



Our Lady Help of Christians HENDRA

Student Behaviour Support Plan

Updated 11/10/2019

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SCHOOL VISION & MISSION

Vision: A welcoming, inclusive educational community fostering excellence built on faith, and respect for self, others and the environment.

Mission: Our Lady Help of Christians school welcomes and respects all students from diverse backgrounds to a Christ-centred community. We commit to continued development of respectful relationships with Aboriginal and Torres Strait Islander people, embracing the sacredness of their tradition as we learn and celebrate together in community. In partnership with our parent community, we support all students to challenge themselves to become the best they can be. Our team of passionate professionals provide learning experiences through respectful relationships with each student in a contemporary learning setting. Within the footsteps of Mary MacKillop, we live and learn the gospel, celebrate our faith through prayer and liturgy, under the patronage of Our Lady Help of Christians. Every student is respected and treats others with dignity while contributing to the school and wider community through social justice activities, service to others and care of the environment.

OUR SCHOOL CONTEXT

Our Lady Help of Christians is an exceptional learning community in which all students are nurtured to achieve their potential within a caring Catholic environment. Our Lady Help of Christians is blessed with spacious grounds with unique and varied play and sporting facilities. We have modern air-conditioned classrooms throughout the school, well-resourced to meet the needs of all students. All students and staff have easy access to individual technology in order to support learning. Our school has an outstanding reputation for establishing high expectations and achieving excellent academic results. We provide quality education through an excellence in learning and teaching along with a strong focus on student wellbeing. Our staff are very passionate about developing the academic, social, physical and spiritual whole of the young people in our care. At Our Lady Help of Christians, we have a strong belief that student achievement and student wellbeing work in conjunction, not isolation. Our Lady Help of Christians school effectively implements the latest best practice in teaching. These school-wide teaching pedagogies are implemented through well-structured and focused professional learning for our teachers. The staff are committed to ongoing professional development that creates the best possible learning environment for our learners. Our students are the heart of our school as they demonstrate and share their 'FAITH, COURAGE and ACTION' with their peers and the community.

CONSULTATION AND REVIEW PROCESS

Our Lady Help of Christians Primary School developed this policy in consultation with our school community.

Consultation occurred through staff meetings, meetings with our school board, and distribution of the draft policy for comment and review. A review of school data, on the Business Intelligence Tool (BI Tool), relating to school disciplinary absences, behaviour incidents, and attendance also informed the Policy and procedures. The Policy was endorsed by the Principal, the school board, and the Senior Leader Learning and Identity, and will be reviewed at least every five years.

OUR STUDENT BEHAVIOUR SUPPORT SYSTEMS

Our Beliefs and Common Philosophy about Learning and Teaching

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

Student behaviour support is at the core of business for all teachers. At Our Lady Help of Christians Primary School we believe effective learning and teaching is supported by positive learning environments. This starts in the classroom, with each individual student.

We believe that:

- Every learner is created in the image and likeness of God and inspired by the spirit
- Every learner responds with passion and creativity to life;
- Every learner seeks to find meaning in life and learning;
- Every learner brings to the learning experience their own richly diverse life journey and we respond creatively, flexibly with a futures orientation to ensure dignity and justice for all;
- Teaching is relational with a shared responsibility to educate for the common good;
- Teaching is visible, explicit and responsive, creating equality and excellence for all learners;
- All classroom environments must be welcoming, disciplined, safe, and supportive, where students and teachers develop positive relationships;
- Teachers hold high expectations for students’ academic achievement and future behaviour choices;
- Teaching and learning occurs when learning is explicit, appropriately challenging, and encompasses deliberate practice aimed at attaining mastery of the goal;
- The teacher fosters effort, clarity and engagement in learning, where feedback is given and sought to evaluate and improve outcomes to develop positive dispositions to learning;
- Students actively engage in clearly defined learning goals for both academic and behaviour
- Students are always asked to do the best they can. The teacher’s role is to facilitate this behaviour;
- Students are able to describe what they are learning, how well they are going and what they intend to do next; and
- Recognition and encouragement are given to those students who have done their best.

Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (see 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 main focus areas is explicit teaching of behaviours that help students access learning – academically and socially - at all stages of development throughout their education.

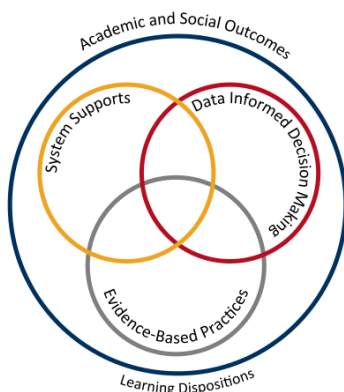


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers’ blueprint and Self Assessment*, by OSEP Center On positive Behavioral Interventions and Supports, 2004, Eugene OR: Lewis

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 (see 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:

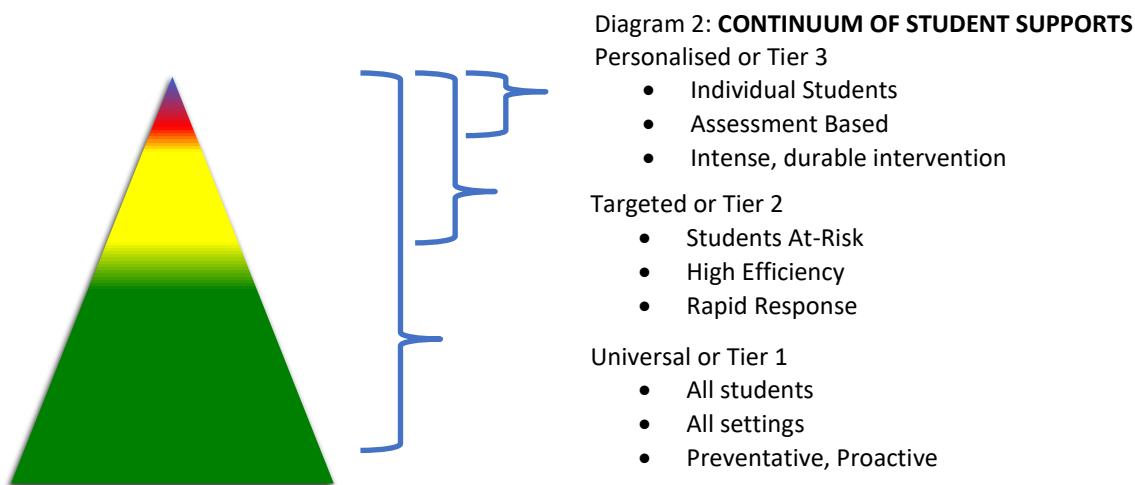
This first level focuses on Universal behavioural and academic supports for ALL students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Student Behaviour Support Leadership & Professional Learning for School staff:

Universal Supports Team:

Katie Wilson
Tamara Gray
Dave Bermingham

Tier Two & Three Supports Team:

Margaret Tomov
Kelly Worrell
Dave Bermingham

Teacher Professional Development (pupil free day Oct 18', Staff meetings/Twilights in 2019). Elicit the help of BCE Student Behaviour Support Education Officer.

Teacher professional Development really focussed on:

1. Teacher Responses to unproductive behaviours (Major, Minor).
2. Effective Classroom Practices and Responses (8 Practices).

OUR STUDENT BEHAVIOUR SUPPORT PRACTICES

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 student expectations promote the schools' Catholic Identity and provide consistency across the staff and school community.

At Our Lady Help of Christians Primary school our school-wide expectations are that our staff, students and community will S.O.A.R with faith, courage and action.

