

ST BRIGID'S SCHOOL

STUDENT BEHAVIOUR SUPPORT PLAN



School Mission and Vision - Teach Challenge and transform

Mission

At St Brigid's School we offer an inclusive and engaging education to nurture and inspire our students to be life-long learners. At our school, the values of respect, community, care, and compassion are made visible daily.

Vision

St Brigid's School will be a compassionate and respectful Catholic community, passionately committed to the holistic growth of all learners.

Our School Context

St Brigid's Catholic Primary School is situated within the Archdiocese of Brisbane and located in the Southwest township of Rosewood. The history of St. Brigid's School is entwined with that of the Rosewood Parish and the Sisters of Mercy. The foundation principal, Sister Mary Stephen, began to educate the children of the area, and foster their development of faith and love of God. In the year of foundation, St. Brigid's boasted an enrolment of 125 students in total. The Sisters of Mercy graciously supported St. Brigid's over the many years since founding the school before leaving the convent in 2011. They left behind a legacy of good works that time will never erase. The St. Brigid's community is blessed by a rich past, is fully engaged in the present and looks forward to the future with confidence and hope.

St Brigid's school has 220 students from over 135 families with 9 classes across Prep to Year 6.

Our aim is to provide a stimulating and supportive environment in which our children gain an enthusiasm for learning to achieve their full potential. We are a vibrant and welcoming community founded on the values of the Gospel, while also living our motto, 'In Our God We Grow'.

We aim to create a family-oriented atmosphere 'where every student is at the heart of all that we do'. Parents are the first and foremost educators of their children and our aim is to work in partnership with parents to maximise every student's growth and potential. In partnership with parents and the wider community, we promote high expectations while delivering a holistic education in a safe learning environment.

St Brigid's aims to deliver an innovative learning program, founded on the skills required for the 21st Century, which recognises the inherent qualities and uniqueness of all students and teachers. Along with teachers, students are viewed as active contributors to their learning with the aim of creating a culture where difference of perspective is welcomed and learnt from. Developing capacity in our students and teachers is vital to their growth which is characterised by highly effective relationships and a true love of learning. Ultimately, the holistic development of every student and teacher is essential as in partnership they maximise their potential.

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Consultation and Review Process

St Brigid'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.

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 (Alice Springs Declaration - Ministerial Council on Education, Employment, Training and Youth Affairs, 2020)
- Every day at school, students can learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- Behaviour communicates a need.
- Student discipline is best achieved through instruction rather than punishment.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement, and correction.
- Behaviour is learned in the same way that students learn any other subject.
- Behaviour can be taught using the same strategies used to teach academics.
- Students need and want high expectations of their behaviour. Maintaining high expectations does not require punitive approaches. Student engagement is best achieved through instruction rather than punishment.
- Students exhibiting challenging behaviour are often the students that need us the most.
- Unproductive behaviour presents the student with an opportunity to learn, and the educator with an opportunity to teach, re-teach and model.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships. To develop and retain new behaviours, students must be given specific positive feedback, opportunities to practise and regular reinforcement of these behaviours in a variety of locations.
- Student support is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- An integrated system of school wide, classroom and individual student supports can play a central role improving student behavioural outcomes and developing learning dispositions.

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.

