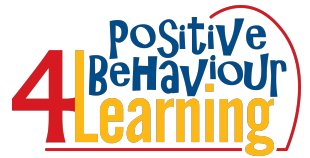




St Francis Xavier School, Goodna Student Behaviour Support Plan



School Vision - Teach Challenge Transform

At St Francis Xavier:

We are called by Jesus, to nurture a faith-filled community of life-long learners, striving to achieve personal excellence.

School Mission - Teach Challenge Transform

- Providing a Catholic education with a relevant and inclusive approach to religious education and the religious life of the school
- Valuing and celebrating the diversity of our community, recognising that all are made in the image and likeness of God
- Establishing a foundation for moral teachings, based upon the gospel values, to guide ethical decision making
- Inspiring students to be innovative, confident and empowered to enrich the world for the common good
- Embedding the mercy charism to sustain a sense of belonging in our community, where all are respected and appreciated
- Striving for excellence in learning and teaching so we become successful and active participants in our world

Founded on the Mercy Charism, our values at SFX are Respect, Compassion and Hospitality which are embodied in our School Motto 'Kids Who Care'.

Our School Context

SFX is a Catholic, co-educational P-6 school of approximately 480 students situated in the City of Ipswich, adjacent to the Ipswich Motorway. The school was established in 1910.

It is a school which has welcomed children and families from many countries around the world. Over forty nationalities are represented. We are proud of the way that our community blends the best from these cultures to develop and reflect the motto of the school: 'Kids Who Care'.

At SFX, we pride ourselves on working together as a community for the benefit of our children. We have a strong belief that learning is a lifelong endeavour and that we can all learn from each other. This belief is tightly aligned with our mission statement and with our beliefs and values about teaching and learning.

Consultation and Review Process

The initial Plan was drafted in 2021 after consultation with staff and families. In 2023, a PB4L Working Party was established consisting of Leadership, Support Team members and classroom teachers who interrogated Engage data, reviewed the plans of other schools and conducted school visits. Feedback from

staff was then sought regarding the current version and a trial undertaken in Semester Two of 2023. The community were informed of this process via School newsletters and Class Learning Blogs. In 2026, the student behaviour support plan will be reviewed.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Mparntwe Education Declaration).
- Every day at school, students have the opportunity 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 and reteaching, rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academic
- Misbehaviour presents the student with an opportunity to learn and 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 in 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.
- Positive relationships between teacher-student are key to establishing a warm, welcoming learning environment where students are comfortable to take risks in their learning.
- 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.

“In learning you will teach, and in teaching you will learn.”

Phil Collins

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

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that uses 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.

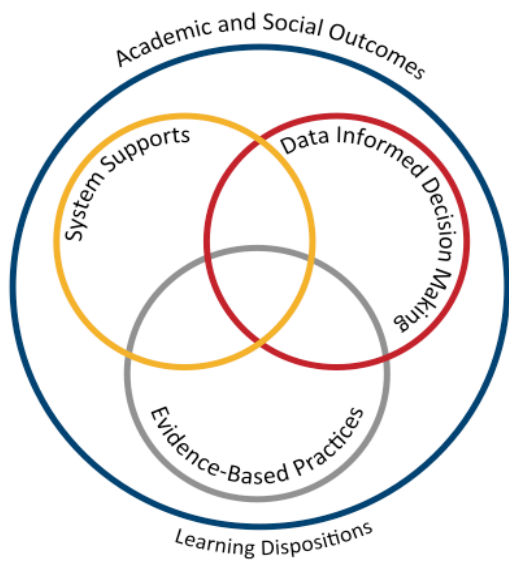


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

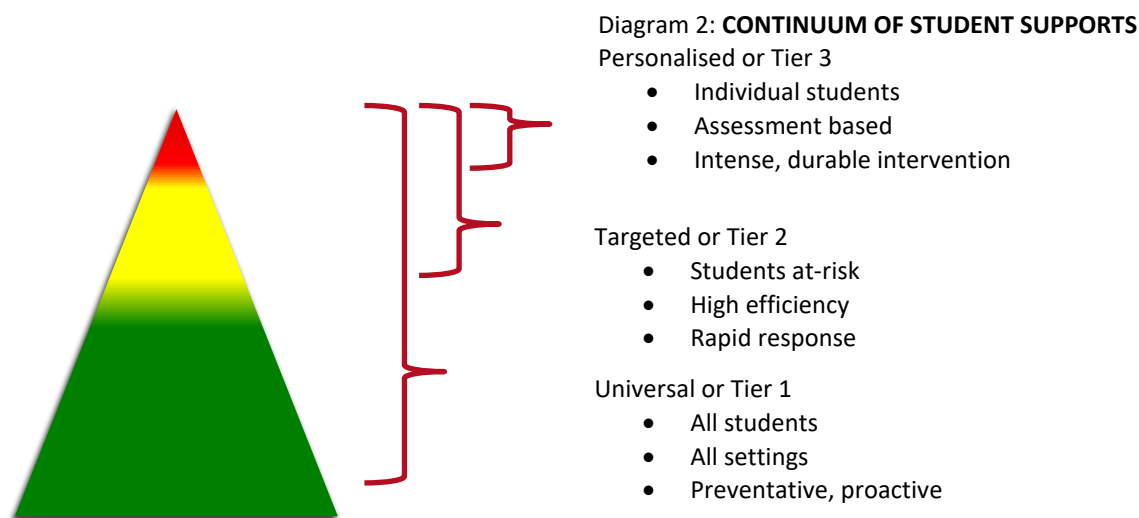
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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.



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 staff

- The SFX PB4L team is composed of leadership, support teachers, guidance counsellor and classroom teachers. The Support and Leadership Teams meet regularly where behaviour is an agenda item.
- Specific instances may be referred to the Support Team which meets on Tuesday – agenda and minutes are found to be found on Teams (Learning Support Staff).
- Engage data is analysed at least twice a term by the PB4L team or the Assistant Principal and shared with teaching staff at staff meetings to enable staff voice in responding to schoolwide trends.
- The PB4L team reviewed multiple processes and resources from a variety of schools and engaged in a school visit during 2023 to a buddy school when redrafting a whole school approach to managing behaviours.
- Professional development in the areas of identifying Major and Minor Behaviours, Managing Unproductive Behaviours, General Response Strategies (Essential Skills), Zones of Regulation, Berry Street Trauma Training and data interrogation are implemented and revisited at the beginning of the year.

