

**Positive**   
**Behaviour**

**4 Learning**

# **STUDENT BEHAVIOUR SUPPORT PLAN**

St Mary MacKillop Catholic Primary School, Birkdale



*St Mary MacKillop*  
Primary School Birkdale

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## **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

Our school is an integral part of the mission of St Mary MacKillop Parish and we value the relationships between all community members. In the way both Jesus and St Mary MacKillop embraced and helped all people, we endeavour to be welcoming and promote a strong sense of belonging and involvement to all community members. Our parent pastoral network provides activities for families to connect with each other in the true spirit of a Christian community.

At St Mary MacKillop Primary School we are guided by a patron who is remembered for being a real, hardworking Australian woman who reached out to many less fortunate Australians and as such we are inspired by her life, her dedication to God and her triumph over adversity to educate children throughout Australia.

At St Mary MacKillop Primary School, it is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, St Mary MacKillop Primary School seeks to develop throughout the school community right behaviours and respectful relationships that are infused with gospel values.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and related off campus activities can be effective so students can participate positively within our school community. Through our school plan shared expectations for student behaviour are clear for everyone, assisting St Mary MacKillop Primary School to create and maintain a safe and orderly learning and teaching environment.

### **School Mission and Vision - Teach Challenge Transform**

#### **OUR VISION**

Inspired by Saint Mary MacKillop, we strive for excellence in contemporary and inclusive education where God is sacred in our daily lives.

#### **MISSION STATEMENT**

##### ***Reach Out***

We are a school that reaches out to create positive partnerships with families, our parish and the wider community. Our children are called to grow in faith as people of justice and Christian charity.

##### ***Embrace***

We are a school that embraces the dignity and unique qualities of each child. Our children are inspired to develop their potential in a high quality and safe learning environment. We nurture a deep respect for self and others and are called to be stewards of our natural and school environment, gifted to us through God's loving providence.

##### ***Achieve***

We are a school that delivers contemporary learning and teaching that is engaging, challenging, innovative and fosters a love of learning. Our children develop holistically and achieve success in a variety of ways which are celebrated and recognised within our school community.

## **Our School Context**

St Mary MacKillop Primary School is a Prep to Year 6 primary school situated in the beautiful bayside suburb of Birkdale, 27km from Brisbane CBD. Our school prides itself on the spirit that can be found in our students, teachers, sporting teams, achievements, friendships and approach to learning. Our dedicated staff comprise of 34 teaching staff (includes specialist teachers, support teachers, guidance counsellor and members of the leadership team) and 23 non-teaching staff (School Officers, Ancillary staff). The school is organized into two clusters (P-2 & 3-6) with an Assistant Principal as the leader for each cluster. This model supports collaboration between teachers, consistency in curriculum and the pastoral care of students and families.

## **Consultation and Review Process**

St Mary MacKillop Primary School has developed this plan in consultation with our school community. Consultation occurred through staff meetings, PB4L tier 1 team meetings, and the distribution of the draft plan for comment and review. A review of school data relating to school behaviour incidents and attendance also informed the plan. The plan was endorsed by the Principal, and Senior Leader – School Progress and Performance. A review occurs every two years with a high-level check performed annually. It is undergoing a review this year.

## **Section A: Our Student Behaviour Support Systems**

### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

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

The Alice Springs (Mparntwe) Declaration (2019) states that all young Australians must have opportunities to become successful learners who are confident and creative individuals and active and informed decision makers". We value an environment where children grow and develop as individuals, secure in their world. Clear boundaries, routines and expectations are essential. We believe that a safe and supportive environment is vital for students' personal, developmental, behavioural, and spiritual growth.

At St Mary MacKillop we believe that a consistent approach to learning and teaching is essential to create a unified learning community. Our school uses the BCE Model of Pedagogy to place students at the centre of learning and teaching and to bring together the principles and the practices that we believe make a difference in improving student achievement and motivation. Effective teaching and learning is supported by a safe, positive and productive learning environment based on the principles of consistency, fairness and engagement. This starts in the classroom, with each and every individual student.

Teaching and learning at St Mary MacKillop School is based on the Australian Curriculum. "In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills." (AC ver 8.4)

At St Mary MacKillop Primary School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur. We believe that all students can learn and that expected behaviours need to be explicitly taught and modelled. Respect, high expectations and consistency are key.