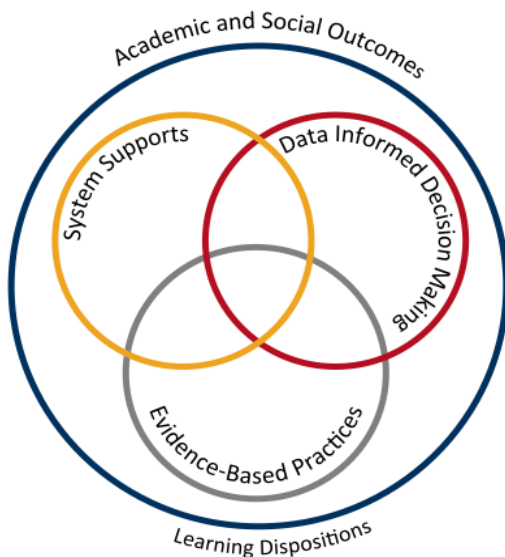


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports

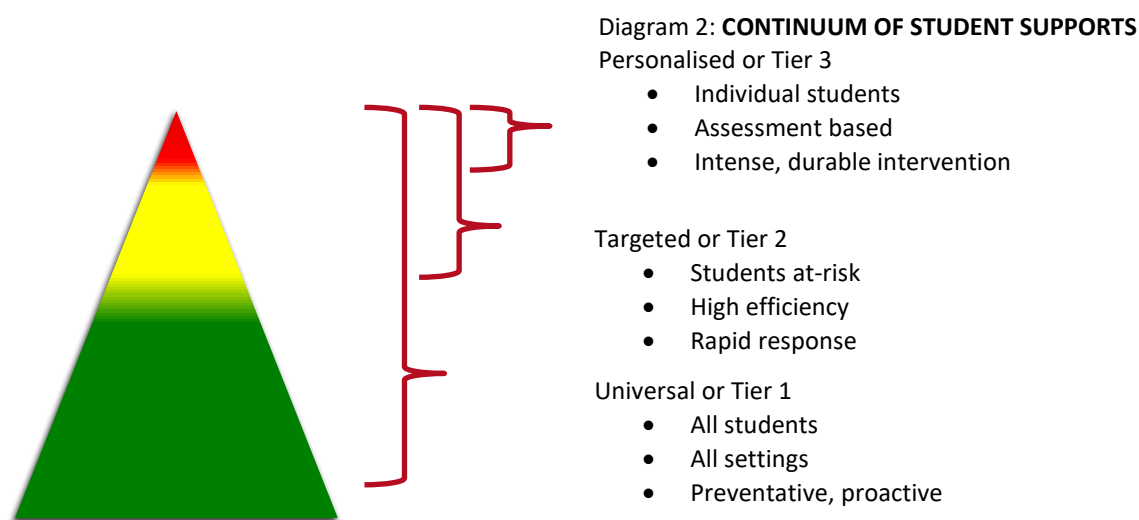
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Tier 2 Targeted Supports

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

Tier 3 Personalised Supports

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



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

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

The PB4L team consists of the Principal, PLL, STIE, and Guidance Counsellor. The team meets fortnightly focusing on requests for support from teachers or an analysis of Engage Student Support System data. Staff have engaged in professional learning about Tier 1 Universal Supports and the use of ENGAGE to build capacity in the implementation of PB4L.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:

We can be a shining light when...

- We are learners
- We are respectful
- We are safe

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.

 At St Brigid's we can be a <i>shining light</i> when...				
	Classroom	Toilets and Transitions	Eating and Playground	Whole School Gathering
 <i>We are</i> LEARNERS	Be prepared and ready to learn. Have a growth mindset.	Ask permission and go with a buddy. In do wash out.	Right place right time. Be responsible for your behaviour.	Actively participate. Listen and respond appropriately.
 <i>We are</i> RESPECTFUL	Respect everyone's right to learn. Encourage and include others.	Respect personal space and boundaries. Respect privacy and wait patiently.	Be inclusive and play fairly. Use equipment responsibly.	Celebrate everyone's success. Wear our uniform with pride.
 <i>We are</i> SAFE	Follow instructions. Use kind words and actions.	Walk quietly and safely. Keep toilets clean and tidy.	Use safe hands and feet. Be Sun Safe.	Enter and exit calmly. Sit and stand quietly and carefully.