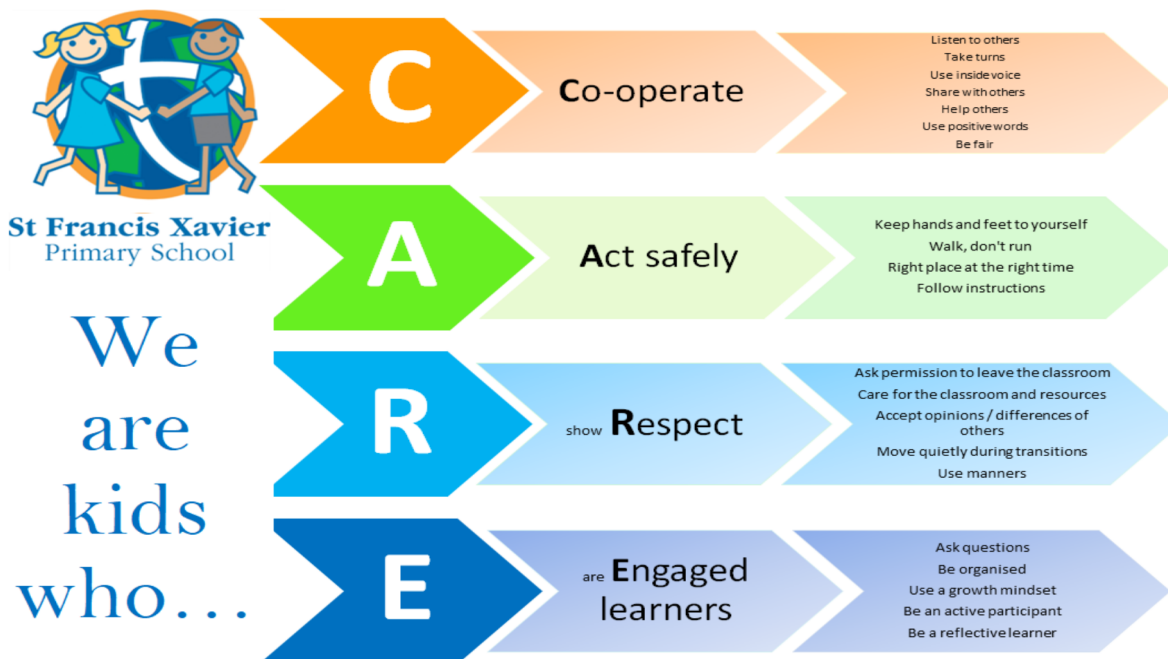
Section B: Our Student Behaviour Support Practices

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 the Catholic Social Teachings and provide consistency across the staff and school community.

Our school rules are: Be Safe, Be Respectful and Caring and Be a Learner. These rules and our Mercy Values of Respect, Compassion and Hospitality underpin our expectations. Our school behaviour matrix (referred

to as our CARE Expectations) 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 provide students and parents with a positive message about behaviours for learning at school.



- Our CARE motto is used as a basis for each class to co-construct a contextualised behaviour matrix that is specific and age appropriate to the developmental age of learners. This matrix is a visual tool that outlines the expectations of behaviours expected of all students and staff to learn, practice and demonstrate.
- Each term, teachers revisit their class matrix with students and discuss what this looks like, feels like and sounds like at SFX.
- The matrix and CARE posters are readily referred to remind students of expected behaviours and explicitly teach students when unexpected behaviours are displayed.
- The CARE posters and associated Matrices allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning.

In addition to our school expectations, our approach to behaviour is informed by the General Capabilities of 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, 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.

With our students, we have found positive results when staff:

- Co-construct contextualized behaviour matrix with students at beginning of the school year
- Regularly remind students of expected learning, expected behaviours, procedures and routines
- Monitor student performance
- Provide timely feedback to students and families

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

- Unpacking of CARE expectations at beginning of school year, term, week and day
- School leaders role play at assemblies followed by group practice
- Cohort revision of expectations
- Constant referring back to our Behaviour Matrix to reinforce and restore productive behaviours.

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:

- Kids Who Care tickets (and lucky draws each week at Assembly)
- Clean – up Crew tickets
- Positive feedback
- Weekly class student of the week awards (associated with Weekly CARE Focus)
- Whole school incentives program (TBA) including levelled recognition events
- Class based incentive programs individual to teachers eg. Prize Boxes, Class “money”, stickers

Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management
- Social Skills 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.
- Supported Play - students who need support to make appropriate choices in the class/playground are supported by a staff member to make positive connections with peers during a timeframe that is agreed upon by families and Leadership.
- Playground inclusion – students who need support to make positive choices in the class/playground are placed on this system which supports gradual inclusion back into the playground over a two-week period.

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 Personalised Learning Plan (including focus on behaviour, safety and wellbeing)
- 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 – e.g. Autism Queensland

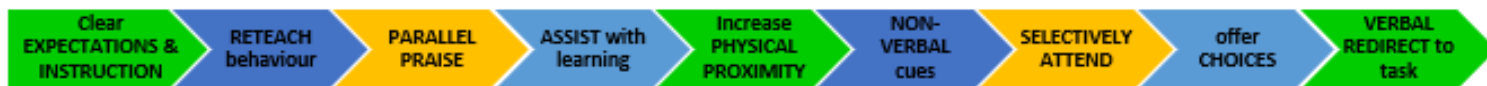
4. Feedforward: Responding to Unproductive Behaviours

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 they 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 unproductive behaviours using best practices that include reminders of expectations, redirecting to learning and reteaching behaviours.

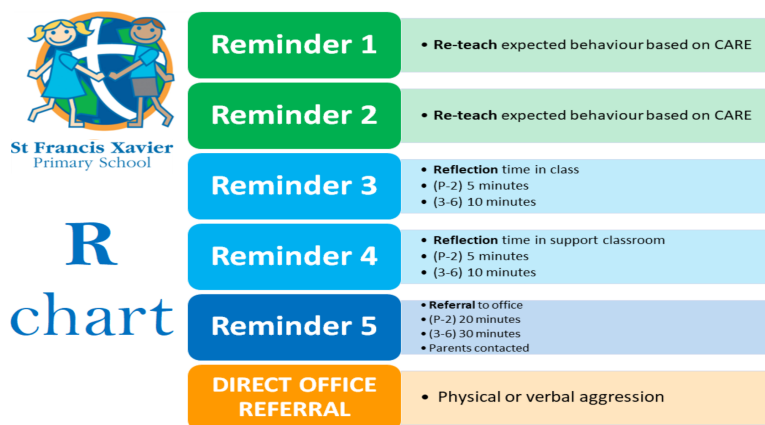
At SFX, teachers employ the following general strategies when responding to unproductive behaviours. A summary of these can be found in Appendix B.