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

### What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

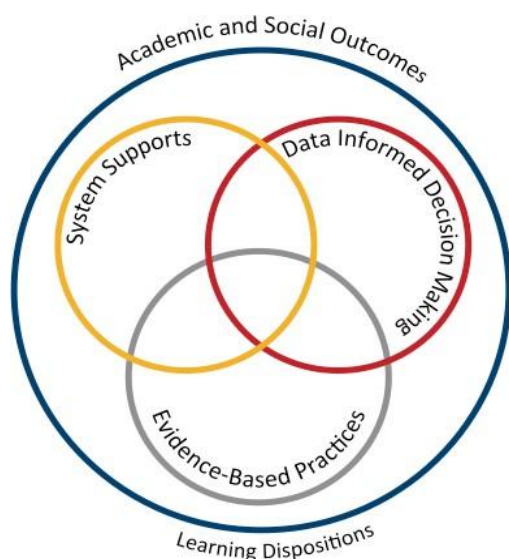


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and Conceptual Characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

## Continuum of Support and Key Features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

### Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

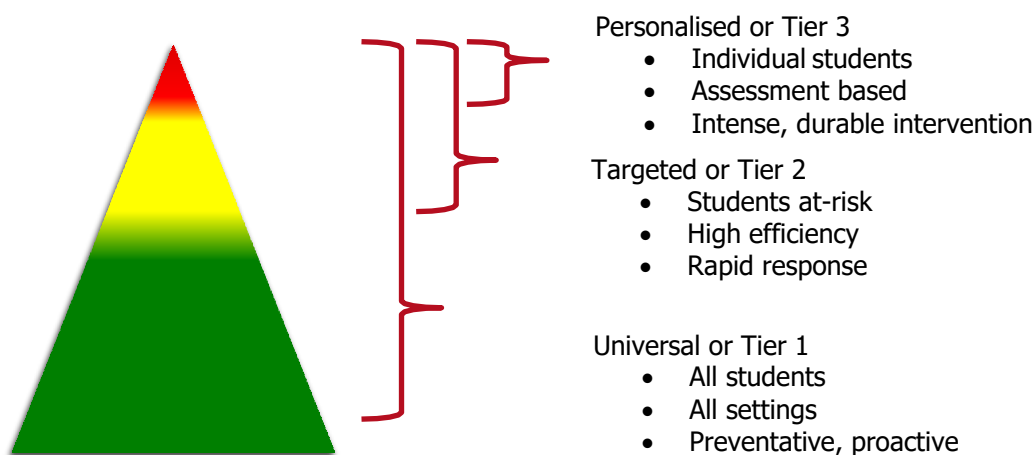
### Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

### Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

### **3.Student Behaviour Support Leadership & Professional Learning for School Staff**

Our school has a PB4L Engagement Tier 1 Leadership Team. This team consists of teachers, support staff, a school officer and a member of leadership who meet twice each term to support the implementation of Universal Supports including the areas of: common philosophy and purpose, leadership, clarity: our expectations, focus: teaching expected behaviours, feedback: encouraging productive behaviours, feedforward: responding to unproductive behaviours, data informed decision making and effective classroom practices and responses. The current work is the review of the teaching matrix and responses flowchart. They may also provide suggestions about any professional learning that may be beneficial.

Currently, Our Targeted and Individual Behaviour Support Team (which sits within the General Student Support Team), consists of our two Support Teachers Inclusive Education, Guidance Counsellor, Primary Learning Leader, two Assistants Principals and the Principal. They meet weekly focusing on requests for support from teachers, updates on specific learners including any assessments undertaken and an analysis of Engage Student Support System data. Minutes of these meetings are taken which include priority action areas and designated responsibilities.

Professional learning in the areas of behaviour is prioritised in the professional learning plan to build capacity and sustainability. This includes PB4L online modules and face to face sessions designed to support the needs of all students, including those with diverse needs.

A copy of the School Student Behaviour Support Plan is provided for all relief staff in their daily relief teacher folders and is a part of the school induction process for relief and new staff.

## **Section B: Our Student Behaviour Support Practices**

### **1. Clarity: Our Expectations**

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

We are learners who are:

- Respectful
- Responsible
- Safe

Our school behaviour matrix (**Appendix A and inset below**) 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.

Our School Matrix

The St Mary MacKillop Way...