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

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:

- Opportunities for direct teaching may include the beginning of the school year and during the first weeks of each term in each classroom, or when required.
- Visual displays of the school Matrix – each class unpacks what this looks like in their context.
- Generating behaviour goals in classrooms and playgrounds based on St Brigid's Behaviour Matrix.
- At the beginning of the year each class creates a Class Covenant to identify what they will commit to, as a class, to ensure all students can come to school to work harmoniously and productively. The covenant is based on our School Mission and Vision, School Rules and yearly theme and is creatively displayed in the classroom.
- The teaching of the Program Achieve – You Can Do It program
- Assemblies with a behaviour focus followed by group practice.
- Positive feedback to students using rewards e.g., stickers, weekly student achievement awards and term Mercy Cornerstone awards.
- Tracking class/students' data and responding to data trends highlighted on ENGAGE.
- Reflecting on and responding to current year level or class behaviour trends.
- New student orientation when needed.
- Student leaders may serve as orientation models for newly enrolled students.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports

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

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

We believe that students learn best in safe, supportive environments. These environments are best developed through clear expectations and consistency of implementation. Positive environments are enhanced by positive staff/student relationships. When staff show an interest in students and their lives (non-contingent attention), this promotes positive, productive behaviours.

When a student has been taught a behaviour and/or needs support to use this behaviour effectively, the use of behaviour specific positive feedback (contingent attention) and tangible rewards will help them to develop and maintain these behaviours. Research indicates that to develop and maintain positive, productive behaviours a minimum ratio of four positive interactions to one negative interaction is required (Reavis, Jenson, Kukic, Morgan, 1993).

Some examples of the strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
<ul style="list-style-type: none"> • Weekly Awards – focus on school values, behaviours and You Can Do It • Term Mercy Cornerstone Awards • End of year awards 	<ul style="list-style-type: none"> • Visual reminders located in classrooms and around the school • Program Achieve – You Can Do It social skills program • Feeling safe posters SPCs • Class encouragers • Points system for class reward

Essential Strategies to Support Minor Behaviour

Technique	Explanation
Establishing expectations	To clearly articulate and demonstrate the boundaries of pro-social behaviour. Class covenants which include 3- 5 explicit statements of agreed behaviours for the classroom are created at the beginning of the year. These covenants are shared with the whole school community in Term 1 at an assembly.
Giving instructions	To give clear direction about what to do. Instructions need to be delivered only when all children are listening, few in number, short, clear and repeated. Instructions can be verbal and non-verbal. They can be used to redirect student behaviour using positive, non-confrontational methods.
Volume / Tone / Intonation / Speed	Voice can be extremely useful in setting the tone and culture of the classroom. Variation is able to bring 15 excitement, encouragement interest and focus attention.
Proximity	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 their impulses by being near.

Waiting and scanning	Wait 5-10 seconds after giving an instruction, giving students time to process the direction. Waiting allows children to take responsibility as individuals and as a community to make strong decisions in relation to their own behaviour.
Signal / Non-Verbal Cue	Non-verbal cues include such things as eye-contact, hand gestures, card system, picture cues, 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 and the non-verbal cues have been taught to the students.
Parallel Acknowledgement	This technique is based on the power of specific positive feedback. The feedback serves as an indirect prompt to for the misbehaving student/s and reinforces the appropriate behaviour with the intention of prompting another to follow suit.
Restitution / Logical	Consequence Involves having the student repair, 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 school rule. A re-direct emphasises the 'what' of the behaviour instead of the 'why'.
Re- Teach	Involves the re-teaching of the specific expectation and reminds the student of the procedures or routine for appropriate behaviour. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, the teacher labels the skill, teaches and shows and give the student 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 redirects 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. Provide time for choice to be made and provide positive feedback when student chooses wisely.
Student Conference / Reflection Sheet	Lengthier re-teaching of problem-solving opportunity when the behaviour is more frequent or intense.

Tier 2 Targeted Supports

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

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

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

- Support from our specialist staff (i.e., Support Teacher Inclusive Education, Guidance Counsellor)
- Student Support Meetings
- 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 Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- 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 A includes a summary of practices that may be utilised.