Safe Actions

Own Your Learning

Act Responsibly

Respect Everyone

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

What we see	when we learn	when we play	when we gather	when we move
S afe Actions O wn Your Learning A ct Responsibly R espect Everyone	<ul style="list-style-type: none"> Walk when in the classroom Use equipment appropriately Use gentle hands and feet Be a safe digital citizen 	<ul style="list-style-type: none"> Wear your hat Keep hands and feet to self Walk on cement Leave rocks on the ground Report an issue to an adult when it happens 	<ul style="list-style-type: none"> Walk only Listen with your whole body Be self-aware 	<ul style="list-style-type: none"> Walk in lines Hold the stair rail and keep left Walk between areas Move promptly to the appropriate place when the bell rings Report any issues straight away
	<ul style="list-style-type: none"> Have courage and persevere with challenges Participate actively Have a growth mindset and show grit Set learning goals and aim high Remember that everyone has the right to learn 	<ul style="list-style-type: none"> Know and follow the rules of the game Be a good sport and play fair Encourage, support and include others 	<ul style="list-style-type: none"> Listen to learn Respond, sing and pray Celebrate learning 	<ul style="list-style-type: none"> Keep with your class Return to learning spaces quickly Be a helpful classmate and work as a team
	<ul style="list-style-type: none"> Show initiative Listen and follow instructions Use furniture appropriately Keep the classroom tidy Be organised with the appropriate equipment for learning 	<ul style="list-style-type: none"> Use equipment appropriately Return all play equipment to where it belongs Clean up and put rubbish in the bin Keep within play areas 	<ul style="list-style-type: none"> Actively participate Enter and exit quietly Show self-control 	<ul style="list-style-type: none"> Be in the right place at right time Ask permission to visit the toilet Flush toilet Wash hands with soap
	<ul style="list-style-type: none"> Raise your hand to talk, tell or ask Take care of everyone's belongings Respect personal space Be a cooperative team mate Use manners 	<ul style="list-style-type: none"> Look after our environment Be a steward of God's creation Be buddy bench aware Take turns and be patient Listen to the teacher on duty 	<ul style="list-style-type: none"> Show reverence Sit and stand quietly Allow yourself and others time to pray Act like Jesus would 	<ul style="list-style-type: none"> Wait quietly and patiently Give others privacy Place only toilet paper in the toilet

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this Capability are to be taught through the learning areas of the Approved curriculum. www.acara.edu.au

Focus: Teaching expected behaviour

Effective instruction requires more than providing the rule—it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

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

- *Beginning of school year orientation day*
- *Pastoral care period, weekly throughout the year*
- *Time built into the first weeks of schools and boosters later in the year*
- *Assemblies followed by group practice*
- *New student orientation when needed*
- *Student leaders support younger peers*

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 pp.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

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

List all the encouragement strategies in place for school and classroom

<i>School Practices that Encourage Expected Behaviours</i>	<i>Classroom Practices that Encourage Expected Behaviours</i>
<i>MJR (Making Jesus Real) tokens</i>	<i>Class Encouragers</i>
<i>Corporate box at assemblies</i>	<i>Points system for class reward</i>
<i>S.O.A.R Weekly Awards</i>	

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 students learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

Tier 2 Targeted Supports that we utilise at OLHC are:

- *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.

- *The Check and Connect Mentoring Program – (Christenson et al, 2012)*

The core of Check & Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student.

- *The 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. This type of group is facilitated by a teacher or Guidance Counsellor.

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.

