St Ann's School

Redbank Plains

Student Behaviour Support Plan

2020

Updated 02/10/2020 by Katie O'Kane

St Ann's Vision and Mission

St Ann's School, Redbank Plains

VISION

We are a Christ centred community, called to be who we are dreamed to be, contributing to a more just and caring world.

MISSION

At St Ann's, we are a faith filled community, inspired by Jesus Christ to:

Welcome everyone, recognising and celebrating diversity.

Nurture respectful and loving relationships that honour the dignity of all.

Build a community of learners who succeed through courage, perseverance and reflection.

Grow a culture of justice and compassion for all creation, providing hope for the future.

Faith | Hope | Love | Courage

A Brisbane Catholic Education School

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Our School Context

St Ann's School is a Catholic Primary School situated within the Archdiocese of Brisbane and is located in Ipswich's eastern suburb of Redbank Plains. St Ann's is a co-educational Prep to Year 6 school. It opened in 2020 with classes from Prep to Year 3 and current enrolments standing at approximately 110 students. Students come from a variety of cultural backgrounds and family dynamics.

Consultation and Review Process

A consultation process was established in 2019. The following table outlines this process at St Ann's. A detailed review occurs every 2 years with a high-level check performed annually.

Year	Action	Way Forward
July 2019	Setting up Plan	Sonny Smith (Principal), Katie O'Kane (APRE) with Mark Wakefield (Education Officer- Student Behaviour Support) – discuss the set up of Student Behaviour Support Plan
Oct 2019	Staff Induction	Discussion around matrix with teaching staff
Jan 2020	Staff Professional Development	Professional development focusing on PB4L at St Ann's with a discussion about the Student Behaviour Matrix, preventative strategies and processes for continued off-task behaviour.
Jan 2020	Whole school	Launch of The St Ann's Way including the student behaviour support matrix and Stann Cards.
Feb 2020	Whole school	Whole school scope and sequence developed outlining focus for PB4L.
Mar 2020	Staff meeting	Staff meeting to review PB4L at St Ann's.
June 2020	Staff Meeting	Staff meeting to review PB4L at St Ann's.
July 2020	PB4L Team	PB4L Team established • Fortnightly meetings.
July 2020	Staff Meeting	Staff meeting to review PB4L at St Ann's. • Establish systems for students to earn Stann Cards in class.
Sep 2020	Staff Meeting	Staff meeting to review PB4L at St Ann's. • Establish systems for students to earn Stann Cards in class.
Nov 2020	Staff Meeting	Staff meeting to review PB4L at St Ann's.

		• Student Engagement Support Process.

Section A: Our Student Behaviour Support Systems

1. 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.

The following beliefs reflect current literature in positive behaviour supports.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.
- We focus on restorative responses rather than punitive reactions.