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

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 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

School Behaviour Matrix

At St. Brigid's, we believe that all children are capable of displaying positive behaviours that are appropriate in all areas of school life. We recognise, however, that children make mistakes in their behaviour and that it is important that we are clear and consistent in our responses. We also believe that children need to learn appropriate behaviours and we therefore take a proactive approach to behaviour in ensuring that desired behaviours are taught in context and with support.

Level 1: Minor Behaviour – Addressed at the time and place with logical consequences applied.

Level 2: Repeated Stage 1 behaviours - Addressed at the time with logical consequences applied, incident recorded in ENGAGE and Leadership advised.

Level 3: Repeated Stage 2 behaviours with intent to harm including minor and major behaviours - Referred to Leadership to address and recorded in ENGAGE.

Level 1	Level 2	Level 3
Addressed at the time and place.	Addressed at the time, recorded in ENGAGE and Leadership advised.	Referred to the Office for Leadership to address and recorded in ENGAGE.
<p>Example Behaviours</p> <ul style="list-style-type: none"> • Out of bounds/ playing in inappropriate areas • Being late to class from breaks. • Off task behaviour • Distracting others • Unsatisfactory completion of tasks • Unsafe play • Low level non-compliance. • Deliberately annoying other people • Rudeness • Not wearing a hat during play • Littering • Disrupting class lessons • Leaving classroom without permission • Back chatting / impolite language 	<p>Example Behaviours</p> <ul style="list-style-type: none"> • Repeated Stage One behaviours. • Swearing (indirect) • Teasing others • Aggressive/ intimidating behaviour • Repeated Pushing/ tackling/ fighting games • Vandalism/graffiti on school or others' property (minor) • Throwing/ kicking/ taking other people's property • Walking away from a teacher/ failing to respond • Offensive comments (incidental without realising the full connotations) 	<p>Example Behaviours</p> <ul style="list-style-type: none"> • Repeated Stage Two behaviours • Fighting/ violence • Repeated intimidation or threats • Verbal abuse • Bullying (targeted & deliberate) – physical, social/ emotional, verbal, cyber • Purposeful racism/sexism • Theft • Repeated/ significant vandalism/ graffiti on school or other property • Behaviour causing injury to others • Cruelty to animals • Dangerous acts • Inappropriate/ sexualised behaviour • Serious breaches of internet and technology policy • Possession of weapon / illegal substance
<p>Possible Consequences</p> <ul style="list-style-type: none"> • Walk with/ sit with teacher • Time out • Redirected to another activity/ space • Determined within individual class management processes 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Expected behaviour • retaught and rehearsed (role play, etc). • Time out • Buddy class • Teacher to contact parent for discussion • Loss of classroom privileges • Consequences to match the behaviour 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Parents contacted/ meeting arranged • Withdrawn from playground/ classroom for period of time to be determined by leadership • Loss of school privileges • In-school suspension • At home suspension
<p>Response Ideas</p> <ul style="list-style-type: none"> • Logical Consequences See Appendix B • Restorative activity- apology, pick up the rubbish, fix the problem, complete task at another time • Stop & Remind • Model and reteach appropriate behaviour with reminders at the next opportunity • Intervene and mediate with students involved • Connect to class covenant • Circle time 	<p>Response Ideas</p> <ul style="list-style-type: none"> • Social Story co-constructed • Restorative practices (apology, letter, conversation, etc) • Behaviour plan/ goal developed • Check-in/ Check-out process with focus on specific behaviour • Zones of Regulation discussion/ activities • Circle time 	<p>Response Ideas</p> <ul style="list-style-type: none"> • Re-entry meeting • Individual behaviour plan developed and communicated with relevant personnel • Restorative practices/ conversations • Check-in/ check-out with leadership member • Meet with teacher to discuss support required.

