

# Whole School Approach to Behaviour

St John's Primary, Mullumbimby



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# School Vision



## School Vision

At St John's, students, staff and families are invested in and feel they are an integral part of school. We are a Christ-centered school community where wellbeing and growth is nurtured and positive relationships based on respect between all key stakeholders leads to a connectedness to community. We are an engaged learning community of 21st century learners where structures and routines promote inclusiveness, consistency and clear communication.

## School Ideal School Statements

Ideal School Statements:

- Students, staff and families are invested in and feel they are an integral part of the school.
  - Warmly welcome all members of our school through our words and actions.
- Christ Christ-centred school community where wellbeing and growth is nurtured.
  - Through our words and actions, permeate the love of Christ in everything we do.
- Positive relationships based on respect between all key stakeholders, leading to a connectedness to the community
  - Take the time to get to know our students, families and each other through regular communication to build connectedness and a sense of partnership.
- Structures and routines that promote inclusiveness, consistency and clear communication.
  - Establish strong practices to reflect, adapt and communicate.
- An engaged learning community of 21<sup>st</sup>-century learners.
  - All stakeholders are continually developing skills and strategies to be effective.

# Our School Context

St John's is a co-educational Catholic Primary School serving families of the Mullumbimby Catholic Parish and the wider community. We are a small school offering a personalised and quality educational experience for students from Kindergarten to Year Six. St John's Primary offers a rich education within the context of Catholic values and traditions. The school aims to be a true community of learning and faith - one which recognises the uniqueness and dignity of the individual and promotes the "Fullness of life" in one another. Through contemporary pedagogical practices, the school develops practices that promote student engagement in learning through inquiry and investigation approaches.

St John's is a vibrant and creative learning community, focused on enabling students to achieve their individual potential. St John's Primary continues to foster the Catholic tradition of wide community involvement through celebrating the unique cultural and spiritual identity of each individual student. At St John's, we have a strong belief that student achievement and student wellbeing work in conjunction, not in isolation. St John's 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.

We foster the leadership, responsibility, service and dignity within the individual, enabling students to develop the skills necessary to grow and achieve their full potential. We strive to inspire creative and curious learners to achieve the fullness of life.

We aim to be **inspiring** in all we do; be **creative** in our thinking and actions; and **caring** in our words and deeds.

## Consultation and Review Process

St John's developed this policy in consultation with our school community.

Consultation occurred through staff meetings, meetings with our students, and the distribution of the draft policy for comment and review. A review of school data in Compass Chronicle relating to school disciplinary absences, behaviour incidents, and attendance also informed the Policy and procedures. The Policy was endorsed by the Principal and the Leader of Pastoral Care from the Lismore Catholic Schools office, and will be reviewed at least every two 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 St John's 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 (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.

