



# Marymount Primary School

Positive Behaviour for Learning

&

Student Behaviour Support Plan

## The Mission

Marymount School is a Catholic community of life-long learners empowered by Gospel values to shape and enrich our world. Our school community endeavours to nurture and educate each individual intellectually, physically, emotionally and spiritually. As members of a Christian community, all our actions must meet the test of being signs of love and respect for ourselves and for each other. Staff, parents, carers and members of our community work cooperatively to ensure the personal success of each and every student.

At Marymount, our classrooms and playgrounds are learning and teaching environments. If unproductive behaviours occur, they are recognised as “platforms for learning.” Our Student Behaviour Support Plan seeks to establish behaviour management systems that support and promote student engagement, and promote a proactive and consistent approach to the development of positive relationships between all members of the school community.

Staff at Marymount collaborate to set and achieve high standards, both academically and behaviourally. This is achieved through modelling and teaching problem solving skills and the personal and social capabilities necessary to engage and motivate our students to be the best they can be. We endeavour to create an environment within the classroom that is warm, encouraging and nurturing, by putting our students first, demonstrating a positive and compassionate attitude and taking pride in all we do.

## Our School Context

- Over 1000 students (coeducational) and approximately 700 families
- 37 classes
- 1 Primary Learning Leader and 1 Early Years Literacy Teacher
- Predominantly a 5 stream school
- 62 registered teachers
- 5 specialist teachers (Music, PE, LOTE,)
- 3 Support Teachers: Inclusive Education
- 1 Teacher/Librarian
- Leadership Team made up of: Principal, Assistant Principal - Religious Education and 2 Assistant Principals
- 2 Technology officers
- 2 Guidance Counsellors

## **Consultation Process**

Marymount developed this behaviour plan in consultation with all appropriate members of the school community. Consultation involved meetings with teachers, parents/care givers, Leadership Team members, and Brisbane Catholic Education staff. It involved in-service of key staff personnel.

## **Our Beliefs**

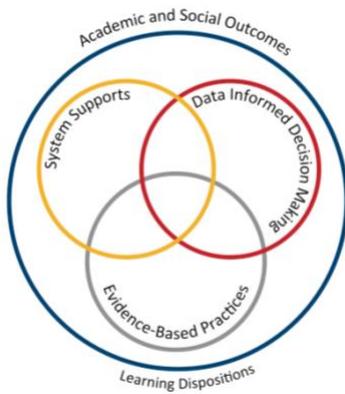
Our beliefs about student behaviour and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour supports.

- 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 opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible, productive behaviours can be taught.
- Productive behaviour is best achieved through instruction rather than punishment
- Student behaviour can be taught using the same strategies used to teach academics
- Unproductive behaviour 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.
- Managing student behaviour 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 in 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.

## **Our Approach - Positive Behaviour 4 Learning**

### **What is Positive Behaviour 4 Learning?**

PB4Learning is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



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

## Theoretical and conceptual characteristics

The theoretical and conceptual understandings of PB4Learning are firmly linked to *Behavioural Theory* and *Applied Behavioural Analysis* (Carr et al., 2002).

PB4Learning emphasises a prevention science by giving priority and actions that prevent the development of new problem behaviour whilst reducing the frequency, occurrence, intensity, and/or complexity of existing problem behaviour.

This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment, behaviour is learned and rule governed, 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). As such, the focus is on a) teaching expected and productive social skills that represent and support academic skills b) adding antecedent and consequent changes that prompt and maintain productive behaviour and c) removing antecedent and consequent changes that prompt and maintain, unproductive behaviour.

## Continuum of support and key features

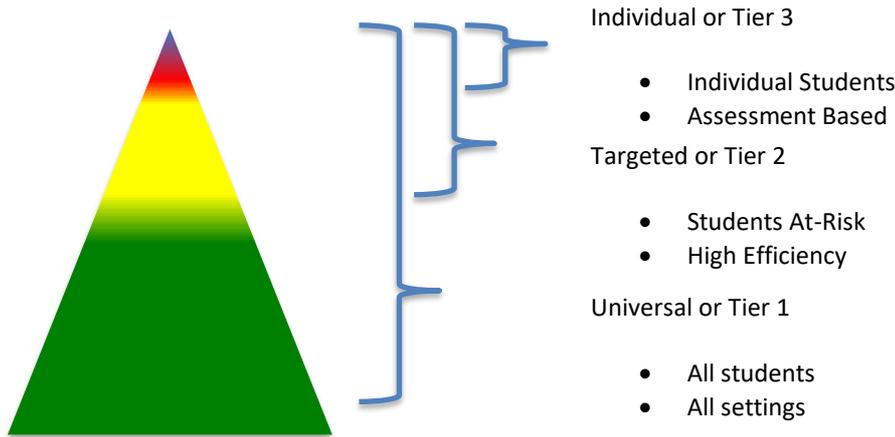
An important component of PB4Learning is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

The first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk 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).