5. BCE Formal Sanctions

When implementing any formal sanction, St Brigid's ensures it follows the BCE procedures for formal sanction.

Detention process

A detention is any period when a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time and/or excursions.

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). The student's safety and wellbeing needs are addressed, and the student is given appropriate access to food, drink and toileting facilities.

Detention will take place at breaks times under the guidance of a Leadership Team member, after consultation with the class teacher, with the purpose to regulate, reflect on choices and re-learn the appropriate behaviour for school and learning. Class teachers notify parents of the detention.

Suspension process

- Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. Suspensions will be recorded in the Engage Student Support System Suspension Register.
- The purpose of suspension is to:
 - signal that the student's unproductive behaviour is not acceptable.
 - allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours.
 - allow time to negotiate some goals that the student will work towards, with support, on their return to school.
 - ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.
- In some circumstances, the principal (or delegate) may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs.
- The principal (or delegate) will inform the student and family of the grounds on which the decision to suspend has been made.
- As part of the return to school process, the principal or authorised delegate will organise a conversation with the student and/or the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school.

Exclusion

- The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school can only be made by Brisbane Catholic Education Learning Services Executive on recommendation from the Principal, through the Senior Leader - School Progress and Performance, and the Head of School Progress and Performance.

Appeals Process

For appeals, the school aligns to BCE processes.

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

The purpose of this section our of School Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment inclusive of victimisation of students with disability and their associates.

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment.

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. *Understanding Bullying and Harassment*

Each year all staff participate in professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment.

2. *Teaching about Bullying and Harassment*

Teachers use the approved curriculum (ACARA – including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

3. *Responding to Bullying and Harassment*

3.1 Staff Procedures

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

- **Listen** carefully and calmly, and document what the student tells you. Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these.
- **Collect** information, document, and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed up. Contact appropriate school personnel – principal or APRE. Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to the incident following the school's Student Behaviour Support Plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with students/s and their families to provide support, teaching and strategies.
- **Follow up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

St Brigid's School will not give parents/carers any of the personal details of other students involved or any details of consequences given to other students involved.

3.2 Student Procedures

If a student is bullying you, be strong and assertive. These strategies will help you deal with someone who is bullying you.

- **Ignore the bully.** If you can, try your best to ignore the bully's threats. Pretend you don't hear them and walk away quickly to a safe place. Bullies want a big reaction to their teasing and meanness. Acting as if you don't notice and don't care is like giving no reaction at all and this might stop a bully's behaviour. Walk tall and straight in a confident way, rather than hunched over, looking scared or uncertain.
- **Stand up for yourself.** Pretend to feel brave and confident. Tell the bully "No! Stop it!" in a loud voice. Then walk away or run if you have to. Students also can stand up for each other by telling a bully to stop teasing or scaring someone else and then walking away together. If a bully wants you to do something that you don't want to do, say "no!" and walk away. If you do what a bully says to do, the mean student is more likely to keep bullying you. Bullies tend to pick on people who don't stick up for themselves. Practise looking in a mirror and saying in a loud voice, "No" or "Leave me alone" or "I do not like what you are saying or doing". Look the bully straight in the eye. Don't cower. A firm rebuff often deters a bully looking for signs of weakness.
- **Don't bully back.** Don't hit, kick, or push back to deal with someone bullying you or your friends. Fighting back just satisfies a bully and it's dangerous, too, because someone could get hurt. You're also likely to get in trouble. It's best to stay with others, stay safe, and get help from an adult. Walk away from bullying quickly and confidently. Don't fight to keep possession of anything e.g. marbles, toys, sporting equipment.
- **Tell an adult.** If you are being bullied, it's very important to tell an adult. Find someone you trust and talk about what is happening to you. Teachers, principals, parents and office staff at school can all help to stop bullying. Sometimes bullies stop as soon as a teacher finds out because they're afraid that they will be punished by parents. This is not "telling on" or "dobbing on" someone who has done something small — bullying is wrong and it helps if everyone who gets bullied or sees someone being bullied speaks up.

