St Mary's School

Positive Behaviour For Learning

Mission Statement

In Catholic schools, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Catholic schools seek to develop, throughout the school community, right behaviours and respectful relationships that are infused with gospel values. As stated in one of the points of our School Mission Statement:-

We want our children to enjoy school through positive interactions with adults and other students in a happy and safe environment whereby they develop a sense of achievement, pride in their School and a healthy self-esteem.

Vision for Learning Statement

Our School Motto- *Belong, Grow Serve in Christ* – provides a basis for the values and expected outcomes encompassed in our Vision for Learning.

We Belong-

We value-

Teamwork, Friendship, Supportive, Environment, Enjoyment

Expected Outcomes

Welcoming and safe environment, positive partnerships with parents

We Grow

We value:-

Learners experiencing and celebrating success, self-discipline, self-motivation

Expected Outcomes

School Assemblies and awards, students feel valued for their uniqueness, opportunities for feedback, praise and encouragement

We Serve in Christ

We value:-Gospel values, tolerance, acceptance of difference, moral and ethical integrity, justice

Expected Outcomes

Students treat others as they would like to be treated, promotion of justice and the dignity of each individual.

School Context

St Mary's is Prep to Yr 6 school with a current enrolment of 360. It is situated in the middle of the Beaudesert Township. It is in a low socioeconomic area and is semi-rural. Some of our children live on farms and many children travel over 30 min by bus to come to school. We have a staff of 25 teachers (including specialist teachers, support teacher, teacher librarian and members of the leadership team); 8 school officers, two secretaries a Guidance Counsellor and a Pastoral Care Worker.

Consultation Process

St Mary's developed this plan over two years. A small dedicated group attended professional development and then met regularly to draft and refine the plan. Consultation with staff occurred at staff meetings and the draft was submitted to parents for feedback.

The plan was endorsed by the school community and the public release was celebrated at the beginning of 2012.

Data is collected regarding area and type of behaviour issues. It is reviewed annually

Our Beliefs

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect our Vision for Learning.

- Student behaviour support is at the core of business for all teachers.
- Effective learning and teaching is supported by a safe, positive, and productive learning environment based on the principles of consistency, fairness, and engagement.
- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration)
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment
- Student behaviour can be taught using the same strategies used to teach Academics
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

Universal Supports

At St Mary's, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur

Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish and effective verbal community for all staff and students and across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels

At St Mary's School, our school-wide expectations are:

Be Respectful

Be Safe

Be a Learner

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline. **See Appendix 1**

In addition to our school–wide expectations our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. (www.acara.edu.au) Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being, behaving and learning to live with others while Critical and Creative thinking is fundamental in students becoming successful learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling. ACARA Website

Focus: Teaching expected behaviours

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.

At St Mary's we begin each week with an MJR (Make Jesus Real) Assembly.

Here we explain the particular MJR focus for the week and a particular school rule. This is reinforced with:-

• Explicit teaching and modelling of expected behaviours.

• Reinforcing positive behaviours

• Displaying photos of positive behaviours

• Displaying the school and classroom rules clearly

• Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)

We use *Making Jesus Real*, *Friends* and *Programme Achieve* to assist in the teaching of expected behaviours for learning.

Feedback: Encouraging Expected Behaviour

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

- At the end of the week we have an assembly where awards are presented to match our three behaviour statements- Be Safe, Be a Learner, Be Respectful
- Praise/encouragement (verbal/non-verbal/written – classroom award, Be award)
- Token/dojo's/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Articles in school newsletter (a weekly electronic publication)

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

Targeted Supports

Targeted interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailoret.al. 2009). Students are identified proactively, either through discipline data, attendance data, and teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves. Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff.

Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include the following:

- Time out
- Buddy classroom time.
- Restorative Justice Programme
- Social Skills programs- *Friends*
- Appointment with Pastoral Care Worker
- Check in-check out process

Individualised Interventions

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. This is termed a Functional Behaviour Analysis. **See Appendix 2**

Some of these strategies to support individual students are:-

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual behaviour plan based on Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor
- We welcome the involvement of other professional personnel who have a vested
- Interest in the student's welfare.   Note: Teachers and Administration staffs are not psychologists/psychiatrists and therefore, we may at times request that professional personnel be engaged to assist the school.