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

Finally, the tertiary level of support is intensive or 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**

All staff are a part of our universal supports. All staff have undertaken professional learning opportunities to build the capacity to implement the PB4L school-wide behaviour system. Our Tier 1 Team included a group of teachers along with the Assistant Principal. Our Tier 2 Team includes Guidance Counsellors, Support Teachers: Inclusive Education, the Leadership Team and selected teachers from both the upper and lower primary year levels. Our Tier 3 Team includes the Leadership team along with the Guidance Counsellors.

We regularly analyse data in relation to unproductive behaviours in terms of the frequency of the year level concerned, the location, time and subject area they occur, in order to allocate resources and put systems in place to support students in these areas.

### **Clarity: Our Expectations**

A focal point for our *Positive Behaviour for Learning* framework is our MARY matrix, a school-wide set of expectations that encourage productive behaviours and consistent communications for all staff and students across all settings. Our MARY expectations are understood and owned by students, teachers, leaders and the community.

As members of the Marymount School Community we:-

- **M**ake a difference
- **A**ct responsibly and safely
- **R**espect Everyone
- say **Y**es to faith and learning.

Our school-wide matrix determines the social skills and 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 our MARY expectations.

Our MARY Expectations matrix was constructed through consultation with students, staff and parents. Its design reflects our Marymount Primary Mission Statement and logo:

- The letters MARY reflect Marymount Primary’s Marian charism. We take inspiration from the example of Mary, the mother of Jesus, who said “yes” to God and faced difficult challenges. We also say ‘yes” to our Catholic faith and our learning which can at times be difficult and challenging to us.
- The fish from our school logo are central to our MARY Expectations design as Jesus called his disciples to be ‘fishers of people’. The fish represent our community and they emphasise our recognition of the value and dignity of all of creation despite our individual giftedness, beliefs and differences.
- The four colours of each letter represent our four school house colours: Katandra - green, Bulimah – blue, Patanga - red and Allambee - yellow.

	CLASSROOM	PLAYGROUND	TRANSITIONS	EATING AREAS	BEFORE AND AFTER SCHOOL	TOILETS	ONLINE	CHURCH AND ASSEMBLY
<b>M</b> Make a difference	Encourage, cooperate and include everyone Be a leader – start your work without being asked Be prepared – have all your equipment ready to go	Include everyone Welcome and invite people to play Speak in a kind and friendly manner	Be aware of problem situations and let a teacher know Pick up rubbish	Put all rubbish in the bin Allow others to sit near you Care for our environment	Care for your siblings and others Wear the correct uniform Arrive and leave school at the correct times	Wash your hands with soap Use quiet voices Turn off taps – save our environment	Turn off and report inappropriate words or images Laptops are only open in class and when safely home	Listen to speakers with your whole body Encourage others through clapping respectfully Join in with the song and actions actively
<b>A</b> Act responsibly and safely	Care for your own and others belongings Be responsible for your words and actions On task behavior Raise hand to speak Hands and feet to yourself	Always wear your hat Play in the correct areas Use equipment correctly Respond to the bell promptly	Sit or stand quietly in line-up areas Walk only Always walk on the left side of the pathways and stairs	Sit quietly and eat your food Care for your belongings Line up quietly at the Tuckshop	Move to your area promptly and safely Listen to the teacher on duty and follow their instructions Be responsible for your belongings Laptops in case	Keep the toilet area tidy Go to the toilet at break times Walk at all times Open and close doors carefully	Use equipment carefully and report damage Check before entering details Only go to sites which the teacher has asked you to	Enter and leave calmly and carefully Sit quietly with patience Show reverence Leave the space clean and tidy
<b>R</b> Respect everyone	Listen and respond appropriately Speak in a kind and friendly manner Use your manners Everyone has the right to learn Sit appropriately	Move safely when playing Follow the rules of the game – ask if you don’t know Show respect for adults and students	Consider others when you walk and move to another area Safe hands and feet	Clean up your area Be nut and dairy aware Use good manners	Hand in your mobile phone at school and pick it up after school Care for our gardens – no rubbish or footprints	Ask permission to go to the toilet Return promptly to the classroom Respect the privacy of others	Ask before you take a photo and use it Share your skills	Respond appropriately to presentations and prayers when asked
<b>Y</b> Yes to faith and learning	Challenge yourself and have a go Mistakes are good if you learn from them Show thanks to God for your gift and talents	Encourage others, remembering God made us all differently Play fairly	Be calm and patient	Give thanks to God for the food you are given.	Be welcoming Use your manners	Be hygienic In, Do, Wash, Out. Use the correct toilet block	Think- Is it true, helpful, inspiring, necessary, kind? Know who you are communicating with	Fully participate in rituals Use the values Jesus teaches us in our lives

