

Student Behaviour Support Plan

OUR LADY HELP OF CHRISTIANS SCHOOL
HENDRA



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CHAPTER 1 – INTRODUCTION

Our community of Our Lady Help of Christians School Hendra as part of Brisbane Catholic Education (BCE) schools values an inclusive approach to student support. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

There are two major philosophies that underpin the belief about **Positive Student Behaviour Support**.

- All children will be supported based upon their individual profile as well as the belief that there is no one correct approach for all children.
- The Christian belief that there is good in all leads to the assumption that when students are unable to meet our expectations it is largely due to a lack of skills or other variables in the environment. This places teaching as a major focus of the process.

Our **Positive Student Behaviour Support Process** provides a clear indication of how our school views members of our community. The approach to Positive Student Behaviour Support has its basis in current research. Our **Positive Student Behaviour Support Process** focuses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour.
- Effective behaviour management strategies.
- Processes which recognise, teach, reward and celebrate positive behaviour.
- Processes, rules and sanctions to deal with unacceptable behaviour.

Purpose of this Document:

This document is to inform stakeholders in our community about our values and beliefs, our processes and strategies for student behaviour support at Our Lady Help of Christians School, Hendra.

It serves as a referral point for staff, unifying them in behaviour management.

When read in its entirety, it explains why at times students require different levels of behavioural intervention and support.

CHAPTER 2 MISSION AND VISION STATEMENT



We Believe:

Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.

We Learn:

Education is personal, relational and communal, and aims to develop the whole person. This includes a sense of morality and right judgement.

We Teach:

Teaching about behavior is visible, explicit and responsive, creating equity and excellence for all learners.

(Reference: BCE Learning and Teaching Framework)

CHAPTER 3 – BRISBANE CATHOLIC EDUCATION: A VISION FOR STUDENT BEHAVIOUR SUPPORT

We believe that we are called to: Teach Challenge Transform – we educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised. (Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2004)

Brisbane Catholic Education Schools

Our schools are founded on the person of Jesus Christ and enlivened by the Gospel. We are committed to the development of schools which embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice compassion, and freedom.

Schools show this through:

- Practical expression of the Gospel message within and beyond their communities.
- Their care for those within the school community, especially those experiencing disadvantage.
- The extent to which students experience school as a place of hope and promise for their future.

Our community of schools is committed to the development of the whole person and the development of Catholic schools which:

- Provide loving, caring and secure environments.
- Recognise the individuality and dignity of each student.
- Foster life-giving relationships within the school community.

Schools reflect this in:

- The ways in which they foster the dignity, self-esteem and integrity of each person.
- The quality of relationships within the school, and the pastoral care of each person.
- The recognition given to the variety of learning styles of students.
- Promoting inclusive practices related to race, socio-economic circumstances, culture, gender, religion, physical and cognitive abilities and mental health.

In each case, our support for students is grounded in a faith-centred environment which:

- Honours the dignity and uniqueness of students and enhances their formation as disciples of Jesus Christ.
- Values the conscientious and collaborative efforts of students, parents and staff involved in the learning process in their school communities
- Communicates our Catholic faith throughout the learning process, through prayer, reflection, connectedness and the celebration of the giftedness of the students and staff in our schools.
- Cares for the individuality and sacredness of human life.
- Promotes an inclusive community.

Each day we welcome students into our Catholic schools to witness to Jesus' call to stewardship. Our focus as educators is to implement effective learning and teaching strategies that are based on a professional understanding of child development and pedagogy. Our philosophy of inclusion is grounded in certain essential core beliefs about student learning for all students in Catholic Education Archdiocese of Brisbane.

We believe that:

- All students should have an opportunity to learn to live and to contribute as responsible members of society.
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts.
- Students who have exceptional needs are more like other students than they are different.
- An attitude of welcome acceptance and celebration of individual differences and unique gifts is to be encouraged and supported among students, parents and staff.
- All students have the right to be treated with dignity.

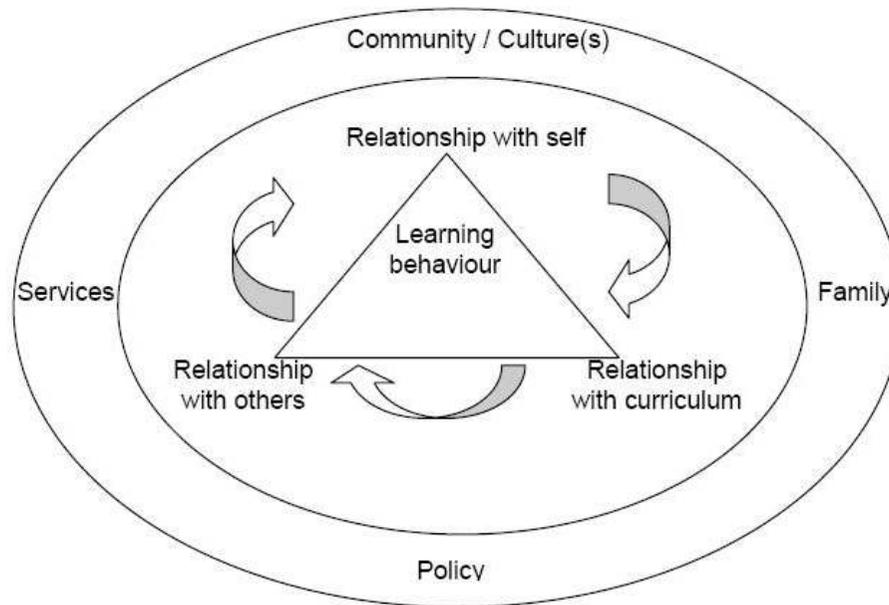


Figure 1: Influences on Behaviour in Schools Framework

A systematic review of how theories explain learning behaviour in school contexts.
Powell, S. and Tod, J. (2004).

CHAPTER 4 – SCHOOL CONTEXT

Our Lady Help of Christians School is set in a quiet leafy street in the suburb of Hendra in Brisbane. It is a growing family-friendly co-education school with a team of committed, professional staff members. There are 6 classes across Prep – Yr 6. Some classes are multi-age. A large number of boys leave the school after year 4. The families in the community mostly work in white collar positions. Before and after school care, as well as vacation care supports the families. There are strong historical and current links with the racing industry.

Most of the families live in the local area, although some travel in from further out. The Catholic population is about 87%. New buildings and landscaping have greatly enhanced the visual appeal of the school and the change of Principal in 2012 has also impacted positively on the reputation of our school in the local area.

