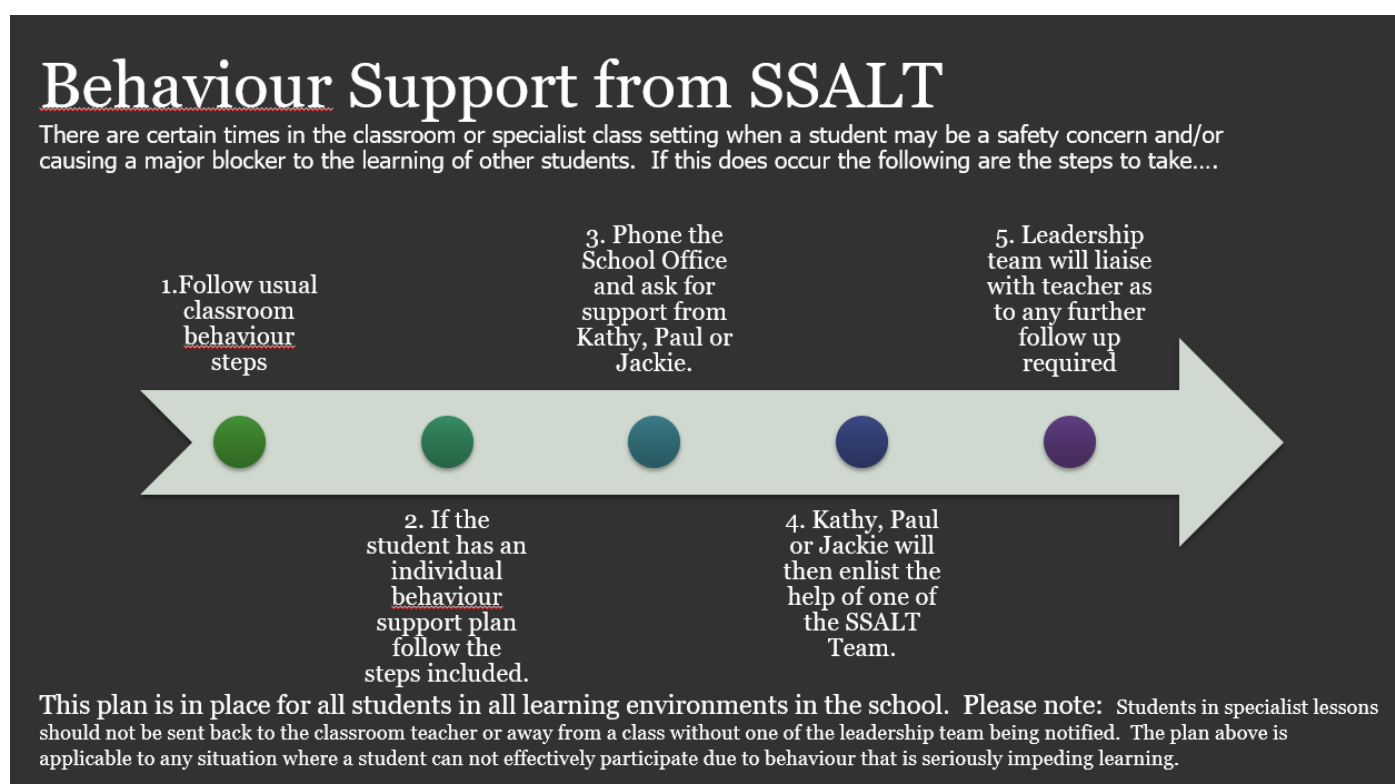


Possible consequences for unexpected behaviour. Teacher present at time of unexpected behaviour are responsible for co-coordinating records on Engage

