**ST MARTIN’S SCHOOL   
STUDENT BEHAVIOUR SUPPORT PLAN**

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

**Mission Statement**

St Martin’s is an inclusive Catholic Community unified by the hopes and dreams that we value for our children.

* St Martin’s accepts and includes everyone for who they are
* St Martin’s builds relationships for life
* St Martin’s prepares our children for life
* St Martin’s prepares our children to be citizens of the future
* St Martin’s empowers our children to be productive and successful
* St Martin’s shares in the stewardship of God’s creation as co-carers of this world.

This Student Behaviour Support Plan is designed to explicitly articulate our beliefs and practices in relation to creating and maintaining a safe, orderly and respectful learning environment. High standards of behaviour are expected, and we see these as skills that are taught and learnt at school and in partnership with parents. Students are expected to behave and participate positively in all aspects of their school day; both on and off campus. Working from a “We Can Work It Out” belief, we strive to work in strong partnership with parents and students to teach positive behaviours universally (to all learners) and intensively (to individuals needing additional support).

**Our School Context**

St Martin’s is a Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane’s eastern suburb of Carina. St Martin’s school population in 2021 is 695 students from over 500 families. Our school population is generally stable and contains minimal cross-cultural students. The school has 27 classes from Prep-Year 6.

Our school staff numbers 76, with our Leadership Team consisting of a full-time Principal, a full-time APA, a full-time APRE and Primary Learning Leader. Teaching staff consists of 28 full-time classroom teachers and one part-time classroom teacher in a job share arrangement. We have specialist teachers for HPE, Art, Music, Technology and LOTE (Italian). Our inclusion team consists of one full-time Support Teacher, one part-time Support Teacher, one part-time Guidance Counsellor, three Literacy Support Teachers and one part-time ESL teacher. Support staff includes one full-time Teacher-Librarian, one part-time technology support person, a full-time groundsman, four secretarial staff and 15 school officers. We have the services of a part-time instrumental teacher.

Our school enjoys regular attendance by its students across all year levels. Data from attendance records indicate that we have over 85% student attendance. This data suggests that generally our students are physically, socially and emotionally well.

**Consultation and Review Process**

St Martin’s staff developed this Student Behaviour Support Plan in consultation with our school community. A review occurs every two years with a high-level check performed annually.

**Section A: Our Student Behaviour Support Systems**

**1. Our Beliefs and Common** **Philosophy about Learning and Teaching**

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

Student behaviour is at the core of business for all teachers. Effective learning and teaching is supported by safe, positive, and productive learning environments, based on the principles of consistency, fairness and engagement. This starts in the classroom, with each individual student.

At St Martin’s, we believe that students learn best when:

1. Students feel safe, respected and understood.
2. There is a supportive, welcoming classroom culture.
3. There is teamwork and co-operation based on respect and inclusion.
4. There are high expectations of behaviour and learning which are clearly articulated and reinforced.
5. Learning is engaging, challenging, personal, dynamic and fun.
6. There is pride taken in learning and learning spaces.
7. Learning and achievements are celebrated and valued.

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

**What is Positive Behaviour for Learning?**

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

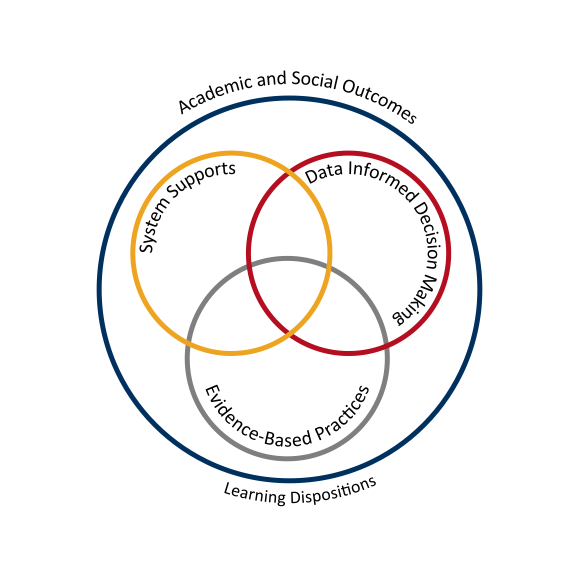


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers’ blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