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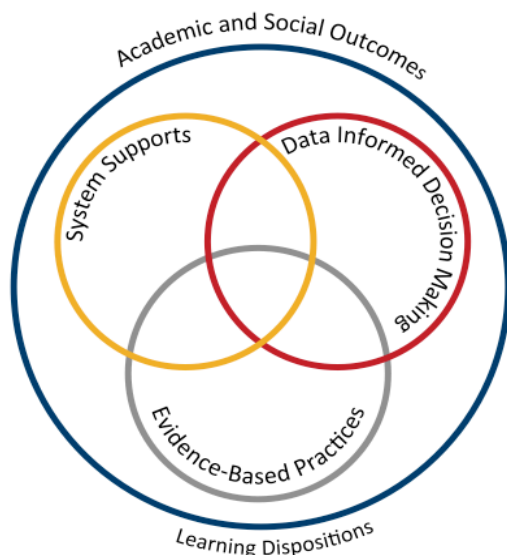
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Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.
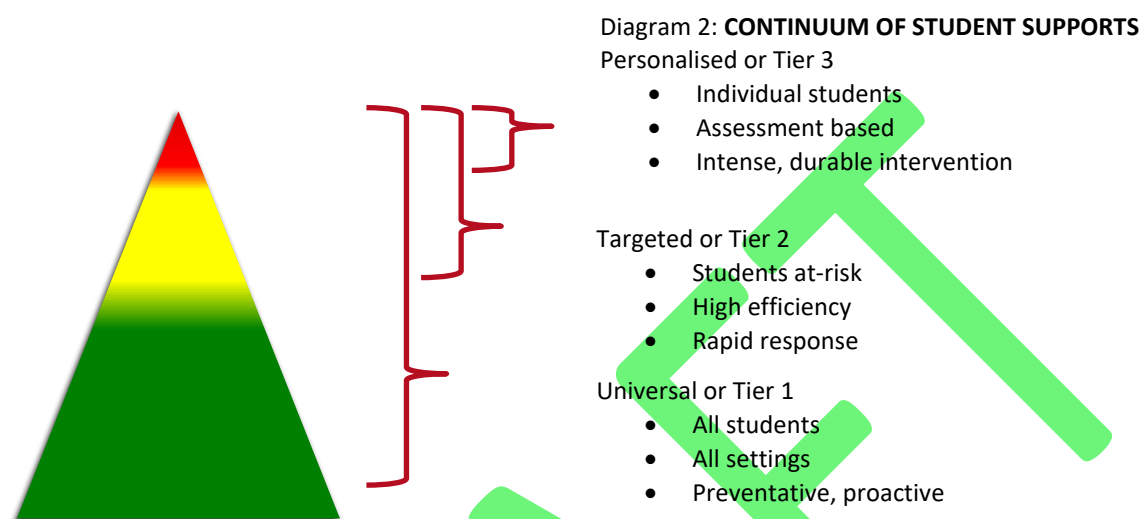
Tier 1 Universal Supports:

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**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

St Ann's School PB4L Team consists of a universal support team which includes Classroom Teachers, Guidance Counsellor, Learning Enhancement Teacher and Senior Leadership Team. Meetings occur fortnightly with relevant information uploaded to Engage Student Support Data System.

Tier 2 Targeted Supports and Tier 3 Individual Supports consist of the St Ann's PB4L Team. Meetings occur several times throughout the term. Uploaded information on Engage Student Support Data System is analysed according to each individual situation and appropriate supports actioned.

Staff participate in ongoing professional learning, so as to build capacity with the implementation of PB4L. Staff are actively supported with the PB4L strategies and parents are educated and informed about PB4L through the newsletter.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:

- **Be Respectful**
- **Be Responsible**
- **Be Safe**
- **Be Faith Filled**

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

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

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:

- *Beginning of school year short-cycle of planning focus*
- *Time built into the first weeks of schools and increased later in the year*
- *Fortnightly focus on the St Ann's Way*
- *Visual image of each focus to assist with teaching in the class*
- *Assemblies followed by group practice*
- *New student orientation when needed*
- *Student leaders support younger peers*

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

Stann Award	These are given to students who demonstrates an attribute/ skill/ behaviour as part of the St Ann's Way. This includes: • Be Responsible • Be Respectful • Be Safe • Be Faith Filled Teachers are required to have Stann Cards with them including while on duty. Once a student receives the card, the relevant information is written on the card. This is then added to a class Stann Award Box. Every Friday every class brings this box to Assembly where one card is drawn from each class box. The student will receive a prize. All extra cards can be sent home with the students afterwards.
Student of the Week	This is awarded to a student in each class who has demonstrated/ achieved a focused learning disposition during the week. During the course of the year, every student in every class will receive a Student of the Week award.
Academic Awards	These are awarded to any student who has achieved outstanding academic results during the semester. These awards will happen twice a year at the conclusion of each semester.
Deadly Friday	At St Ann's every Friday afternoon will be Deadly Friday. This is a time for every student, teacher and support staff to come together to interact in a positive way to build strong relationships. Students will gather in their class groups or house teams and work on building connections with other students and teachers throughout the school.