Responding to Inappropriate Student Behaviour

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

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

Our school is committed to non-violent management of student behaviour. Actions that involve the deliberate application of force with intent to harm or punish a student should not be employed. Any such use of force would represent a breach of both Brisbane Catholic Education's Student Protection Policy (Revised 2012) and the Catholic Education Archdiocese of Brisbane Employee Code of Conduct (2008), page 15 Note: The use of corporal punishment is prohibited in all BCE schools

A continuum of Reponses -   St Mary's Tier Approach.

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

Although the teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with and share creative strategies with families and colleagues. Teachers typically address minor behaviours using best practices that include correction and re-teaching. **Appendix 3** includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour. If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment.

Crisis prevention strategies may include giving a student time away from their regular program in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'timeout' is for a student to regain control of their own behaviour. For "Office managed" behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, and strategies to help the student handle future situations or parent/carer conferences.

Learning – based consequences

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour.

Some of these Learning based consequences are:-

- Sorry circles
- Restorative Justice practices
- Class meetings
- Role play

Monitoring inappropriate behaviour

Our monitoring system for both major and minor behaviours assist us in making decisions about when to engage other supports to address the problem. Typical consideration would include:

- The student is losing instructional time because of his/her behaviour.
- The behaviour is occurring frequently, requiring substantial teacher time
- The intensity of the behaviour draws attention of that close-by causing disruption to activities.
- The student is not responding to universal supports

Tier 1 -Low Intensity Behaviours

Descriptor	Definition	Example/non-Example
Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
Physical contact	Student engages in non-serious but inappropriate contact	Pushing in the tuckshop line
Defiance/noncompliance	Student engages in brief or low intensity failure to respond to adult requests	
Minor Disruption	Student engages in low but inappropriate disruption	Calling out, talking to a peer in class
Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong coloured shoes/ shoe laces Jewellery
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	
Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
Lying/Cheating	Student engages in "White Lies" Not serious cheating incidents	
Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	

Responses

Playground and Eating Areas

Traffic Lights

1.   Warning

2.   ORANGE -Time out space to think about what they were doing- 5 mins. To be recorded on sheet in bum bag and put in pigeon hole of teacher on duty next.

3.   RED-RTC-to make a plan to help the child to avoid making the mistake again. Notification to go home to parents.

Classroom

Teachers work with the children at the beginning of each year to develop class covenants with associated expected behaviours. The step programme is in place

1. Warning

2 .Loss of a dojo or other reward point

3. Time out in buddy class

4. RTR

5. Sent to office

Tier 2 and Tier 3 -High Intensity Behaviours with Responses

Tier 2 Student, Teacher, Parent, Support personnel		
Behaviour	**Definition**	**Responses**
5 RTR slips for Low Intensity Behaviours		• Parent contact- Standard note • *Behaviour Support Plan* developed with student, teacher , parent and specialist staff • Nonattendance at extracurricular Activities • Withdrawal from class-Time Out
Bullying	• There is an imbalance of power, • the victim or target is unable to defend themselves, • there is an intent to hurt, • it is repeated	• Parent contact- Standard note • *Behaviour Support Plan* developed with student, teacher , parent and specialist staff • Nonattendance at extracurricular activities • Withdrawal from class-Time Out
Repeated Defiance	• Repeated rudeness • disobeying of requests or directions	• Parent contact- Standard note • *Behaviour Support Plan* developed with student, teacher , parent and specialist staff • Nonattendance at extracurricular activities • Withdrawal from class-Time Out
Harassment-	• Any behaviour which is not invited or welcomed e.g. repeated name calling, teasing, ostracising, derogatory comments(including through the use of technology at school: emails, social networking sites	• Parent contact- Standard note - • *Behaviour Support Plan* developed with student, teacher , parent and specialist staff ,Nonattendance at extracurricular Activities • Withdrawal from class-Time Out

|		
Inappropriate use of technology	• Accessing of inappropriate sites • Breaking the Internet Users Agreement • Inappropriate use of mobile phones and other electronic devices • Accessing other people's files without permission	• Parent contact- Standard note • *Behaviour Support Plan* developed with student, teacher , parent and specialist staff • Nonattendance at extracurricular Activities • Withdrawal from class-Time Out
Truancy	• The prolonged, unexplained absence of a student from school	• Parent contact- Standard note - • *Behaviour Support Plan* developed with student, teacher , parent and specialist staff • Nonattendance at extracurricular Activities • Withdrawal from class-Time Out
Swearing	• Inappropriate language	• Parent contact- Standard note • *Behaviour Support Plan* developed with student, teacher , parent and specialist staff • Nonattendance at extracurricular Activities • Withdrawal from class-Time Out
Lying	• Student engages in "White Lies" continuing behaviour	•