We are learners who are...	Everywhere	Learning spaces	Gathering spaces	Eating and play	Bathrooms and bubblers
Respectful	<ul style="list-style-type: none"> <li>• Listen to and follow all instructions given by staff.</li> <li>• Show kindness in our words and actions.</li> <li>• Care for the school environments, belongings, and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise your hand and wait to be called on.</li> <li>• Calmly stay in your personal space.</li> <li>• Allow others to listen and learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter and exit with calm bodies and quiet voices.</li> <li>• Congratulate others appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow rules of a game.</li> <li>• Include others in play.</li> <li>• Put rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>• One person at a time in a cubicle and at a bubbler.</li> <li>• Use calm bodies and quiet voices.</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>• Ask for help when needed.</li> <li>• Take responsibility for our words and actions.</li> <li>• Walk with calm bodies and quiet voices when moving.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with all activities.</li> <li>• Use feedback and keep going to reach goals.</li> <li>• Bring required equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Be an active participant.</li> <li>• Keep voices off during and between speakers.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond promptly to music and bells.</li> <li>• Put equipment away.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk directly to and from bathrooms.</li> <li>• Be quick, be clean, be quiet.</li> </ul>
Safe	<ul style="list-style-type: none"> <li>• Report issues to staff.</li> <li>• Keep hands and feet to yourself.</li> <li>• Sit with your legs crossed on the floor.</li> <li>• Stay in supervised areas.</li> <li>• Follow uniform policy</li> </ul>	<ul style="list-style-type: none"> <li>• Use devices as directed by staff.</li> <li>• Use equipment appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay with your group.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit and eat your own food.</li> <li>• Raise your hand and wait after eating.</li> <li>• Wear your school hat.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash and dry your hands.</li> <li>• Keep bathrooms and bubblers tidy.</li> </ul>

...we all belong.

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](http://www.acara.edu.au)

## **2. Focus: Teaching Expected Behaviour**

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

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

- Foundations Fortnight – Explicit teaching focus during first two weeks of school on expected behaviours and the development of consistent predictable routines
- Social skills lessons throughout the year
- Matrix focus each week based on data, shared with staff via Bulletin, launched at assembly for students, reinforced in classrooms with specific lesson taught to support and daily reminders each morning.
- Time built into the first weeks of school for orientation to new class
- Classroom teaching of expectations, routines and procedures
- Circle time in class as part of our Berry Street Strategies
- New student orientation when needed
- Year 6 leadership groups support younger peers
- Guidance Counsellor support
- Work it out Wheel lessons
- Visual reminders around school
- Social Stories created as needed
- Buddy system
- Retreats for students
- Religious Education lessons

## **3. Feedback: Encouraging Productive Behaviours for Learning**

### Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom may include:

<b>School practices that encourage expected behaviours</b>	<b>Classroom practices that encourage expected behaviours</b>
Weekly Awards at Assembly	Class encouragers – stickers, prizes, special helpers
Student of the Week Awards	Points system for group or class reward time
Annual Life Long Learning Awards – Reach Out, Embrace & Achieve	Behaviour Matrix displayed and referenced in every classroom
Visit to Leadership Team to share exemplary student work/effort for positive reinforcement and feedback	Expectations clearly stated regularly

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

### Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student 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.
- Social Skills Groups. This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher, member of Leadership or guidance counsellor facilitates this type of group.

### Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- PTR – Prevent, Teach, Reinforce Interventions
- Functional Behavioural Assessment
- Individual Behaviour Support Plan / Personalised Support Plan
- 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
- Pro-active, collaborative problem-solving process (Dr Ross Green)
- The Check and Connect Mentoring Program – (Christenson et al, 2012)

#### **4. Feedforward: Responding to Unproductive Behaviours**

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in **Appendix B**.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. **Appendix C** includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

**De-escalation strategies:** Strategies designed to prevent the behaviour from developing or escalating, helping students to calm and reengage in learning.

**Problem solving strategies:** Collaborative strategies designed to develop an agreed solution/plan to solve the problem with the student.

**Restorative strategies:** Strategies that focus on restoring and repairing relationships when hurt or harm has occurred.

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> <li>• Warning</li> <li>• Check in with student</li> <li>• Ready to Learn Scale</li> <li>• Decrease demands</li> <li>• Offer assistance</li> <li>• Acknowledgement of feelings</li> <li>• Restricted device access</li> <li>• Use of <i>Work it out Wheel</i></li> <li>• Individual crisis support and management plan</li> <li>• Set limits</li> <li>• Provide sensory input/break</li> <li>• Supervised time out in a safe/calm space in or outside of the classroom</li> <li>• Calm down tools</li> <li>• Brain Break</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-student conversation</li> <li>• Create a plan together – teacher and student</li> <li>• Ready to Learn Plan</li> <li>• Teacher – parent meeting</li> <li>• Teacher – student – parent meeting</li> <li>• Teacher – student – leadership conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Student apology</li> <li>• Student contributes back to the class or school community</li> <li>• Restorative conversation</li> <li>• Restorative conference</li> </ul>