The school has approximately 160 pupils with a diverse range of cultural backgrounds including students from India and the Philippines, African refugee students and Asian international students. Our Lady Help of Christians is a registered international school. Often these children come with English as a second language or no English, which can impact on social interaction. The school provides personnel and structural resources to support these children and their families. The school community embraces the Catholic values of inclusion and dignity and justice for all when supporting the children and families of the school community.

The board and the P&F have undergone renewal in terms of membership and are working productively with the parent group.

The school has a focus on sustainability with school garden, bore water, solar and energy saving initiatives as well as participation in the Active School Travel Programme.

The school has begun to implement contemporary pedagogies, with the introduction of iPads in the early years and a 1-1 netbook programme in the Years 5-7. Teachers have engaged in significant professional development to enable them to successfully embed Information Communication and Learning Technologies (ICLTs) in teaching and learning.

Pastoral care of the whole community is a focus, with a buddy system for students, positive behaviour support programme for the students and class pastoral parents who support parents in the community. There are close links between the parish and the school to further develop the sense of belonging to the wider Church community.

CHAPTER 5 – BELIEFS ABOUT LEARNING AND BEHAVIOUR

Learning and Behaviour

Positive Student Behaviour Support is based on pedagogical and instructional practices that enable the production of effective learning behaviours.

In these **Positive Student Behaviour Support Processes** we concentrate on the end purpose of behaviour support: that is, securing effective learning of behaviour. It is in this area – promoting learning behaviour through teaching – that the foundations for effective behaviour support in our school can be successfully managed. Our process shows an understanding that:

1. Student behaviour needs to be understood from an eco-systemic perspective. (The behaviour of a student is understood to affect, and be affected by, the context and the behaviour of others).
2. Student behaviour support programs and practices must embrace a health-promoting approach to creating a safe, supportive, and caring environment.
3. Student behaviour support programs and practices must embrace inclusiveness, which caters for the different potentials, needs and resources of all students.
4. Student behaviour support programs and practices should incorporate a student centred philosophy that places the student at the centre of the education process and focuses on the whole student - personal, social and academic.
5. Student behaviour is inextricably linked to the quality of the learning experience.
6. Positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes.
7. Effective student behaviour change and student behaviour support is enhanced through the school community structures e.g. Guidance Counsellor support, and externally-based family, education, community and interagency partnerships.

Put simply:

Positive behaviour for learning is explicitly taught, modelled and coached in our school. It is expected that all students will demonstrate positive behaviours in a variety of contexts at our school. If students have difficulty demonstrating expected behaviours at our school, a range of interventions that will develop positive behaviours of learning will be made available. The staff at Our Lady Help of Christians' school are committed to assisting students to improve their learning behaviours which in turn improve academic outcomes for students.

CHAPTER 6 – CODE OF CONDUCT – WHOLE SCHOOL EXPECTATIONS

Our Lady Help of Christians School behavioural matrix outlines behaviours expected of all students. This proactive strategy ensures all students know the rules and that they are consistently followed up. It is based on the following school rules:

- Be safe
- Be respectful
- Be responsible

IMPLEMENTATION:

At the start of each year the staff will review the behaviour matrix and make adjustments to suit the changing needs of the school community. This document is reviewed at regular intervals during the year. At the start of the year each class and specialist teacher explicitly teaches the matrix as it applies to their particular classroom or learning space. Teachers revisit specific expectations and the skills associated with each expectation as issues arise within a class or across the whole school.

Parents are also informed of the three areas of: **Be Safe, Be Respectful and Be Responsible**.

This matrix is a living document and is revisited and modified annually or as needed.

OLHC BEHAVIOUR MATRIX & CONSEQUENCES

PREP – YEAR 3

| I WILL | CLASSROOM <i>Class Teachers Discretion</i> | PLAYGROUND | CHURCH <i>Class Teachers Discretion</i> | ASSEMBLIES <i>Class Teachers Discretion</i> | RESOURCE CENTRE <i>Class Teachers Discretion</i> | SELF |
|---|--|---|--|---|---|--|
| Be safe (Common sense) | <ul style="list-style-type: none"> ❖ Walk at all times ❖ Sit properly in chairs ❖ Hands and feet to self ❖ No rough play ❖ Keep personal space ❖ Only be in a classroom when a teacher is present | <ul style="list-style-type: none"> ❖ Be sun safe ❖ No hat no play ❖ DAY 1: PLAY IN SHADE- NOTE TO GO HOME. May wear an alternative hat for 2 weeks until new one found or replaced. ❖ DAY 2: NO PLAY – FIND A SEAT. ❖ Stay in approved areas only ❖ TIME OUT ❖ Use equipment safely ❖ TIME OUT ❖ Hands and feet to self ❖ TIME OUT LENGTH OF TIME IS TEACHERS DISCRETION ❖ Walk on pathways and bitumen areas | <ul style="list-style-type: none"> ❖ Walk at all times ❖ Sit properly | <ul style="list-style-type: none"> ❖ Walk quietly to hall enter and sit quietly ❖ Sit properly with hands and feet to self ❖ Leave quietly | <ul style="list-style-type: none"> ❖ Move quietly and safely between shelves ❖ Walk at all times ❖ Use equipment safely and report any concerns | <ul style="list-style-type: none"> ❖ Follow safe procedures when coming to and leaving school / in the bus / on school excursions / moving around classroom and school ❖ Ask permission to leave any setting ❖ Report any problems with using the bother chart. |
| Be respectful (Consideration and courtesy) | <ul style="list-style-type: none"> ❖ Use please and thank you / excuse me and I'm sorry ❖ Put your hand up to speak ❖ Listen to your teachers and friends ❖ Always follow instructions ❖ Take turns ❖ Invite others to | <ul style="list-style-type: none"> ❖ Play fairly ❖ TIME OUT ❖ Follow rules ❖ TIME OUT ❖ Take turns ❖ TIME OUT ❖ Speak politely to others ❖ TIME OUT ❖ Invite others to join in ❖ TIME OUT ❖ Bad language | <ul style="list-style-type: none"> ❖ Be a good listener ❖ Join in singing ❖ Make the sign of the cross ❖ Make the sign of peace politely and with courtesy. ❖ Join in | <ul style="list-style-type: none"> ❖ Listen to speakers ❖ Applaud sensibly ❖ Use your manners when receiving awards. | <ul style="list-style-type: none"> ❖ Respect others working in library ❖ Take turns using library equipment ❖ Talk to staff respectfully ❖ Wait your turn quietly at borrowing desk | <ul style="list-style-type: none"> ❖ Wear correct uniform with pride ❖ AFTER FIRST WARNING, LETTER TO INFORM PARENTS. PRINCIPAL TO SIGN ❖ Use your manners when |

