

ST DYMPNA'S ASPLEY STUDENT BEHAVIOUR SUPPORT PLAN

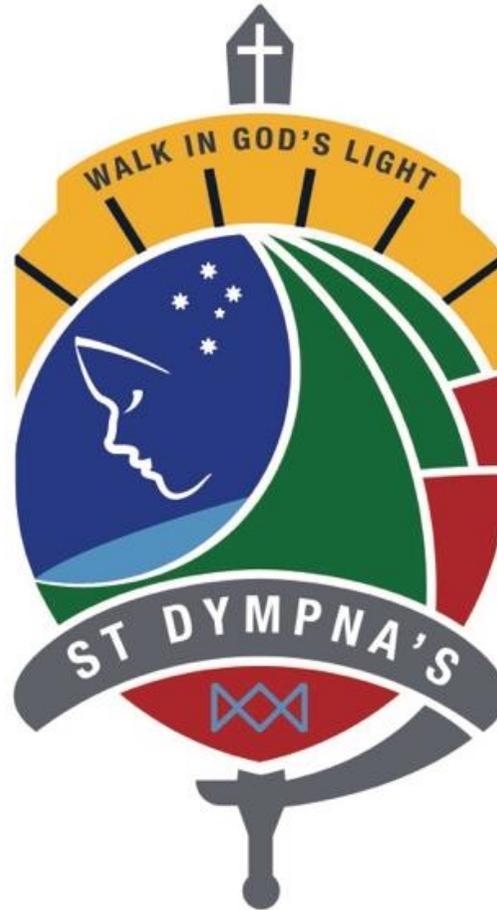


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SCHOOL MISSION AND VISION – TEACH CHALLENGE TRANSFORM

OUR VISION

St Dympna's seeks to provide a quality learning environment reflecting the Josephite spirit, so that its students are faith filled and prepared to make a difference. We aspire to be a community which truly reflects the vision of God's love for all.

MISSION

Our Mission is to be a welcoming and supportive Community where children experience inclusive and empowering Learning and where Faith is inspired by Gospel values.

ST DYMPNA'S CONTEXT

The Sisters of St. Joseph opened St. Dympna's School in 1963, with the Church and School covering a large area of land fronting Robinson Road, Aspley. St. Dympna's is in the northern suburbs of Brisbane with a large majority of students living in and around Aspley, Bridgeman Downs, Carseldine, and Zillmere.

With significant student numbers, the school has over sixty staff, including a leadership team consisting of Principal, APA (Assistant Principal Administration) and APRE (Assistant Principal Religious Education). Our well-trained and dedicated staff offer high-quality teaching and learning in a very well-resourced and supportive environment. The school actively supports a range of social justice pursuits including Caritas, St. Vincent de Paul, Catholic Mission and Aspley Care (Parish outreach group) with students assisting with hospitality and entertainment for the adjacent Respite Centre.

A pastoral care program within the school emphasises the creation of a climate and environment that supports and sustains positive and life-giving relationships between staff, students, routine, and families.

Our school motto is **"Together We Walk in God's Light."**

VISION FOR LEARNING

At St Dymphna's, we are committed to ensuring that teaching and learning with all its associated interactions remains child-centred and based on Christian values. In fostering the Josephite charism and the spirit of Blessed Mary MacKillop, we place great emphasis on **the dignity of all in our community**. We believe we must be **respectful of the rights, feelings and beliefs of others** and it is our responsibility to assist everyone in our community to be the best person they possibly can. We recognise that our students learn and develop in many different ways and through right relationships based on tolerance, respect and understanding.

We want our students to understand that learning is a life-long undertaking and that it can take place in many contexts. Within these contexts, we want to encourage the pursuit of excellence through effort and a positive attitude. We encourage appropriate risk taking and emphasise the importance of learning from our experiences and our mistakes. In working towards this, **we will endeavor to create learning environments characterised by trust and acceptance**. This will be achieved when all in our community ensure that **the rights of others to feel safe and secure are promoted and respected**.

We want our students to believe in themselves as people and as learners, to love learning and to **recognise that they can be happy, contributing and responsible members of our school community**. We believe this is best achieved in an environment that values and celebrates integrity, justice and reconciliation. We want them to realise they are integral parts of living and learning partnerships, supported by their teachers, their family and their peers.

“TOGETHER WE WALK IN GOD'S LIGHT.”

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and during related off-campus activities can be effective and students can participate positively within our school community. Through our school plan shared

expectations for student behaviour are clear for everyone, assisting St Dympna's School to create and maintain a safe and orderly learning and teaching environment.

CHARISM AND HISTORY

A Catholic Christian school derives its identity and culture from its Catholic Christian character, known as its Charism. The word Charism, in the tradition of the Church, refers to the spiritual gifts used for the service of the whole community. The central influence on the charism of the school is the person of Christ.

St Dympna's School draws inspiration from its founding congregation, the Sisters of St Joseph. In 1963, two Sisters of St Joseph established the school enrolling ninety-year one students in the first class. The Sisters of St Joseph are an Australian congregation founded by St Mary MacKillop. Mary MacKillop was a strong, tender woman with boundless energy, who was prepared to go through anything to help anyone in need. The Josephine charism is reflected in our school Vision and Mission statement.

OUR VALUES

Love

Justice

Dignity

Courage

Respect

Faithfulness

Compassion

Humility

Prayerfulness

CONSULTATION AND REVIEW PROCESS

St Dympna's School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with students and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents (ENGAGE data) and attendance also informed the plan. The Plan was endorsed by the Principal and the Senior Leader Progress and Performance and will be reviewed at least every two years with a high-level check performed annually at the beginning of the school year.