**Theoretical and conceptual characteristics**

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

**Continuum of support and key features**

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

* Individual students
* Assessment based
* Intense, durable intervention

Targeted or Tier 2

* Students at-risk
* High efficiency
* Rapid response

Universal or Tier 1

* All students
* All settings
* Preventative, proactive

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

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

At this time the PB4L team consists of Support Teachers, Guidance Counsellor, Leadership Team members. The team meets weekly focusing on requests for support from teachers or an analysis of Engage Student Support System data. Professional learning that staff have engaged with to build capacity in the implementation of PB4L through the implementation of the ENGAGE system.

**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 school-wide expectations are:

* **Respect for Self**
* **Respect for Others**
* **Respect for Learning**
* **Respect for Property and Place**

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.

|  |  |
| --- | --- |
| **Respect for Self** | * Choosing to eat healthy food * Exercising regularly * Maintaining a neat and tidy appearance and wearing the correct school uniform, including ‘No hat, no play’ * Washing hands before eating and after going to the toilet * Practising skills of relaxation including meditation * Knowing how and when to calm down * Making decisions that keep me safe |
| **Respect for Others** | * “Keeping my hands and feet to myself”. * “Speaking to please, not to tease”. * Using good manners * Getting along with others and celebrating our differences * Building positive relationships * Making decisions that keep others safe |
| **Respect**  **for Learning** | * Being organised and ready to learn * Persevering with learning tasks * Working to the best of my ability * Taking responsibility for my own learning * Being a resilient learner who thinks flexibly and ‘has a go’ * Being a confident learner * Letting others work to the best of their ability |
| **Respect**  **for Property and Place** | * Looking after my own belongings and property * Looking after the property belonging to the school and others * Keeping the school grounds clean and tidy * Representing the school with pride * Taking care of the environment * Doing my best to be sustainable |

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

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

**Roles, Rights and Responsibilities of School Community Members**

All members of our community have responsibilities in the successful implementation of our Student Behaviour Support Plan. These include:

**Responsibilities of Students**

At St Martin’s 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 others including staff and others in authority

• Demonstrate a willingness to promote behaviours that reflect the Catholic ethos as demonstrated by the role models of Jesus, St Martin and St Dominic

**Responsibilities of Staff**

At St Martin’s 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, parents/carers and staff

• promote the skills of responsible self-management

• model appropriate behaviours including those relating to dress and communication

**Responsibilities of Parents**

At St Martin’s we expect that parents and caregivers will:

• show an active interest in their children’s schooling and progress

• cooperate with the school to achieve the best outcomes for their child

• support the school staff in maintaining a safe and respectful learning environment for all students

• initiate and maintain constructive communication and relationships with school staff, students and parents within our community regarding their child’s learning, wellbeing, and behaviour

• contribute positively to behaviour support plans that concern their child

• model appropriate behaviours including those relating to dress and communication

• demonstrate respect of school policies and procedures including uniform policy, parking procedures, pick up and drop off procedures.

