St Pius X | SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

St Pius X Vision

Inspired by Mary MacKillop, our Catholic community shapes successful, contemporary learners who actively contribute to our world in the service of others.

St Pius X Mission Statement

At St Pius X we:

- Educate the whole child, nurturing wellbeing and successful learning for all students.
- Immerse students in the teachings of Jesus as reflected in the Gospels and in the life of Mary MacKillop
- Provide opportunities for outreach and service in the wider community

Our School Context

St Pius X Catholic Primary School opened for the beginning of the 1964 school year largely as a result of efforts by the then Parish Priest Father Frank Costello. The school was administered by the Sisters of St Joseph who continued to work actively in the school until 1981.St Pius X School is located on 3 hectares of land immediately behind the St. Pius X Church in Golda Avenue in Salisbury.

St Pius X school embraces the charism of St Mary of the Cross MacKillop. Mary MacKillop's story and example provides the inspiration for our students to 'make a difference' in the world by actively living the Gospel values in their relationships and through outreach to others. Our school motto, "Christ in All" promotes the dignity of, and respect for, each individual and is based on St. Pius X's motto "to restore all things in Christ".

Our co-educational, single stream, primary school has an approximate population of 152 students from diverse backgrounds and religious faiths. The campus consists of one main double storey building and a separate large multipurpose hall. All learning areas are fully airconditioned. Our Staff is a highly committed, professional group of educators who continually strive for best practice, innovation and creativity. We offer a broad-based inclusive curriculum with a range of opportunities and experiences that foster the growth of the whole student. At St Pius X, every child is nurtured and empowered to be the very best he or she can be. We strive for excellence and inclusion and we value and celebrate the uniqueness, diversity and gifts of each individual.

Consultation and Review Process

The creation of the St Pius X Student Behaviour Support Plan has involved consultation with the school staff and the School Board. It has been developed through the considered responses to formal and informal feedback. Student Behaviour data is collated and graphed each term and is shared with staff at staff meetings to allow for regular analysis and considered review of the effectiveness of the plan across the various settings of our community.

The plan will continue to be endorsed by the school principal, teachers, parent body and senior leaders, and as this document will be reviewed every 2 years and receive a high level check each year, it will continue to evolve over time.

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.

The school's goals emphasise the importance of the development of the whole person. As a Catholic school, the aim is to develop responsible citizens who consciously attempt to live the Gospel values in their encounters with others.

Our aim is to create the conditions for each learner to progress towards the development of Self Awareness, Self-Management, Social Awareness and Social Management skills as outlined in the General Capability - Personal and Social Capability (ACARA, 2011). We focus on catering for individuals, realising that all children will work at their own pace when acquiring these skills which are developmentally age and stage appropriate. Brisbane Catholic Education has a Student Behaviour Support Policy based on the Positive Behaviour for Learning (PB4L) Framework and related documents.

A truly supportive Catholic school environment is characterised by;

- an ethos centred on the person of Jesus and the values exemplified in the Gospel
- a curriculum that caters for all learners
- a clearly stated and consistent school wide behaviour support plan which encourages students to make choices and accept responsibility for their own behaviour
- non-discriminatory organisation and administration procedures
- an emphasis on the development of high-quality interpersonal relationships
- regular opportunities for the monitoring and review of general school wide practices, plans and procedures
- a high level of co-operation and collaboration amongst staff, parents and students to achieve improved behaviour for both group and individual cases,
- an increasing intensity of behaviour support for unproductive behaviours

St Pius X is aware that learning and growth is a journey and acknowledges that a safe, harmonious environment, based on Christian living, is needed so that students can learn how to manage their own behaviour. As such, St Pius X Support Plan aims to develop the whole person, with dignity, in a community where students can learn to build, maintain and restore relationships in a climate of safety, acceptance and reconciliation. It recognises that in order to develop self-discipline and character, students may need support to modify their own behaviour from time to time through the use of explicit teaching, consequences and open, honest and respectful communication. This plan facilitates high standards of behaviour so that academic and social learning and teaching in our school can be effective. This enables students to participate positively and demonstrate productive behaviours for learning within our school community. We recognise that individuals may require support in meeting our behavioural expectations.

At St Pius X, we believe that behaviour;

- is and can be learned by all students
- is learning appropriate social skills
- is a form of communication,
    - of enjoyment in learning
    - of difficulties with learning
    - of social difficulties
    - of productive skills not yet developed
    - of unmet needs (physiological, safety, connection, social, esteem, identity and purpose)

- is directly linked to successful learning and engagement
- has to be considered in the context it occurs
- is developmental in nature and presentation
- is learned best in positive environments

Behaviour is a form of non-verbal communication that all human beings use to indicate their state including happiness, fear, frustration and confusion which can be useful in understanding the appropriate supports for an individual.