OUR STUDENT BEHAVIOUR SUPPORT SYSTEMS

OUR BELIEFS AND COMMON PHILOSOPHY ABOUT LEARNING AND TEACHING

Our beliefs about teaching and learning socially at school, student behavior supports, and responding to students to meet their needs unify us and direct our actions.

Behaviour Management is at the core of business for all teachers. Effective Teaching and Learning is supported by a safe, positive and productive learning environment based on principles of consistency, fairness and engagement. This starts in the classroom, with each and every individual student.

The St Dympna's Student Behaviour Support Program (SBSP) is designed for use by staff in supporting the Mission and Vision Statement of the school. Our emphasis on recognising positive behaviour is intended to motivate our students to make more appropriate choices. The purpose of the program is to promote the following principles:

- a spirit within the school based on Christian values, positive relationships and positive behaviours
- a school culture based on the concepts of safety, respectfulness and responsibility.
- a school curriculum which defines, teaches and consistently supports expected and appropriate student behaviours
- recognition of each child is a unique individual
- a whole school approach to the development of social skills

- responding to behaviours in a just and equitable way
- responding to behaviours based on the collection and interpretation of appropriate data

The St Dympna's SBSB is based on our Mission and Vision Statement and our shared Beliefs and Values. St Dympna's has high behavioural expectations and believes in a school-wide system of support that includes proactive strategies for supporting appropriate student behaviour. It is based on the following rights:

- Everyone has the right to be treated respectfully and courteously.
- Everyone has the right to work in a safe and clean environment
- Everyone has the right to work in an environment which enables them to learn
- Everyone has the right to develop as responsible members of our school community

It is designed so that everyone in our school community is aware of our clear, consistent and positive approach to behaviour. While discouraging unexpected behaviour, we take every opportunity to reinforce positive behaviour. While making children take responsibility for their actions, we look to improve school situations and environments to encourage change and success. While setting clear expectations of acceptable behaviour at St Dympna's, we use a system of data collection and analysis in a team setting to support children with severe behaviour problems.

While applying appropriate consequences in serious circumstances, we use a variety of strategies to continue to educate and support children in making better decisions and choices in the future.

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

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

- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

ROLES, RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

At St Dymphna's School, we expect that students will:

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority

At St Dymphna's School, we expect that parents/caregivers will:

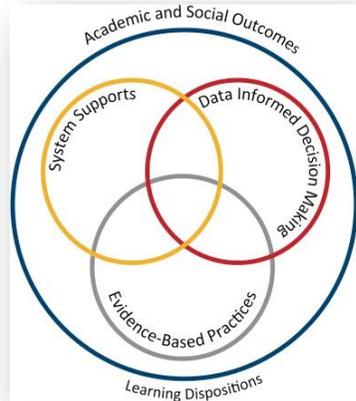
- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child.

At St Dymphna's School, we expect that staff will:

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching

- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self-management
- Maintain student attendance records

OUR SYSTEMS APPROACH - POSITIVE BEHAVIOUR FOR LEARNING



WHAT IS POSITIVE BEHAVIOUR FOR LEARNING?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behavior 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. 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.

Figure 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Center On positive Behavioral Interventions and Supports, 2004, Eugene OR: Lewis

THEORETICAL AND CONCEPTUAL CHARACTERISTICS

The theoretical and conceptual understandings of PB4Learning are firmly linked to *Behavioural Theory* and *Applied Behavioural Analysis* (Carr et al., 2002)) rule governed, environmental factors are influential in determining whether a behaviour is likely to occur and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

CONTINUUM OF SUPPORT AND KEY FEATURES

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

TIER 1 UNIVERSAL SUPPORTS:

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 TARGETED SUPPORTS:

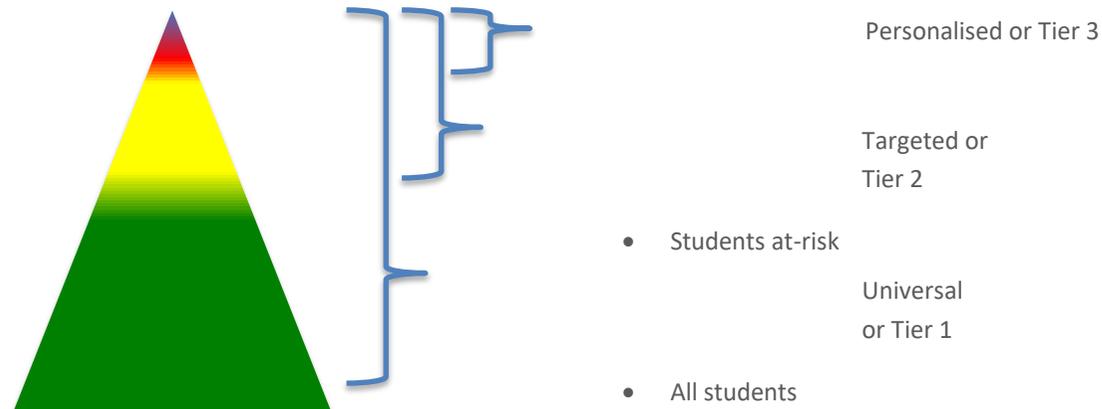
The second level focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive Targeted supports such as small group social skill instruction,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

TIER 3 PERSONALISED SUPPORTS:

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

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other context.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



STUDENT BEHAVIOUR SUPPORT LEADERSHIP & PROFESSIONAL LEARNING FOR SCHOOL STAFF:

At St Dympna's the universal support team is comprised of all teaching staff who deliver universal intervention and record relevant data about student behavior. These year level teams respond to universal needs and refer students for targeted or personalized support (as per the teams below).

As behaviour is seen as an integral part of curriculum, and it is recognized that there are significant links between the curriculum, wellbeing and behaviour needs of students the curriculum support team also function as a targeted support team. This team is comprised of the Assistant Principal, Guidance Counsellor, Support Teacher: Inclusive Education, Primary Learning Leader and Enrichment Teachers who manage the level of intervention as needed. This team meets weekly and minutes are facilitated by the Assistant Principal.