**2. Focus: Teaching Expected behaviour**

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

In addition, direct teaching may be done using some or a combination of the following:

* Beginning of school year orientation day
* Class covenants
* Circle time in classes throughout the year
* Time built into the first weeks of schools and increased later in the year
* Assemblies followed by group practice
* New student orientation when needed
* Student leaders support younger peers

**3. Feedback: Encouraging Productive B****ehaviours 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 | Points system for class reward |
| Weekly awards | Class encouragers |
| Classroom practices that  encourage expected behaviours |  |

Tier 2 Targeted Supports:

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

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

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

* The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
* Social Skills focussed learning. 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)
* Guidance Counsellor support services
* Student Support Team case management - planning and implementation of individualised support plans and monitoring data
* Partnerships with outside support agencies and specialists

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

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

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

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

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

|  |  |  |
| --- | --- | --- |
| **De-escalation** | **Problem-solving** | **Restorative** |
| Supervised calm time in a safe space in the classroom  Supervised calm time in a safe space outside of the classroom  Set limits  Individual crisis support and management plan | Teacher – student conversation  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 |

**Refer to School Consequences/Responses for Classroom and Playground behaviours in Appendix C**

**5. BCE Formal Sanctions**

* Detention
* Suspension
* Negotiated Change of School
* Exclusion

For appeals, the school aligns to BCE processes.

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

In the spirit of our school Mission Statement and our beliefs about behaviour and learning, at St Martin’s, in partnership with parents, staff and students, we will strive to be a community who create a safe environment by:

* *treating each other with dignity and respect and building relationships for life*
* *adopting a proactive rather than a reactive approach to bullying, in the first instance, empowering our children to be successful, resilient, citizens of the future*
* *working together to create a shared understanding of content, processes and procedures contained in this policy*
* *using a ‘social group approach’ to solving and resolving bullying situations*

**Our Anti-Bullying Beliefs at St Martin’s:**

* bullying is unacceptable; no one ever deserves to be bullied and everyone has the right to feel safe
* bullying is everyone’s concern
* all students have the responsibility to help each other make positive behaviour choices in the classroom, out in the playground and when using technology
* all adults have the responsibility to support the growth and resilience of all students and to respond to all bullying issues appropriately (as outlined in this policy)

**Definition of Bullying**

**Bullying is a “systematic and repeated oppression and humiliation, psychological or physical, of a less powerful person by a more powerful person or group of persons”. (Rigby, 2010)**

Bullying is when someone has power over another person by hurting or harming that person, more than just once. The bullying is intentional and there is an imbalance of power (eg. someone bigger, stronger, older, more confident etc). Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless.

***Cyber bullying*** is a mode of bullying. It is when bullying, as described above, occurs virtually through the use of technological devices (such as mobile phones, computers or other) via digital communication (such as text messaging, social networking, web pages or other).

At times, real life and cyber bullying may co-occur when devices are used to share offensive digital communication or when digital communication is talked about, with other people.

At St Martin’s, we agree that if you are a bystander who is involved in a bullying incident or you witness bullying and do not report the incident, your behaviour could be seen as supporting the bullying.

**Forms of Bullying**

**Physical:** When a person (or group of people) uses physical actions to bully, such as but not limited to hitting, poking, tripping or punching. Repeatedly and intentionally damaging someone’s belongings is also physical bullying.

**Verbal:** When a person uses repeated or systematic name-calling, insults, homophobic or racist remarks and verbal abuse.

**Covert:** When a person lies about someone, spreads rumours, plays a nasty joke that makes the person feel humiliated or powerless, mimics or deliberately excluding someone.

**Psychological:** Threatening, manipulating or stalking someone.

**Cyber:** Using technology, as mentioned above, to bully verbally, socially or psychologically.

(*Working Together: A toolkit for effective school based action against bullying* DETA 2010)

Bullying may relate to race, religion, culture, appearance, health conditions, sexual orientation, home circumstances, learning needs, disabilities or gender. (*Safe to Learn* DCSF, 2007)

**What is NOT Bullying at St Martin’s School**

It is important to identify what bullying is NOT. Dr Ken Rigby (2010) identifies that “for some people the term ‘bullying’ is a highly emotive term and its use may lead to an over-reaction.”