| | | | | | | |
|------------------------------|--|---|--|---|---|--|
| | join in ❖ Comfort your friends if they are hurt and sad ❖ Use the bother chart to help you sort out little problems | ❖ NOTE HOME TO PARENTS FOR SIGNING AND RETURNING | responses ❖ Receive communion / blessing properly ❖ Enter and leave quietly | | | talking to all people ❖ Use appropriate language ❖ Treat others the way you wish to be treated |
| Be responsible (cooperation) | ❖ Be prepared ❖ Join in activities ❖ Cooperate in doing class jobs ❖ Work things out on my own ❖ Do my best ❖ Follow rules ❖ Make good choices ❖ Be on time <i>Pick up a late note from office is parade is finished</i> <i>Note home to parents from principal after 3 late arrivals, interview after 6.</i> | ❖ Use equipment safely and return to appropriate area ❖ Be aware of others playing near you ❖ Care for gardens ❖ Pick up rubbish | ❖ Listen to Father ❖ (Prep) Listen to my buddy when they give instructions ❖ No shoes on the kneeler | ❖ Listen to the speakers ❖ Sit quietly in line, cross legs | ❖ Replace books carefully on shelves ❖ Keep library tidy ❖ Remove work materials from library ❖ Follow borrowing procedures correctly ❖ Follow school internet rules ❖ Follow whole school digital citizenship programme – keep password secret. | ❖ Take responsibility for your actions ❖ Make considered and good choices ❖ Make yourself the best person you can be ❖ Take care of your possessions ❖ Do your best ❖ Respect others' differences |

YEAR 4-6

| I WILL | CLASSROOM <i>Class Teachers Discretion</i> | PLAYGROUND | CHURCH <i>Class Teachers Discretion</i> | ASSEMBLIES <i>Class Teachers Discretion</i> | RESEARCH CENTRE <i>Class Teachers Discretion</i> | SELF |
|----------------|--|--|--|---|---|---|
| Be safe | <ul style="list-style-type: none"> ❖ Walk at all times ❖ Sit properly in chairs ❖ Maintain personal space ❖ Hands and feet to your self ❖ Keep passage ways clear of belongings | <ul style="list-style-type: none"> ❖ Be sun safe – no hat no play ❖ HAT SEAT ❖ Stay in approved areas only ❖ PGD TEACHER CHAT ❖ Be aware of others playing around you ❖ REPEAT OFFENDERS TIME OUT OF PLAY ❖ Use equipment safely and for intended purpose ❖ REPEAT OFFENDERS TIME OUT OF PLAY ❖ Hands and feet to your self ❖ TIME OUT OF PLAY ❖ ROUGH PLAY 5 MINS OUT ❖ TACKLING NO PLAY ❖ Run on grassy areas only. ❖ Walk on pathways and bitumen ❖ TEACHER DISCRETION | <ul style="list-style-type: none"> ❖ Walk at all times ❖ Sit properly in pews ❖ Maintain personal space ❖ Hands and feet to self | <ul style="list-style-type: none"> ❖ Walk quietly to hall enter and sit quietly ❖ Sit properly with hands and feet to self ❖ Leave quietly ❖ Keep walk ways clear | <ul style="list-style-type: none"> ❖ Move quietly and safely between shelves ❖ Walk at all times ❖ Use equipment safely and report any concerns | <ul style="list-style-type: none"> ❖ Follow safe procedures when coming to and leaving school / in the bus / on school excursions / moving around classroom and school ❖ Ask permission to leave any setting ❖ Report any problems |
| Be respectful | <ul style="list-style-type: none"> ❖ Respect others' right to learn ❖ Respect others' right to an opinion ❖ Raise your hand to speak ❖ Be honest ❖ Be a good listener ❖ Speak politely to others | <ul style="list-style-type: none"> ❖ Play fairly ❖ Follow rules/ negotiate the rules before you start the game ❖ CHAT – 5 MINS OUT ❖ Take turns ❖ speak politely to others ❖ Invite others to join. | <ul style="list-style-type: none"> ❖ Be reverent: ❖ Bless yourself ❖ Genuflect ❖ Sit quietly ❖ Receive communion /blessing respectfully ❖ Respond and sing with enthusiasm | <ul style="list-style-type: none"> ❖ Listen to speakers ❖ respond sensibly | <ul style="list-style-type: none"> ❖ Respect others working in library ❖ Take turns using library equipment ❖ Talk to staff respectfully ❖ Wait your turn quietly at borrowing desk | <ul style="list-style-type: none"> ❖ Wear correct uniform with pride ❖ LETTER TO INFORM PARENTS. PRINCIPAL TO SIGN ❖ Use your manners when talking to all adults ❖ Use appropriate language ❖ Treat others the way you wish to be treated |
| Be responsible | <ul style="list-style-type: none"> ❖ Complete set tasks ❖ Be prepared | <ul style="list-style-type: none"> ❖ Use equipment safely and return to correct place | <ul style="list-style-type: none"> ❖ Model correct behaviour to buddies | <ul style="list-style-type: none"> ❖ Listen to the speakers | <ul style="list-style-type: none"> ❖ Replace books carefully on shelves | <ul style="list-style-type: none"> ❖ Take responsibility for your actions |

| | | | | | | |
|--|---|--|--|---|---|---|
| | <ul style="list-style-type: none"> ❖ Do your best ❖ Be involved ❖ Manage your time and your work ❖ Keep your work area tidy ❖ Be on time ❖ Pick up a late note from office is parade is finished ❖ Note home to parents from principal after 3 late arrivals, interview after 6. | <ul style="list-style-type: none"> ❖ MISS BORROWING EQUIPMENT NEXT SESSION ❖ Be aware of others playing near you ❖ CHAT – 5 MINS OUT FOR REPEAT OFFENDERS ❖ Take pride in school ground and plants ❖ Pick up rubbish ❖ Respond to bells promptly ❖ Stop play at first bell ❖ Drink toilet ❖ Line up ❖ CLASS TEACHER AFTER 2ND BELL | | <ul style="list-style-type: none"> ❖ Be prepared ❖ Presenters to speak clearly and audibly. ❖ Sit correctly and quietly in line. | <ul style="list-style-type: none"> ❖ Keep library tidy ❖ Remove work materials from library ❖ Follow borrowing procedures correctly ❖ Follow whole school digital citizenship programme | <ul style="list-style-type: none"> ❖ Make considered and good choices ❖ Make yourself the best person you can be ❖ Take care of your possessions ❖ Take a leadership role in doing the right thing ❖ Do your best ❖ Respecting others differences |
|--|---|--|--|---|---|---|

EXPECTATIONS FOR TEACHER INTERVENTION:

In most case, and minor breaches of school expectations, it is the responsibility of the teacher supervising to implement an appropriate consequence for the behaviour, taking into consideration the environment and student profile. The class teacher needs to be informed of incidents and he/she will make a judgement as to the severity of the incident, or the frequency of similar incidents. Incidents of a serious nature, including where someone is injured or affected by a bullying behaviour, need to be recorded by the teacher who dealt with it, on the staff portal.