The individualised support team is comprised of the Assistant Principal and Guidance Counsellor who meet with teachers to develop Behaviour Support Plans for students who are identified by ENGAGE data and teacher referral. These meetings are conducted two to three times each term as data/needs dictate.

When intense personalised support is required, a wraparound meeting is organized to consult with relevant stakeholders, family and para-professionals in order to develop and implement an effective response.

Staff meetings, pupil free days and external professional learning opportunities are utilized to both skill and enhance the capacity of the staff to implement the Student Behaviour Support Plan.

OUR STUDENT BEHAVIOUR SUPPORT PRACTICES

CLARITY: OUR EXPECTATIONS

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

1. We Respect Everyone
2. Act Responsibly
3. Love Learning (There are 8 St Dymphna's 'Learner Dispositions' that align with this belief. Please see Learner Disposition below for more information)
4. Keep Safe



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 the expected ways of engaging at St Dymphna's.

To support this approach and to develop consistent practices across the school we have a behaviour matrix constructed around 4 beliefs and 6 contexts.

While this whole school matrix was developed in 2015 (currently under review by our senior leaders) to cover a range of behaviours and contexts from Prep-Year 6, teachers are expected to develop, in collaboration with their students a class specific set of behavioural expectation that aligns with the school's matrix. This is particularly relevant to the lower grades



Together we WALK in God's Light

ST DYPHNA'S WALK MATRIX identifies, encourages & celebrates 'Walk in God's Light' in all areas of school life.

	Classroom/ Library	Playground	School Grounds <small>Transitions between lessons/ break times; toilets</small>	Online	When we gather <small>school liturgies/lessons/ assemblies</small>	Before/ After School
W We Respect Everyone	<ul style="list-style-type: none"> Challenge yourself to do your best Follow instructions Listen to the teacher and others 	<ul style="list-style-type: none"> Play & eat in correct areas Rubbish in bin Return borrowed equipment Listen to the teacher on duty 	<ul style="list-style-type: none"> Be on time Move around the school promptly Stay in the right areas 	<ul style="list-style-type: none"> Keep passwords & personal details safe Think before you post Care for equipment – put away & charge Ask permission before printing 	<ul style="list-style-type: none"> Keep quiet so everyone can listen Follow all staff's instructions 	<ul style="list-style-type: none"> Go straight to the right area Talking with friends
A Act Responsibly	<ul style="list-style-type: none"> Take turns Hands up to speak Work together using manners Compliment & encourage each other 	<ul style="list-style-type: none"> Respect your own & other people's property Play fair & follow rules Respect environment Use manners at tuckshop 	<ul style="list-style-type: none"> Move quietly around the school Look after property (eg. in toilets, bubblers...) Privacy in toilets 	<ul style="list-style-type: none"> Only use kind words/images Communicate appropriate thoughts and ideas with respect Take turns 	<ul style="list-style-type: none"> Whole body listening (keep still) Look at the speaker No talking to others Be reverent 	<ul style="list-style-type: none"> Listen to all staff Wait patiently
L Love Learning	<p>Uses & Learner Dispositions</p> <ul style="list-style-type: none"> Wondering Communicating Collaborating Risking Persevering Connecting Creating Being self-aware 	<ul style="list-style-type: none"> Include others Be a good sport Treat other as you would like to be treated 	<ul style="list-style-type: none"> Keep quiet so others can learn Bring the right equipment to lessons 	<ul style="list-style-type: none"> Visit permissioned sites only Share your skills to help others Stay on task 	<ul style="list-style-type: none"> Participate (eg. singing, responses) Listen to learn 	<ul style="list-style-type: none"> Follow the rules for before & after school Encourage others to follow rules
K Keep Safe	<ul style="list-style-type: none"> Walk, don't run Hands/feet/objects to self Use equipment safely Only be in the classroom when a teacher is supervising 	<ul style="list-style-type: none"> Play safely Use equipment safely Walk on concrete, run on grass Wear hat Sit to eat food 	<ul style="list-style-type: none"> Walk, don't run Ensure you have permission Stay with a friend 	<ul style="list-style-type: none"> Check before entering details Know who you are communicating with Ask for permission before posting or sending 	<ul style="list-style-type: none"> Move quietly/silently Hands and feet to self Walk, don't run 	<ul style="list-style-type: none"> Walk, don't run Be in the right area Be safe in the carpark

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

wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. (www.acara.edu.au)

Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being, behaving and learning to live with others while Critical and Creative thinking is fundamental in students becoming successful

learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at stages of

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:

1. Beginning of school year orientation day
2. Buddies time fortnightly throughout the year
3. New student orientation when needed
4. Student leaders support younger peers
5. Time built into the first weeks of schools and boosters later in the year
 - Establishment of class covenants and expectations at the beginning of each year
 - Establishment routines and transitions
6. Localised school rules for specific games (e.g. handball, soccer)
7. Circle time in classrooms to discuss behavioural expectations, build relationships and develop effective communication
8. Explicit teaching and consistent follow-up of school rules
9. Modelling and role play methods used to teach and learn behaviours

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas.

FEEDBACK: ENCOURAGING EXPECTED BEHAVIOUR

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 behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement.

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

The encouragement strategies in place for school and classroom include:

- Praise/encouragement
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents

- Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- There are stickers available to support staff in reinforcing the school's expected behaviour. They are available for the office.

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at our school. The following **Table of Awards** outlines the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school. The efforts of staff members are acknowledged at whole school assemblies, staff meetings and/or written in the BCE College's fortnightly school newsletter, and in electronic *Leadership Team Announcements* on the staff portal.