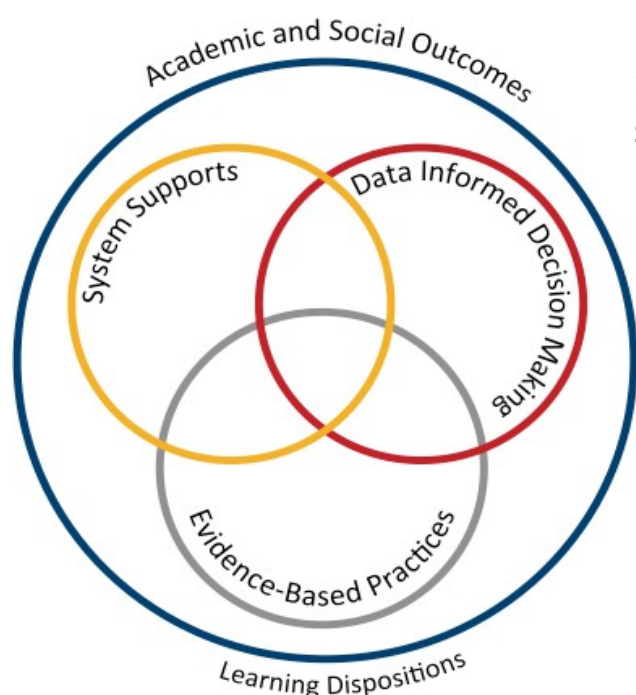


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

## 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:

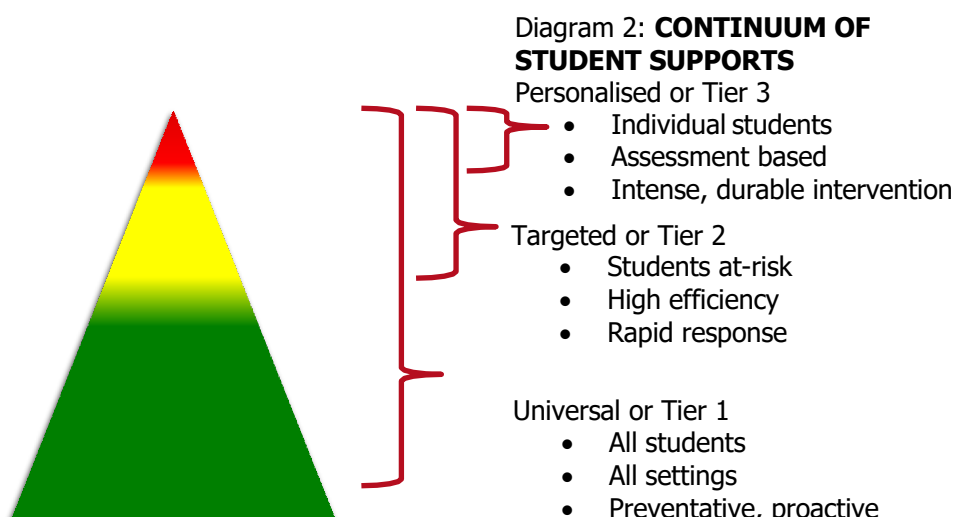
This first level focuses on universal behavioural and academic supports for all students. Here, the focus is on the prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that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

Each term, a focused professional development meeting will take place to ensure all staff have a clear understanding of PB4L and Student Behaviour Support within our community. We have a defined PB4L Team who collaborate to ensure consistency throughout the school and who have worked to develop multiple resources to support all students within our community.

Our Universal Support team include: 3 Teachers and a member of Leadership. Our Targeted Student Support Team members include our Student Wellbeing Officer, Leader of Pastoral Care, , School Councillor. Meetings take place fortnightly, but more frequently if needed.

## 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 upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

|                                                                      |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                          | When we learn                                                                                                                                                                                                                                                                       | When we eat & play                                                                                                                                                                                                                                                      | When we gather                                                                                                                                                                                                                                                    | When we move                                                                                                                                                                                                        |
| <b>H</b> ave respect                                                                                                                                     | <ul style="list-style-type: none"> <li>Listen and Follow teacher instructions</li> <li>Eye contact and body facing the person talking</li> <li>Raise your hand to talk, tell or ask</li> <li>Respect personal space</li> <li>Remember that everyone has a right to learn</li> </ul> | <ul style="list-style-type: none"> <li>Sit down in designated eating area during eating time</li> <li>Return equipment to where it belongs</li> <li>Listen to the teacher on duty</li> <li>Be a steward of God's creation</li> <li>Take turns and be patient</li> </ul> | <ul style="list-style-type: none"> <li>Respond to the hand up signal quickly</li> <li>Eye contact and body facing the person talking</li> <li>Enter and exit the space calmly and quietly</li> <li>Place hands in laps</li> <li>Respect personal space</li> </ul> | <ul style="list-style-type: none"> <li>Be at a volume that is respectful to other classes</li> <li>Wait quietly and patiently</li> <li>Give others privacy</li> <li>Leave the toilet area clean and tidy</li> </ul> |
| <b>I</b> nspire others                                                                                                                                   | <ul style="list-style-type: none"> <li>Encourage and praise each other</li> <li>Model using the correct bin for waste</li> <li>Be a cooperative team mate</li> <li>Demonstrate turn taking</li> <li>Be organised with the appropriate equipment for learning</li> </ul>             | <ul style="list-style-type: none"> <li>Be an upstander</li> <li>Encourage support and include others</li> <li>Be a positive problem solver</li> <li>Be buddy bench aware</li> <li>Use kind words</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Respond when asked</li> <li>Participate in prayer</li> <li>Sing when required</li> <li>Be self-responsible</li> <li>Listen to each other's point of view</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>Stick with your walking partner</li> <li>Be a helpful classmate</li> <li>Speak politely</li> </ul>                          |
| <b>K</b> eep safe                                                                                                                                        | <ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Walk and sit with care</li> <li>Use furniture appropriately</li> <li>Be a safe digital citizen</li> <li>Keep learning spaces tidy</li> <li>Use gentle hands and feet</li> </ul>                         | <ul style="list-style-type: none"> <li>Stay within play areas</li> <li>Wear your hat</li> <li>Walk on cement</li> <li>Report any issues to teacher in the orange vest as soon as it happens</li> <li>Use equipment appropriately</li> </ul>                             | <ul style="list-style-type: none"> <li>Be self-aware</li> <li>Stay in your assigned space</li> <li>Walk only</li> <li>Wait patiently</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Move calmly</li> <li>Keep hands and feet to self</li> <li>Stay in two lines</li> <li>Walk only</li> <li>Stay with the group</li> </ul>                                       |
| <b>E</b> ffort always                                                                                                                                    | <ul style="list-style-type: none"> <li>Set learning goals and aim for the peak</li> <li>Persevere with challenges</li> <li>Be organised and ready for learning</li> <li>Have a growth mindset</li> <li>Show initiative</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Be responsible for your own property</li> <li>Take your rubbish home</li> <li>Eat your main meal first</li> <li>Play fairly and follow the rules of the game</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Act as Jesus would</li> <li>Sit and stand quietly</li> <li>Show reverence</li> <li>Celebrate others</li> <li>Ignore distractions</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Respond to the bell promptly</li> <li>Move to designated area on time</li> <li>Ask permission to use the toilet</li> <li>Wash hands with soap</li> </ul>                     |
| <b>At St John's, we HIKE with inspiration, creativity and care</b>  |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                     |