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
<ul style="list-style-type: none"> Supervised reflection time in the classroom Supervised reflection time in support classroom Set limits Individual crisis support and management plan 	<ul style="list-style-type: none"> Teacher – student conversation/plan Teacher – student – parent meeting Teacher – student – leadership conversation 	<ul style="list-style-type: none"> Student apology Student gives back to the class / community Restorative conversation

These approaches are embedded in the SFX R Response. The whole school “R” approach outlined below, is explicitly taught and revisited with students at the beginning of each Term and as required. During Reminder stages 1 – 4, the focus is on reteaching desired behaviours and providing students with opportunities to reflect on their behaviours. Details of this process are outlined in Appendix B.



To support a positive, consistent approach, staff use consistent language and refer to the Behaviour Matrix. An exemplar of the expected language and process is outlined in the Teacher R Chart (see Appendix B)

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 not responding to universal supports
- Frequency, duration and intensity of behaviour

- Timing and location of behaviour
- Possible triggers
- The impact on others

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 – 6 and include:

Detentions

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).

- Detentions take place during break times.
- Detentions can be nominated by Leadership of teaching staff.
- Students on detention are supervised either in the office, Support room or in the playground.
- Parents are notified via a phone call by the staff member issuing the detention when a serious violation of the school rules has occurred.

Suspensions

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 and allow time for the school to ensure adequate support is provided to all students.

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 or Assistant 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 or Assistant 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. Parents receive a phone call to notify them of the event, followed by a suspension letter outlining pertinent details (and avenues for

complaints) with a time for a re-entry meeting. The purpose of the re-entry meeting is to have a collaborative discussion with all stakeholders and reflect on what occurred and what better choices could be made in the future. Students will not be able to return to the classroom until a re-entry meeting takes place.

In summary,

- Suspension occur at the discretion of Leadership, dependent upon the level, seriousness and number of occurrences.
- Suspensions may be 'in school' or 'out of school' in nature as deemed by Leadership after consultation and consideration of the circumstances of the incident and individual student's story and history.
- Students who have an accumulation of the same inappropriate behaviour, which has been frequently addressed, and the expected behaviour retaught, may also be suspended.
- It is a condition that at the completion of the suspension, the student and a parent/carer will attend a re-entry meeting with a Leadership member before returning to class.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a school and school-related functions, on the authority of the Learning Services Executive.

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in the school because it seriously interferes with the safety and wellbeing of other students and/or employees.
- Remove the student from an established environment in which unproductive behaviour patterns have become entrenched.
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs. Exclusion from one school does not prohibit the enrolment of the student in another BCE school unless the learning Services Executive has specifically prohibited the student from attending all BCE schools.

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 the Learning Services Executive on recommendation from the Principal, through the Senior Leader - School Progress and Performance, and the Head of School Progress and Performance. In extreme circumstances, a Principal may, in consultation with the Senior Leader - School Progress and Performance, make a submission to the Head of School Progress and Performance, recommending the exclusion of a student from a school. The Head of School Progress and Performance must forward this submission with their own recommendation to the Learning Services Executive for decision. The Learning Services Executive may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans, and despite these efforts the student's behaviour has continued to be unproductive. Additionally, if a student commits a serious illegal act or a serious breach of the School Behaviour Support Plan, the Principal may impose an immediate suspension and make a recommendation to the Learning Services Executive through the Senior Leader - School Progress and Performance, and Head of School Progress and Performance for exclusion. In such a situation, the suspension will continue until such time as a decision is made in respect of the recommendation to exclude. In cases where

recommending an exclusion from a school is being considered, the gravity of the circumstance requires that emphasis be given to all aspects of procedural fairness.

The Principal must:

- Consult with the Senior Leader - School Progress and Performance.
- Brief the Parish Priest as needed ('in a Parish School the Parish Priest should be briefed in relation to recommendations to exclude a student.' (Collaborating for Mission: The Parish and the Catholic School, 2013).
- Place the student on suspension for a maximum period of ten (10) school days pending the outcome of the decision-making process. This action is to be taken irrespective of any action by another agency, including the police.
- Notify the student and the family that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing seven (7) school days for the student, and family to respond.
- Provide the family, or student (if the student is living independently) with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses). The Principal must remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude. This consideration will be unique in each case and guidance is to be sought from the Senior Leader - School Progress and Performance or BCE Legal Counsel.
- Request a meeting with the student's family member to outline the process and the reasons for the recommendation.
- Provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present.
- Consider any response from the student and their family before formulating a recommendation to exclude to the Learning Services Executive.
- Forward the recommendation to the Head of School Progress and Performance via the Senior Leader - School Progress and Performance, detailing the reasons, the action taken to moderate the students' behaviour (where appropriate), a copy of all required documentation and any response from the student and/or family.

The Senior Leader - School Progress and Performance must:

- Consult with the Principal.
- Make themselves available for a meeting with the family, if required.
- Forward the recommendation to the Learning Services Executive. The Head of School Progress and Performance must consider all the information provided and forward the recommendation for exclusion, together with their own recommendation and the provided documentation, to the Learning Services Executive for determination.

The Learning Services Executive:

- Will consider the recommendation for exclusion and may consult with the Principal, Senior Leader - School Progress and Performance, and Head of School Progress and Performance
- Provides an opportunity for the student and the student's family to meet with the Learning Services Executive
- After consideration of all the information provided, makes the decision as to whether to exclude the student.

A decision for an exclusion will be made as soon as practicable following the submission reaching the Learning Services Executive. This process may, in extenuating circumstances, lengthen the suspension period beyond 10 days.

For appeals, the school aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School 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 of our School Student 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 (<https://bullyingnoway.gov.au/>).

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

Our school uses the PB4L framework, 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

Forms of bullying:

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

In keeping with the above definition, “one off” incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are **NOT** defined as bullying (referenced from BCE guidelines):.

SIGNS YOUR CHILD MAY BE BEING BULLIED

- Loss of interest in schoolwork
- Reluctance to attend school
- Diminished academic performance
- Reluctance to talk about school and activities
- Limited social contact with peers
- Mood swings, especially toward depression, irritability, unhappiness or outbursts of anger
- Reported headaches, stomach pains (frequently in the morning before leaving for school), poor appetite
- Loss of sleep
- Visible cuts, scratches, bruises
- Loss of personal property because of theft, extortion or damage to personal property

IMPLEMENTATION

At SFX we:

- Openly talk about bullying – what it is, how it affects individuals, groups and the community and what we can do about it.
- Provide our students with opportunities to develop skills, which will build their self-awareness and self-management skills.
- Encourage students to ‘tell’ of incidents of bullying or of being bullied. Establish ‘telling’ as acceptable and responsible behaviour valued in our community.
- If bullying is confirmed, then see actions (response) below.