<p>Achievement Awards</p> <p>At St Dympna's, we believe that every child is worthy of receiving an Achievement Award to celebrate and acknowledge significant academic, personal or social achievements. Each week on whole school assembly, teachers and specialist teachers can give a student from their class/es a Student Achievement Award.</p>	<ul style="list-style-type: none"> • Acknowledges achievements made by students in a public forum. • Awards should be for academic achievement, arts achievement or personal or social development areas like those on our school written reports. • One child from every class each week is to be awarded a St Dympna's Student Achievement Award on assembly. • All awards are to be filled in by Friday end of lunch and placed in the folder in the Staffroom. • Awards will generally be given in regards to our "Be Safe, Be Respectful, Be Responsible" concepts as outlined in our Student Behaviour Support Program. • Kids in the Candle
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<p>Special Awards</p> <p>For exceptional or outstanding achievement in aschool cultural activity. This could include camps, choir, excursions, Drama, Dance orspecial event participation.</p> <p>Any teacher or specialist teacher can nominate a student for a Special Award.</p>	<ul style="list-style-type: none"> • Whole group acknowledgement of participation in a school activity or competition. • Completed by the teacher in charge of the group with Principal signature inserted.
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PROGRAM ACHIEVE

At St Dympna’s we also nurture and educate students in the social and emotional capabilities and habits that enhance well-being and positive relationships. We use the well know and widely used program called ‘Program Achieve’ often referred to as the **You Can Do It! Education (YCDI)**. A whole school implementation plan outlining student entitlement at each level is available on the school portal. A copy of the prescribed activities designed to build social and emotional capacity at each year level should be accessible in each room. A full copy of the program is available from the library. The language and capabilities developed in and through this program are designed to support and enhance our four positive behaviour beliefs about of the school’s student behaviour management program.

The Personal and Social Capability encompasses students' personal/emotional and social/relational dispositions, intelligence, sensibilities, and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work.

Although it is named ‘Personal and social capability’, the words ‘personal/emotional’ and ‘social/relational’ are used interchangeably throughout the literature and within educational organisations. The term ‘Social and Emotional Learning’ is also often used, as is the SEL acronym.

You Can Do It! Education (YCDI) is a philosophy, pedagogy and a set of programs that have as its’ mission the fullest development of the human potential of all people. In working with young people, YCDI seeks to assist school, home and the community to lay the following foundations that foster the process of the gradual unfolding and development of the human potential. It supports our positive behaviour for learning by promoting five foundational behaviours of:

CONFIDENCE:

Having the belief in oneself that in face of new, challenging and difficult tasks and circumstances, one is more likely to be successful than to fail; being prepared to try and not be afraid of making mistakes or what others might think; accepting oneself in the face of setbacks and difficulties; being prepared to meet new people and to participate in activities where one might not be immediately successful.

PERSISTENCE:

.....
In the presence of difficult tasks and activities, expending sufficient energy and not giving up until one has achieved one's personal best and accomplished one's goal; understanding that in order to achieve success, sacrifices sometimes have to be made in the short-term; appreciating that the accomplishment of one's goals generally results from one's own efforts rather than forces beyond one's control.

ORGANISATION:

.....
Having a purpose to be the best one can be; recognizing the importance of setting goals that are big in the long-term and realistic to accomplish in the short-term; appreciating the value of one's time and planning its use so that one has enough to accomplish one's goals; valuing the importance of knowing exactly what is expected of one in terms of school work and other obligations and when the obligations have to be accomplished; appreciating the importance of keeping track of one's important belongings including school and work supplies, important books and papers; and having them available when needed.

GETTING ALONG:

Resolving conflicts successfully without becoming overly angry; working collaboratively; respecting the important school and home rules; making and keeping friends; having social interest including being tolerant and not judging others who are different and helping others who are less fortunate.

RESILIENCE:

Knowing how to stop me from getting extremely angry, down, or worried when something "bad" happens. It means being able to calm down and feel better when I get very upset. It also means being able to control my behaviour when I am very upset.

'Program Achieve' is used across the whole school to support our PB4L approach to behaviour. All teachers are expected to use this program to build student capacity as a learner.

ELIMINATION OF THE BARRIERS THAT BLOCK THE DEVELOPMENT OF HUMAN POTENTIAL

YCDI's work is also based on the view that extensive human misery, suffering and injustice is rooted in negative dispositions of people that manifest themselves in irrational and negative attitudes and beliefs that give rise to what are called the 4 Blockers. YCDI's seeks to eliminate the 4 Blockers that put people "at risk" and prevent all forms of spiritual and cognitive-affective-behavioural growth: Low Self-Esteem/Anxiety, General Work Avoidance, General Disorganization, Rebelliousness/Anger.

A set of 12 **negative** Habits of the Mind have been found to feed the 4 Blockers:

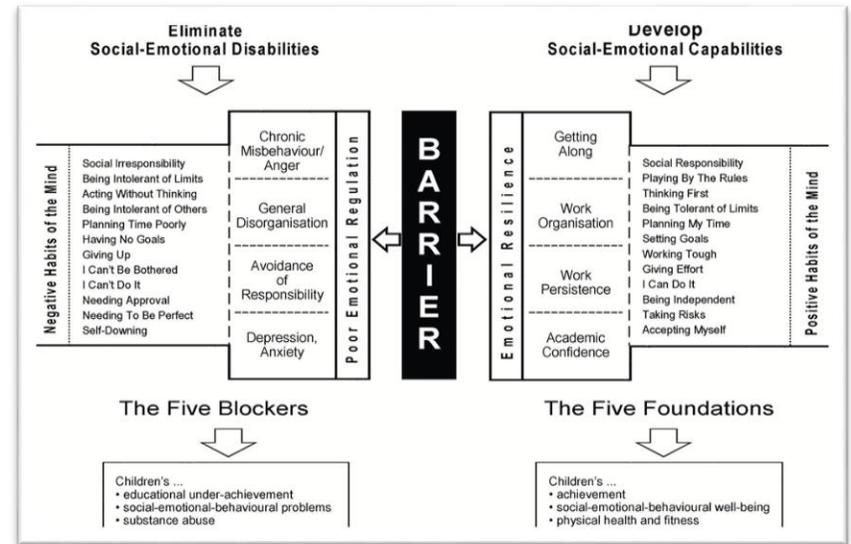
Self-Downing, Needing to Be Perfect, Needing Approval, I Can't Be Bothered, Giving Up, Having No Goals, Planning Time Poorly, Being Intolerant of Others, Acting Without Thinking, Being Intolerant of Limits and being socially irresponsible.