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:

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

**Role Responsibilities**All members of our community have responsibilities in the successful implementation of our Anti-bullying policy. These include:

**Responsibilities of Children**

* to not bully others
* to have an understanding of bullying, bullying behaviours, bystanders and cyber bullying
* to appropriately report incidents – if you believe you are being bullied, or as a bystander to a bullying incident
* as a bystander, to help someone being bullied
* to use appropriate, positive anti-bullying behaviours
* to abide the school digital citizenship contract which has been signed

**Responsibilities of Staff**

* to have a whole school policy that meets the expectation of the school community
* to promote a positive school culture
* to model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours
* to use teaching and learning opportunities to address bullying
* to listen to all student reports and watch for signs of possible bullying
* to ensure that children are supervised adequately
* to respond to all reported and observed incidents of bullying as set out in this policy under **Responding to Bullying**. This includes identification of potential bullying by reporting through the school *Incident Report.* (See Appendix A.)

**Responsibilities of Parents**

* to support the information outlined in the St Martin’s School Bullying Policy
* to model, educate and discuss appropriate, positive anti-bullying behaviours
* to watch for signs of possible bullying
* to encourage and support your child to inform a teacher if they are being bullied or witness bullying as a bystander or speak on their child’s behalf about bullying if the child is not confident to do so
* to support the child to comply with the school’s digital citizenship contract
* have confidence that the school will take any complaint of bullying seriously through investigation and will involve parents in the ongoing support of their child if there has been a case of bullying.

**St Martin’s Proactive Anti-Bullying Strategies**

Strategies to actively prevent bullying include:

1. Primary Prevention Education
2. Early Intervention Strategies
3. Intervention Procedures
4. Restoration of Well-Being
5. **Primary Prevention Education**

Primary prevention education includes the teaching of curriculum content particular to supporting the resilience of students. At St Martin’s, we teach the ACARA General Capabilities which outline this content. These include the:

* Personal and Social Capability
* Ethical Capability

Resources that teachers use to support this teaching include:

* Bounce Back program
* Circle Time
* Cyber Education through regular whole school and in class Digital Citizenship lessons and activities
* Regular parent education via the school newsletter
* Annual participation in the National Day of action against Bullying
* Year 6 Leadership program
* Buddy programs in each year level
* School camps and excursions

1. **Early Intervention Strategies**

Early intervention strategies include:

* ongoing monitoring of policy and practices and promotion of whole school proactive strategies by the Leadership Team.
* mapping and planning for of potential risks including geographical areas and students at risk. At times this may include changes to duty areas, additional staff allocation or running of programs for targeted students.
* display of anti-bullying posters.
* intensive teaching and reminding of the school’s anti-bullying views at the beginning of each school year along.
* celebration of annual ‘National Day of Action Against Bullying and Violence’.

1. **Intervention procedures**

Intervention procedures are clearly outlined in the Process of Response Section of this document. These are the procedures that occur in the event that a bullying incident is identified.

1. **Restoration of well-being**

This includes supporting both the victim and perpetrator with educational and or therapeutic interventions in the event that they need additional support. This support may involve the teaming of the following people:

* Student, Parents, Leadership Team Members, Classroom Teacher, Support Teacher, Guidance Counsellor, outside agencies (eg.Private counsellor)

The particular supports and interventions would be articulated in the student’s individual plan; either:

* + 1. A school-based Action Plan,
    2. An Individual Behaviour Support Plan.

**Process for Responding to Bullying at St Martin’s**

When a bullying incident is reported or observed the following steps will be taken. This process may be accelerated according to student age and the seriousness of the incident.

By victim, bystander, parent or other

to the classroom teacher.

1. Potential Bullying is Reported

3a) Note: If behaviour is violent OR criminal, leadership members will proceed in consultation with one or more of the following:

* BCE Senior Leader – Learning & Identity,
* BCE Legal Counsel,
* BCE Student Protection Consultants,
* Outside agencies such as but not limited to The Queensland Police.