3.3 Parent Procedures

Watch out for signs which might suggest that your child is being bullied i.e.

- Sudden reluctance to go to school.
- Playing truant.
- Taking a longer route home from school.
- Falling behind in class.
- Nightmares, bed-wetting, crying themselves to sleep.
- Money or toys going missing at home.

Encourage your child to be assertive:

- Encourage your child to speak out if they are being bullied.
- Contact the school if there is a belief that a child is being bullied.
- Be willing to co-operate with school personnel if their child has been caught bullying.

Preventing Bullying and Harassment

St Brigid's School plans for a safe, supportive, and inclusive school to prevent bullying and harassment through a number of ways.

- Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify and respond effectively to student bullying behaviour.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this.
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.
- Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.
- Explicit promotion of social and emotional competencies among students. This involves the explicit teaching of ACARAs General Capabilities - Personal and Social Capabilities.
- Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection.
 - You Can Do It Education – Program Achieve
 - Be You Programs Directory - Be You
 - STEPS - STEPS framework (bullyingnoway.gov.au)
 - Bullying No Way – Bullying No Way

Bystander Behaviour

Bullying is a difficult problem that only gets worse when it is ignored. Research has demonstrated that bystanders play a significant role in reducing bullying. Students should be educated of the impact of "Bystander Behaviour" in the contributions to bullying.

- Bystanders are present most of the time (85%), where adults are rarely present.
- Most young people feel uncomfortable but very few know what to do to stop it happening.
- Bullying behaviour is reinforced where people watch but do nothing.
- When bystanders do intervene, the bullying is more likely to quickly stop most of the time.

Student Responsibilities for Positive Bystander Behaviour

Students can be active and positive bystanders in the following ways:

- Make it clear to their friends that they won't be involved in bullying behaviour.
- Never stand by, watch or encourage bullying behaviour.
- Do not harass, tease or spread gossip about others.
- Respect everyone and value differences between people.
- Be friendly to other students – especially if they are new.

If students see someone being bullied they are encouraged to:

- Keep safe and choose the best response to match the situation.
- Speak up and let the person doing the bullying know that what they are doing is wrong.
- Refuse to join in the bullying and walk away.
- Support the student who is being bullied and ask for help.
- Ask a teacher or support person for help.

Key contacts for students and parents to report bullying

Acting Principal – Kelli Broadbent – 5464 1563

APRE – Kristi Warskitt – 5464 1563

PLL – Caroline Gall – 5464 1563

Cyberbullying

Cyberbullying is treated at St Brigid's Primary School with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Definition of Cyberbullying

Cyberbullying is a form of bullying that is carried out through an internet service including but not limited to:

- Email
- Chat room discussion
- Online social networking
- Instant messaging or web pages
- SMS messaging via mobile phones

Cyberbullying can happen in or out of school and at any hour of the day and may take the following forms:

- Being sent threatening emails
- Being teased or made fun of online
- Having rumours spread about you online
- Having unpleasant comments, pictures or videos sent or posted online
- Being sent unwanted messages
- Have someone use your screen name

St Brigid's Primary School provides education and prevention strategies related to cyber bullying and harassment by:

- Explicit teaching and class discussions on what cyber bullying is and is not and ways to respond if cyberbullying occurs (at school and at home)
- St Brigid's Primary Student Device and Internet Resource Consent Form
- Students and parents sign terms and conditions of Technology Use annually
- The school office has a mobile phone lock box where students are required to hand in their mobile phone at the start of the school day and retrieve at the end of the school day
- Clear expectations of technology use (e.g. iPads, Laptops)

Resources

The Australian Curriculum provides the framework for St Brigid's Primary School's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

St Brigid's Primary School use the following resources to further develop these personal and social capabilities:

- You Can Do It Education – Program Achieve
- Be You Programs Directory 23
- STEPS
- Bullying NoWay
- Office of the eSafety Commissioner

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.