Low level physical violence	• Use of physical force to injure someone.	• Parent contact- Standard note • *Behaviour Support Plan* developed with student, teacher , parent and specialist staff • Nonattendance at extracurricular activities • Withdrawal from class-Time Out
TIER 3 **Teacher, Parent, Principal, Support Personnel**		
Continued above behaviours.		• Parent Interview • Review *of Behaviour Support Plan* • Suspension • Re-entry conference and Behaviour Contract
Physical abuse of students/staff/ school property	The use of physical force to injure someone or damage property	• Parent Interview • Review *of Behaviour Support Plan* • Suspension • Re-entry conference and *Behaviour Contract* • Depending upon the severity of the behaviour- recommendation for exclusion
Repeat Bullying Offences		• Parent Interview • Review of *Behaviour Support Plan* • Suspension • Re-entry conference and *Behaviour Contract*

Swearing/ verbal aggression towards students/ staff	• Violent abusive language • Language delivered in a threatening manner • Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice	• Parent Interview • Review of *Behaviour Support Plan* • Suspension • Re-entry conference and *Behaviour Contract*
Theft	• The act of taking someone else's property without their permission	• Parent Interview • Review of *Behaviour Support Plan* • Suspension • Re-entry conference and *Behaviour Contract* • Notification of police depending upon the severity.
Drug related incidents	• Presence of illicit drugs/ alcohol/smoking at school	• Parent Interview • Review of Behaviour Support Plan • Suspension • Re-entry conference and Behaviour Contract • Notification of police depending upon the severity • Recommendation for exclusion
Suspected abuse	A disclosure is made	**Mandatory Reporting Procedures**

PROFESSIONAL LEARNING

At St Mary's we have a school wide professional learning plan to ensure that staff have the knowledge and skills necessary to support all learners to achieve. Some of the Professional Development we offer is:-

- Functional Behaviour Analysis
- Positive Partnerships-Supporting school age students on the Autism Spectrum.
- Non – violent Crisis Intervention
- Visible Learning
- GROWTH
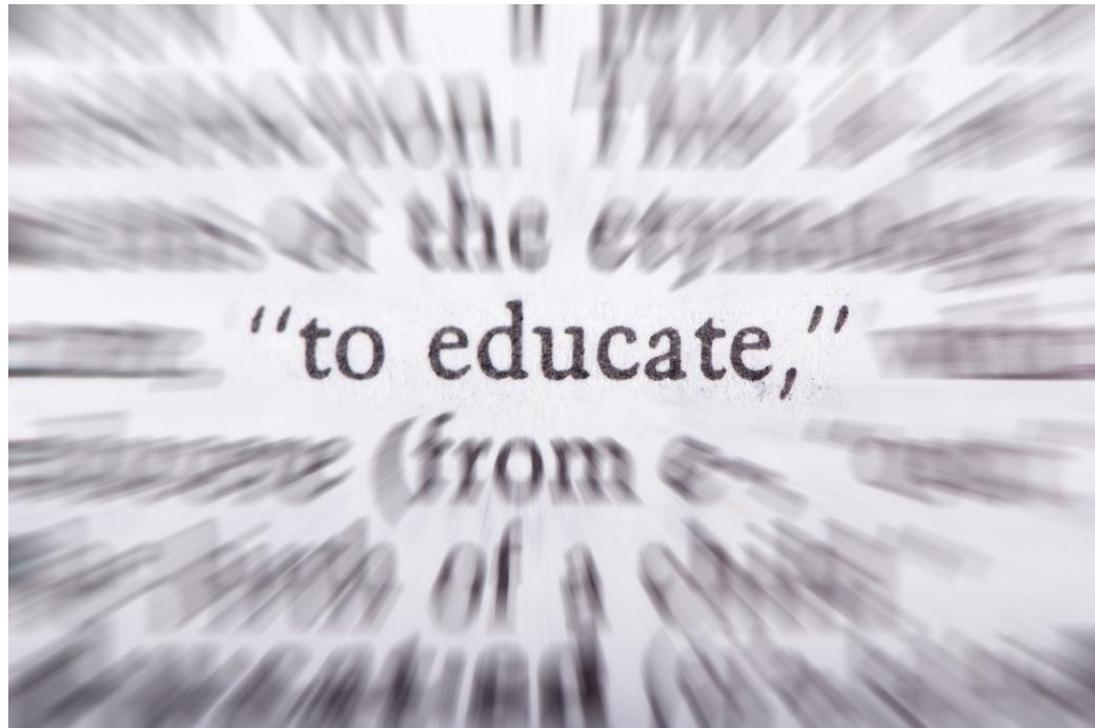
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Appendix 1

Matrix of Expected Behaviours.