Chapter 7 - SCHOOL PROCESSES

Our Lady Help of Christians Schools' behaviour process focuses on the following parameters:

1. Student behaviour needs to be understood from a systemic perspective.
2. Student behaviour support programs and practices should incorporate a student centred philosophy that places the student at the centre of the education process and focuses on the whole student - personal, social and academic.
3. Positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes.

To allow for this outcome the school looks to have a preventative and reactive component.

The preventative approaches include implementing the matrix and teaching the skills to maximise the students' potential. It also includes celebrating students' achievements. Our Lady Help of Christians does this through a number of varied formal approaches which include; certificates on parade, certificates in class, masses and liturgies. Informal celebrations by all levels of staff are included such as individual praise for students across many domains.

The reactive approach focuses on the student being part of a system and being central to the issues. The school approach responds to behaviours by collecting data in the domains of: the student, the teacher, the behaviour and the strategies.

It is the combination of prevention (celebration) and reactive (teaching skills) that works to maximise a student's appropriate behaviour at Our Lady Help of Christians School.

Universal Behaviour Support

A proactive whole-school approach to behaviour and well-being is the most effective way to reduce behavioural problems. This also contributes to academic achievement for all students. For most students, and most of the time, this school-wide approach is all that is required to ensure compliant student behaviour, in which a student works towards self-discipline as he/she matures.

At OLHC, the following strategies are in place for universal behaviour support:

Pastoral Care;

- Virtues program run through assemblies to model expected behaviours – Sr Francine

Whole School/Classroom rewards system & Celebration:

- Students of the Week
- Principal ticks
- PE award
- Dojo class profile etc.
- Rewards chart/box
- Acknowledgement in the school newsletter

Whole School Classroom Behaviour Management process:

- Step 1, teacher reprimand and reminder
- Step 2, stand behind chair 5 mins to think about making better behaviour choices
- Step 3, work in a quiet space outside the room or in a nearby classroom to help child understand the importance of good behaviour
- Step 4, visit the Principal to explain. Re-enter class only after completing classroom behaviour plan

Teacher Professional Learning:

- Teacher debriefing – BCE & at school level
- Collaborative development of the Behaviour Support Plan and revisiting at start of each year
- Induction of new teachers into our school's Behaviour Support Plan, matrix and expectations
- Use of BCE Behaviour Support consultants

Whole School Approach:

- 3B rules consistently used across the whole school
- Writing of class creeds/belief statements yearly at commencement of term 1
- Student Profiles and incident report documents on school portal to provide behavioural data
- School assemblies focusing on positive behaviour - Virtues program
- School charism – Josephite connections – school motto – Faith Courage Action

Considerations:

- Adoption of whole school program such as You Can Do It, Friendly Kids – Friendly Classrooms, Play is the Way, Games Factory, Program Achieve
- 3B rules are visible in all rooms and are written for each learning context or environment e.g.office, library, music, PE, classroom, playground
- Class creed and working it out plans sent to the office at the start of the year to connect to classroom behaviour plan
- Assess the need for a responsible thinking space
- Revisit the purpose and definition of whole school rewards e.g. Principal ticks
- *Beaut behaviour* in the playground
- *Highlight of the Week* – each class shares this at assembly and it also goes in the newsletter
- Develop support plans – individual – FBA (Functional Behaviour Assessment)
- Handover of class profile from teachers

Targeted Behaviour Support:

When concerns arise about a student's behaviour, or when a student is displaying patterns of inappropriate behaviour, a more targeted response is required to support the student. Employing targeted support for a student (or small group of students) is based on collection and analysis of data, the teaching of appropriate behaviours, measuring progress. It is based at the lowest level initially e.g. classroom in conjunction with parents. A student support team meeting (Principal, Class teacher, ST:IE and Guidance Counsellor) may be held to assist the class teacher work through the behaviour teaching and strategies to provide the targeted support and to measure progress.

At OLHC, the following established processes support our targeted behaviour support:

- Student Profiles and incident report documents provide behavioural data
- Considering fully the individual's learning profile, social skills
- Access counselling in the short term
- Several different models of behaviour 'working it out plans' are available on the school portal
- Inclusion of STIE and Guidance Counsellor on student support team meetings

Intensive Behaviour Support:

Despite early classroom intervention, at some times some students may require intensive behaviour support. The process that is used is the Individual Behaviour Support Plan. This is formally developed amongst the school's student support team, the student and the parents/caregivers, regarding both future behaviour of the student and the management of such behaviour. The approach in developing the plan is flexible, focused and personalised, as no two students' behaviour profiles are alike. The intervention is considered as formative and the support for the student to achieve such behavioural progress is explicit. Often there are outside agencies involved in the care and management of these students, and they are consulted for reports and advice where considered appropriate by the school.

At OLHC, the following processes support our intensive behaviour support:

- Reports gathered from outside agencies – DOCs, psychologist, psychiatrist, as required
- Individual Behaviour Support Plan available on the school portal
- Meetings held with student support team and class teacher
- Meeting held with parents and student support team
- Student involved in behaviour support plan meeting

CHAPTER 8 – ROLES, RIGHTS AND RESPONSIBILITIES OF COMMUNITY MEMBERS

For the majority of school students, the family unit and the school are the most formative influences in their lives. It is therefore essential that relationships of trust, cooperation and partnership are developed between the school and family members and that school personnel always respect and are sensitive to diverse cultural values and family structures. At enrolment, parents and students are asked to make a commitment to supporting the school values and policies.

Parents have the primary role in the education of their children, assisted by the school.

The partnership between parents and the school is based on mutual respect.

The School is expected to:

- have developed and published a formal Behaviour Support Plan, which includes all the sections outlined in this document. It gives clear direction about school expectations, about universal support for all students. It also includes information about targeted and intensive behaviour support.
- revisit the Behaviour Support Plan, along with the strategies and processes employed on a daily basis in classrooms and playground to ensure a safe and supportive school environment.
- Collect data about student behaviour and analyse to proactively prevent instances of inappropriate behaviour.