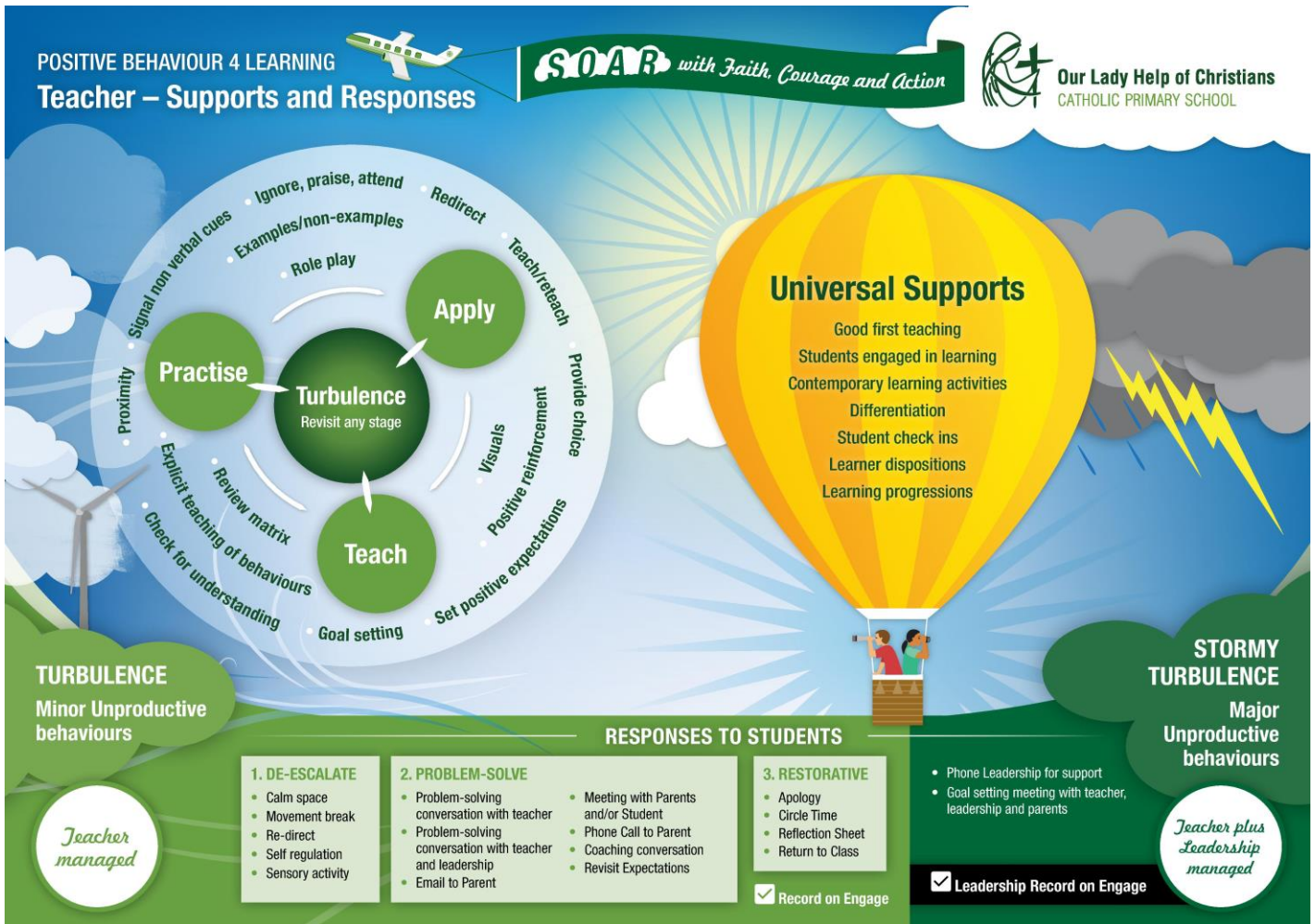
The Personalised Supports that are currently on offer at OLHC:

- *Functional Behavioural Assessment and designing an Individual Behaviour Support Plan*
- *Pro-active, Collaborative Problem Solving process (Dr Ross Greene)*
- *Guidance Counsellor support services*
- *Student Support Team case management - planning and implementation of individualised support plans and monitoring data*
- *Partnerships with outside support agencies and specialists*
- *The Check and Connect Mentoring Program – (Christenson et al, 2012)*

FEEDFORWARD: RESPONDING TO UNPRODUCTIVE BEHAVIOURS

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to need their needs. When responding to unproductive behaviours, all staff need 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 efficiently and effectively respond to Minor unproductive behaviours, to chronic persistent minor behaviours, and to Major unproductive behaviours that hinder learning. 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 those that are 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 can and should collaborate with and share creative strategies with colleagues. Teachers typically respond to Minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix B includes a brief summary of practices that may be utilised.