AREA	Be Safe	Be Respectful	Be A Learner	Visual Cue	MJR	Consequence
Eating Area – Lower	Keep walkways clear Sit on coloured rectangles	Sit, chew & move when you are through. Stay seated till dismissed All rubbish in the bin	Following the Recycling Program	Feet Coloured rectangles	Happiness comes from doing the right thing page 43	Traffic Lights 1.Green- doing the right thing Warning 2. Orange- time out space 3.Red- RTC Visual Cue- Bee pointing to orange, red traffic light
Eating Area – Upper	Keep walkways clear Children to move from Upper school eating area when	Sit, chew and move when you are through Stay seated till dismissed	Following the Recycling Program	Coloured bins for recycling Seats set up		Traffic Lights 1.Green- doing the right thing Warning 2. Orange- time out

	Big Lunch play bell goes.	All rubbish in the bin				space 3.Red- RTC Visual Cue- Bee pointing to orange, red traffic light
Playing – Upper & Lower School Eating Area	Take your hat for play in the sun – skipping, soccer etc. Gentle handball and quiet talking .	This space is for everyone	Get out & get active after eating	Signage	Blamer & Claimer	Traffic Lights 1.Green- doing the right thing Warning 2. Orange- time out space 3.Red- RTC Visual Cue- Bee pointing to orange, red traffic light
Tuckshop	Line up patiently	Use your manners – please & thank you		Lines to be drawn in for various year levels Feet showing directions	TUP or PUT pg 73	Traffic Lights 1.Green- doing the right thing Warning 2. Orange- time out

						space 3.Red- RTC Visual Cue- Bee pointing to orange, red traffic light
Verandah	**In the morning – P-5 bags in racks and then children move off verandah** **Yr 6,& 7 – no children on verandahs during break times** **Bag area (no one on verandah before school)**	**Moving quietly** **Keep to the left**			**RTTP page 62**	**Traffic Lights** **1.Green- doing the right thing** **Warning** **2. Orange- time out space** **3.Red- RTC** **Visual Cue- Bee pointing to orange, red traffic light**
Stairs & Walkways	**Keep to the left** **Keep a safe following distance**	**Move carefully & quietly** **Give way to adults**		**Feet** **Centre line on stairs** **Hand rails & glow strips to be installed.**		**Traffic Lights** **1.Green- doing the right thing** **Warning** **2. Orange- time out**

						space 3.Red- RTC Visual Cue- Bee pointing to orange, red traffic light
Oval	**Take your hat for play in the sun** **Stay in safe supervised areas**	**Keep in your year level area** **Be a good sport** **Include others**	**Play by the rules**	**Marked play areas**		**Traffic Lights** **1.Green- doing the right thing** **Warning** **2. Orange- time out space** **3.Red- RTC** **Visual Cue- Bee pointing to orange, red traffic light**

Adventure Playground	**Take your hat for play in the sun** **Move carefully** **Walk only zone** **Keep your hands and feet to yourself**	**Include others** **Respect all God's creatures and creation** **This space is for everyone**		**Signage – "WALK ONLY"** **Roster for use of equipment**		**Traffic Lights** **1.Green- doing the right thing** **Warning** **2. Orange- time out space** **3.Red- RTC** **Visual Cue- Bee pointing to orange, red traffic light**
Library	**Move quietly & carefully** **Walk only zone**	**Speak in a Library voice**		**Walk only zone** **Library voice**		**Traffic Lights** **1.Green- doing the right thing** **Warning** **2. Orange- time out space** **3.Red- RTC** **Visual Cue- Bee pointing to orange, red traffic light**