ZONES OF REGULATION

The school uses the Zones of Regulation framework to supplement and support the knowledge and skills taught through Program Achieve. Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.

The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique self.

The Zones of Regulation curriculum incorporates Social Thinking® (www.socialthinking.com) concepts and numerous printable visuals to support students in identifying their feelings/level of alertness, understanding how their behavior impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.



social

LEARNER DISPOSITIONS

Wonder	Communicate	Collaborate	Take Risks
Poses questions	...what they know	Can work with others	Is not afraid of making a mistake
Is curious	...what they understand	Supports their peers	Has a go
Thinks about things	... what they are thinking	Is an active participant	Tries something different
Challenges their thinking	Poses questions	Builds on other people's ideas	
Has a growth mindset	Seeks help	Is respectful of other people	
Thinks outside the box	Seeks clarification		

Persevere	Connect	Self-Aware	Create
<p>Is confident</p> <p>Enjoys being challenged</p> <p>Is resilient</p> <p>Keeps trying</p>	<p>Uses prior knowledge to build understandings</p> <p>Demonstrates critical thinking</p> <p>Joins ideas to develop understanding</p> <p>Can connect knowledge and understanding to real life</p>	<p>Can self-monitor</p> <p>Can set and monitor goals</p> <p>Knows what they are learning and why</p> <p>Aware of strengths and weaknesses</p> <p>Can work and think independently</p> <p>Takes responsibility for learning</p> <p>Is organised</p>	<p>Thinks creatively</p> <p>Explores alternatives</p> <p>Applies their knowledge and understanding to a new situation</p>

CREATING A GROWTH MINDSET CULTURE

PB4L supports and fosters a Growth Mindset for learning at Dympna's. Promoting a growth mindset brings high energy and focus. Teachers with a growth mindset know the powerful impact their actions can have on enhancing student progress and achievement. Likewise developing this mindset in student has a significant impact upon achievement and wellbeing.

A growth mindset for learning is promoted at St Dympna's by:

1. Establishing high expectations for each student
2. Viewing mistakes as productive and as a learning opportunity
3. Providing continual feedback that focuses on progress

A growth mindset language is expected to be promoted and evident in each class.

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

Students are identified proactively, either through discipline data, attendance data, and 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 at St Dymphna's include:

- ✓ The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004)
 - The 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.
- ✓ The Check and Connect Mentoring Program – (Christenson et al, 2012)
 - 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.
- ✓ The Social Skills Club
 - 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.

TIER 3 PERSONALISED SUPPORT

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

Personalised supports currently on offer at St Dympna's include:

- Functional Behavioural Assessment and designing and Individual Behaviour Support Plan
- 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)
 - 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.

FEEDFORWARD: RESPONDING TO UNPRODUCTIVE BEHAVIOURS

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

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

A CONTINUUM OF REPOSES

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

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

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

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

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

For “Office managed” behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

De-escalation	Problem-solving	Restorative
Supervised time out in a safe space in the classroom	Teacher – student conversation	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	Teacher – student – parent meeting	Restorative conversation
Individual Crisis Support and Management Plan	Teacher – student – leadership conversation	Restorative conference

BCE FORMAL SANCTIONS

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 12 and include:

DETENTION

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in ‘non-class’ time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including ‘non-class’ time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

SUSPENSION

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student’s present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

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. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

NEGOTIATED CHANGE OF SCHOOL

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. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).

EXCLUSION

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.

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

PROCESS FOR APPEALS

The following processes of appeal can be used by parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

In relation to:	Who to contact:
A decision to suspend a student for less than three (3) days from school	The Principal
A decision to suspend a student for more than three (3) days from school	Senior Leader Progress and Performance Brisbane Catholic Education Office 2A Burke Street, Woolloongabba Brisbane, QLD 4102 Phone: (07) 3033 7000
A recommendation to exclude a student from a Brisbane Catholic Education school	The Executive Director Brisbane Catholic Education Office 2A Burke Street, Woolloongabba Brisbane, QLD 4102 Phone: (07) 3033 7000

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

OUR STUDENT BEHAVIOUR SUPPORT DATA

DATA INFORMED DECISION MAKING

The BCE **Engage Support System** is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage 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 be recording Major incidents of Bullying, Weapons and Drugs and complete the accompanying record documentation in the system. Suspension records are also mandatory to complete in the database.

BULLYING AND CYBERBULLYING

DEFINITIONS OF BULLYING

The following are the definitions of bullying recognised by St Dympna's.

Bullying is a systematic abuse of power. It typically involves repeated acts of aggression that aim to dominate and cause hurt, fear or embarrassment in another person. Bullying is generally deliberate and planned but can also be a result of thoughtlessness. It can be perpetrated by an individual or by groups.

Bullying may take many forms, for example:

PHYSICAL BULLYING: pushing and shoving (where hurt is intended), kicking, invasion of personal space, the destruction of property, tripping, punching, tearing clothes, standing over someone, pushing books from someone's hands, shooting/throwing objects at someone.