Individual Classroom Reward Systems	Each class has a process for students to earn Stann Cards. This is a step process and connects with our school mascot, Stann the green tree frog. Prep to Year 2 – 3 steps (3 lily pads) Year 3 to Year 6 – 5 steps (5 lily pads) Focus for this process is always on the positive behaviour students demonstrate in the classroom and connects with the Student Behaviour Matrix. A student is never moved back. Once a student has moved through the steps and has earnt a Stann Card, they start over again. Each classroom teacher will have their own class rewards system as students earn a certain number of Stann Cards. These could include stickers/ stamps, prize box, free time, student-choice activities, etc.

Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

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

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

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	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology
	Work it out together plan – teacher and student	Student contributes back to the class or school community
Supervised calm time in a safe space outside of the classroom	Teacher – student – parent meeting	Restorative conversation
Set limits	Teacher – student – leadership conversation	Restorative conference
Individual crisis support and management plan		

In addition, de-escalation crisis prevention and support strategies may include the following responses as outlined in **Appendix D.**

5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

6. Bullying and Cyberbullying – information, prevention, and school/college responses

St Ann's School Community fosters an open welcoming interaction between families and school, inviting contribution and involvement with each other in a respectful, caring and appropriate manner. Bullying is not tolerated at our school.

What is Bullying?

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

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

Bullying can take many forms including, but not limited to: deliberate and repeated physical, verbal, emotional, threatening behaviours, abuse of property or cyber-bulling.

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.

What is Cyber Bullying?

Cyber bullying refers to bullying that occurs through the use of information and communication technologies.

- Cyber bullying is often combined with offline bullying.
- Cyber bullying may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.
- It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).

Bullying is not:

- 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.

Bullying/ Cyber Bullying Preventative Strategies

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Mission Statement, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents and carers, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

It is the responsibility of staff, parents/carers and students to help make St Ann's School bully-free. This will happen by:
- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations

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At St Ann's School, we take proactive and preventative action to prevent bullying and harassment from happening in the first instance. We do this by fostering opportunities to develop positive behaviours in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community. We achieve this through:

- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- The establishment of play environments that foster active and friendly social engagement.
- Fostering relationships between children and children that promote commitment to community, service and the fulfilment of potential.
- The sincere pursuit of individual and communal goals.
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
- Ongoing professional development for staff about bullying/ cyber bulling awareness, prevention and response strategies.
- Ongoing awareness raising and education for the school community through school newsletter, parent information nights, anti-bullying events and focused teaching and learning experiences.

Response to Incidents of Bullying

Bullying requires schools and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students. Our second aim is to avoid the escalation of issues that will cause more harm.

In partnership with parents and carers, our procedures involve:
- support for the person who is being bullied and the person who is bullying;
- clear consequences;
- recording of behaviour incident in the Engage Student Support System;
- student behaviour support plan;
- parent/ carer conferences;
- track and analyse behaviour incident data to detect patterns of bullying and harassment.

Staff Responses to Reports of Bullying

If a student reports bullying:

The following steps are followed if a student reports bullying (including cyber bullying):

1. Listen carefully and calmly, and document what the student tells you. (*Clarify if there are immediate safety risks and let the student know how you will address these*).
2. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the behaviour occurs again.
6. Set a date for follow up review/s.
7. Record the incident/student contact in the Engage Student Support System.
8. Notify appropriate school personnel (Leadership and Guidance Counsellor).
9. Contact the parent/ guardian/ carer informing them of the incident and the school's course of action.
10. Make sure to follow up with students over the next several weeks and months.

If a parent reports bullying:

1. If they have not already done so, ask the parents/carers to talk with the year/class teacher in the first instance.
2. If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with a member of the Leadership Team.
3. At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
4. Listen carefully and document the account.
5. Refer to the school policy to discuss the definition of bullying, expectations of students and staff, responsibilities and implication.
6. Inform the parents what you intend to do regarding their concerns.
7. Let the parent/guardian know the name and contact details of the responsible officer for further contact.
8. Provide suggestions and information about what parents/carers can do to support their child in the short term.
9. Set a date for a follow up review and conclude the meeting.
10. Record the incident/student contact in school's student data management system.
11. Collect additional information from students and other personnel as appropriate.
12. Notify appropriate school personnel.
13. After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents/caregivers.
14. Agree on a contact person for parents/caregivers while the action plan is implemented.
15. Follow up with parents/caregivers and students at a designated time in the following weeks or months.