Church		**Know your sacred space** **Move quietly and carefully**	**Listen to God's Word** **Be a Listener**	**Five ways of listening** **1.Legs still** **2.hands in lap** **3.Eyes on the speaker** **4.Mouths closed- except for singing and saying responses** **5.Feet on the floor**		**Traffic Lights** **1.Green- doing the right thing** **Warning** **2. Orange- time out space** **3.Red- RTC** **Visual Cue- Bee pointing to orange, red traffic light**

All areas	Hands & feet to yourself	Words have wings so speak good things	Be a listener	Signage – Everyone has the right to learn, be respected and be safe. Signage - Words have wings so speak good things		Traffic Lights 1.Green- doing the right thing Warning 2. Orange- time out space 3.Red- RTC Visual Cue- Bee pointing to orange, red traffic light
Toilets	Be quick Be clean		Be Safe			Traffic Lights 1.Green- doing the right thing Warning 2. Orange- time out space 3.Red- RTC Visual Cue- Bee pointing to orange, red traffic light

Appendix 2

Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest. The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000). The FBA together with the function-based intervention procedures provide the bulk of the information needed to develop an effective and long lasting Behaviour Intervention Plan that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur.

Interventions linked to the function or purpose of the behaviour, have proven to be more effective than interventions that simply increase reinforcement for "appropriate" behaviour and penalties for problem behaviour (Umbreit et al, 2007). FBA is a flexible process that can be adapted to many situations. The complexity of the process will be informed by the complexity of the situation. The FBA process and the development of an individual plan may include:

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents

2. Observations in the classroom

3. Collaborative meetings to share information and plan effective intervention strategies

4. Teaching replacement behaviours

5. Creating routines and environments to facilitate success

6. Monitoring and evaluating the effectiveness of the behaviour plan

Appendix 3

Strategies to Manage Minor Behaviour

Proximity Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.

Signal Non-verbal Cue
Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.

Ignore/Attend/Praise This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.

Restitution "Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour".
(p.453 Scheuermann & Hall, 2012)

Re-Direct This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".

Re-teach Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour specific positive feedback should follow.

Appendix 4

Appropriate Intervention

Time out

'Time out' definition

'Time out' can be used as a proactive or reactive strategy. 'Time out' can be defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting. At a more serious level, 'time out' from the classroom may be in the form of 'in school suspension' in another classroom or under the supervision of a member of the leadership team or another staff member. 'Time out' lies along a continuum of procedures that assists students to self-regulate and control their behaviour. 'Time out' can be defined as the "Exclusion from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry".

'Time out' purposes

'Time out', used appropriately, can provide an effective response to challenging behaviours. The use of 'time out' must be planned and purposeful. It should be considered as a method that allows the student time away from the situation to reflect and regain composure; the outcome of 'time out' should be a reduction in the behaviour.

Principles for use of 'Time out'

'Time out' can be used as a strategy to enable students to manage their own behaviour.

'Time out' can assist a student in the calming down process.

'Time out' can be used as a strategy to reduce the frequency of a particular behaviour.

The purpose of 'time out' may also be to temporarily relieve the teacher and other students.

'Time out' is only one of a range of management options. It should be consistent with the developmental and individual needs of the student.

When 'time out' is used, it is important to ensure that all staff, students and parents are aware of its intended purpose and procedures.

'Time-out' will not be effective if the student does not want to return to class, or views 'time out' as a means of escape from an undesirable situation.

The regular use of 'time out' for a particular student should be documented and analysed, with a view to reducing the frequency of its use and to determine the function of the behaviour

Tier 3-Formal sanctions

Formal sanctions include the following:

1. Detention

2. Suspension

3. Negotiated Change of School

4. Exclusion

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community. Following segregation, re-entry consultation will occur with the student to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks.

This document specifies certain processes that must be followed in each case of a formal sanction. These processes are intended to achieve the following objectives:

. To protect the rights of the students, staff and learning community;

. To help find ways to negotiate, with the student, a plan for change to acceptable patterns of behaviour;

.   To keep the parents/care givers of the student informed and, if possible, engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;

.   To safeguard the right of teachers to be able to teach without inappropriate disruption;

The processes associated with formal sanctions assume that

.   Students, parents/caregivers and teachers have been fully informed about the school's Student Behaviour Support Plan

.   Teachers are fully conversant with the school's procedures for formal sanctions

.   Parents/caregivers have been informed that a serious problem exists as soon as it is identified and

.   Adequate consultation has occurred with all appropriate stakeholders to best support the student.