The Students are expected to:

- comply with teacher expectations in all matters
- follow restorative justice practices when involved in incidents
- allow other students to feel safe at all times
- follow all the rules listed on the matrix of expected behaviours
- interact with other students in a manner which is non-threatening and respectful at all times, including in online environments

Parents are expected to:

- have high expectations of their child, that he/she will behave at all times in an appropriate manner
- be prepared to work with and fully support the school in developing strategies should their child require targeted behaviour support
- allow the school to deal with instances of behaviour as per our processes and strategies, without personally getting involved with other parents or students in any behavioural matter.

CHAPTER 9 – PROCEDURES FOR PROVIDING BEHAVIOUR SUPPORT

OLHC strives to create environments which are supportive of all individuals. Our school strives to enhance a sense of belonging and demonstrate a caring concern for the wellbeing of all of members. However, at times in schools there are some students whose ability to respond appropriately to school expectations requires serious school action. These behaviours may be characterised as persistently disruptive to the learning and teaching program, chronically disrespectful of school rules and codes of conduct, or harmful to the wellbeing and security of its members. In this context, OLHC ensures that disciplinary measures and sanctions are not approached as punitive actions.

There are concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and breaches of order. It needs to be noted that Corporal Punishment is not allowed in any BCE school.

Proactive Strategies for Promoting Better Behaviour

Five strategies are supported by current research as effective approaches to reducing challenging behaviour (Lewis and Sugai, 1999):

- Social skills training (direct teaching of social competencies)
- Academic and curricular restructuring (adapting curriculum to meet need)
- Proactive management (preventative teaching)
- Individual behaviour interventions (individualised assessments/programs)
- Parent training (teaching parents positive support skills)

Key Interventions

Individual Behaviour Support Plan: This may be required to support students with problematic behaviour, as part of an intensive behaviour support. It is aimed at supporting the student and encouraging behaviour change.

Time Out: This is used as exclusion from normal classes or a particular class or activity, pending negotiated conditions for re-entry. This will generally be employed once a student has passed all warning stages in the classroom. While most often the student is sent to the Principal, it can be to a neighbouring classroom. A re-entry form must be completed. Please see Appendix 4.

Formal Sanctions

The purpose of formal sanctions is to reduce the number of detentions, suspensions and exclusions; to reduce the frequency of adverse behaviour and to build positive relationships.

Formal sanctions are available to OLHC are:

- Detention
- Suspension
- Negotiated change of school
- Exclusion.

Suspension and Exclusion are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action will appropriately balance the best interests of the student and the security and safety of other members of the school community. They are extremely rare occurrences in BCE schools. Please see Appendix 5 for formal definitions and conditions of use of Detention, Suspension and Exclusion in BCE schools.

CHAPTER 10 – BULLYING AND CYBERBULLYING

Definitions:

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996)

Bullying is when someone gains power over another person by hurting or harming that person, *more than just once*.

Bullying is intentional and there is an imbalance of power. Bullying is *continuing* to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless.

Bullying may include:

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

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

A Bystander is a person who witnesses a bullying incident as an onlooker. At OLHC, if you are a bystander who encourages bullying behaviours or you witness bullying and do not report the incident, your behaviour is considered to be supporting the bullying.

Preventative Processes and Procedures at OLHC:

At OLHC, we take a positive, proactive approach to bullying by teaching the five anti-bullying strategies displayed on the *Break Through Bullying “be AWARE”* to all students in the junior phase of our school. The strategies are as follows and are displayed on a poster in all classrooms:

- **A** is for Ask them to stop
- **W** is for Walk away
- **A** is for Ask a teacher to help

- **R** is for Remember to ignore
- **E** is for Even try to make friends

The “*Safe Start*” Queensland Primary Schools Children’s Safety Kit is used in the junior phase to teach Protective Behaviours. The *You Can Do It* Program, teaching resilience, values and positive behaviours is taught in both the junior and middle phases. Supportive bystander behaviours are taught in the middle and senior phases of the school, with a focus on safety and responsibility when reporting incidents of bullying.

Response and Support:

Investigating Potential Bullying

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

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

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

- Method of shared concern
- Mediation
- Individual counselling

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

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

Support for the target and perpetrator

We support the target in the following ways:

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

We support the perpetrator in the following ways:

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

APPENDICES

Appendix 1 – Student Progress Notes

Appendix 2 – Incident Report

Appendix 3 – Profile of Additional Support and Intervention

Appendix 4 – My Behaviour Plan

Appendix 5 – Detention, Suspension and Exclusion Procedures

Appendix 6 – Individual Behaviour Plan

Appendix 7 - References

APPENDIX 1

Student Progress Notes



Student name: _____
Medical alert: _____

| Year/Class | Teacher | Significant Details or Events, Records of Parent teacher interviews, Teacher Observations |
|------------|---------|---|
| | | |
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APPENDIX 2



INCIDENT REPORT

Child's name: _____

| Date | Incident –What preceded, what happened, who was involved | Outcome and follow up | Teacher |
|------|--|-----------------------|---------|
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APPENDIX 3

Profile of Additional Support and Intervention



| | |
|-------|------|
| Name: | DOB: |
|-------|------|

| YEAR | | | |
|--|------|---|---|
| CLASS & TEACHER | PREP | 1 | 2 |
| Special needs enrolment/ Verification | | | |
| Additional funding for support (e.g. AISEY) | | | |
| Paediatrician | | | |
| Speech pathology | | | |
| Occupational therapy | | | |
| Other medical intervention e.g. hearing, vision, psychology | | | |
| ST:IE support/school officer intervention | | | |
| Guidance Counsellor | | | |
| Behaviour intervention | | | |
| ESL Bandscale/ Indigenous Education Support | | | |
| Extension Programme (G&T) | | | |
| Other | | | |

Profile of Additional Support and Intervention



| | |
|-------|------|
| Name: | DOB: |
|-------|------|

| YEAR | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| CLASS & TEACHER | | | | |
| Special needs enrolment/ Verification | | | | |
| Additional funding for support (e.g. AISEY) | | | | |
| Paediatrician | | | | |
| Speech pathology | | | | |
| Occupational therapy | | | | |
| Other medical intervention e.g. hearing, vision, psychology | | | | |
| ST:IE support/school officer intervention | | | | |
| Guidance Counsellor | | | | |
| Behaviour intervention | | | | |
| ESL Bandscale/ Indigenous Education Support | | | | |
| Extension Programme (G&T) | | | | |
| Other | | | | |

APPENDIX 4 – CLASSROOM RE-ENTRY

My Behaviour Plan

Name _____ Class _____ Date _____



Session 1 2 3

Do I want to be part of my class? Yes No

Which of the 3 B's did I break?