De-escalation	Problem-solving	Restorative
<i>Supervised time out in a safe space in the classroom</i>	<i>Teacher – student conversation</i>	<i>Student apology</i>
<i>Supervised time out in a safe space outside of the classroom</i>	<i>Work it out together plan – teacher and student</i>	<i>Student contributes back to the class or school community</i>
<i>Set limits</i>	<i>Teacher – student – parent meeting</i>	<i>Restorative conversation</i>
<i>Individual Crisis Support and Management Plan</i>	<i>Teacher – student – leadership conversation</i>	<i>Restorative conference</i>

BCE FORMAL SANCTIONS

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

Detention

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in ‘non-class’ time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including ‘non-class’ time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

Suspension

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student’s present behaviour is not acceptable.

Suspension is defined as the temporary, full-time or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible.

In some circumstances, the Principal may determine that a student should be suspended immediately.

This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

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

Negotiated change of school

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

Exclusion

Exclusion is the full-time withdrawal of a student’s right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, a Principal may, in consultation with the Senior Leader: Learning and Identity, make a submission to BCE’s Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Process for Appeals

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

In relation to:	Who to contact:
A decision to suspend a student for less than three (3) days from school	The Principal
A decision to suspend a student for more than three (3) days from school	Senior Leader Learning and Identity North Schools Service Centre 12 Endeavour Blvd, North Lakes Phone: (07) 3490 1700
A recommendation to exclude a student from a Brisbane Catholic Education school	The Executive Director Brisbane Catholic Education Office 243 Gladstone Rd, Dutton Park 4102 Ph 3033 7542

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

BULLYING AND CYBERBULLYING

information, prevention and school responses

Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

What is Bullying? (BCE – Positive Behaviour 4 Learning Framework)

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them. Please refer to BCE Student Behaviour Support - Prevention and Responding to Instances of Student

Bullying/Harassment in Schools:

<https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Student%20Behaviour%20Support/Pages/SocialMedia.aspx>

What is not Bullying?

There are also some behaviours, which, although they may be unpleasant or distressing, are not bullying:

- Mutual conflict – which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours. Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

The National Safe Schools' Framework (2011) states a safe and supportive school is one in which “..... diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing”. In line with this framework, OLHC is:

- committed to positive, proactive practices in support of student behaviour and wellbeing
- dedicated to ensuring Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships
- passionate about fostering respectful interpersonal relationships among and between all community members
- focussed on promoting positive behaviour support as an integral part of all learning and teaching experiences.

To achieve these expectations, we undertake the following:

- With the support of parents, the wider community, and the students themselves, we take proactive and preventative action to prevent bullying happening in the first instance. We do this by placing a strong emphasis on teaching prosocial behaviours from the commencement of Prep. Our students

are taught the importance of communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.

- When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence based framework, and include:
 - Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.
 - A meeting between the students is facilitated by Leadership and/or the school's Student Wellbeing Officer. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.
 - The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.
 - Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.
 - Parents of both students are contacted and informed of the process.
 - Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Engage system (Student Behaviour Support Database). This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

We are proud of our community and the warm, welcoming atmosphere at OLHC. Any behaviour, by any member of the community that is not in line with our School Vision, Mission or our school values 'Faith, Courage, Action' will be considered a serious breach and dealt with according to the above processes.