VERBAL BULLYING: any comment of an offensive nature that refers to ability, race, religion, gender or sexuality; including name-calling, offensive language, spreading of rumours, using words that suggest stupidity or physical problems, mocking, imitating, teasing, abusive phone calls, laughing at someone's mistakes, using unwelcome nicknames. This can include electronic and digital forms of communication.

GESTURE BULLYING: includes making gestures (physical, verbal and written) to intimidate or to embarrass.

EXCLUSION BULLYING: includes the deliberate isolation (both explicit and implicit) of an individual student from their peer group.

EXTORTION BULLYING: the use of force to obtain money, food or personal belongings from other students; harassing other students to do tasks e.g. buying lunch, carrying materials.

CYBER-BULLYING: the use of information and communication technologies such as email, mobile phone, landline phone, text messages, instant messaging, defamatory personal websites and defamatory personal polling websites, to support deliberate, repeated and hostile behaviour by an individual or a group that is intended to harm others.

Bullying is not one-off incidents such as exclusion or name-calling but persistent behaviour which is designed to hurt, injury, embarrass, upset or cause discomfort to another.

GUIDELINES

St Dympna's recognises the duty of care owed to students during school hours and in instances where a school or teacher is aware, or ought to be aware, or there is a risk that a student is being bullied. **As a school that will not tolerate bullying, St Dympna's will ensure:**

- All claims of bullying are investigated in a timely and reasonable manner and appropriate action taken as required.
- All members of our school community are aware of their joint responsibility in creating and maintaining a safe and supportive school environment.
- All staff are aware of their duty of care relating to all bullying issues and will be alert to signs of distress in students.
- All staff are aware of appropriate intervention and correct procedures to follow when a bullying incident occurs including communication with parents.

- Bullying prevention programs are implemented to promote resilience and to assist in creating supportive school environments.
- All students are made aware of the school’s expectations regarding bullying.
- All students are supported in dealing with bullying and building resilience through prevention and intervention programs.
- All students involved in bullying have the opportunity to be involved in restorative justice practices.

To support the school’s Bullying Policy, parents of students will ensure:

- Appropriate behaviour is modelled and discussed at home.
- Children are encouraged to be open about bullying behaviour, their feelings and concerns.
- They are alert to signs of distress in their children.
- Appropriate communication is maintained with the school and the Bullying Policy is supported.

RESPONSES

Our school Bullying Policy is closely aligned to our school’s Positive Behaviour Support Program which details a clear set of expectations and behaviours based on the key concepts of “**We Respect Everyone, Act Responsibly, Love Learning and Keep Safe.**” These are detailed in the School Expectations Matrix. There is a clearly articulated Positive Behaviour Process which details the processes and procedures to be followed in the event of poor behaviour which, in this case, would be bullying. The following procedures need to be followed to ensure bullying is appropriately addressed at St Dymphna’s.

1. **Reporting** – It is essential that all forms of bullying are reported. Anyone who is bullied or who witnesses an incident of bullying behaviour should report the incident. Children and parents should initially, in most circumstances, report the matter to their class teacher.
2. **Investigation** - The relevant teachers will investigate the incident. The nature and extent of the investigation will depend on the seriousness of the bullying. A “no-blame” approach will be used initially to gather information. Further evidence or data may be required to clarify the situation.
3. **Consultation** - The teacher will complete an Incident Report in ENGAGE and ensure a member of Administration is aware of the report. This teacher, the member of the Administration and other staff, including the Guidance Counsellor, will evaluate the situation and decide on the action to be taken. At this stage parents could be notified and ongoing communication commenced.

4. **Action** - Following the completion of the investigation the school will implement the goals and measures appropriate to the particular circumstance including the level of consequence as well as the strategies to be put in place. Depending on the seriousness of the bullying, decided by the teacher in conjunction with Administration and the Guidance Counsellor, these could include:

- Counselling
 - Restitution
 - Individual Behaviour Plan
 - Restorative Justice practices including Method of Shared Concern, Formal Apology and No Blame Approach
 - Support for the victim of the bullying including resilience training, self-esteem activities, skill development in responding to bullying
 - Social skill development for other children who witness bullying
-
- Conflict resolution or Mediation with students
 - School Community Service consequences
 - Suspension or Expulsion

PREVENTION STRATEGIES

1. Identify

Identify bullying as an important school issue and promote a whole-of-school approach against bullying involving staff, students, parents and the wider community. Address assemblies, put up posters etc. to promote the key messages contained in the school Bullying Policy.

2. Educate

Talk with students and in groups about what can be done. Classroom discussions are vital. Convince students that it is in their interest to think how bullying can be overcome. Seek to turn their feelings into actions. Give them suggestions about how they might act in a bullying situation either as

victim or as a witness. Aim to get more students to include victimised children in their games. Encourage students to devote time and effort into working with staff to eliminate bullying.

3. Communicate

Have communication systems in place including surveys, posters and class circle time to ensure students have every opportunity to relate bullying issues. Ensure teachers encourage open communication with the children in discussing bullying. Promote the view that “Telling is okay.”

4. Supervise

Maintain proactive supervision at all times particularly in places or situations where bullying may be more likely to take place.

5. Support

Introduce Resilience/Social Skills Programs across the school. Integrate into the curriculum.

INTERVENTION AND RESPONSE STRATEGIES - RESTORATIVE JUSTICE

- No Blame Approach
- Method of Shared Concern
- Formal Apology
- Restorative Chat
- Circle Time

(Response will depend upon that nature of the bullying and the people involved. A response will be chosen that best accommodates restorative justice and one that best supports the growth of self and social awareness for all parties. In facilitating this learning some formal sanctions may be required).