Behaviour may include but not limited to	Possible strategies to manage unexpected behaviour	Managed by
<p>Minor incidents of unexpected behaviour may include:</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 • Count up (1,2,3) to start behaviours count back from 5. • Restitution 	Teacher
<p>Persistent unexpected minor behaviour may include:</p> <ul style="list-style-type: none"> • Repeated minor behaviours • Repeated defiance • Inappropriate use of technology – any electronic device and school internet • All forms of harassment (including the use of technology) – repeated name calling, teasing, derogatory comments • Strong verbal abuse towards students and staff 	<ul style="list-style-type: none"> • Phone call to the Office – Leadership/Support Team to withdraw student from class (Behaviour Support from SSALT) • Student will return to class at the discretion of Leadership/support staff • A monitoring program such as Behaviour Support Plan for the playground or Check in Check Out (Individual Behaviour Plan) • Collaborative conversation between teacher/student (Dr Ross Greene) • Restorative justice meeting • Withdrawal from activity and/or co-curricular activity (de-escalation/reflection time) • Parent contact • Referral to SSALT (Student Support Action Learning Team) • Record on ENGAGE 	<p>Teacher/Parent Leadership</p> <p>Leadership is to be informed of Persistent minor incidents</p> <p>All repeated minor incidences need to be recorded onto Engage</p>
<p>Major – unexpected behaviours at this level could include:</p> <ul style="list-style-type: none"> • Continued behaviours above • Stealing • Physical and/or verbal aggression toward students or staff • Intimidation and/or harassment of students or staff (including the use of technology) • Vandalism • Truancy • Smoking • Vaping • Sexual harassment • Pornography 	<ul style="list-style-type: none"> • Phone call to the Office – Leadership/Support Team to withdraw student from class. • Student will return to class at the discretion of Leadership/support staff • 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 	<p>Teacher Parent Leadership Support Staff</p> <p>All Major incidences need to be recorded onto Engage</p>

<p>If above unexpected behaviour persists or includes:</p> <ul style="list-style-type: none"> • Extreme or continued behaviours above • Possession of drugs • Supply of drugs • Possession and/or use of a weapon • Violent assault 	<ul style="list-style-type: none"> • 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 	<p>Teacher Parent Principal Leadership Team Support Staff Outside agency</p>
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Follow Student Support Action Team Support Process when there is a concern for student safety, or the behaviour of a student becomes a major blocker to the learning of others.



Formal Sanctions

The following formal sanctions at St Francis Xavier follow the BCE Student Behaviour Support Guidelines.

Detention

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

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.

The school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies.

The school and parents/caregivers should work together, 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.

Negotiated Change of School Process

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

Exclusion

In extreme circumstances, the Principal may, in consultation with the Area Supervisor, make a submission to the Director-School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director-School Services, 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 schools.

Appeals

Students and parents and caregivers are entitled to a process of appeal. Appeals are to be made in writing. This process is outlined in the BCE Behaviour Support guidelines.

7. Data Informed Decision Making

The BCE Engage Program is the database all BCE schools are required to use to collect behavioural data. Engage has the capacity to record Minor and Major Behavioural Incidents so that schools can make data informed decisions about student supports.

It is mandatory for all BCE schools to record in Engage, Major incidents of Bullying, Weapons and Drugs and complete the accompanying record documentation in the system. Suspension records are also mandatory to complete in Engage.

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)

Bullying – Information, Prevention and Responses

At St. Francis Xavier we promote a positive culture that enables all members of the school community feel safe and supported and free from the fear of bullying, harassment, intimidation and victimisation.

The reporting of bullying and harassment is actively encouraged by teachers through presentations on assembly, communication through the SFX School Newsletter and class emails. Regular open communication with parents and is encouraged and promoted by staff.

Incidents of bullying and harassment are recorded on Engage and this information is monitored by the St. Francis Xavier Support Team. Incidents are followed up with stakeholders by the Leadership Team.

Monitoring and Checking In

As a Catholic School, we are called to live by the values of the Gospels and with Jesus as our model. Jesus calls us to “love one another as I have loved you” and to “love your neighbour as yourself”.

Our School Vision Statement proclaims that our school works in partnership with parents and the community to develop Christian character and individual excellence. Therefore, at St Francis Xavier, we believe that all members of our school community should develop a high standard of courtesy and care for each other. Each member of our school community should be:

- treated with dignity and respect
- able to feel safe
- able to learn free from anxiety and fear.

What is Bullying?

The national definition of bullying for Australian Schools states:

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.



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/WhatsBullying/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.

What do Bullies Do?

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.

What can students do if they are being bullied?

- 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
 - 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.

Cyberbullying

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.

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Appendix A

Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example/Non-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
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	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	
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 late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated “off limits” at that particular time	
10	Lying/Cheating	Student engages in “White Lies”	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	

Appendix A

Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away	
5	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Tuancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property	

Appendix A

Major Behaviours (cont'd)

	Descriptor	Definition	Example/Non-Example
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	

Appendix A

Major Behaviours (cont'd)

	Descriptor	Definition	Example/Non-Example
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a “prank” to disrupt the school day and/or Emergency Services
19	Academic Disengagements	Student does not complete and/or submit summative assessment pieces and/or 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 Behaviour

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 in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by his/her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	"Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour". (p.453 Scheuermann & Hall, 2012)
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasises the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.

Appendix B

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)