All areas of the St Pius X School are learning and teaching environments.

PB4L promotes the re-design of environments, not students. We consider behaviour support to be an opportunity for valuable social learning and teaching as well as a means of maximizing the success of academic and social education.

At St Pius X, we believe in Positive Engagement for Learning; students who are actively engaged in their learning will use less unproductive behaviour. To deliver this we use the Positive Behaviour for Learning framework to enable us to provide system supports, deliver positive practices and ensure analysis of data to ensure that the supports provided to students fit their needs. The tools that we use within the framework to help us deliver this are:

- Staff and students at St Pius X have the right to work and learn to their potential; free from disruption, abuse or threat in a safe and supportive Catholic learning community.
- Learning is a life-long process and *education plays a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians* (Alice Springs Declaration, 2019).
- Students need and want high standards for their behaviour. *Every day at school, students have the opportunities to learn and practise social skills and develop General Capabilities through the curriculum* (ACARA). Maintaining high expectations does not require "get tough" or punitive approaches.
- Efforts to support all students to become *successful lifelong learners, confident and creative individuals and active and informed members of the community* (Alice Springs Declaration, 2019) require ongoing teaching, encouragement and adjustments regardless of gender, age, abilities, religious and cultural backgrounds.
- Behaviour is learned, therefore responsible behaviour can be taught. Misbehaviour presents the student with an opportunity to learn, and the educator with an opportunity to teach (Sugai & Horner, 2002).
- Student behaviour support is a collaborative effort. In partnership with parents and carers, we are committed to each student's success.
- Personal safety for all is our priority and everyone has the right to feel safe.

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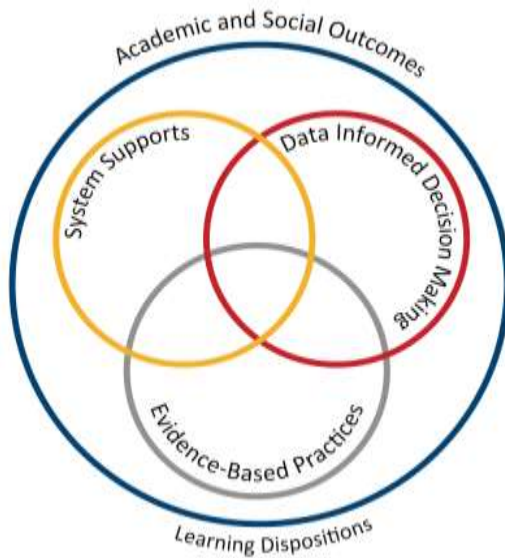
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.
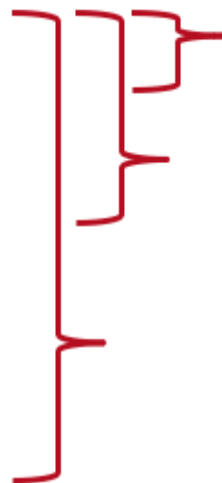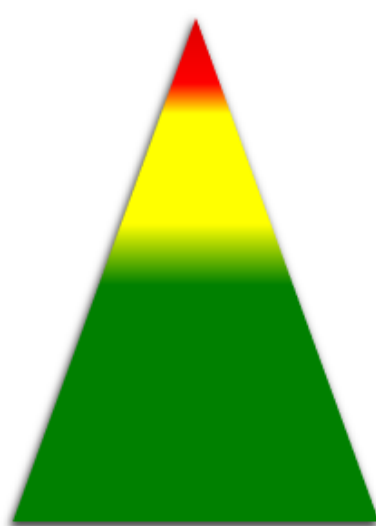

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**
Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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.

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

The Principal and Assistant Principal Religious Education (APRE) handle all behaviour incidences from Prep to Year Six in this small school context, supporting the community in the implementation and management of Student Behaviour Support Plan.

St Pius X has included the whole staff as the PB4L Committee who meet once a term to discuss the support offered to students and analyse the Engage Student Support System data.

Staff will participate in various Professional Development each year.

The following Professional Development has and will be offered

- PB4L Structures, Building & Using the Matrix
- Various staff members have participated in PB4L Tier 1 and Tier 2 over 2017 and 2018
- Self-Regulation & Co regulation using Zones of Regulation, Personal Development on site
- 2020 engage in Tier 3 training

The following members of the school community form the **Universal Support Team**

- Principal
- Assistant Principal Religious Education
- Guidance Counsellor
- STIE
- Primary Learning Leader
- Whole Teaching Staff

Responsibilities of team members include meeting once a term to discuss implementation of whole school support strategies, monitoring of student data input and effectiveness of the St Pius X Student Behaviour Support Plan.