<p><b>Collaborative Problem Solving</b></p> <p><b>1. Connect and state the problem</b></p> <ul style="list-style-type: none"> <li>• Show concern, give positive eye contact, calm voice.</li> <li>• "You seem frustrated...."</li> <li>• "I've noticed you're having a hard time raising your hand during class discussions, what's up?"</li> </ul> <p><b>2. State the expectation and concern</b></p> <ul style="list-style-type: none"> <li>• Ask student about the expectation or rule that relates to the situation.</li> </ul>	<p><b>Positive Behaviour</b> <b>4 Learning</b></p>  <p><b>Brisbane Catholic Education</b> <small>teaching · challenging · transforming</small></p>	<p><b>3. Collaborate on solutions</b></p> <ul style="list-style-type: none"> <li>• "How are we going to solve this problem?"</li> <li>• Encourage student to identify a number of possible solutions.</li> <li>• Discuss how both of you can contribute to the solutions.</li> </ul> <p><b>4. Summarise and record agreeable solutions</b></p> <ul style="list-style-type: none"> <li>• Summarise by checking you understand each other's perspective</li> <li>- the student's concern and the teacher's expectation.</li> <li>• Agree on solutions and record actions for each person.</li> <li>• Make a time to check in and discuss if the solutions are working.</li> </ul>
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<p><b>Restorative Conversation: Taking Responsibility</b></p> <p>Ensure the student responsible is safe, calm and able to think clearly.</p> <p>"We are here to talk about ..."</p> <p>"Tell me (and ...) what happened?"</p> <p>"What were you thinking at that time?"</p> <p>"What have you thought about since?"</p> <p>"Who do you think was affected by your actions/words?"</p> <p>"How can you make things right?"</p> <p>"What can I do to help you?"</p>	<p><b>Positive Behaviour</b> <b>4 Learning</b></p>  <p><b>Brisbane Catholic Education</b> <small>teaching · challenging · transforming</small></p>	<p><b>Restorative Conversation: Healing the Hurt/Harm</b></p> <p>Ensure the student who was hurt/harmed is safe, calm and able to think clearly.</p> <p>"We are here to talk about ..."</p> <p>"Tell me (and ...) what happened?"</p> <p>"What did you think when it happened?"</p> <p>"What have you thought about since?"</p> <p>"What do you need to happen to make things right?"</p> <p>"How would you like me to help and follow up with you?"</p> <p><b>Document the conversation and follow up with students.</b></p>
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See **Appendix D** for a flowchart/diagram of responses in line with the PB4L framework and philosophy implemented by the school.

## 5. BCE Formal Sanctions

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community. The following formal sanctions align to the Brisbane Catholic Education procedures.

- **Detention:** Time out at the office can be used as a deterrent to unproductive behaviours by indicating to the student the consequences of such behaviours. A detention may be used immediately during school hours by a class teacher or school leader to respond to an incident of unproductive behaviour. The detention must be constructive, age and developmentally appropriate. Detention time is used to repair relationships, apply restorative practices, make plans for appropriate behaviour, or rehearse alternative behaviours. The detention is recorded in Engage as a response to the behaviour incident and parents are notified.
- **Suspension:** Suspension may be used for persistent non-compliance, persistent disruption, and other breaches of this Student Behaviour Support Plan. Suspension is used to signal that the student's unproductive behaviour is not acceptable, allow a cooling-off period and time to seek additional resources and develop a plan to assist the student to demonstrate more productive behaviours, negotiate some goals for the student to be supported with upon their return. Suspensions also ensure the student's family have an in depth awareness of the unproductive behaviour and are involved in the process of the student returning to school. A suspension record must be completed in Engage and parents notified via phone and email. A return to school meeting must take place with parental presence.
- **Exclusion:** Exclusion is the full-time withdrawal of a student's rights to be enrolled in this particular school. It occurs when a student's behaviour is not acceptable because it seriously interferes with the safety and wellbeing of other students and/or employees. It aims to remove the student from an established environment in which unproductive behaviour patterns have become entrenched and provides the student with an opportunity for a new beginning. This decision to exclude a student can only be made by the Brisbane Catholic Education Learning Services Executive on recommendations from the Principal, through the Senior Leader – School Progress and Performance.

### Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a> .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

## **6. Bullying and Cyberbullying – Information, Prevention, and School Responses**

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

### **Definition of Bullying**

The national definition of bullying for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time.

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Mary MacKillop, we agree that a bystander who encourages bullying behaviours is also considered to be bullying. Students are also encouraged to report bullying that they themselves have witnessed.

Bullying may include:

- Physical: hitting, kicking, punching, rude gestures, damaging something belonging to someone else, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, threatening, 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

## **What Bullying is Not**

It is important to identify what bullying is not. Dr Ken Rigby (2010) identifies that “for some people the term ‘bullying’ is a highly emotive term and its use may lead to an over-reaction.”

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:

- mutual arguments and disagreements (where there is no imbalance of power),
- not liking someone or a single act of social rejection,
- one off acts of meanness or spite,
- isolated incidents of aggression, intimidation or violence.

## **Role Responsibilities**

Responsibilities of children:

- to treat others with dignity and respect
- to understand bullying, bullying behaviours and cyberbullying
- to recognise, react and report bullying
- to abide by the ICLT acceptable use agreement

Responsibilities of staff:

- to model appropriate behaviour at all times
- to educate children about appropriate, positive anti-bullying behaviours
- to ensure that children are supervised adequately while at school
- to promote a positive school culture
- to provide opportunities for children to report concerns and be listened to
- to respond to all reported and observed incidences of bullying as set out in this policy
- to share with parents useful websites and webinars to keep them informed and educated

Responsibilities of parents:

- to support the anti-bullying policy
- to model, educate and discuss appropriate, positive anti-bullying behaviours
- to watch for signs of possible bullying
- to encourage and support their child to inform a teacher if they are being bullied or witness bullying as a bystander or speak to their child’s teacher on their behalf
- to support their child to comply with the ICLT acceptable use agreement

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

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

### **1. Understanding Bullying and Harassment**

At St Mary MacKillop we provide professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment in the following way:

- Staff induction processes
- Professional development sessions
- Yearly online modules
- Staff Bulletin updates
- Student Protection Week Resources
- Newsletter Articles

### **2. Teaching about Bullying and Harassment**

At St Mary MacKillop we use the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours in the following ways:

- Health units
- Religion units
- ICLT agreement (once a year in 3-6)
- Class Covenants
- Anti-bullying days
- Productions
- Assemblies
- Retreats
- Circle Time
- Buddy Bench
- Restorative Conversations
- Work it out Wheel
- Cyber-bullying Posters
- Student Protection Contact Posters

## REPORTING OF BULLYING

The student's class teacher initially manages incidents of bullying.

Students are encouraged to report incidents of bullying to any one of five adults that he or she trusts, such as their parent, a teacher, the principal, family friend or counsellor. The school Student Protection Contacts will also be identified to the students on a regular basis.

Any report of bullying at school, by a student to one of these trusted adults, must be referred to the class teacher and/or the Leadership Team.

When an incident of bullying has occurred, parents of students involved are made aware.

The staff of St Mary MacKillop School will be responsible for implementing the program and ensuring that incidences of bullying are dealt with in a manner consistent with the policy and as soon as possible after it is reported or observed.

### 3. Responding to reported instances of Bullying and Harassment

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

#### Responding to reports of bullying:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school Leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

#### **4. Preventing Bullying and Harassment**

St Mary MacKillop School plans for a safe, supportive and inclusive school to prevent bullying and harassment. Measures to proactively support this include:

1. Student Assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. The behaviour matrix and work-it-out wheel provide a basis for these learning experiences. Children are reminded of expectations and scenarios are explored as teaching examples.
2. Staff communication and professional learning: Staff will be supported with ongoing professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Such professional learning includes Positive Behaviour For Learning (PB4L), Restorative Practices and Program Achieve. Continuous messaging throughout the school year via the weekly Staff Bulletin re: supporting school wide expected behaviours takes place.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. All staff complete mandatory Student Protection and Code of Conduct training annually.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways: new staff (Staff Induction and Handbook), casual staff (Induction on first visit to school & Relief Teacher Folder for every class contains Behaviour Support Plan which is ready on arrival each casual day).
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Positive Behaviour for Learning concepts are shared in our newsletter and include information about the teaching of behaviour through our Matrix and other means. Our School Behaviour Support Plan is available via the BCE Connect App.
6. Explicit promotion of social and emotional competencies among students is highlighted by teachers in relation to their teaching of the relevant stage of the Australian Curriculum.
7. Whole school programs to prevent and address bullying include the use of the [Be You Programs Directory](#) and [STEPS](#) – a decision making tool to help select appropriate and evidence-based anti-bullying programs.