Our expectations are:

- **H**ave Respect
- **I**nspire Others
- **K**eeP Safe
- **E**ffort Always

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

Staff will ensure that active supervision is demonstrated for all activities outside the classroom, including but not limited to the playground, bus bay, sport, excursions, and retreats. Staff will be vigilant, approachable, and consistently monitor student interactions and intervene promptly and appropriately to maintain a safe and supportive environment. Active supervision allows teachers to prevent common behaviour errors and provide immediate feedback on learning and behaviour.

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)

## 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
- Weekly throughout the year as per matrix teaching schedule:

Term 1 - **H**ave Respect

Term 2 - **I**nspire Others

Term 3 - **K**eeP Safe

Term 4 - **E**ffort Always

- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice

## Teach-Practise-Apply Model (TPA Model).

We use the TPA model to teach the expected behaviours to students.

- a) **Teach** - Discuss the expectation, what it might look like, discuss examples and non-examples. Ask the students when and where they have seen this before.
- b) **Practise** - Role play each expectation in small groups, or with class volunteers for whole class learning. Physically practise the expectation so students know what it looks like and sounds like. E.g. If the expectation is 'lining up', get out and have the students doing it.
- c) **Apply** - Be vigilant of students applying the learned behaviours. Reward positively and heavily, making a positive example of the student/s. Ratio of 4 positives to 1 negative (4:1). Students who are not displaying the expected behaviours that have been through the TPA model need to follow the TPA model again, either individually or in small targeted groups.

## Feedback: Encouraging Productive Behaviours for Learning

### Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

| School practices that encourage expected behaviours | Classroom practices that encourage expected behaviours |
|-----------------------------------------------------|--------------------------------------------------------|
| Weekly HIKE award for each class                    | Class encouragers                                      |
| HIKE tickets for weekly draw                        | Points system for class reward                         |

Students who receive these encouragers are highlighted at assembly, in the newsletter and on social media platforms to enable parents and the school community to be aware.

### 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 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.

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 students' 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 (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.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports, this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

### 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 Positive Behaviour 4 Learning. Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that the student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest).

The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000). The FBA, together with the function-based intervention procedures, provide the bulk of the information needed to develop an effective and long-lasting Behaviour Intervention Plan that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur. Interventions linked to the function or purpose of the behaviour have proven to be more effective than interventions that simply increase reinforcement for "appropriate" behaviour and penalties for problem behaviour (Umbreit et al, 2007).