CYBER-BULLYING

DEFINITION:

Cyber-bullying is when one student is targeted by another or others through the use of digital technology, mobile communication devices or through the internet. The aim of this targeting may be harassment, stalking, threats or other forms of harmful behaviour.

Cyber-bullying takes many forms and may involve websites, mobile phones, chat rooms, email, SMS and uploading of pictures or video. It could involve the sending of threatening messages, communicating false presences, forwarding other students private communication, posting of humiliating messages or pictures.

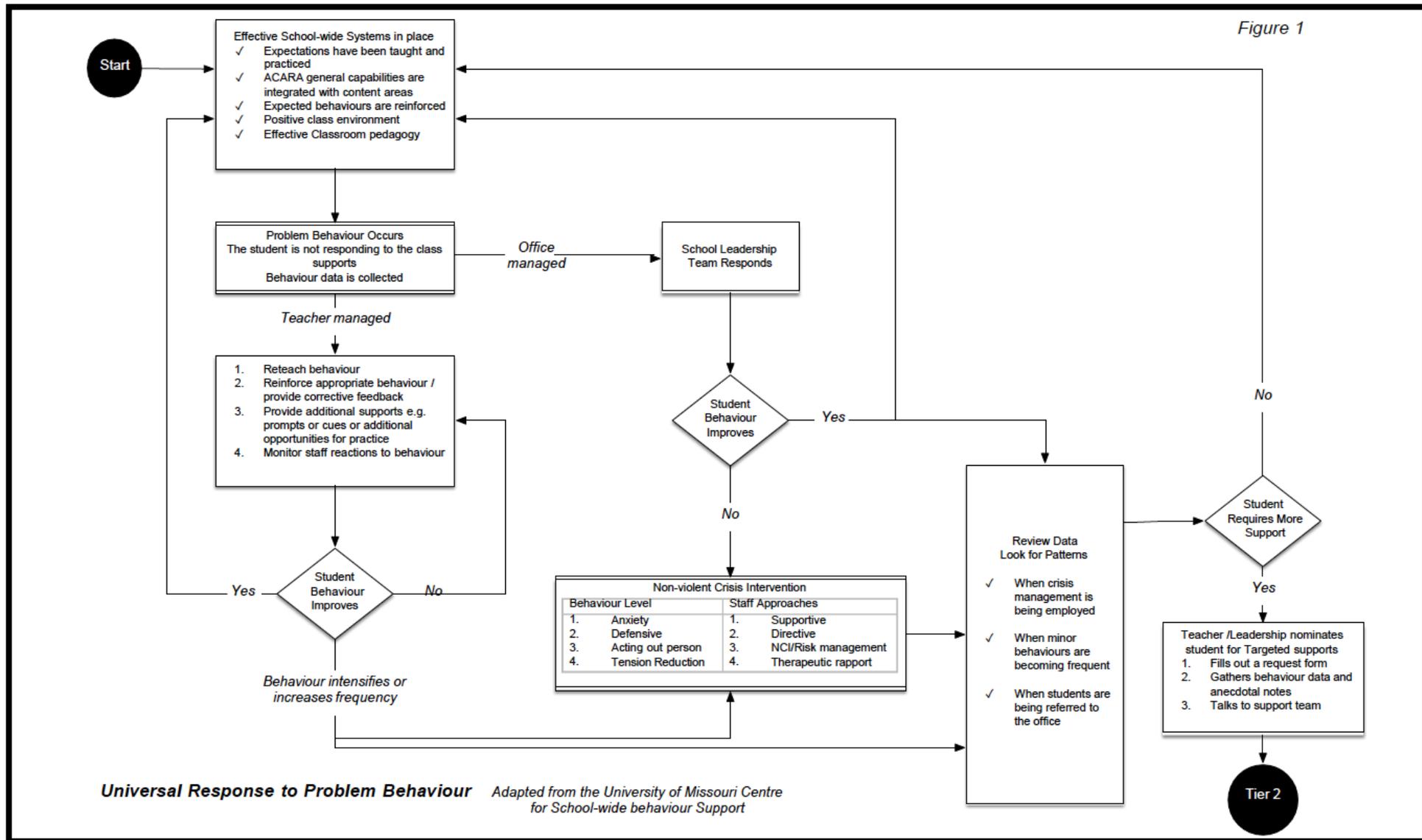
Like the traditional definition of bullying, cyber-bullying usually involves systematic communication over a period of time. One-off communication would not normally be considered cyber-bullying except when the communication involves serious threats.

PROCEDURES:

- Cyber-bullying removes the normal feedback of communication between people. This leads to a situation where empathy for others is reduced. The school processes of restorative justice and other programs will be applied to support the students involved.
- Students and their parents are aware of the Acceptable Technology Use Policy in the school and, if any incident of bullying involving an electronic medium occurs at school, the usual procedures for bullying, as detailed in the school Bullying Policy, will apply.
- Students are not allowed to use mobile phones while at school. If they are brought to school, they are to be left in the School Office and are to be collected at the end of the school day.

- While schools generally have no right to intervene in out-of-school conversations, the school may take appropriate action if the cyber-bullying was intended to have an effect on a student (either academically, socially or emotionally) or if it adversely affects the safety and well-being of the student while in school.
- If the school becomes aware of bullying incidents that are occurring outside the school and they are having an effect on the well-being of the student, the school will inform the student's parents.
- Students are aware that the misuse of telecommunications devices is considered a breach of the law in Australia and is a federal offence. If the bullying is of a serious nature, police may be contacted by the school.
- The school will discuss issues of cyber-bullying with the Upper Primary students each year to clarify the school's Policy and to offer advice to all students.
- The school encourages the reporting of cyber-bullying and seeks to find a balance between supporting the victim and changing the behaviour of the bully.