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.

At St Ann's, we use behavioural data together with other data sources to make data informed decisions about student supports. This occurs during team meetings to analyse universal school data. This information is fed back to staff during staff meetings. Targeted and personalised team (Tier 2 & 3 support team) meet regularly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

Student behavioural data is used together with other data sources to make informed decisions about appropriate student supports. This information is used during PB4L Universal Support Team meetings and PB4L Targeted Support Team meetings to analyse and prioritise students requiring or enrolled in targeted or personalised supports. Analysis of data occurs during these meetings and feedback is provided during staff meetings, Senior Leadership, Universal Support and Targeted Support Team meetings.

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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 – Student Behaviour Matrix

	Learning	Playing	Gathering	Moving
We are responsible	Whole body listening Be organised Care for belongings Set, know and work towards goals On task behaviour	Own your actions Games have rules	Show self-control Whole body listening Keep a tidy space	Walk between areas Respond promptly when the bell rings Use toilets - 'In, Do, Wash, Out'
We are respectful	Taking turns Listen to others We value differences Use your manners Care for our learning environments	Include others in games Speak in a friendly way Use your manners Care for our school environments	Participate appropriately Be calm and patient Use your manners Care for our environments	Greet others Use your manners Respect the privacy of others Care for our environments
We are safe	Safe hands and feet Use equipment correctly Follow instructions Report any issues straight away	Safe hands and feet Stay in the correct area Wear a hat Use equipment correctly Report any issues straight away	Safe hands and feet Enter and leave calmly and carefully Sit when eating Report any issues straight away	Safe hands and feet Move safely Report any issues straight away
We are faithful	We learn from mistakes Recognise the good in others	Encourage and include others Play fairly	Participate in prayer rituals Acknowledge our faith	Be calm and patient Consider others

The St Ann's Way

responsible · respectful · safe · faithful

ST ANN'S SCHOOL
REDBANK PLAINS

Appendix B - Behaviour Definitions

Minor Behaviours

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

Major Behaviours

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

	Descriptor	Definition	Example
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). 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.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment

		Descriptor	Definition	Example
13		Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14		Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15		Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16		Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17		eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18		Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix 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.

Appendix D: The St Ann's Way – Student Engagement Support Process

1. **Remind**
   - Engage with student
   - Remind the student of the specific expected behaviour
   - Refer to school behaviour matrix
     o *What is the St Ann's Way?*
   - Discuss/ teach/ model behaviour
   - Encourage and provide positive feedback

2. **Reconnect**
   - Check-in with the student
   - Is there something concerning them?
   - Ask, '*Are you ok?*', '*What zone are you in?*'
   - Ask, 'What do you need?' (break, extra support, food)
   - Remind the student of the specific expected behaviour
   - Encourage and provide positive feedback

3. **Reflect & Reteach**
   - Time to reflect/ reset
   - Discuss/ reteach appropriate expected behaviour
   - Offer a choice
   - Teacher and student negotiate how student can achieve success
   - Parent/ carer contacted (If behaviour is repeated or if it's not student's usual behaviour).
   - Encourage and provide positive feedback
   - Record behaviour on Engage

4. **Re-Focus**
   - Be explicit and direct with behaviour expectation
   - In class teacher - student support
   - Time to reflect/ reset
   - Set goals, refer to school behaviour matrix
   - Record behaviour on Engage
   - Parent/ carer contacted

5. **Re-Establish**
   - Contact Leadership for support
   - Time to reflect/ reset
   - Discuss specific expected behaviour
   - Refer to school behaviour matrix
   - Discuss/ teach appropriate behaviour
   - Set specific goals
   - Parent/ carer contacted

6. **Restore**
   - Restorative conversations
   - Leadership support re-entry into classroom
   - Teacher and student discuss how student can achieve success
   - Re-engage

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