PB4L Targeted Support Team

- Principal
- Assistant Principal Religious Education
- Primary Learning Leader
- Learning Enhancement Teacher
- Guidance Counsellor
- STIE

Responsibilities of team members include analysis of Engage Student Support System data, actions for student support and evaluations of their effectiveness.

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 St Pius X expectations are to show Respect for:

- Self
- Others
- Learning
- The 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.

ST PIUS X SALISBURY BEHAVIOUR MATRIX
St Pius X CATHOLIC PRIMARY SCHOOL

I respect…	Classroom	Playground Outdoor Areas	Transitions	Toilets	Gathering Times Assembly Liturgy/Mass	Eating times	Before & after school Stop & Drop Zone
myself and others	I use polite, positive language with everyone / I take turns to speak and listen, with my hand up / I use whole body listening / I am responsible for my own words and actions / I encourage and include others / I can reduce, reuse and recycle	I use polite, positive language with everyone / I use my hands and feet appropriately / I play fairly, take turns / I include others	I can be calm and patient / I sit in line and wait for the teacher / I listen to the teacher's directions / I consider other classes when moving	I care for the toilet building / I flush the toilet / I respect the privacy of others / I take turns / I use a quiet voice	I use whole body listening / I participate fully and reverently in rituals	I include others at eating time / I clean up eating areas / I listen to the duty teacher/s / Food is fuel	I wear the correct uniform / I sit and wait patiently / I use manners / I listen to the teacher / I go to the supervised area undercover at 8:15am
my learning and the environment	I am ready to learn / I use my time wisely / I stay on task / I look after my belongings and equipment / I use technology appropriately / I ask meaningful questions / I set, know and work towards goals	I am responsible for my own words and actions / I look after my belongings and equipment / I respond promptly to the bell / I follow rules of the game / I try new things	I move to line as soon as the bell rings / I am organised when lining up	I go to the toilet during break times / I walk directly to the toilets and return promptly / In – do – out / I use the soap and paper properly / I am water wise	I demonstrate self-discipline / I sit and stand at the right time / I focus on listening	I sit and eat / I use the rubbish bins and the recycling bins correctly / I keep the eating area clean and tidy / I leave my lunch box in the class tub	I walk to Stop and Drop Zone/parents after the bell / I am ready for my car / I listen for my name / I care for my belongings / I follow instructions / I leave sticks and rocks in the garden
the safety of others and my school environment	I use equipment correctly / I take turns / I move appropriately / I keep passwords and personal details private / I follow instructions	I use equipment safely and correctly / I wear a hat / I play in the correct area / I move safely on hard surfaces / I report problems when they happen / I leave sticks and rocks in the garden	I keep my hands and feet to myself / I walk in my class line with my eyes to the front / I walk to the left of walkways / I use the hand railing	I ask permission and take a buddy to the toilets / I walk to and from the toilets / I wash my hands / I use the toilet for its proper use	I am calm and allow others their personal space / I enter and exit calmly	I sit in the correct eating area / I eat my own food / I wait to be dismissed and walk to play	I arrive and leave school at the right time / I wait in the correct area / I walk to my car / I enter the car from the passenger side / I sit and wait on the seat outside the office after 3pm

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

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

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

When responding to student behaviours at St Pius X, staff take into consideration;

- the context in which the behaviour is occurring,
- the frequency and severity of the behaviour,
- the needs and abilities of the child,
- the appropriate timing of a response.

The response to each behaviour is respectful of the dignity of each individual and is developmentally appropriate.

In addition, direct teaching is done using a combination of the following:

- Beginning of school year orientation day for staff
- Thursday Assembly – (the focus Expectation or Learning Disposition is named at this Assembly) followed by class practice.
- Time built into the first weeks of school and increased later in the year
- New student orientation when needed
- Explicit teaching in every classroom weekly using the Positive Engagement of Learning and Wellbeing Scope and Sequence

2. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Awards	**Overview**
GOTCHA Awards – Great Example to Others	These are given to any student who is seen following any of our school rules in the playground.
St Pius X Respect Awards	Awarded to students from each year level every Thursday. These students demonstrate outstanding practice of our school expectations, 'be respectful, be a learner, be safe' and/or Learning Dispositions.
Individual classroom reward systems	Class Dojo, points/ star system for year level rewards, individual rewards (stickers/ stamps, prize box, marble jar, free time, student-choice activities)

3. Feedback: Encouraging productive behaviours

It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement. PB4L systems encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, the PB4L encouragement system utilises effective, specific positive feedback, adult attention both contingent and non-contingent and a tangible reinforcement system.