- Be Respectful
- listen to my teacher and class mates
 - Raise my hand to speak
 - Don't distract others from their learning

- Be Responsible
- Look after my belongings and school property
 - Do what I am asked to do in the classroom and playground

- Be Safe
- Sit on my chair safely
 - Keep my hands and feet to myself

What happened then?

Is that what I wanted to happen? Yes No
To be a part of my class I will

If I decide not to be part of my class, a reasonable consequence will be

Plan Checked by _____

Signed _____

Appendix 5- Detention, Suspension and Exclusion Procedures

The ***Student Behaviour Support Policy, Regulations, Guidelines and Procedures*** specify certain processes, which must be followed in each case of formal sanctions. The processes are documented by Brisbane Catholic Education. They 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/caregivers 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 unacceptable disruption.
- To safeguard the right of other students to learn without unacceptable disruption.
- To ensure that sufficient and accurate documentation of disciplinary action is made and kept.
- To adhere to legislative provisions about authority to act and about accountability and review.
- To provide the school community with an explicit statement of disciplinary sanctions and procedures; and

Detention

The principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff. The use of detention as a method of managing student behaviour is at the discretion of the school. In the event a school employs detention as a consequence, the following should happen:

- That the detention itself is age-appropriate and that the student is adequately supervised for the entire period of detention (what is adequate will depend on the student's age, stage of development, and any special needs).
- The student's safety and welfare needs are being addressed. The student is given appropriate access to food, access to drink facilities and access to toileting facilities.

Detention Definition

A 'detention' is any relatively short period when a student is:

- Required to remain at school, or in a particular classroom, in student's 'non-class' time (recess, lunchtime, recreation time, after school) or
- Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).

Detention Guidelines

- A member of the teaching staff or school leadership team must supervise detentions.
- Detention is one stage in an explicit support plan involving fair warning systems that all students and their parents/caregivers understand.
- The detention place or room should be reasonably comfortable and appropriate to the activity planned.
- The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way.
- The purpose may also be to relieve the teacher and other students.
- Interaction between a student and the supervising teacher should be emotionally neutral; the aim should be for the student to devise a plan that negotiates readmission to class.

Suspension

The principal may suspend full-time or part-time a student from that school **for a period up to 10 school days** or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the principal believes poses an unacceptable risk to members of the school community. A suspension could take place in school or out of school.

Suspension Definition

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and school related functions for a defined period of time: Any single suspension cannot exceed ten school days without being referred to the Deputy Executive Director Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur. Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days.

Suspension may occur if so decided by the school Principal after he/she has:

- Ensured that all appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that all appropriate support personnel available, 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 parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension.
- As far as practical, provided to the student and/or parent/caregivers a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future

Principals may suspend, consistent with these procedures, where behaviour includes:

- Persistent non compliance - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended.
- Persistent disruption - Students who persistently disrupt and prevent the learning and teaching of others may be suspended.
- Breach of school's Code of Student Conduct - Students who seriously breach the school's published rules and regulations may be suspended.

Principals may suspend immediately any student whose behaviour includes the following:

- Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs.
- Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE's *Administration of Medication to Students Guidelines and Dealing with Drug Related Matters*)
- 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 may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.
- Possession of a weapon - 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.

Suspension Purpose

Suspension is imposed as a consequence and for no other reason. The purpose 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 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's achieving some explicit goals related to improved behaviour.
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's unacceptable behaviour and are involved in the process of negotiation for re-entry.
- Protect the right of staff to work in a safe and professional environment and the Right of other students to learn without being unduly disrupted or put at risk.

OLHC is not obliged to provide a student with schoolwork during suspension. The principal may provide such work, however, if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Parents/caregivers need to know that their child may not attend school and school-related functions and that they have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school) the Principal will inform the Area Supervisor, who may approve an alternative intervention. Suspension is not used as punishment for poor attendance.

Suspension Procedure

Suspension documentation for a full day or longer:

As soon as practical after a day or longer suspension takes place, the Principal will ensure a report is written on the background and reasons for suspension, with the period of suspension clearly specified. A copy of the Principal's letter to the parents/caregivers will be attached to the report. Copies of the report and attached letter should be placed on the school file and placed in the student's file. For less than a day suspension, a note should be made in the student's file. For a suspension of one or two days, reporting remains in the school. For a suspension of longer than two days, Principals should notify the Area Supervisor.

Suspension Decision

The Principal will inform the student and parents/caregivers of the grounds on which suspension is being considered. The student and parents/caregivers will be given the opportunity to respond:

- Where possible, the student/parents/caregivers response should be considered before a decision to suspend is made.
- Where deemed appropriate, the Area Supervisor will be advised of the decision to suspend by the principal.
- When relevant and appropriate, the Parish Priest may also need to be advised by the Principal.
- The decision to suspend must be taken by the Principal or authorised delegate.

Notification to Parents/Caregivers for a day or more Suspension

- A student will not be sent out of school before the end of the school day without notification being made to a parent/caregiver and, if necessary, agreement reached about arrangements for the collection of the student from school
- Though interviews may take place by phone, notification of suspension will be made to parents/caregivers in writing. An oral communication, even face-to face, is not sufficient in itself. The letter must be delivered by some safe method;

In all cases, the notification will:

- Indicate the reasons for the suspension.
- Advise the length of the suspension, the expected return date, and the conditions to be met to enable return.
- Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension.
- Request a parental conference at the school (the school's Student Behaviour Support Plan should make it clear that a parental conference is a normal part of the procedure for suspension and readmission, and that it is expected parents/caregivers will attend).
- Parents/caregivers should be referred to the school's Student Behaviour Support Plan.

Suspension Re-entry

As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parent/caregivers to discuss the basis of maximising successful reintegration into the school before the student's return to school. In extenuating circumstances this meeting may take place over the phone. The aims of the parental conference are to:

- Ensure that the parents understand the seriousness of the student's unacceptable behaviour and the need for disciplinary action
- Encourage a mutually-supportive position between the school and the student's parents for the action that the school is taking, and
- Devise a mutually-acceptable plan, conditions and follow-up evaluation for the student's re-entry to school.

If, despite the school's requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Area Supervisor. Alternative steps may need to be taken to facilitate the student's return to school or the Area Supervisor in consultation with the Deputy Executive Director may consider commencing proceedings for exclusion.

Exclusion

In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Deputy Executive Director, recommending the exclusion of a student from a Brisbane Catholic Education school. The Deputy Executive Director will in turn forward this submission with his/her own recommendation to the Executive Director for decision:

- A Principal may not exclude a student on his or her own authority.
- A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director.
- In cases where consideration is being given to recommending an exclusion from OLHC, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

Exclusion Definition

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

Exclusion Purpose

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the long-term safety and wellbeing of other students and staff
- Remove the student from an established environment in which severely unacceptable 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
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

Exclusion Guidelines

Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family.

Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.

Exclusion signals that the student's behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student's behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary. Where a serious breach of the student code of conduct has occurred, the Principal may give parents and students an understanding of a range of options open to them.

Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it. Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/ caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

The Principal will:

- Consult with the Area Supervisor
- Consult as needed with the Parish Priest
- Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
Notify the student and the parents or caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregivers to respond
- Provide the parents or caregivers with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The Principal is entitled to use discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor.
- Consider any response from the student and parents/caregivers before proceeding further
- Request a meeting with the student's parents/caregivers to discuss the process and the reasons for the recommendation
- Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal
- Forward a submission to the Deputy Executive Director detailing the reasons, the action taken to moderate the student's behaviour (where appropriate), a copy of all required documentation, and any response from the student, parents/ caregivers.

The Executive Director (or nominee) will consider the application for exclusion and may:

- Consult with the Principal and Area Supervisor
- Provide an opportunity for the student and the student's parents/caregivers to be consulted, by a designated person/s.

-

While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Executive Director.

Appeals

Parents/caregivers who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers may appeal a suspension longer than three days to the Area Supervisor. Parents may appeal exclusion to the Executive Director.

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver who requires assistance to participate in the inclusive community will have access to help with the appeals' process.

Appeals are made to:

- The Principal of the school about a decision to suspend a student for less than three days,
- The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or
- The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education School.

In an appeal against suspension the Area Supervisor will:

- Deal with the appeal within two school weeks of its lodgement
- Ensure that communication lines are maintained with the person or persons making the appeal, and that they are continually informed of the progress of the appeal
- Review all relevant material
- Ensure that appropriate material has been made available to the student and parents or caregivers
- Discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
- Advise in writing all the parties of the decision and the specific reasons for reaching the decision.

Where an appeal against a suspension is upheld, the Area Supervisor will decide what an appropriate determination in this instance is.

The process for exclusion is that the student will be suspended pending exclusion and an application for exclusion will be made by the Principal to the Executive Director. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents to notify them.

In an appeal against exclusion the Executive Director will appoint a suitable person or persons to review the decision. He / she will:

- Deal with the appeal within four school weeks of its lodgement (in cases where a parent/caregiver is receiving assistance for making an appeal, an extension of time may be necessary)
- Ensure that communication lines are maintained with the person or persons making the appeal, and that they are kept aware of the progress of the appeal
- Review all relevant material
- Ensure that appropriate material has been made available to the student and his or her parents/caregivers
- Advise all the parties in writing of the outcome of the appeal and the specific reasons for reaching the decision.

If the appeal to the Executive Director is successful, consideration may need to be given to the re-instatement of the student's enrolment and the conditions on which it might be considered through discussion involving the Principal, Area Supervisor and the parents/ caregivers. Each situation is different, so the time frame for investigation and decision making will be different.

APPENDIX 7 - RESOURCES AND REFERENCES

General

<http://resources.sai-iowa.org/bd/index.html>

This resource provides information on whole school issues of behaviour management, with three models used to demonstrate the foundational concepts: control theory (Glasser), positive behaviour support and positive discipline.

<http://www.behaviour4learning.ac.uk/index.aspx>

The resource rich site contains research-based ideas on positive approaches to behaviour management in schools, links to current news items on behaviour and practical examples of programs in action.

<http://www.fultonpublishers.co.uk/resource.asp>

Free online resources for school staff covering topics on behaviour management, specialist interventions and curriculum modification.

<http://www.responsiblethinking.com/index.htm>

The international home page of the Responsible Thinking Process (RTP), based on the work of Ed Ford using Perceptual Control Theory (PCT).

<http://falcon.jmu.edu/~ramseyil/disciplinebib.htm>

A complete bibliography of school and classroom management publications, with specific references to Discipline with Dignity, Cooperative Discipline, Assertive Discipline, Reality Therapy and Discipline (Glasser) and Teacher Effectiveness Training.

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/index.php>

Special Connections is a website created through the University of Kansas to provide school staff with tools and resources to support students. Included in this section is a focus on understanding behaviour from varying perspectives: behavioural, ecological, biophysical and psychodynamic.

http://www.emtech.net/learning_theories.htm

A comprehensive resource page which provides information on common learning (behaviour) theories sourced from leading researchers across the world. The site contains information on behaviourism, cognitive-behaviourism and social learning theories.

Evidence-Based Practice

<http://www.acer.edu.au/>

The Australian Council for Educational Research (ACER) provides state-of-the-art educational research, products and services.

<http://www.aare.edu.au/index.htm>

Australian Association for Research in Education (AARE) facilitates contact between educational researchers, and encourages and works towards the development of all aspects of educational research.

<http://www.ncec.catholic.edu.au/pages/index.asp>

National Catholic Education Commission on challenges facing Catholic schools in the 21st century.

http://cecp.air.org/guide/actionguide/Chapter_2.asp

The Center for Effective Collaboration and Practice offer this chapter on “Building a School wide Foundation.” This web-based resource describes four key components and strategies of an effective school wide plan that can be used to prevent school violence.

<http://eduscapes.com/tap/evidence.html>

Evidence-based Practice and Educational Technology is a US site that provides an easy-to read introduction to the concept of evidence-based education. This site has a particular focus on technology, literacy and diversity in education.

<http://www.campbellcollaboration.org/ECG/titles.asp>

The Campbell Collaboration is an international network of scholars, policy makers, practitioners, funders, students, and others who are interested in effective methods of education and training.

<http://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

<http://www.promisingpractices.net/>

The Promising Practices Network (PPN) is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity.

<http://www.ppbi.org.au/>

Peacebuilders is a school and community-based violence-reduction/crime prevention program. Several schools in Queensland have implemented Peacebuilders as a whole school behaviour support program.

<http://www.ncjrs.gov/pdffiles1/ojdp/book1.pdf>

“Creating School wide Prevention and Intervention Strategies” is an easy-to-read booklet published by the United States Department of Education in collaboration with Northwest Regional Educational Laboratory and Office of Juvenile Justice and Delinquency Prevention. The resource contains information on school safety and violence and offers links to other relevant web resources and materials.

http://www.nswtf.org.au/general/files/SECOND_REPORT.pdf

“Indiscipline and Holistic Approaches to Changing the School Environment” is a summary of findings from schools in NSW, and links between research and the evidence from schools. Page 56, chapter 5.