2. Teaching about Bullying and Harassment

Everyone at St Francis Xavier is responsible for taking an active stance against all forms of bullying behaviour. The Principal is responsible for the implementation of the Behaviour Support policy and procedures. The Student Support Team take appropriate steps to ensure that the school community is regularly made aware of the policy and procedures that are in place.

The Australian Curriculum (including the personal and social capabilities) and the BCE Religious Education Curriculum (including Catholic Perspectives and the Catholic Social Teachings) are used to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Additionally, our CARE Expectations explicitly teach our school values of Respect, Hospitality and Compassion which show each person is made in the image of God and therefore are entitled to dignity.

Staff will:

- Act as role models of caring and tolerant behaviour.
- Listen to and respond promptly to reports of bullying.
- Endeavour to protect the target of bullying from further harm.
- Act to prevent the bullying behaviour reoccurring.
- Give strategies to the targets of bullying to empower them.
- Mediate between the two parties when appropriate.
- Report instances of bullying behaviours observed on the playground to the class teacher.
- Report all instances of bullying to the Student Support Team and record on Student Support Behaviour
- Explicitly teach bullying awareness through specific classroom lessons related to the Health and RE curriculums.
- Embed and explicitly teach the personal and social capabilities through units of work to support students to respond, report and react to bullying behaviours and engage in a productive and respectful manners with others.
- Use resources from the Friendology program and Bullying No Way programs to teach students about bullying and how to respond to bullying.

3. Responding to Bullying and Harassment

Rights

- Every person has the right to feel safe.
- Every person has the right to be treated with respect and fairness.
- Every person has the right to learn.

Responsibilities:

At SFX, it is everyone's responsibility to take the necessary steps to stop bullying behaviour.

Leadership Team will:

- Ensure that expectations of children and teachers are clear.
- Communicate effectively and promote the school's behaviour management policy.
- Respond to each incidence of bullying in accordance with the procedures of this policy.

- Provide opportunities for whole school learning and awareness sessions in the form of incursions and assembly presentations.

Staff will:

- Model caring and tolerant behaviour.
- Discourage signs of bullying or anti-social behaviour.
- Be vigilant and observant for signs of bullying in the playground and classroom and actively listen and treat all incidences seriously.
- Teach and clarify what bullying is/is not to students to promote resilience through resources from Friendology and No Way to Bullying Website
- Teach and promote resilience.
- Encourage students to report bullying incidences.
- Respond to all reported and observed incidences of bullying according to our Behaviour Support Plan (which sits within BCE's Behaviour Support Plan and Bullying and Harassment guidelines).
- Ensure bullying incidences are reported to a member of the Leadership Team.
- Provide children with skills and strategies to recognise and manage stress which may arise through relationships.
- Record identified bullying incidents, contact parents and promote positive partnerships between home and school.

Students will:

- Model appropriate behaviour – Say NO to bullying behaviours.
- Abide by the SFX CARE Expectations.
- Use positive language and behaviour towards all others.
- Be 'Kids Who Care', in being a responsible bystander and taking appropriate action.
- Report to a staff member and/or their parents if they feel they are being bullied or if they witness any incidence of bullying.

Parents will:

- Listen sympathetically to reports of bullying from their children.
- Instruct children to speak to a staff member at school.
- Watch for signs that their child may be demonstrating bullying behaviour.
- Speak to relevant school personnel (not the alleged student/s concerned), and
- Work in partnership with the school to discuss their concerns to address any bullying behaviour and seek assistance for their child.

RESPONSE

All staff must take all reports of bullying and harassment seriously and respond with the school team process which is:

- **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 and school leadership). 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 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 the student/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.

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

1. SFX adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed (by teacher or Leadership member) and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, may be recorded and tracked according to the Behaviour Support Plan.
2. If bullying is identified, the teacher/ Leadership Team may choose to use the following methods (Rigby, K. 2013) with the children involved:
 - i. Mediation
 - ii. Method of shared concern (if group involved)
 - iii. Individual counselling

Parents of both the child exhibiting the bullying behaviour and the child who has been bullied will be notified of the level and severity of the incident and the School's response. A record of the incident is kept on the file using **Engage**. An action plan is formulated.

3. Support and Monitor - continued monitoring by the classroom teacher and support will take place for an agreed period of time. This will be dependent on a number of variables some of which may be: a) age of students; b) severity of incident; c) frequency; and d) patterns of behaviour. Monitoring and support given will be recorded.
4. Continued bullying would result in a further action plan being devised, appropriate consequences for the student (see list below), and further dialogue with the parents. The Guidance Counsellor and/or Learning Support staff and BCE personnel may be involved in formulating this action plan. Responses to bullying may include and are directed at the bully:
 - a. Risk management procedures (e.g withdrawal from playground)
 - b. Teaching of social problem-solving strategies
 - c. Pastoral support for check ins and goal setting
 - d. Offering opportunities for reconciliation between victim and bully
 - e. Ongoing counselling from appropriate agency
 - f. Rewards for positive behaviour
 - g. Internal suspension
 - h. External suspension
 - i. Assisted change of school

Students who are bullied will be:

- Encouraged to use strategies to empower them to deal with the bullying.
- Encouraged to speak to a teacher giving full details of the incident.
- Encouraged to develop and speak to a network of teachers and friends

Students who witness bullying will:

- Intervene if they can safely stop the bullying.
- Immediately seek teacher help if they can't stop the bullying.
- Report all incidents of bullying to a teacher or other member of staff.

4. • Preventing Bullying and Harassment

1. Termly student presentations/role plays at assembly regarding CARE Expectations and/or Bully Bulldozer lessons to promote a positive school culture where bullying is not accepted.
2. School wide processes regarding how to respond to unproductive student behaviours and allegations of bullying.
3. New and relief staff induction regarding school wide processes.
4. Staff professional learning that provide evidence-based ways to teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
5. Communication with parents via School Newsletters and Learning Blogs 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.
6. Explicit teaching of social and emotional competencies among students e.g. *HPE Curriculum and Personal and Social Capabilities*.
7. Whole school programs (such as Friendology, *Zones of Regulation*, *Bullying No Way*) to prevent and address bullying.