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

Tier 2 Targeted Supports:

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

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

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

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

- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and 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.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene, 2014)
- Guidance Counsellor support services

- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

After feedback has been provided to a student about "How am I going?" in relation to demonstrating productive behaviours for learning, feedforward provided by the teacher to a student answers the question, "Where to next?"

- **Remind** - remind the student of expected productive behaviours
- **Practise** – provide the student with opportunities to practise productive behaviours in context
- **Supervise** - supervise and monitor how the student is going, gather data
- **Feedforward** - talk with the student and direct them to what's next, future focus, re-teach

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

De-escalation	Problem-solving	Restorative
• Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual crisis support, and management plan • Time out from the playground	• Teacher – student conversation • Decrease the demands – adjust academic demands for students • Work it out together plan – teacher and student • Teacher – student – parent meeting • Teacher – student – leadership conversation	• Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference

In addition, de-escalation crisis prevention and support strategies may include the responses outlined in Appendix C.

5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For an explanation of the BCE Formal Sanctions, please visit our School Portal.

For appeals, the school aligns to BCE processes.

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

The St Pius X School Community fosters an open welcoming interaction between families and school, inviting contribution and involvement with each other in a respectful, caring and appropriate manner. Bullying is not tolerated at our school.

What is Bullying?

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 can take many forms including, but not limited to: deliberate and repeated physical, verbal, emotional, threatening behaviours, abuse of property or cyber bulling.

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.

What is Cyber Bullying?

Cyber bullying refers to bullying that occurs through the use of information and communication technologies.
- Cyber bullying is often combined with offline bullying.
- Cyber bullying may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.
- It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video recording online and then sending the website address to others).

Bullying is not:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Bullying/ Cyber Bullying Preventative Strategies

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Mission Statement, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents and carers, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

It is the responsibility of staff, parents/carers and students to help make St Pius X School bully-free. This will happen by:
- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations

At St Pius X, we take proactive and preventative action to prevent bullying and harassment from happening in the first instance. We do this by fostering opportunities to develop positive behaviours in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community. St Pius X uses the Positive Behaviour for Learning Framework to develop positive relationships. Positive Behaviour for Learning has been shown to be a good way to prevent the development of bullying behaviour.

We achieve this through:

- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- The establishment of play environments that foster active and friendly social engagement.
- Fostering relationships between children and children that promote commitment to community, service and the fulfilment of potential.
- The sincere pursuit of individual and communal goals.
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
- Ongoing professional development for staff about bullying/ cyber bulling awareness, prevention and response strategies.
- Ongoing awareness raising and education for the school community through school newsletter, parent information nights, anti-bullying events and focused teaching and learning experiences.

As outlined in our Positive Engagement for Learning and Wellbeing Teaching and Learning Overview, anti-bullying education is taught explicitly in all classrooms in the week proceeding Bullying No Way Day. This day is recognised as a school and activities are planned to raise awareness at a whole school level.

Response to Incidents of Bullying

Bullying requires schools and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students. Our second aim is to avoid the escalation of issues that will cause more harm.

In partnership with parents and carers, our procedures involve:
- support for the person who is being bullied and the person who is bullying
- clear consequences
- recording of behaviour incident in the Engage Student Support System
- student behaviour support plan
- parent/carer conferences

- track and analyse behaviour incident data to detect patterns of bullying and harassment

Staff Responses to Reports of Bullying

If a student reports bullying:

The following steps are followed if a student reports bullying (including cyber bullying):
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. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the behaviour occurs again.
6. Set a date for follow up review/s.
7. Record the incident/student contact in the Engage Student Support System.
8. Notify appropriate school personnel (Leadership and Guidance Counsellor).
9. Contact the parent/ guardian/ carer informing them of the incident and the school's course of action.
10. Make sure to follow up with students over the next several weeks and months.