Whole School Programs

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

In 2004 the Department of Education and Training in Victoria undertook research into factors that contributed to schools being perceived as 'safe'. This site gives a short summary of the findings and links to the several school case studies.

<http://www.friendlyschools.com.au/materials/whole-school/index.php>

Friendly Schools and Families program is an Australian whole-school bullying-reduction resource package, including six school booklets, a training CD ROM and a Parent Guide. The program has a strong evidence-base, and has been developed by staff from Edith Cowan University in collaboration with staff from several Perth schools.

http://www.standards.dfes.gov.uk/primary/publications/banda/940043/ba_cpdcd173505modd.pdf

This booklet is part of a series on behaviour support developed for the Primary National Strategy from the Department for Education and Skills in the United Kingdom. The focus of this training module is to guide the development and review of a whole-school behaviour and attendance policy.

<http://idea.uoregon.edu/~ncite/documents/techrep/tech25.html>

Handbook developed for US Department of Education entitled "Decision Making about Effective Behavioural Support: A Guide for Educators".

Supporting Social and Emotional Development

<http://www.sydneyposium.unsw.edu.au/2004/papers.htm>

Papers from the Sydney Symposium of Social Psychology in 2004. The focus of this symposium was ostracism, social exclusion, rejection, and bullying. The resources available on the website provide comprehensive research summaries into common school issues related to behaviour and social development.

<http://www.coedu.usf.edu/laser/products.html>

Linking Academic Scholars to Educational Resources (LASER) website has a set of Research to Practice briefs that will serve as a tool for educators in addressing critical areas of concern in teaching and learning. The authors are LASER scholars who have conducted research on these various topics.

http://www.ema.gov.au/agd/WWW/ncphome.nsf/Page/Publications_All_Publications_Early_Intervention_Youth_Mentoring_Youth_Mentoring_Programs

Link to the Australian Government research project on a range of Early Intervention Youth Mentoring Programmes. The project involved a national audit and review of mentoring programmes around Australia in order to:

- Provide a national profile of mentoring programmes for young offenders
- Identify models and good practice
- Identify key crime prevention outcomes from youth mentoring

<http://challengingbehavior.fmhi.usf.edu/text.pdf>

This provides visitors with a research synthesis on effective intervention procedures for students with challenging behaviour. Five specific intervention procedures are reviewed:

1. Positive Behaviour Support
2. Stimulant Medication Use
3. Applied Behaviour Analysis
4. Classroom Preventative Practices

5. Social and Emotional Learning Programs

<http://www.aic.gov.au/publications/tandi2/tandi290.pdf>

This paper, based on a collaborative research project between the Australian Institute of Family Studies and Crime Prevention Victoria, analyses data from a large longitudinal study of Victorian children.

<http://www.aifs.gov.au/atp/pubs/cpv/r3/report3-chapter5.pdf>

Australian research on the group of children who appeared to be low risk during childhood, but whom nevertheless went on to engage in persistent antisocial behaviour during adolescence. Their across-time pathways, and the factors which may have contributed to a change in pathways, are investigated.

<http://www.auseinet.com/journal/vol4iss3/cowling.pdf>

This paper describes an innovative response to increasing understanding and enhancing effective responses in school settings towards young people with disruptive behaviours.

http://www.futureofchildren.org/usr_doc/vol5no2ART7.pdf

This article uses data from the a longitudinal study in the United States to spotlight the outcomes for students with social-emotional disorders, both while they were in secondary school and in the early years afterward.

<http://www.k12.wa.us/SpecialEd/pubdocs/bestpractices.pdf>

This downloadable booklet is a summary of 'best practice' in teaching students with severe emotional and behavioural disorders. A background to the history of the disorder causes of misbehaviour, proactive interventions and practical teaching strategies.

Classroom Strategies and Interventions

<http://rrtcpbs.fmhi.usf.edu/rrtcpbsweb/products.htm>

Downloadable resource of "The Facilitator's Guide on Positive Behavioural Support." It Provides a step-by-step process to guide teams through assessment, planning, intervention, and evaluation.

<http://challengingbehavior.fmhi.usf.edu/monitoring.htm#data>

Centre for Evidence-Based Practice: Young Children with Challenging Behaviour site section on monitoring outcomes of behavioural interventions and collecting data. This site offers case studies and downloadable resources.

<http://www.ces.ncsu.edu/depts/fcs/human/pubs/aggression.html>

This site from North Carolina State University provides an easy-to-read guide on managing aggression in children. The different forms aggression may take as children grow older are explored and strategies for interventions are compared.

<http://www.vanderbilt.edu/csefel/>

Link to free modules from the Centre on the Social and Emotional Foundations of Learning. The content of the modules is consistent with evidence-based practices identified through a Thorough review of the literature.

<http://cecp.air.org/fba/default.asp>

This website link takes visitors to the Centre for Effective Collaboration and Practice. This specific section of that site provides a training program and resources for conducting a functional behaviour assessment.

<http://www.csun.edu/cod/conf/2001/proceedings/0309ocummings.htm>

Information on this site provides a conference paper on the integration of technology into data collection systems for classroom teachers. Ideas on the use of PDAs in the classroom are discussed.

<http://www.lblesd.k12.or.us/student/behavior/events/pbs2004.php>

The homepage of the 2004 Positive Behaviour Support Conference, this site contains PowerPoint presentations and PDF files on:

- Teaching social skills
- Check in – check out program interventions for students at-risk
- Strategies for improving student attendance.

<http://www.schoolbehavior.com/>

A rich resource site for teachers and school-based staff supporting students with high behavioural needs. Information on common teaching strategies, sample data collection forms and links to research articles are provided.

http://www.uea.ac.uk/care/nasc/Rewards_and_Sanctions/R&S_Page3.html

This link takes visitors to a comprehensive website detailing common classroom strategies for making effective use of reinforcement and consequences. Questionnaires, data collection tools and data summaries from a research project conducted for schools a one district.

<http://behaviorassociates.org/presentations.html>

Site that contains several PowerPoint presentations by Dr Geoffrey Colvin on topics relating to the classroom management of severe and chronic problem behaviour.

- Managing the Cycle of Serious Acting-Out Behaviour (July, 2005)
- The Administrator as Instructional Leader (July, 2005)
- Preventing and Defusing Problem Behaviour in the Classroom (June, 2005)
- Understanding and Managing Severe Problem Behaviour (April, 2005)
- Academic Underachievement Problem Behaviour (April, 2005)
- Severe Problem Behaviour (April, 2005)
- MS Instructional Survey (March, 2005)
- Classroom Management Systems (March, 2005)
- Self-evaluation Principals Role (March, 2005)
- Principal as Instructional Leader (March, 2005)

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