St Brigid's Primary School uses behavioural data together with other data sources to make data informed decisions about student supports.

The St Brigid's Primary School Positive Behaviour for Learning (PB4L) Collaborative includes teachers from all year levels. The main priorities of the PB4L Collaborative are to review the 'Universal Tier 1 Supports':

- Responses to inappropriate behaviour
- Response phases to be promoted and refined as required (REPAIR process)
- Whole school routines, procedures and transitions
- School wide positive reinforcement
- Playground equipment and activities
- Procedures: line up, moving around the school, play zones etc. to be refined and refreshed as required.
- Consistent data entry by teachers on Engage system.

The St Brigid's Primary School Student Support Team meets fortnightly to analyse Tier 2 and 3 data. The student support team consists of the principal, PLL, STIE, & Guidance Counsellor

This team has the following priorities:

- Analysing relevant behaviour data
- Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' (through Engage) from teachers.
- Raising any teacher concerns and discussing best ways to support teachers.
- Addressing and revising Tier 2 and 3 interventions.
- Releasing teachers to discuss concerns with the team as well as with parents.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour

	Descriptor	Definition	Example
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
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.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire

	Descriptor	Definition	Example
			alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B Logical Consequences

Reteach, rehearse, relearn positive behaviour "A mistake is always a mistake, or so I've heard them say. Until it becomes a lesson and then it goes away."

Self- Respect

Not trying your best

- Rule reminder – Behaviour Matrix
- Repeat request allowing take up time
- Positive reward system
- Highlight peers' good example / cueing with parallel acknowledgement
- Model the expected behaviour
- Role playing
- Y chart
- Student takes photographs of correct behaviour
- Find out what the student is having difficulty with / Functional behaviour assessment
- Modify the lesson or expectations to meet the child's needs
- Give student an achievable goal to reach
- Praise and recognise for any type of effort – find student doing something approximately right

Not completing schoolwork

- Discuss why the work was not completed. Ask child 'What was happening?'
- Positive reinforcement for students who complete tasks
- Differentiate the task so it is suitable to students' academic ability
- Scaffold the task – provide graphic organiser – first, then,
- Give them an achievable goal so they can experience success i.e. set 'Must Do's'
- Monitor the frequency of it so that the data can be shown to the child and parents
- Creation of possible alternative in-class times for homework / work completion
- Contact with parent if ongoing / frequent

Giving Up

- Functional Behaviour Assessment - Find out why the child is choosing to give up
- Set manageable and achievable goals i.e. set 'Must Do's'
- Offer support either internally or externally to help them realise their goals
- Praise and recognition for the completion of achievable goals

Not working quietly

- Non-verbal reminder
- Use 'talking stick' as tool for class discussions
- Refine class seating plan
- Movement to reflection time
- Define expectations clearly before starting lesson – recap expectations during lesson
- Investigate why the child is seeking a need to make a noise
- Set clear expectations for behaviour right from the start of the year – remind at start, during and end of lessons
- Praise others around them for working quietly – Cueing with parallel acknowledgement
- Model correct expectations

Not listening

- Repeat request allowing take up time
- Use a non-verbal cue
- Show photograph of child sitting and listening
- What does listening look like (Y-chart)
- Use other child as positive model
- Praise individual child and whole class
- Change the "learning spot" on mat
- Stand next to child who is not listening
- Remind students of expectations before and during the lesson

Not following instructions

- Write a list of what the instructions are meant to be
- Make instructions short and simple
- Repeat instruction (to clarify) for that child
- Check for understanding after explaining instructions
- Ask a peer to explain to the child a second time
- Repeat instructions in small parts
- Ask child to repeat instructions
- Give child a time frame to do required task
- Present instructions orally and visually