Key contacts for students and parents to report bullying

Principal: Kellie Jacobsen 3818 0100

Assistant Principal - Administration: Rachela Tofoni-Smith 3818 0100

Assistant Principal – Religious Education: Nicholas Tyler 3818 0100

Guidance Counsellor: Sheldon Patterson 38180100

Cyberbullying

Cyberbullying is treated at SFX 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.

RESPONSE

All staff must take all reports of cyber bullying seriously and respond with the school team process which is:

- **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 involved student/s, staff and bystanders.
- **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 and school leadership). 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 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 the student/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.

Resources

The Australian Curriculum

- **The Health and Physical Education's (v9.0) Personal, Social and Community Health Strand** aims to enable students to access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation. Additionally, students are taught to develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships.
- **The Personal and Social Capability (v 9.0)** supports students to build their ability to regulate their thoughts, emotions and behaviours and this is organised into the four elements of self-awareness, self-management, social awareness and social management.

Catholic Social Teachings

As a Catholic school, we are guided by the principles of Catholic Social Teaching which shines the light of the Gospel on the social justice issues that arise in the complex network of relationships in which we live. These teachings make use of reason, tradition and experience as well as Scripture to respond to social justice issues, and, as such, it underpins our approach to how we view each other. There are four key principles of Catholic Social Teaching which are: *Human Dignity* (everyone is made in the image of God and has an inalienable dignity that gives rise to human rights); *Common Good* (we are called to work for social conditions that allow every person and group to meet their needs and achieve their full potential); *Solidarity* (we need each other and can only grow and flourish and achieve our potential in relationship to one another) and *Subsidiarity* (decision making should be kept as close as possible to the grassroots – those most directly affected by a decision should have a key say in it). These principles underpin how we respond to bullying and unproductive behaviours generally.

Other resources include:

- Bullying NoWay website www.bullyingnoway.gov.au
- Office of the eSafety Commissioner website www.esafety.gov.au

- Adopt-a-Cop support
- Friendology Program
- Be You website <https://beyou.edu.au/>
- Bully Bulldozer Program resources on School Portal

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

Suspension records are also mandatory to complete in the database.

- The Leadership meetings occur weekly where student behaviour data is a standard agenda item.
- The Student Support Team meets weekly to review requests for support submitted by class teachers. A **Request 4 Support Process** is in place where a case manager is assigned to co-ordinate the trial and review of: strategies, adjustments, interventions, external referrals and communication with all stakeholders.
- The PB4L team meets twice a term to review whole school data to identify trends in unproductive behaviours and this is fed back to all staff for actions to be discussed and trialled.

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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 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 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).	Using someone else's ideas or writing without acknowledging the source

	Descriptor	Definition	Example
		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.	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 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: Current specific response to student inappropriate behaviour

SFX CARE Expectations

This guide is accompanied by the following resources:

- A3 laminated CARE Expectations Poster (Appendix A)
- A3 laminated R Chart (Appendix B)
- Timer (green 5min or purple 10min)

Resource folder containing:

- Implementation Guide (this document)
- R Chart – Teachers Guide (Appendix C)
- Class Data Sheet multiple copies (Appendix D)
- Office Referral Form multiple copies (Appendix E)

Resources supplied by teachers:

- Reflection space in each classroom (this is NOT to be the same area as a 'calm down' space)

STEP 1 Introduce students to the CARE Expectations (Appendix A)

Unpack with students what

- CO-OPERATE
- ACT SAFELY
- RESPECT and
- ENGAGED LEARNERS

look like, sound like, feel like

- In your classroom
- on the oval
- during transitions

(The data reflects that these 3 areas are the most likely locations of unproductive behaviours).



This may take the form of a matrix or anchor chart/s as the expectation is that teachers and students will refer back to these on a daily basis.

This needs to be clearly displayed in each classroom and be contextualised with students.

This may include photos of students displaying these behaviours in age appropriate ways.

STEP 2 – Reteach expected behaviours and practise these as a class

e.g. Practise how to:

- line up
- how to sit on the floor / at desks
- how to walk around the school
- how to move to class quietly and in straight lines
- how to enter the classroom
- how to answer questions
- how to ask questions

- how to speak to each other and adults
- how to use manners
- how to work in pairs/groups

STEP 3 – Award each week one Student of the Week certificate for demonstrating the target CARE Expectation (the second award can be teacher choice).

A focus CARE Expectation will be drawn out of a hat at each week’s assembly (*although the first 5 weeks are outlined below*) and Year 6 leaders will role play what this looks like for students.

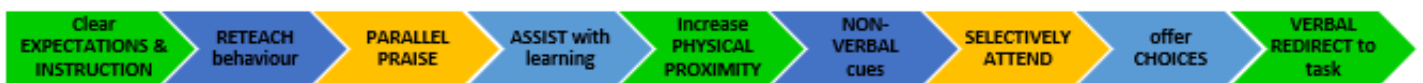
- Week 1 – Any of the CARE expectations
- Week 2 - Respect
- Week 3 – Act Safely
- Week 4 – Engaged Learner
- Week 5 – Cooperate

In addition to Student of the Week awards, when students demonstrate “expected” behaviours, provide the following:

- Positive praise and acknowledgment using the LANGUAGE on the poster.
- Reinforce behaviours with whatever in-class rewards systems you have in place – do this with high frequency and intensity for at least the first 5 weeks.

STEP 4 Teachers use General Response Strategies if students are displaying unproductive behaviours BEFORE giving Reminders.

These include:



It is expected that teachers will employ a number of the above strategies BEFORE commencing the Reminder Process.

It is common that teachers may use a combination of such strategies at any given time.

At each Staff Meeting during Term 3, the PB4L team will be give short, sharp demonstrations as to what these strategies entail, but a summary is below:

Strategy	Description
Clear Instructions & Expectations	Establishing Expectations is about outlining the rules within the classroom and ensuring the students understand the reasons for the rules. It is best to co-construct rules specific to your class with students based on the CARE Expectations. When giving instructions, we need to ensure this is in a developmentally appropriate way. Many of our students will have difficulties with multi-step tasks. Some hints are: <ul style="list-style-type: none"> • Keep sentences simple • Give 1 instruction at a time • Have a student/ teacher act out what is needed • Write or draw pictures of steps and equipment needed on the board (use checklists) • Ask students to repeat back to a partner what is needed
Reteach Behaviours	When students do not read, we teach them. When students do not behave in expected ways, we also need to teach them.