#### **Key Contacts for students and parents to report bullying**

Class Teacher – via email

Leadership Team Member/Principal – via email: [pbirkdale@bne.catholic.edu.au](mailto:pbirkdale@bne.catholic.edu.au) or phone: 07 3822 5500

## **Cyberbullying**

Cyberbullying is treated at St Mary MacKillop School with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

When a cyberbullying incident occurs, students are advised to tell an adult immediately. In the instance that it is reported to staff, the responding to reports of bullying process outlined in this document will be followed.

## **Resources**

The [Australian Curriculum](#) provides the framework for our school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education. Other resources utilised by the school include:

- [Bullying NoWay](#)
- [eSafety Commissioner](#)
- [Be You Programs Directory](#)
- [Internet Safe Education](#)
- [ThinkUKnow](#)

## **Section C: Our Student Behaviour Support Data**

### **1. Data Informed Decision Making**

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

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

The school uses behavioural data together with other data sources to make informed decisions about student supports. The Support Team and Leadership Team meet every week to assess/respond to requests for support and to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports. At times these meetings are also used to analyse universal school data and inform feedback at staff meetings or team meetings, allowing for proactive planning for student behaviour support across the school.

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## Relevant Brisbane Catholic Education Policies

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

# Appendix A – Behaviour Matrix

## Our School Matrix

### The St Mary MacKillop Way...

We are learners who are...	Everywhere	Learning spaces	Gathering spaces	Eating and play	Bathrooms and bubblers
Respectful	<ul style="list-style-type: none"> <li>Listen to and follow all instructions given by staff.</li> <li>Show kindness in our words and actions.</li> <li>Care for the school environments, belongings, and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand and wait to be called on.</li> <li>Calmly stay in your personal space.</li> <li>Allow others to listen and learn.</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit with calm bodies and quiet voices.</li> <li>Congratulate others appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Follow rules of a game.</li> <li>Include others in play.</li> <li>Put rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>One person at a time in a cubicle and at a bubbler.</li> <li>Use calm bodies and quiet voices.</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>Ask for help when needed.</li> <li>Take responsibility for our words and actions.</li> <li>Walk with calm bodies and quiet voices when moving.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with all activities.</li> <li>Use feedback and keep going to reach goals.</li> <li>Bring required equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Be an active participant.</li> <li>Keep voices off during and between speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Respond promptly to music and bells.</li> <li>Put equipment away.</li> </ul>	<ul style="list-style-type: none"> <li>Walk directly to and from bathrooms.</li> <li>Be quick, be clean, be quiet.</li> </ul>
Safe	<ul style="list-style-type: none"> <li>Report issues to staff.</li> <li>Keep hands and feet to yourself.</li> <li>Sit with your legs crossed on the floor.</li> <li>Stay in supervised areas.</li> <li>Follow uniform policy</li> </ul>	<ul style="list-style-type: none"> <li>Use devices as directed by staff.</li> <li>Use equipment appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Stay with your group.</li> </ul>	<ul style="list-style-type: none"> <li>Sit and eat your own food.</li> <li>Raise your hand and wait after eating.</li> <li>Wear your school hat.</li> </ul>	<ul style="list-style-type: none"> <li>Wash and dry your hands.</li> <li>Keep bathrooms and bubblers tidy.</li> </ul>

...we all belong.

## Appendix B - Behaviour Definitions

### Minor Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if kick their toe
<b>2</b>	Physical contact	Student engages in non- serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	Disrespect/ Non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
<b>5</b>	Uniform Violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	Technology Violation - Minor	Student engages in non- serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
<b>7</b>	Property Misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	Incomplete Tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

## Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
<b>2</b>	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress, coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
<b>3</b>	Bullying/ Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent, teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>4</b>	Defiance/ Non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
<b>6</b>	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
<b>8</b>	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>13</b>	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>14</b>	Combustibles Use or Possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
<b>15</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>16</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>17</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
<b>18</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

## Appendix C: 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.
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)

## Appendix D: Flowchart/Diagram of Responses



### School Wide Behaviour Support and Decision Making Process

#### As a Positive Behaviour 4 Learning School:

- We ensure that expectations have been taught and practised.
- We integrate the Personal and Social Capabilities from the Australian Curriculum across all learning areas and the school wide explicit teaching of behaviour.
- We reinforce expected behaviours.
- We provide a positive and supportive environment.