In the wrong place at the wrong time

- Student to draw a map of the safe play areas also identifying out of bounds areas
- Student to write an explanation of the dangers of out of bounds areas
- Remind students of acceptable play areas before break
- Rewards: raffle tickets for first comers
- Ask child where they should be
- Ask child why they are not in the right place

Not being responsible with belongings

- Help to tidy the classroom & identify ways to care for the class belongings
- Research to find the cost of replacing the damaged/lost items
- Ask student to write a list of ways to care for belongings
- Practise using equipment responsibly
- Write list/use visual of required items
- Allow set time to clean and organise desk/personal area

Treat Others with Respect

Not being courteous to others (Manners etc)

- Ask student to find three nice things to say to the other child
- Talk about discourteous behaviour and how it feels for you
- Discuss why the negative behaviour occurred
- Model appropriate talk and direct it to the individual who was the target of the disrespectful behaviour

- Model correct behaviour ourselves
- Discuss appropriate behaviour with class especially feelings
- Role play situation
- Refer to Class Covenant
- Affirm courteous behaviour in a positive way

Not including others in play / not following rules

- Talk about the reasons why this occurred
- Discuss ways of inclusion without forcing friendships – “You don’t have to be friends with everyone, but you do have to be friendly”
- Refer to Class Covenant
- Teach appropriate ways of dealing with those we do not wish to join or have join us
- Affirm positive examples of inclusion
- Teacher reinforcing playground rules in class and prior to playground time

Not using safe hands and feet/playing rough

- Model correct behaviour ourselves
- Affirm positive examples of self-control when playing
- Teach game rules, as a class create a modified version
- Go out and play the game under teacher supervision practising the taught rule
- Refer to Class Covenant
- Teacher reinforcing playground rules in class and prior to playground time
- Discuss appropriate ways of dealing with frustration, anger and game playing
- Teasing / Picking on others - ask student to think of and say three nice things to the other child
- Model correct behaviour ourselves by not singling out children when their behaviour is inappropriate – deal with in private
- Affirm positive examples of children caring for the feelings of others
- Discuss and brainstorm appropriate responses to irritation or frustrating situations
- Refer to Class Covenant

Care for the Environment Running/Playing in gardens

- Ask student to walk along the path again follow the school expectations
- Redirect children to tidy the gardens (pick up rubbish in it) during play time instead of running through it
- Involve children in planting and taking care of gardens by watering plants – giving them hands-on opportunities to understand how they are connected to God’s creation and have a responsibility to take care of it
- Discussion on appropriate behaviour from behaviour matrix
- Acknowledge and praise children for appropriate behaviour
- Give them ownership of the gardens e.g. Water, weed etc
- Establish and identify rules
- Visual prompts
- Ask the children to leave the garden and congratulate them on taking care of God’s creation

Dropping Rubbish

- Ask child to make the area clean and rubbish free
- Establish a consistent No-Bin day where children are encouraged to either put their fruit scraps in compost/worm farms or take their rubbish home
- Verbally acknowledge and praise children for picking up rubbish
- Discussion on appropriate behaviour from behaviour matrix
- Positive comments about keeping a clean environment
- Modelling behaviour/ rule
- Nude food day

Using Equipment incorrectly (sport/classroom)

- What happens if? Discussion – What happens if we don't use our equipment appropriately? possible consequences (equipment breaks, it doesn't get replaced, we like it when people take care of our own personal stuff and school equipment is used by everyone so we need to take care of it) – Ask children to make the choice once they know the consequences
- Discussion on appropriate behaviour from behaviour matrix
- Encourage and praise children who are using equipment appropriately
- In severe cases, children might need to be personally responsible for apologising to other children or to teachers/school officers
- Demonstration of how equipment is used by other students – discuss and then replicate
- Explanation of why we wouldn't do something
- Reward systems for those that do use equipment correctly
- Ownership of equipment
- General conversation after play