FBA is a flexible process that can be adapted to many situations. The complexity of the process will be informed by the complexity of the situation. The FBA process and the development of an individual plan may include:

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents
2. Observations in the classroom Positive Behaviour for Learning (PB4L) Student Behaviour Support Plan
3. Collaborative meetings to share information and plan effective intervention strategies
4. Teaching replacement behaviours
5. Creating routines and environments to facilitate success
6. Monitoring and evaluating the effectiveness of the behaviour plan.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- School 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 meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students. **Please find below our Procedure for Responding to Unproductive Behaviours.**



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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate and share creative strategies with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, redirecting to learning and re-teaching behaviours. On the next page is 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 and include:

**ST JOHN'S CATHOLIC PRIMARY SCHOOL MULLUMBIMBY**  
Off Track Reflection Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle the sections of the HIKE Matrix to reflect on.

|                         |                           |                      |                          |
|-------------------------|---------------------------|----------------------|--------------------------|
| <b>H</b> ave<br>respect | <b>I</b> nspire<br>others | <b>K</b> eeP<br>safe | <b>E</b> ffort<br>always |
|-------------------------|---------------------------|----------------------|--------------------------|

When we learn   When we eat & play   When we gather   When we move

**What happened?**  
Draw/write what happened?  
?

**Who was hurt?**  
How did it make others feel?   How did it make me feel?

**How can I fix it?**

**At St John's, we HIKE with inspiration, creativity and care**

TEACHER: \_\_\_\_\_ PRINCIPAL: \_\_\_\_\_

Parent to sign and return to school tomorrow, to acknowledge you have received this form.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

| De-escalation                                                                                                                                                                                                                                                                                   | Problem-solving                                                                                                                                                                                                                            | Restorative                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Supervised calm time in a safe space in the classroom</li> <li>- Supervised calm time in a safe space outside of the classroom</li> <li>- Set limits</li> <li>- Individual crisis support</li> <li>- Movement breaks</li> <li>- Fidget toys</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher – student conversation</li> <li>- Work it out together plan. teacher and student</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> <li>- Circle time</li> </ul> |
| <b>Off Track Form</b>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                       |

In addition, de-escalation crisis prevention and support strategies may include and Individual crisis management plan or Student Wellbeing Plan.

## Strategies to Manage Minor Behaviour

| Technique                        | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Proximity</b>                 | 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.                                                                                                                                                                               |
| <b>Signal<br/>Non-verbal Cue</b> | 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.               |
| <b>Ignore/Attend/Praise</b>      | 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.                                                                                   |
| <b>Restitution</b>               | "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)                                                                                                                                                                                              |
| <b>Re-Direct</b>                 | 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 emphasizes the "what" of the behaviour instead of the "why".                                                                                                                                                                                                    |
| <b>Re-teach</b>                  | 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. |
| <b>Provide Choice</b>            | 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.                                                                                                                                |
| <b>Student Conference</b>        | 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)

## Formal Sanctions

Once students are enrolled in a Diocese of Lismore Catholic School they and their parents/carers become part of the system of Catholic schools in the Diocese of Lismore. The Suspension and Expulsion Standard Operating Procedure and Suspension, Expulsion and Exclusion Policy embody and guide the living out of Catholic Education in the Diocese of Lismore, Foundational Values for Catholic Identity and Mission.

Any decision to remove a student on a temporary or permanent basis from the full life of a Diocese of Lismore Catholic School will be as a result of a documented and transparent process.

Procedural fairness, consultation and appropriate pastoral and educational support will inform all decisions. This Standard Operating Procedure is required to be implemented in all Diocese of Lismore Catholic Schools, and applies to all employees, parents, caregivers and students in schools in the Diocese of Lismore.

Corporal punishment is prohibited. All school staff are prohibited from engaging in corporal punishment in any form. The school does not explicitly or implicitly sanction corporal punishment by non-school persons (such as parents) to enforce discipline at the school.

The school will seek advice from DLCS staff if it is considering implementing restrictive practices. A restrictive practice is any action that can restrict the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm.

The school will seek advice from DLCS staff when responding to and considering support for students with complex and/or at-risk behaviour.

Any form of unacceptable behaviour that may be serious enough to constitute a criminal offence will be reported to the police or other authorities, as appropriate such as, the Regional Assistant Director and the Child Safeguarding Manager.

## Bullying and Cyberbullying

### Information

#### What is Bullying?

*Definition for employees, parents and guardians:* 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. Cyber bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not defined as bullying. Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

*Definition for younger students:* 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

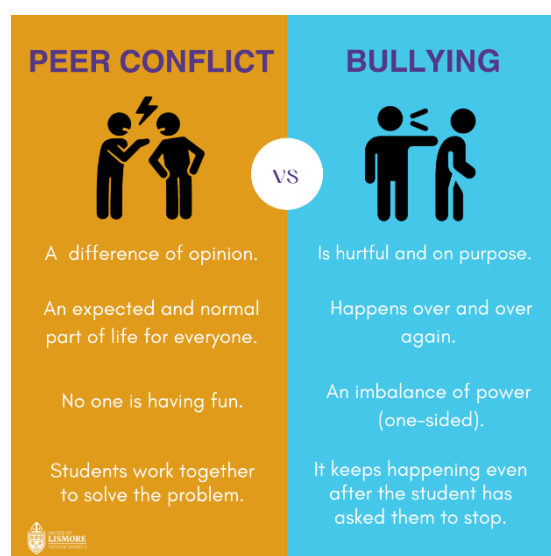
things, make fun of them a lot, try to stop them from joining in or make others not like them. Although it isn't nice if someone says or does something mean to someone else, we don't necessarily call that bullying. It also isn't bullying if children of the same age have a oneoff argument.

