Positive Behaviour 4 Learning

PB4L

STUDENT BEHAVIOUR SUPPORT PLAN

St. Finbarr's Primary School, Ashgrove

ST FINBARR'S SCHOOL
ASHGROVE
In Faith and Love

Brisbane Catholic Education

teaching · challenging · transforming

St. Finbarr's School
Student Behaviour Support Plan

School Mission:

AT THE HEART OF OUR SCHOOL IS THE GIFT OF EACH CHILD.

St Finbarr's is a Brisbane Catholic Education school respecting the traditions and charisms of our founders, the Sisters of Charity.

Our Vision is to be a community living and learning In Faith and Love.

Our Mission as a Catholic School is to:

- Celebrate and know the person, vision and teachings of Jesus;
- Provide excellence in education that encourages life-long learners;
- Meet challenges and reach out with confidence, courage and compassion
- Promote respect for ourselves and others and the environment;
- Strive to be the best that we can be,
- In a safe, welcoming environment.

SCHOOL MOTTO - IN FAITH AND LOVE (FIDE ET AMORE)

The school's motto finds its origins with the Sisters of Charity, the religious order which founded the school.

Our School Context

The school was opened in 1925 by the Sisters of Charity and the rich traditions and charism of the sisters continue to underpin school life.

One of the many blessings of the school is a strong partnership between home and school, which has at its core the children. The children are blessed to be part of a community where not only does the energy and enthusiasm, sense of purpose and commitment of the parents and staff ensure that the children reap the benefits of their combined efforts, but through their active involvement in the life of the school, the children come to appreciate and understand by example, the whole community.

St Finbarr's School is a Prep to Year 6 school with 183 students currently enrolled. It is located in Ashgrove. The school is part of the Jubilee Parish. We have a parent body which is actively involved in the everyday day life of the school. Our staff consists of classroom teachers, specialist teachers, a support teacher, leadership team, school officers and a guidance counsellor.

Consultation and Review Process

This plan was developed with reference to BCE policies and previous school policies and procedures in consultation with the leadership team, school staff and BCE staff. This consultation process occurred through staff meetings, and Professional Development sessions. The draft plan will be distributed for comment and review with the wider school community. A review of school data relating to school behaviour incidents and attendance also informed the plan. The plan was endorsed by the Principal, the P&F and Senior Leader: Learning and Identity and will be reviewed 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.

BASIC PREMISE

All persons have been created in God's image and are inherently good.

The St Finbarr's Behaviour Support Plan is based on the premise that all persons have been created in God's image and are inherently good. Behaviour Support at this school refers to the procedures and strategies implemented within a culture of acceptance and welcoming that encourage the development of each child in our care to be the best possible person that they can be.

Our Vision for Contemporary Learning and Teaching at St Finbarr's states that learning and teaching is:

- Holistic in nature.
- Community building
- Pursues excellence.
- Enriches and enlightens experiences.
- Purposeful and meaningful in a contemporary context.

At St. Finbarr's, we believe in;

- Building respectful relationships where the values and virtues of the Catholic faith are taught, developed and nurtured;
- Maintaining and sustaining respectful relationships through the use of positive and supportive responses;
- Creating a collaborative and engaging learning and teaching environment where all students can contribute and participate positively;

- Supporting all students to become successful learners, confident and creative individuals and active and informed citizens requires ongoing teaching, encouraging of expected behaviours and responding to unproductive behaviours;

- Teaching and supporting the development of productive behaviours for learning within the context of the Approved Curriculum with a focus on the General Capability – Personal & Social Capability;

- Behaviour is learned, therefore responsible behaviour can be taught.

- Establishing behaviour expectations that reflect and align with the School Vision statement.

- Collaborating and partnering with students and parents/carers and outside professionals. These partnerships are based on respect and trust to ensure the best outcome for the student.

Offering individualised supports for students within the context of a school support team approach including teachers, Support Teacher: Inclusive Education, Guidance Counsellor and school leadership. Other outside professionals are also welcome to partner with our school team.