	<ul style="list-style-type: none"> • Just as some students need multiple exposures to reading strategies and positive feedback, we also need to provide students with multiple opportunities to have expected behaviours explained, modelled and practised. • At the beginning of each year, term, week and day, set aside time to explicitly teach and reteach expected behaviours to students. • Classroom rewards are used to provide positive reinforcement of expected behaviours.
Parallel Praise	<p>This involves acknowledging another student's on-task behaviour with the intention of prompting others to follow suit. There are 2 parts to this strategy – acknowledging the good deeds of others while re-establishing the expectations for all.</p> <ul style="list-style-type: none"> • It cues other students to match the behaviour that is being acknowledged. • It is an alternative to a redirection, so can help you to avoid nagging or becoming too directive. • It contributes to a positive tone in the classroom. • E.g. if you notice Charlotte is fiddling, and George is sitting calmly next to her you might say: <i>"I can see George is ready for learning. He is not touching anything; his hands are in his lap and his eyes are on me. Well done George"</i>
Assist with Learning	<p>At times, student may display unproductive behaviours because the work set is confusing, too hard or too large for their developmental or cognitive ability.</p> <p>To redirect/minimise unexpected behaviours:</p> <ul style="list-style-type: none"> • Break task into smaller chunks • Use checklists, diagrams or graphic organisers to cue students • Provide scaffolds, such as block stepping, to complete tasks • Work through examples using gradual release (I do, We do, You do) • Allow students to work in pairs/groups and discuss answers • Allow students to use technology to record their responses
Increase Physical Proximity	<p>Physical proximity means being on your feet – constantly. It means being close to students. Just knowing that the teacher could stand beside a student within seconds squishes off-task behaviour.</p> <ul style="list-style-type: none"> • Constantly stand tall and make a concerted effort to make momentary eye contact with each student. • When students are working in groups or independently, move around, lean in and listen. Ask a question or two, and stay no more than a minute or two. Then move randomly to another group/individual. • Carrying a clipboard with a list of the groups/students allows you to check off where you have been. This helps you keep track so no group is overlooked. Be aware that just as we are right-handed or left-handed, we are also left- or right-oriented in moving around a classroom. Self-monitoring helps ensure all students have equal access to your physical presence. • It is important to arrange class furniture to allow you physical proximity to each student in just a few steps. • Class teachers should very rarely be seen at their desk.
Non-verbal Cues	<p>These are very powerful signals that we give without words and include the following:</p> <ul style="list-style-type: none"> • Facial expressions (frown, wide eyes, smile) • Eye contact (Note: do not demand students look at you when correcting behaviours - be aware that in Indigenous and Pacific cultures making eye contact can be a sign of disrespect) • Gestures (thumbs up, shake of head, nod, pointing to an object or location) • Paralinguistics (tone, volume of voice – always speak in a dignified tone and volume)

	<ul style="list-style-type: none"> • Posture and Personal Space (moving closer and bending down to be level with a student when delivering your message gives a sense of dignity and shifts power to that of support rather than authority) • Touch (can be on the arm or shoulder but must always be aligned with Code of Conduct and student’s developmental age) <p>We must be very conscious that our non-verbals and verbals match otherwise students become confused.</p>
Selectively Attend	<p>This means to intentionally give minimal attention to safe, off-task or inappropriate behaviour.</p> <ul style="list-style-type: none"> • It avoids unintentionally reinforcing off-task or disruptive behaviour, decreasing the likelihood that this behaviour will be repeated. • It gives you time to think of how to handle the student’s behaviour in a way that is productive. • It gives you time to attend to other students who are on-task. • It is a powerful model saying, “I can stay focused on my work despite the disruption”. • It is a deliberate process used within a discrete timeframe, having a beginning and an end.
Offer Choices	<p>This means to respectfully confront the student, who is disrupting others, with the available choices and their logical consequences.</p> <ul style="list-style-type: none"> • It provides the student or group with information about your expectations and the logical consequences of the choice. • It puts the responsibility for decision making onto the student. • If giving a choice, be prepared to follow through – so be careful of the choices you offer. • This can also include the <i>When.... Then ...</i> strategy
Verbally Redirect to Task	<p>To respectfully prompt the student who is off-task or disrupting others with a redirection to the learning.</p> <ul style="list-style-type: none"> • Initially, it provides a least intrusive, positive, learning-focused prompt to resume on-task activity; reducing the need for further correction. • It puts the responsibility for decision making onto the student. • It reinforces the importance of on-task behaviour. • When linked with giving a choice, it reinforces to the student or group information about your expectations and the likely consequences of the choices given.

STEP 5 Introduce Reminder Process to students

With expected behaviours unpacked and explicitly taught and general strategies are being enacted, unpack with students the Reminder Process aka the R Chart ([Appendix B](#)).

Explain that if unproductive behaviours are observed, the following will occur:

1. If a student engages in unproductive behaviour, they will be given **Reminder (1)** - the teacher will explain to student how to correct such behaviour using the R Chart Teacher’s Guide ([Appendix C](#)). E.g.



R
chart

Reminder 1	• Re-teach expected behaviour based on CARE
Reminder 2	• Re-teach expected behaviour based on CARE
Reminder 3	• Reflection time in class • (P-2) 5 minutes • (3-6) 10 minutes
Reminder 4	• Reflection time in support classroom • (P-2) 5 minutes • (3-6) 10 minutes
Reminder 5	• Referral to office • (P-2) 20 minutes • (3-6) 30 minutes • Parents contacted
DIRECT OFFICE REFERRAL	• Physical or verbal aggression

"Sally, this is **Reminder 1**. We need to **cooperate** – and to cooperate we need to **use our inside voice**. Please use your inside voice from now on."

- Teacher will record the corresponding letter on the Data Sheet (**Appendix D**) for each behaviour breach. *e.g. if the student displays unco-operative behaviour, record the letter C against their name.*

NB. Teachers must give 4 general positive individual / whole class / group comments after the reminder has been given to a specific student.

2. If the same student engages in unproductive behaviour for a second time during the day, they will be given **Reminder (2)** - the teacher will explain to student how to correct such behaviour. E.g.

"Sally, this is **Reminder 2**. We need to **act safely** – and to act safely we need to **keep our hands and feet to ourselves**. Please keep your hands and feet to yourself from now on."

- Teacher will record the corresponding letter on the Data Sheet (**Appendix D**) for each behaviour breach. *e.g. if the student displays unsafe behaviour, record the letter A next to the C.*

NB. Teachers must give 4 general positive individual / whole class / group comments after the reminder has been given to a specific student.

3. If the same student engages in unproductive behaviours for a third time during the day, they will be given **Reminder (3)** - the teacher will direct the student to reflect on their behaviour in the "inclass" reflection space. Eg.