**Definition for older students:** Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them. Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't considered bullying. A fight or disagreement between students of equal power or status isn't considered bullying.

## What Bullying is NOT

There are also some behaviours, which, although they might 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.

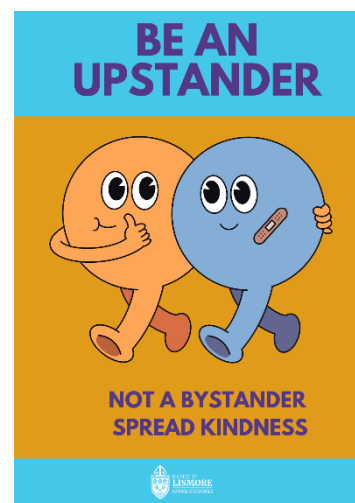


## Prevention

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, St John's 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 Kindy. 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.
- Implementing the program '[Big Talks for Little People](#)' across yrs 3-6. This program promotes student wellbeing involves developing student strength-based capacities and positive mindset relating to understanding and regulating behaviour, communication skills, resilience and optimism. More broadly it includes understanding diversity, inclusiveness and the importance of intercultural understanding as part of global citizenship. We want St John's students to grow and see this as a life-long learning opportunity to develop skills in relationship building and self-awareness.

The Big Talks for Little People lessons seek to develop in children skills that promote:

- ✓ **Self-awareness** - accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.
- ✓ **Self-management** - regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; goals; expressing emotions appropriately.

## Peaceful Problem-Solving



✓ **Social awareness** - being able to take the perspective of and empathise with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources; walking in someone else's shoes.

✓ **Relationship skills** - establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed; developing and maintaining friendships.

## School Responses

When bullying behaviour is reported/identified, we follow the Lismore Catholic Schools Student Anti-Bullying Prevention and Response Procedures.

Incidents of bullying in all environments, including cyberspace/online, are documented using Compass Behaviour Chronicle system. 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 St John's. Any behaviour, by any member of the community that is not in line with our School Vision, Mission or our school values will be considered a serious breach and dealt with according to the above processes.

# Our Student Behaviour Support Data

## Data-Informed Decision-Making

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

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

At St John's, we use the collated behavioural data together with other data sources to make data-informed decisions about student supports. This includes team meetings – universal team (consisting of teachers and leadership) meet every fortnight to analyse universal school data. Targeted and personalised team (including Leader of Pastoral Care, Guidance Counsellor, School Wellbeing Officer and Principal) meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports. This data is also utilised by the Leader of Pastoral Care to develop whole school lessons to support the behaviour of all students and their learning when at school

## Monitoring unproductive behaviour

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

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

**Appendix B** describes our Universal response and decision-making processes.

## Targeted and Individualised Supports as a response to unproductive behaviour

Our evidence-based practices for targeted and individualised support have been described in the previous text. Throughout the decision-making process, data is used to guide us to ask the "right" questions. The right question, asked at the appropriate time, can deepen the dialogue from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009). **Appendix C** describes Targeted and Individualised response and decision-making processes.

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# Relevant Lismore Catholic Schools Policies