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.
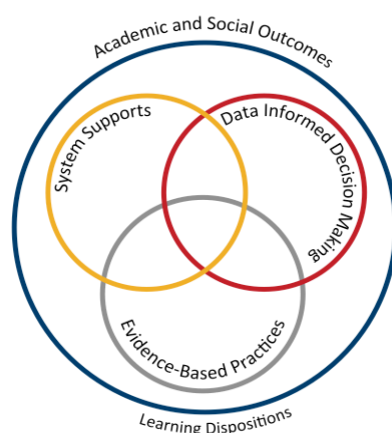

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).
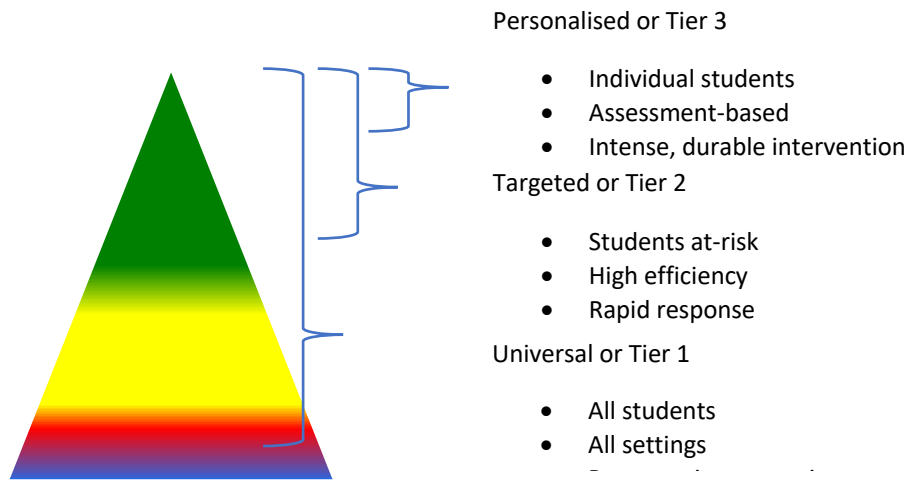
Tier 2 Targeted Supports:

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

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 St. Finbarr's we are implementing a PB4L school team consisting of Leadership Team members (Principal, APRE), as well as the Guidance Counsellor and Support Teacher for Inclusive Education. Team members meet regularly and team members are accessing professional learning opportunities on universal, targeted and individual supports provided by BCE specialists to build capacity in implementing PB4L framework. Staff attendance at a PB4L training is a priority for the year.

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:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

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. See Matrix in Appendix.

In addition to our school expectations, our effective 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:

- Beginning of school year orientation days
- 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 Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Public display of work	Class encouragers
'Gotcha' ticket in weekly draw at assembly	Points system for class reward
Fortnightly assembly awards	Verbal and nonverbal encouragement
Term awards	Use of circle time/class meetings
Recipients of awards mentioned in weekly newsletter	Class responsibilities (e.g. line leader, tuckshop monitor)
Use of house system to highlight individual and team contributions	Teaching of St. Finbarr's Behaviour Expectations and Rules
Celebrations of learning weeks	Public displays of work in classroom

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 available for students 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 Clubs/Groups/Lessons. 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 class teacher, support 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.

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	Teacher–student conversation	Student apology
Supervised calm time in a safe space outside of the classroom	Work it out together plan – teacher and student	Student contributes back to the class or school community
Set limits	Teacher–student–parent meeting	Restorative conversation
Individual crisis support and management plan	Teacher–student – leadership conversation	Restorative conference

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

See Appendix C for PB4L flowchart of responses.

5. BCE Formal Sanctions

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

- **Detention**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific

needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

- **Suspension**

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

The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

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

- **Negotiated change of school**

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).

- **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

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

Process for Appeals:

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

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

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

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

Bullying is the:

"*Repeated oppression, psychological or physical of a less powerful person by*

a more powerful person or group of persons"

(Rigby, 1996).

Bullying involves:

- A desire to hurt
- A hurtful action (physical, psychological or social)
- A power imbalance.
- (typically) rejection
- an unjust use of power
- evident enjoyment by the aggressor and
- sense of being oppressed on the part of the victim (Rigby 1996)

Bullying is continuing to 'pick on' someone, torment, them or exclude them, so that the person feels helpless.

Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Finbarr's School, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

Prevention of Bullying

Responsibilities of the principal:

- Promote a positive climate of respectful relationship

- Ensure the Student Behaviour Support Guidelines are used to determine appropriate level of response

- Respond quickly to all incidents of bullying and ensure support to any student affected by, engaging in or witnessing bullying behaviour

Responsibilities of the staff:

- Teach and model appropriate behaviours

- Teach and clarify the definition of bullying, bullying behaviours and other anti-social behaviours
- Commit to the implementation of school wide strategies
- Teach and model active listening and conflict resolution – listen to both sides of a story
- Gain a full picture of the behaviours and circumstances
- Recognise and value the partnership of home and school
- Consistently follow procedures for action, reporting and recording