For students with high support needs there are two requirements:

.   Action must be taken to review the implementation and efficiency of educational adjustments and behavioural plans; and

.   Advice must be sought from school personnel who support the student in advance of any formal sanctions being imposed**.**

Definition of 'Detention'

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, after school, or non-school days.

Detention purpose

To clarify, the form of 'detention' that is used in schools is not related to that in formal detention centres / systems. The opportunity exists during a detention to use that time to repair relationships, use restorative practices, make plans for appropriate behaviour and rehearse alternative behaviours. The processes associated with detention may be couched within frameworks such as the 'Responsible Thinking Process'. A detention should be constructive and age-appropriate. Detention can signal to a student that their inappropriate behaviour will be met with an immediate consequence. That is, detention can be a deterrent to inappropriate behaviour.

2. Suspension

- Suspension from school is at the discretion of the principal
- Suspension is in response to intense inappropriate behaviour
- Protocols for suspension include:-
- Proforma 1- Notification to parents of proposed suspension
- Proforma 2- Notification of suspension to student
- Proforma 3- Notification of suspension to parents
- Proforma 4-Notification of immediate suspension- opportunity to be heard
- Proforma 5- BCE suspension advice**.**

Definition of 'Suspension'

Suspension is 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 rejoin the school community as quickly as possible.

Suspension may occur, if so decided by the school principal, after he/she has

Ensured that other appropriate and available student support strategies and discipline options have been applied and documented

Ensured that other appropriate support personnel available, both within the school system and externally, have been involved

Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/caregivers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension

Recorded all action taken in appropriate school files/systems or Brisbane Catholic Education Student Behaviour Support database.

Immediate suspension

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, knives, or illegal drugs. (Refer to *Management of Weapons in Schools* and *Management of Drug Related Incidents in Schools*.)

Principals may suspend immediately any student whose behaviour includes the following, but is not exclusive to:

Possession of alcohol or a suspected illegal drug: Brisbane Catholic Education states that schools must be places that are free of illegal drugs. Suspension may occur immediately if the substance is alleged by the student to be an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also *BCE's Medication to Students: Routine, Emergency and over the counter Guidelines and Management of Drug Related Incidents in Schools*).

Violence or threat of serious physical violence: Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with Student Protection processes

Concerning or serious sexual behaviour: The matter should also be reported in accordance with Student Protection Processes

Possession of a weapon or knife: Any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter should be reported to the police. (Refer to the BCE Guideline – *Management of Weapons in Schools*)

Verbal abuse: Principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.

Suspension purpose

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

Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources, and also set in motion a plan for assisting the student to demonstrate appropriate behaviour

Establish a negotiation process for the student's re-entry to the school, based on the student achieving some explicit goals related to improved behaviour

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Ensure that the student's parents/caregivers are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry

Protect the right of staff and students to establish environments that promote a positive learning environment for all.

A school is not obliged to provide a student with schoolwork during suspension; however, Principals may provide such work if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Therefore, parents/caregivers need to know that their child may not attend school or school-related functions. Furthermore, parents/caregivers have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (for example, by continuing to send the child to school), the Principal should inform the Area Supervisor**.**

Exclusion

- Exclusion from school is at the discretion of the executive director
- Exclusion is sought when other avenues of intervention have failed
- Proformas are completed by the Principal and forwarded as per BCE Student Behaviour Support Policy

• **Appendix 5**

- **1.** Note: The use of corporal punishment is prohibited in all BCE schools. There are instances where physical contact is a necessary part of the learning and
- teaching process (Refer to Employee Code of Conduct, page 14). BCE employees must exercise caution to ensure that this contact is appropriate and acceptable for the duty being performed. Whether or not an action is acceptable will depend on the age, maturity, health and other characteristics of the student. As well, employees should always be aware of any behaviour support or individual plans in place for a student.
- Furthermore, the Brisbane Catholic Education Student Protection Reporting Processes
- (2012) states that
- • All adults have a responsibility to care for children/students, to positively promote their wellbeing and to protect them from any kind of harm
- • Every child/student has a right to protection from harm, and
- • The wellbeing and best interest of the child/student are paramount.
- Emotional and/or psychological abuse is described as behaviour that can destroy the confidence of a child or young person, resulting in significant emotional harm or trauma. Consideration should also be given to children or young people's physical state. The philosophy followed or the processes in place at a school should not in any way contravene the Student Protection Policy or the BCE Employee Code of Conduct.