3. Classroom teacher reports the potential bullying to their assigned administration member: Principal, AP, or APRE.

Leadership Team Member will:

* investigate students’ records
* speak to relevant staff e.g. class teacher, Guidance Counsellor, Support Teacher etc.
* record details ENGAGE.
* inform parents if bullying has occurred. If not bullying,
* continue to monitor the situation, continue to provide support when appropriate

4. If bullying continues OR Leadership Team member feels a student requires extra support…

5. Relevant staff and Principal meet with parents of student/s exhibiting bullying behaviour. Together determine goals and consequences in line with the Brisbane Catholic Education Behaviour Support Policy via a school based *Individualised Behaviour Plan.*

5. Relevant staff and Principal meet with parents of the student/s victimised. Strategies for empowerment and resilience formed and set goals in line with the Brisbane Catholic Education Process “What If I have a concern about a learner?” via a school-based *Action Plan*.

Guidelines:

Has the child been hurt or harmed?

Is there a power imbalance?

Have there been repeated incidents resulting in hurt or harm?

**NOT BULLYING-** Support students via appropriate teaching and the Behaviour Support Policy and Guidelines.

2. Classroom teacher determines whether the report initially meets the guidelines and completes an ENGAGE entry.

Relevant staff, parents, student/s review progress and goals at

agreed intervals.

Relevant staff, parents, student/s review progress and goals at agreed intervals.

**How Will the School Respond to Cyber-bullying?**

When a cyber-bullying incident occurs, students are advised to tell an adult immediately. In this instance, staff will follow the **Responding to Bullying Process** outlines above.

If it is reported to the school, the school will assist to review the report and take appropriate action.

St Martin’s advises parents to report any cyber bullying or suspicious activity on the internet to the relevant authorities. For further information please refer to [www.acma.gov.au](http://www.acma.gov.au) and [www.thinkuknow.org.au](http://www.thinkuknow.org.au) or contact your local Queensland Police station.

**Section C: Our Student Behaviour Support Data**

**1. Data Informed Decision Making**

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

The school uses behavioural data together with other data sources to make data informed decisions about student supports. The Support Team and Leadership Team meet every week to assess/respond to requests for support and analyse universal school data and feedback to staff meetings or team meetings.

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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 |
| 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) |  |
| 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/Non-Example** |
| --- | --- | --- | --- |
| 1 | Verbal Aggression | Language directed at others in a demeaning or aggressive manner | Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice |
| 2 | Physical Aggression | Actions involving serious physical contact where injury might occur | Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc. |
| 3 | Harassment/Bullying | Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes | Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters |
| 4 | Defiance/non-compliance – Major | Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away |  |
| 5 | Major Disruption | Persistent behaviour causing an interruption in a class or an activity | Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour |
| 6 | Major Dress Code Violation | Student wears clothing that does not fit within the dress code of the school | “Gang” undershirts, offensive T-shirts etc. |
| 7 | Property Damage/Vandalism | Student participates in an activity that results in substantial destruction or disfigurement of property | Throwing a computer, graffiti of school buildings, arson |
| 8 | Skip Class/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 look alike), or other objects readily capable of causing bodily harm |  |
| 17 | Use/possession of combustibles | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid) |  |
| 18 | Bomb Threat/False Alarm | Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school | The intent is one of a “prank” to disrupt the school day and/or Emergency Services |
| 19 | Academic 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**

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| **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 Cue | Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student’s behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group. |
| Ignore/Attend/  Praise | This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided. |
| Restitution | Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour. |
| 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. |