UNIVERSAL RESPONSES TO PROBLEM BEHAVIOUR

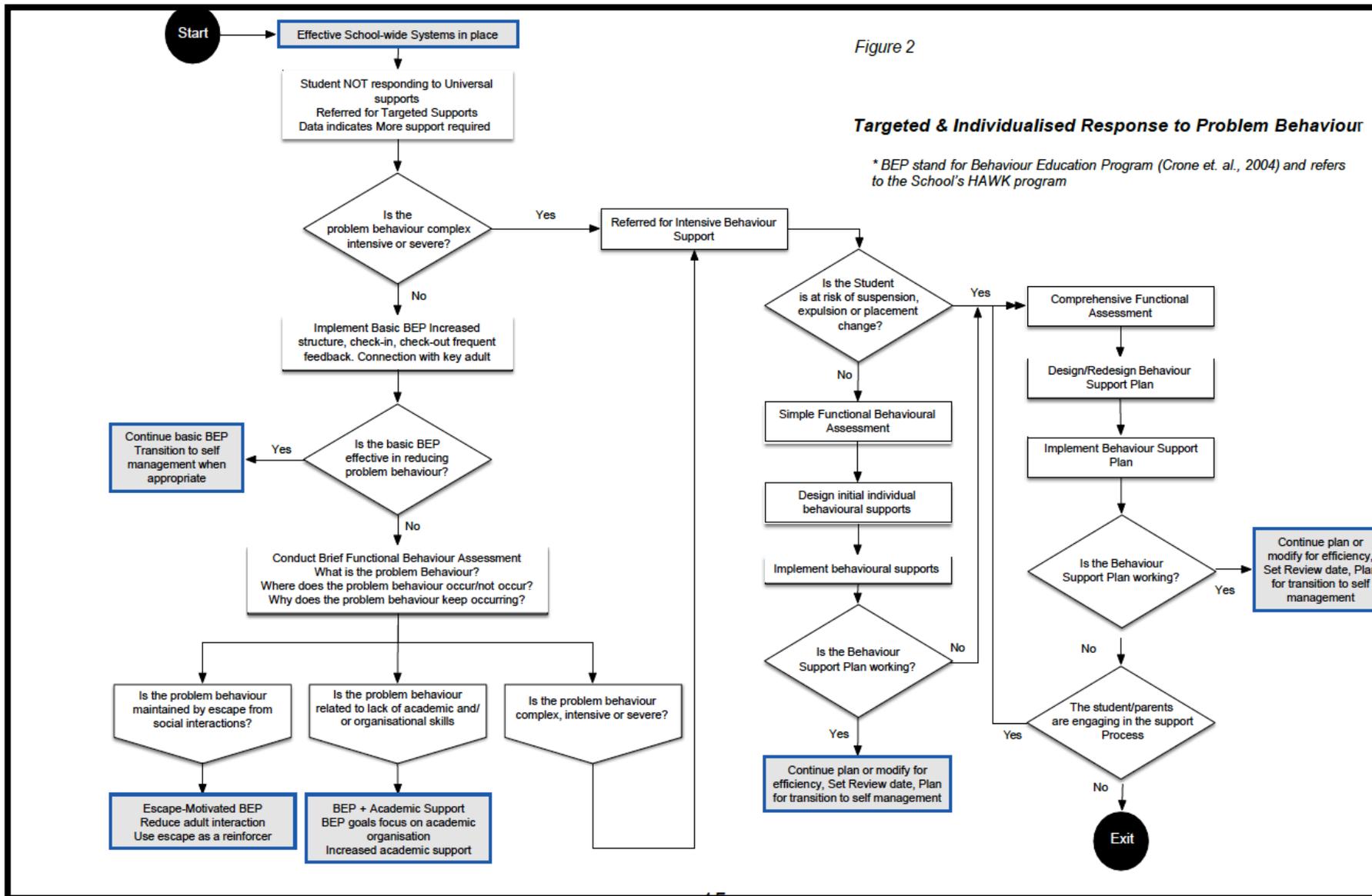


TARGETED RESPONSES TO PROBLEM BEHAVIOUR

Figure 2

Targeted & Individualised Response to Problem Behaviour

* BEP stand for Behaviour Education Program (Crone et. al., 2004) and refers to the School's HAWK program



OUR STUDENT BEHAVIOUR SUPPORT DATA

The BCE Student Behaviour Support System (ENGAGE) is the database all BCE schools are required to use to collect behavioural data. ENGAGE has 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 5. Feedback 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 dialog from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009)

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.

<p>Signal Non-verbal Cue</p>	<p>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.</p>
<p>Ignore/Attend/Praise</p>	<p>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.</p>
<p>Restitution</p>	<p>"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)</p>
<p>Re-Direct</p>	<p>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,</p>
	<p>non-classroom or classroom rule/procedure. A re-direct emphasizes the "what" of the behaviour instead of the "why".</p>

Re-teach	<p>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.</p> <p>Once the student uses the appropriate behaviour, specific positive feedback should follow.</p>
Provide Choice	<p>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.</p>
Student Conference	<p>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.</p>

(From the Missouri SW-PBS Team Workbook)

BEHAVIOUR DEFINITIONS

MINOR BEHAVIOURS

	Descriptor	Definition	Example/Non-Example
1	Inappropriate verbal language	Student engages in lowintensity 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)	

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 verbalattacks 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 angryand/or rude manner to staff, ignoring/walking away from staff, runningaway	
5	Major Disruption	Persistent behaviour causing an interruption ina class or an activity	Sustained loud talking, yelling or screaming; noisewith 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/Truancy	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	
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 lookalike), or other objects readily capable of causing bodily harm	

17	Use/possessionof 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/FalseAlarm	Student delivers a false message of possible explosive materials being on-school site, near schoolsite, 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

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