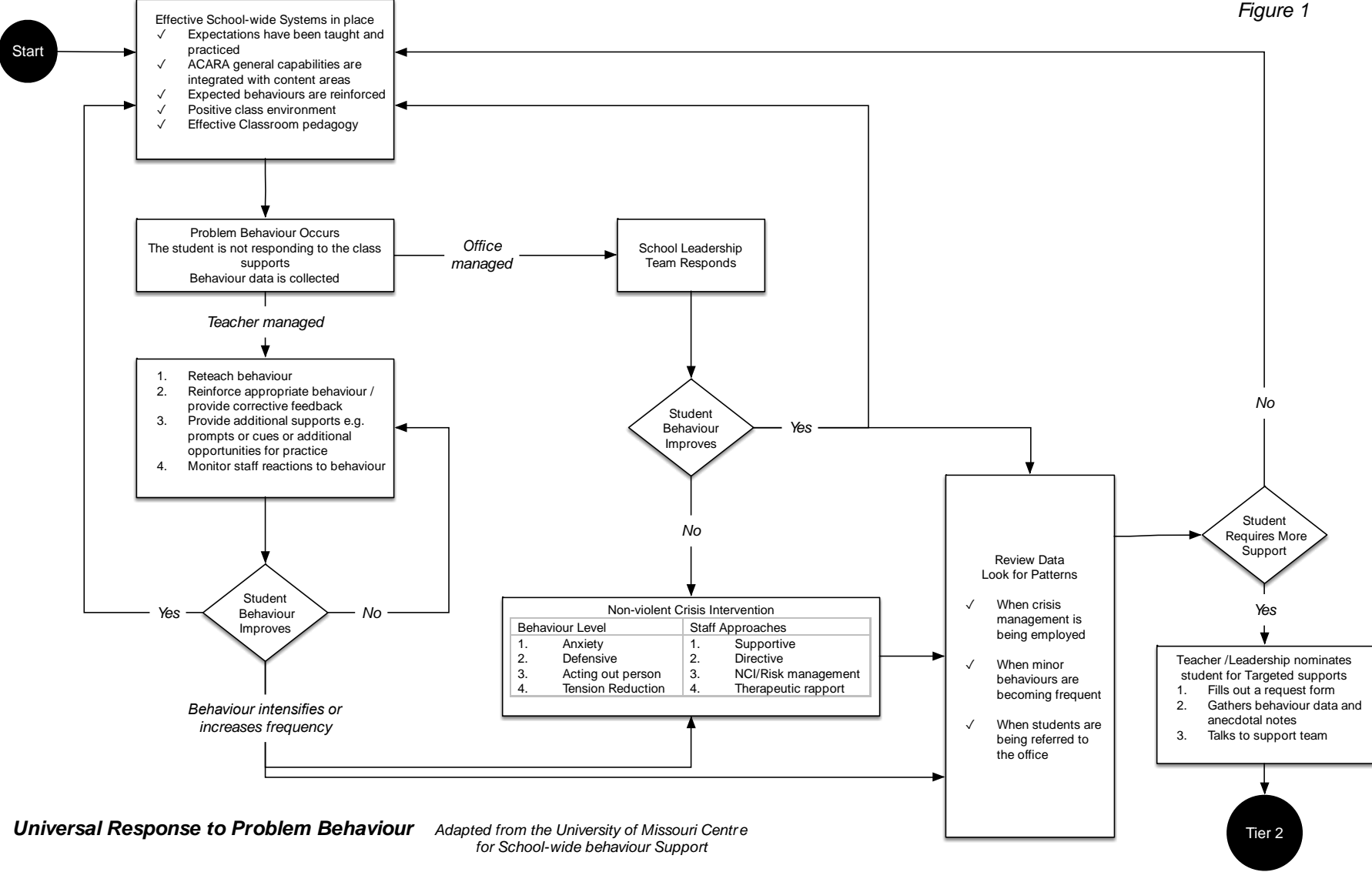
OUR STUDENT BEHAVIOUR SUPPORT DATA

Data Informed Decision Making

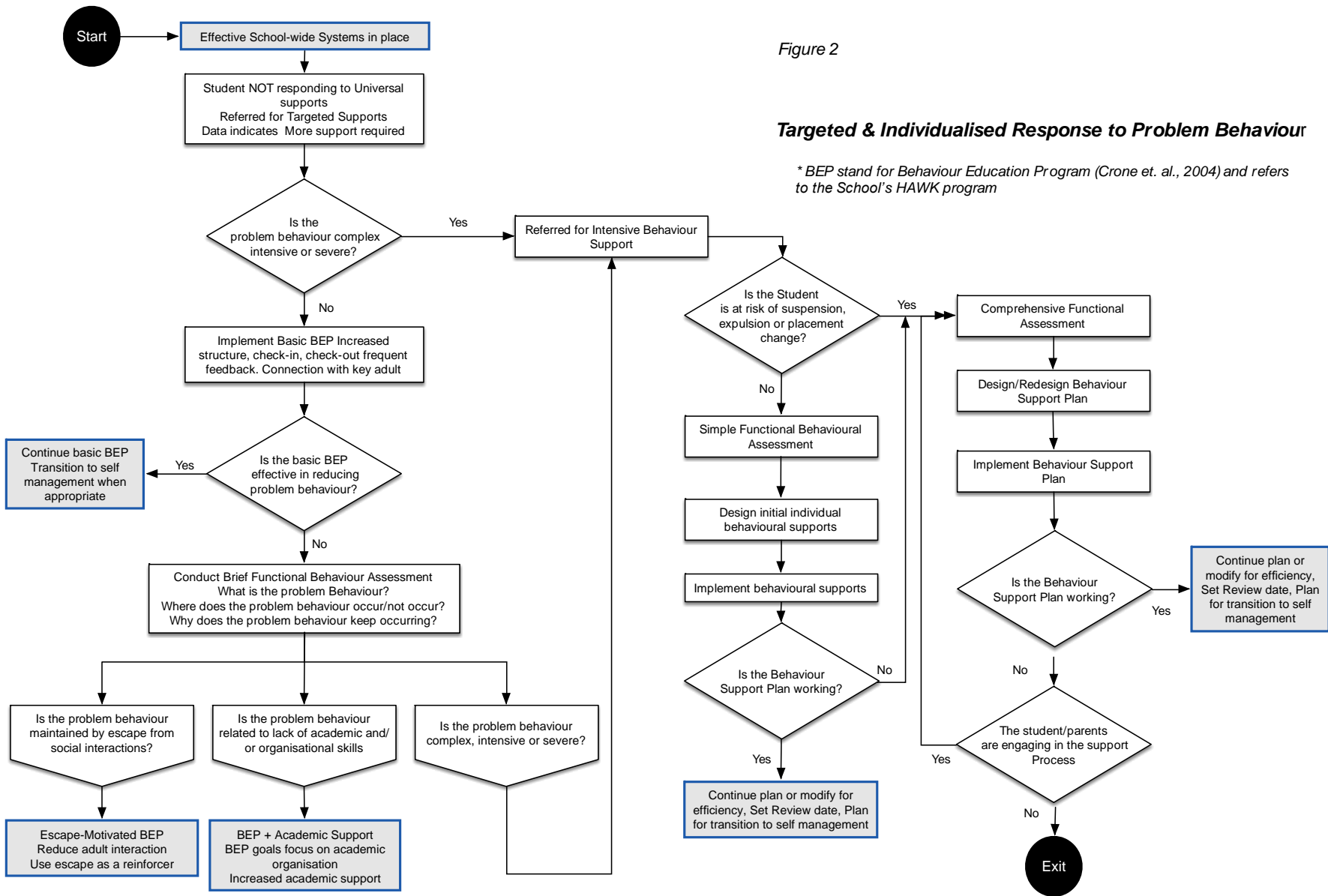
The BCE **Engage Support System** is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage System has capacity to record Minor and Major behavioural incidents so that schools can make data informed decisions about student supports. It 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 be recording Major incidents of Bullying, Weapons and Drugs and complete the accompanying record documentation in the system. Suspension records are also mandatory to complete in the database.

Figure 1



Universal Response to Problem Behaviour Adapted from the University of Missouri Centre for School-wide behaviour Support



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BEHAVIOUR DEFINITIONS

Minor Behaviours

Please note: These apply to all year levels P-12

	Descriptor	Definition	Example/Non-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
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer 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	
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 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”	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	
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 a learning task, continuing on task, or completing learning tasks

Major Behaviours

Please note: These apply to all year levels P-12

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing 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	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property	
10	Forgery/Plagiarism	Student has signed a person’s name without that person’s permission (forgery). Plagiarism is submitting someone else’s work as your own. It occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone,	Accessing inappropriate websites, using someone else’s log in details, inappropriate additions to Facebook (written and images)

		music/video players, camera, and/or computer.	
12	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	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
19	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

Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	"Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour". (p.453 Scheuermann & Hall, 2012)
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

(From the Missouri SW-PBS Team Workbook)