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| **BEHAVIOUR MAY INCLUDE** | **POSSIBLE CONSEQUENCE** | **MANAGED BY** |
| **Step 1:**   * A student infringes a class or school expectation | * Reminder of expectations | Teacher |
| **Step 2:**   * A student infringes a class or school expectation for a second time | * Name on board as a visual reminder | Teacher |
| **Step 3:**   * A student infringes a class or school expectation for a third time | * Incident is recorded and the child sits on the class ‘Thinking Chair’ for 10 mins. During this time interactions with the child cease. | Teacher |
| **Step 4:**   * A student infringes a class or school expectation for the fourth time | * Incident is recorded and the child goes to another class to sit on the ‘Thinking Chair’ for 15 minutes. During this time interactions with the child cease. * Parent is informed via the student diary or a phone call. Teacher to check it is signed by parent. | Teacher and Neighbouring Teacher (Not buddy teacher) |
| **Step 5:**   * A student infringes a class or school expectation for the fifth time | * Incident is recorded in ENGAGE and the student will be sent to the office for time-out. * The duration of time-out will be approximately 30 minutes. A small portion of this time will involve the Leadership Team member coaching the student about improving their behaviour. * Parents will be notified by phone by the Leadership Team member that their child’s behaviour is escalating and that they will be informed about their child’s possible exclusion for the rest of the day * Leadership Team member to record this incident in ENGAGE. | Teacher and Leadership Team member  (Teacher to call their ‘go to’ Leadership Team member before sending child with a buddy. Safety first. For example, if child is unsafe, Leadership Team member may collect child). |
| **Step 6:**   * A student infringes a class or school expectation for the sixth time | * Incident is recorded in ENGAGE. * The student will be sent to the office. * Parents will be notified by phone and child may be sent home. * If the child is suspended the parents will also be informed in writing. | Teacher and Leadership Team member |

**Appendix C: Consequences for Inappropriate Student Behaviour in the Classroom**

***Note: This 6-Step Process starts fresh every day for every student.***

***Violent, unsafe or repeated inappropriate behaviour may result in an escalation through these steps as deemed appropriate by the Leadership Team.***

**Responses/Consequences for Inappropriate Student Behaviour in the Playground**

Teachers use a variety of strategies to deal with inappropriate behaviour in the playground, depending on the seriousness and frequency of the behaviour. Some of these strategies include:

* A reminder about the expectation and re-teaching of the expectation
* Short period of ‘time-out’ from play on the 'Rainbow Seats' to cool down and calm down
* Longer period of ‘Time-out’ from play, remaining in the duty area eg walking with teacher or sitting in the duty area, removed from play but still supervised by duty teacher

**At times when the behaviour demonstrates an escalation in seriousness or frequency, duty teachers will alert a member of the Leadership Team and request support. In these instances, an ENGAGE record will be completed by the duty teacher or Leadership Team member. Parents will be informed if their child is involved in an incident which requires support from the Leadership team.**

***Violent, unsafe or repeated inappropriate behaviour may result in an escalation through these steps as deemed appropriate by the Leadership Team.***

**Process for Appeals**

Appeals by parents/caregivers are made to:

* + **The Principal of the school: in relation to a decision to suspend a student for less than three (3) days.** Parents/caregivers who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal.
  + **The Area Supervisor: in relation to a decision to suspend a student for more than three (3) days** from a particular school.
  + **The Executive Director: in relation to a recommendation to exclude a student** form a Brisbane Catholic Education School. (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

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

In the case of exclusion, the student will be suspended pending the decision to exclude and the Principal will make an application for exclusion to the Executive Director, through the Senior Leader – Learning and Identity. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents/caregivers to notify them of the Executive Director’s decision.

If the appeal to the Executive Director is successful, consideration may need to be given to both re-instating the student’s enrolment and the conditions on which re-enrolment might occur. This will be done through discussion involving the Principal, Area Supervisor and the parents/caregivers. As each situation is different, time frames for review and decision-making may differ.

Appeals must be made in writing, stating the grounds on which the appeal is being made. A parent who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with the appeal. Alternative options for responding will be considered if a written appeal is not possible.

**This policy was reviewed by the Leadership Team of St Martin’s School in May 2019.**

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| Approver: | Principal G.Sullivan | Issue date: | 18/05/2019 | Next review date: | 18/05/2021 |