Responsibilities of the students:

- Practise and model appropriate behaviours
- Commit to individual class covenants and school expectations to prevent bullying
- Be a responsible bystander
- All involved are honest about the role they play/ed
- Let an adult know what is happening
- Continue to ask for help until the bullying is dealt with

Responsibilities of the parents:

- Model a calm approach for your child
- Teach and model positive behaviours at home
- Listen carefully
- Assist your child to identify and be clear about the area of concern
- Ensure familiarity with school policies and procedures
- Discuss concerning behaviours with the school as soon as possible
- Work within the school processes
- Support your child to employ strategies
- Recognise and value school and home partnership
- Support your child throughout the solution process which may take some time
- Listen to all sides
- Understand there are different viewpoints

Response

When an investigation about bullying is required, the following procedures will be followed:

St Finbarr's School adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

If bullying is identified, leadership team members may choose to use the following methods with the children involved:

- Method of shared concern
- Mediation
- Individual counselling

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on Engage.

Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan.

Support for the target and perpetrator

We support the target in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of the Leadership team;
- Informing the child's parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of the Leadership team about what has happened and the behaviours the child has been displaying;
- Informing the child's parents;
- Continuing to monitor the child's behaviour and offering appropriate support, including teaching of appropriate behaviour and social/emotional skills;
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

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. Finbarr's uses school behavioural data from incidents recorded on the Engage system together with other data sources to make data-informed decisions about student supports. Team meetings are held with the teachers and leadership in staff meetings to analyse universal school data and provide feedback to staff. Targeted and personalised teams (including leadership, STIE, GC, and other involved staff members) meet regularly and whenever necessary to analyse and prioritise individual students requiring or enrolled in Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting 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

	Descriptor	Definition	Example
			social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
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	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.

	Descriptor	Definition	Example
		without acknowledging its original source.	
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
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: St. Finbarr's School Matrix

St Finbarr's School Expectations	Classroom	Playground	On my device
I am responsible	Own my actions Have my equipment ready Take pride in my appearance, personal work and environment	Respond immediately to the music and school bell Eat all of my own food Rubbish in the correct bin Report unsafe behaviour	Be a responsible digital citizen Stay on school approved websites and apps Be aware of what you are doing Think about what you put online
I am respectful	Follow staff instructions Listen to others Be encouraging and supportive of others and their ideas	Move carefully around the school Play fairly with others Speak and act with kindness Respect privacy in the bathrooms	Be mindful of what you send to others Listening not typing when others are talking Respect other's work online
I am safe	Keep my hands and feet to myself Consider others and property Think before you act	Use equipment safely Right place right time No hat no play	Keep your personal information to yourself Always carry your device safely If you feel uncertain about something talk to an adult
I am a learner	Follow directions Persevere with a task until it is completed Cooperate with and learn from others	Play by the rules Encourage and teach others Include others	Stay on task Problem solve before giving up Try new things

Appendix C: PB4L Flowchart of responses

EVERY CLASSROOM:

Ensure the dignity of each student as a child of God

Quality pedagogy – Good First Teaching

Teach expectations

Provide opportunities for students to practise

Use Personal & Social Capabilities (ACARA)

Positive student-teacher relationships

Positive peer relationships

Safe, supportive classroom environment

Students engaged in learning

Feedback given to students about academic learning

Feedback given to students about behaviour and social learning

Ensure student wellbeing

Unproductive Behaviour

BEHAVIOUR DATA

If there is an incident of unproductive behaviour, the teacher determines if it is a minor or major behaviour and records the incident on the BCE Engage Student Support System.

Minor - teacher managed

Repeated Minor - teacher managed

Major - teacher + leadership managed

Additional Student Support Services

Request for Support (Engage)

Tier 2 supports

Tier 3 supports

Use your proximity

Give a signal, non-verbal cue

Ignore, attend, praise (parallel praise)

Redirect the student back to learning

Teach or re-teach – academics or behaviour

Supportive check in - reassuring conversation

Calm down time in safe space or sensory break in the classroom or directly outside the classroom (5-10 mins)

Be directive and provide a clear choice (win-win)

Problem solving conversation (use PS card)

Student, Parent, Teacher conversation

Say sorry/Apology, kind action to repair relationship

Community service/Make it right action

Student(s), Teacher, Leadership problem solving conversation (use PS card)

Student, Teacher, Leadership, Parent meeting

Crisis Management flowchart of phases and responses

Formal apology – verbal or written

Formal Sanction – Detention

Formal Sanction - Suspension