Child Safeguarding Code of Conduct

Child Safeguarding Complaints Management

Child Safeguarding Policy

Inclusive Practices Policy

Pastoral Care Policy

Student Anti-Bullying Prevention and Response Procedures

Substance Management Policy

Suspension, Expulsion and Exclusion Policy

Suspension and Expulsion Standard Operating Procedure

Procedures for Reporting and Responding to Child Safety Incidents and Concerns

Staff and Students Professional Boundaries Policy

# Appendix A - Behaviour Definitions

## Minor Behaviours

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

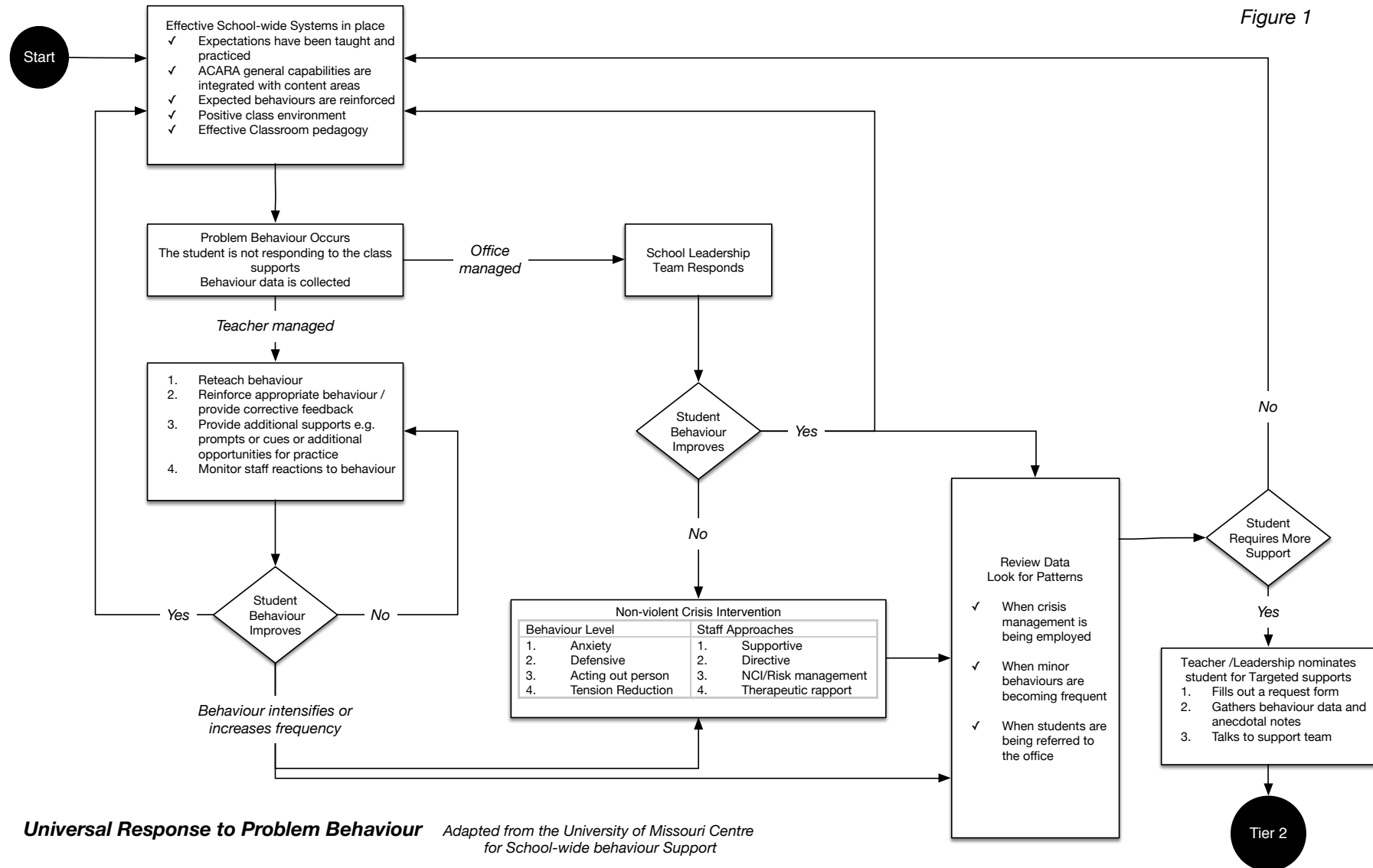
## Major Behaviours

|          | <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      | As Per the Bullying Policy                                                                                                                                                        | As Per the Bullying Policy                                                                                                                                     |
| <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> | 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>7</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                                                                                                                           |

## Major Behaviours (cont.)

|           | Descriptor                     | Definition                                                                                                                                                                                                                                                                      | Example                                                                                                                                                                                                                                   |
|-----------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8</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>9</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, Vapes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment                                                                                                                                        |
| <b>10</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>11</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>12</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<br>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<br><br>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |
| <b>13</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                                                                                                                                               |

# Appendix B – Universal Response to Unproductive Behaviour



# Appendix C – Targeted Response to Unproductive Behaviour