"Sally this is **Reminder 3**. We need to show **respect**. Please go the reflection space to think about this."

- Student moves to REFLECTION space in classroom and the timer is started (5 minutes P – 2; 10 minutes 3-6).

NOTE: This is a different space to any CALM DOWN space that may already be set up.

- Student has nothing with them in this space and the timer is controlled by teacher.
- Record the corresponding letter on the Data Sheet (**Appendix D**) for each behaviour breach. *e.g. if the student displays disengaged learning behaviours, record the letter R after the C,A...*

NB. Teachers must give 4 general positive individual / whole class / group comments after the reminder has been given to a specific student.

When timer is finished, use positive re-entry acknowledgement eg. "Welcome back to learning Sally."

- No other comments or reference to unproductive behaviours are made.

4. If the same student engages in unproductive behaviour for a fourth time during the day, they will be given **Reminder (4)** - the teacher will direct them to reflect on their behaviour in the "Support Class" reflection space. Eg.

*"Sally this is **Reminder 4**. We need to be an **engaged learner**. Please got to XX class to reflect."*

- Record the corresponding letter on the Data Sheet (**Appendix D**) for each behaviour breach. *e.g. if the student displays disengaged learning behaviours, record the letter E after the C,A,R..*
- The student moves to the designated support class **with a Peer**.
 - White go to Red same year level
 - Red got to Blue same year level
 - Blue go to White same year level
 - Specialist classes – this would be the nearest classroom (e.g. If PE is in the Hall, then they would go to 2B, but if PE is held on the oval, then it may be to 5W) – Specialist teachers please discuss this accordingly)
- Receiving teacher acknowledges student and directs them to the reflection space.

Receiving teacher: *"Hello Sally, please start the timer and remain in the reflection space until the timer is finished."*

- When the timer is complete, the student is returned to respective class with a student from the Support Class.
- When returning, class teacher acknowledges student's return:

use positive re-entry acknowledgement eg. "Welcome back to learning Sally."

- No other comments or reference to unproductive behaviour is made, although teacher may remind students **privately** that the next reminder will result in an office referral.

5. If a student engages in unproductive behaviour for a fifth time during the day, they will be given **Reminder (5)** - the teacher will direct them to the office Eg.

*"Sally this is **Reminder 5**. You will now go to the office."*

- Teacher records the corresponding letter on the Data Sheet (**Appendix D**) for each behaviour breach. *e.g. if the student displays disrespectful behaviour, record the letter R after the C,A,R,E...*
- Teacher contacts office and completes the appropriate sections on the front of the referral form (**Appendix E**).
- The student will be collected by leadership and escorted to the office for 20/30 minutes reflection time.
- Leadership will contact parents and student completes *Student Reflection* section on front of referral form with Leadership member.
- Leadership enters data to Engage.
- After 20-30 minutes, student is escorted back to class and positive re-entry occurs.

NOTE: As this step results in parents being contacted, **teachers must ensure they have:**

- Followed the process
- Recorded all general strategies used (circling these at top of referral form)
- Completed the Reminder table accurately

DIRECT OFFICE REFERRALS

- At SFX, we have zero tolerance to physical and verbal aggression.
- These behaviours do not go through the Reminder process, instead these intentional behaviours are referred directly to the Office.
- If students are calm, teachers must investigate, asking what happened before (triggers) behaviours and record these on the office referral form.

NOTE: Sometimes a student report is not accurate or does not fit the definition of swearing, physical aggression etc once investigated. E.g. A child may say "they said the s word" but investigations reveal the 's' word is 'stupid'. While this may not be a pleasant way to speak to people, it is not a swear word. Similarly, a child sometimes says 'they hit me' but investigations reveal a child tripped and fell on someone else.

- Teacher contacts office, and Leadership will collect the student concerned and the referral form.
- Parents are contacted.
- Whether the student is returned to class, sent home or completes in-office time out is determined on each occasion.

Frequently Asked Questions

What if the student engages in unproductive behaviour for a SIXTH time in a day?

If a student engages in unproductive behaviour for a sixth time during the day, teachers are to contact the office and the student's parents will be asked to come and collect them.

Can students skip Reminders?

No, UNLESS there has been intentional physical or verbal (including swearing) aggression. All intentional verbal and physical aggression results in a direct office referral and parents are contacted and possible sanctions will be put in place.

What happens if behaviours arise during breaks or when lining up?

If a teacher/SO reports a behaviour has occurred outside class time, the Class Teacher is able to record this as a reminder AFTER they have investigated this with the student/s concerned.

Do School Officers record / issue Reminders?

No. Behaviour management is the responsibility of the teacher; however, SOs are encouraged to use the same language and report to Class Teachers any concerning behaviours for the Teacher to make the decision to record the reminder or not.

When does the process reset?

The Reminder Process re-sets each day. There is no 'carry over' of consequences because the process is aimed at correcting behaviours not punishing children.

How do we track across specialist lessons?

Class teachers send their Class Data Sheets to specialist lessons with their class. This way, the Reminders are cumulative and are not dependent on teachers or lessons.

What happens if the class teacher is away?

It is vital, that when absent, Teachers leave notes (ie this booklet) for relief teachers. It is important that the process continues regardless of whether the normal teacher is present or not.

What happens if a student gets to Reminder 3 every day?

The purpose of the Data Sheet is to track students who frequently need multiple reminders each day but don't ever get to the Office referral stage. For these students, teachers must speak to parents regarding these observations, and it may then be necessary to put a request for support in for GC/Learning support input.

How do I respond to a student leaving the room?

If a student leaves the room without permission this counts as a reminder.

If they remain in a place where you can see them, give them the reminder and set a 5 minute time limit to re-enter the classroom. If they reenter, record that as a single reminder. If they choose not to reenter, then this is a second reminder etc...

If they move where you cannot see them, and a SO is not available to follow, please contact the Pastoral Care Team (Elisher, Sr J) or the Support Team in the first instance (and the office if these people are not available).

Do I use this process with students who are on a PLP or Crisis Management Plans?

Yes. However this process is a universal (Tier 1) process to cater for all students; and PLPs and CMP trump this process and are put in place to support the 5-10% of students who need additional adjustments.

Do I need to enter reminders on Engage?

No. Only when a student is referred to the office will details be entered on to Engage. The front page of the Referral Form will be scanned and uploaded by Leadership / office staff.



St Francis Xavier
Primary School

We
are
kids
who....