If a parent reports bullying:

1. If they have not already done so, ask the parents/carers to talk with the year/class teacher in the first instance.
2. If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with a member of the Leadership Team.
3. At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
4. Listen carefully and document the account.
5. Refer to the school policy to discuss the definition of bullying, expectations of students and staff, responsibilities and implication.
6. Inform the parents what you intend to do regarding their concerns.
7. Let the parent/guardian know the name and contact details of the responsible officer for further contact.
8. Provide suggestions and information about what parents/carers can do to support their child in the short term.
9. Set a date for a follow up review and conclude the meeting.
10. Record the incident/student contact in school's student data management system.
11. Collect additional information from students and other personnel as appropriate.
12. Notify appropriate school personnel.
13. After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents/caregivers.
14. Agree on a contact person for parents/caregivers while the action plan is implemented.
15. Follow up with parents/ caregivers and students at a designated time in the following weeks or months.

Refer to Preventing and Responding to Instances of Student Bullying/Harassment in Schools policy and procedure.

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.

2. Engage Student Support System

Student behavioural data is used together with other data sources to make informed decisions about appropriate student supports. This information is used during PB4L Universal Support Team meetings and PB4L Targeted Support Team meetings to analyse and prioritise students requiring or enrolled in targeted or personalised supports. Analysis of data occurs during these meetings and feedback is provided during staff meetings, Senior Leadership, Universal Support and Targeted Support Team meetings.

3. Notification to Parents

Minor behaviours: Minor behaviours that occur in the classroom are often de-escalated and problem solved at the classroom level. While not every behaviour will warrant parent notification, parents will be contacted directly by the classroom teacher if there are continuing unproductive behaviours of concern.

Major behaviours: Where a child has engaged in a major incident of unproductive behaviour (see Appendix A) a parent can expect to be contacted by the most appropriate staff member. For example, if there was an incident during class time that was dealt with primarily by the classroom teacher, a parent will be contacted by the class teacher. If a major behaviour (see Appendix A) requires the intervention of School Leadership, parents of the children involved will be contacted by a member of the Leadership team.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away.
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour.
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson.
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property

	Descriptor	Definition	Example
10	ForgeryPlagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B - Strategies to Manage Minor 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 her proximity.
Signal Non-verbal Clue	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.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-Teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
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.

Appendix C – Support Strategies

As a Positive Behaviour 4 Learning School

- We ensure that expectations have been taught and practiced
- We integrate the Personal & Social Capabilities from the Australian Curriculum in our content areas and school wide explicit teaching of behaviour.
- We reinforce expected behaviours
- We provide a positive and supportive environment

Universal Positive Supportive Management Strategies

1. **Remind** (refer to Behaviour matrix)
2. **Teach or model behaviour**
3. **Redirect to task**
4. **Supportive strategies** Take a break, check in
5. **Assist** Begin a task, organisation, keeping calm.

A process to support minor unproductive behaviour

1. **Remind** Remind the student of the specific behaviour and refer to the school matrix.
2. **Check in** Ask the student if there is something concerning them.
3. **Quiet time** Have a designated space set in the room or near the teacher on duty. The purpose is a calm time to think.
4. **Redirect** Redirect to the task and reduce demand if necessary.
5. **Positive feedback** Praise the student, encourage, specific learning and behaviour feedback.

A process to support major unproductive behaviour or repetitive minor unproductive behaviour

1. **Restate the rules** Explicitly refer back to the school matrix.
2. **Reflect** Problem solving conversation e.g. what happened, what could you do differently? Teacher to look for patterns, triggers and use of BI data.
3. **Response** Plan with the student, offer support to the student, teacher to ask for support from student support team if needed.
4. **Monitor** Check in with students, remind students of expected behaviour, check trackers.

Continuing concerns for unproductive behaviour

→ **Parent meeting** Parent meeting called to discuss unproductive behaviours and to plan, in partnership, next steps.

→ **Request for support** Via the **Request for Support** on engage.

→ **Restorative process** Restorative conversations with the student.

Tier 2/3 Follow **Targeted Supports** and individualised interventions.

A Brisbane Catholic Education School

| Approver: Helen Boevink | Issue date: 5 August, 2020 | Next review date: 27 November, 2020 |

School Wide Behaviour Support System and Decision Making Processes
Positive Behaviour for Learning

We Teach

We Practise

We integrate Personal and Social Capabilities from the Australian Curriculum into other Learning Areas.

Universals!

1	Remind
2	Teach or model behaviours
3	Redirect to task
4	Supportive Strategies
5	Assist

Processes to support...

1 ..Unproductive behaviour
Remind, Check in, Quiet time, Redirect, Positive Feedback.

2 ..Major unproductive behaviour or repetitive minor unproductive behaviour
Restate the rules, Reflect, Response.

3 ..Continuing concerns for unproductive behaviour
Parent Meeting, Request for Support, Restorative Process.

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The St Pius X – STARRS Problem Solving Script

Tier 1 Support – Work it out sheets

Version 5 August 2020