C

Co-operate

- Listen to others
- Take turns
- Use inside voice
- Share with others
- Help others
- Use positive words
- Be fair

A

Act safely

- Keep hands and feet to yourself
- Walk, don't run
- Right place at the right time
- Follow instructions

R

show
Respect

- Ask permission to leave the classroom
- Care for the classroom and resources
- Accept opinions / differences of others
- Move quietly during transitions
- Use manners

E

are
Engaged
learners

- Ask questions
- Be organised
- Use a growth mindset
- Be an active participant
- Be a reflective learner

Appendix B – Reminder Process



St Francis Xavier
Primary School

R
chart

Appendix C – R Chart Teacher Guide



St Francis Xavier
Primary School

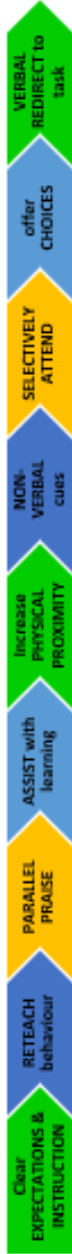
R chart - Teacher guide

<p>Reminder 1</p>	<ul style="list-style-type: none"> • Re-teach expected behaviour • Continue General Response Strategies • Give 4 positive class comments 	<p>"Sally, this is Reminder 1. We need to cooperate – and to cooperate we need to use our inside voice. Please use your inside voice from now on."</p>
<p>Reminder 2</p>	<ul style="list-style-type: none"> • Re-teach expected behaviour • Continue General Response Strategies • Give 4 positive class comments 	<p>"Sally, this is Reminder 2. We need to act safely – and to act safely we need to keep our hands and feet to ourselves. Please keep your hands and feet to yourself from now on."</p>
<p>Reminder 3</p>	<ul style="list-style-type: none"> • Reflection time in class • (P-2) 5 min / (3-6) 10 min • Continue General Response Strategies • Give 4 positive class comments 	<p>"Sally this is Reminder 3. We need to show respect. Please go the reflection space to think about this."</p> <p>When timer is finished, use positive re-entry acknowledgement eg. "Welcome back to learning Sally."</p>
<p>Reminder 4</p>	<ul style="list-style-type: none"> • Reflection time in support class • (P-2) 5 min / (3-6) 10 min • Continue General Response Strategies • Give 4 positive class comments 	<p>"Sally this is Reminder 4. We need to be an engaged learner. Please go to XX class to reflect."</p> <p>Peer delivers student to support class.</p> <p>Receiving teacher: "Hello Sally, please start the timer and remain in the reflection space until the timer is finished."</p> <p>When time is finished, student returns to class with a peer. Use positive re-entry acknowledgement.</p>
<p>Reminder 5</p>	<ul style="list-style-type: none"> • Referral to office • (P-2) 20 min / (3-6) 30 min • Parents contacted 	<p>"Sally this is Reminder 5. You will now go to the office."</p> <p>Contact office and complete form - student collected by leadership.</p> <p>Student re-entered with leadership or support team member.</p> <p>CT gives positive acknowledgement on re-entry.</p>
<p>DIRECT OFFICE REFERRAL</p>	<ul style="list-style-type: none"> • Physical or verbal aggression 	<p>Contact Office</p> <p>Student collected by leadership</p> <p>Class re-entry to be determined</p>

Appendix D – Responding to Unproductive Behaviours Data Sheet



Responding to Unproductive Behaviours Data Sheet
General Response Strategies



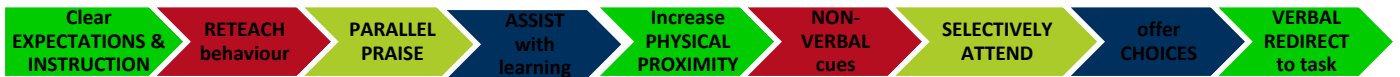
NAMES	Weeks:	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
1											
2											
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Appendix E: Office Referral Form (2 sided)



Student Name			
Date		Time	

RESPONDING TO UNPRODUCTIVE BEHAVIOURS
General Response Strategies (circle strategies used prior to giving Reminder)



Reminder	Time given	Teacher Response	Reason for Reminder
REMINDER 1		Reteach	
REMINDER 2		Reteach	
REMINDER 3		Reflect in class	
REMINDER 4		Reflect in support class	
REMINDER 5		Refer to Office	

After every reminder: WAIT, SCAN and ACKNOWLEDGE 4 class positives for each Reminder given

DIRECT REFERRAL	Time	Teacher Response	Details
Intentional physical / verbal aggression		<ul style="list-style-type: none"> Call office for support Student return to class is negotiated 	

Student Reflection: What happened? (and what happened before?)



How did my behaviour make others feel?

What can I do to fix this? <input type="checkbox"/> Conversation about how my actions were part of the problem <input type="checkbox"/> Apologise (written/verbal) <input type="checkbox"/> Clean up the mess I made <input type="checkbox"/> Out of play – make up for missed learning time <input type="checkbox"/> Other:	What strategies could I use next time?
---	--

Office Use:

Student Name:		Date:		
Location	Classroom	Toilets prep	Toilets - main	Hall
	Oval	Oval play gyms	Prep playground	2 – 6 Eating Area
	Library	Prep / 1 eating	Lining up	Handball
	Office	Church	Off campus	2/3 Courtyard
Learning Area Category & Activity	English	Mathematics	PE	Arts
	Italian	RE	Science	HASS
	Technology	Library	Sport	In/Excursion
	General	Eating	Play	Transition
Incident outline				
With Whom	No one	Teacher	Teacher – relief	Peer - same age
	Peer - younger	Peers - older	Staff - other	Other
Behaviour	Minor		Major	
	<input type="checkbox"/> Disrespect / non-compliance <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate verbal language <input type="checkbox"/> Physical contact <input type="checkbox"/> Teasing <input type="checkbox"/> Technology violation – minor <input type="checkbox"/> Property misuse <input type="checkbox"/> Out of Bounds <input type="checkbox"/> Lying / cheating		<input type="checkbox"/> Aggression – physical <input type="checkbox"/> Aggression – verbal <input type="checkbox"/> Wilful property damage <input type="checkbox"/> Bullying / harassment <input type="checkbox"/> Threatening behaviours <input type="checkbox"/> Theft <input type="checkbox"/> Technology violation – major <input type="checkbox"/> Disruption – major <input type="checkbox"/> Defiance - major	
Reponses	<input type="checkbox"/> Parents contacted <input type="checkbox"/> Reflection in office <input type="checkbox"/> Restorative conversation with Leadership <input type="checkbox"/> Teacher – Student Conference			

	<input type="checkbox"/> Other	
Parents called:	Time:	Name:
Completed / outcome	(Leadership to sign) and comment as required	