At Marymount Primary School we say YES 

In addition to our school-wide 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. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners, and are effective communicators. ([www.acara.edu.au](http://www.acara.edu.au))

ACARA’s General Capabilities of Personal and Social capability, Ethical Understanding and Intercultural Understanding are valued at Marymount as they focus on ways of being, behaving and learning to live with others. In addition, the General Capability of Critical and Creative Thinking is fundamental for students to become successful learners. The ACARA learning

continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

### **Focus: Teaching expected behaviour**

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

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

- Beginning of school year orientation day.
- During prayer time at the start of the day.
- Time built into the first weeks of schools and boosters later in the year.
- Assemblies followed by group practice.
- New student orientation when needed.
- Student ambassadors may serve as orientation models for newly enrolled students.

### **Feedback: Encouraging Productive Behaviours for learning**

#### **Tier 1 Universal Supports and Productive Teaching**

Tier 1 supports are clearly articulated and owned expectations for all our learners at Marymount, with consistent responses for all students.

Feedback should cause thinking (Dylan Wiliam, 2011). Feedback to students provides them with the way to move their learning forward and make progress with their learning.

It is important to follow desired productive behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement.

At Marymount, we strive to encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our encouragement system utilises effective, specific positive feedback, adult attention both contingent and non-contingent and a tangible reinforcement system.

#### **POSITIVE SUPPORT STRATEGIES**

- Build positive rapport with individual students.
- Give non-contingent adult attention: provided regardless of performance and includes such things as greeting, smiles and conversations. Displays such as this create a warm and welcoming environment for staff and students, and build rapport, helping students to learn and to relate appropriately to others.
- Give contingent adult attention provided based upon the performance of an identified behaviour.
- Provide specific positive feedback: This helps to recognise the attainment of specified performance criteria, or effort or success at tasks that are often difficult for the student. This type of feedback needs to be given frequently when a student is learning a new skill and unpredictable or intermittently when a student is maintaining the skill or generalising it to a new context or setting. Specific positive feedback also reinforces for the student the behavior or skill that they have used so that in future they are more likely to use it again.

- Recognise students who have displayed productive behaviours with MARY Expectations Rewards at our weekly assembly, which contributes to our positive school climate.

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

## **Tier 2: Targeted Supports**

Targeted 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 are detrimental to instruction and interfere with their own 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. Targeted intervention at Marymount include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004)

The program 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 ultimate goal is to move the student to self-management.

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

The core of Check & Connect is a trusting, relationship between the student 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.

- Games Group

This type of intervention involves directly teaching social skills in a lunch time games group to enhance a student’s ability to interact with peers and adults. Children can bring a friend. 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.

- “Play is the Way” Social and Emotional Skills program

To improve and entrench the personal and social capabilities of students, some teachers have implemented “Play is the Way” program in their classroom to benefit students who require Tier 2 supports, and for the overall general benefit of all students in the class.

## **Tier 3: Individualised Interventions**

Successful outcomes for student’s whose behaviour has not responded to universal or targeted supports are dependant our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Individual Support interventions offered at Marymount Primary School include:

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

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

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

The critical factor in maintaining productive learning and teaching in the future is how we choose to respond.

At Marymount, our Mary Matrix is the reference point for all students, teachers and parents in our community for our learning and behavioural expectations and all teachers are encouraged to make use of this in their classes regularly.

Even with our positive approach to teaching and supporting productive behaviour, some problem 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 other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

At Marymount we see mistakes as learning and teaching moments. To address unproductive behaviour we have a system in place that enables staff to efficiently and effectively respond to a range of unproductive behaviours that hinder learning and relationships. These range from minor unproductive behaviours, chronic persistent minor unproductive behaviours, through to major unproductive behaviours. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious or persistent enough to warrant an office referral with leadership partnering with the class teacher. The definitions of minor and major behaviours have been included in Appendix A.

Although the teacher is the key problem solver when responding to Minor behaviours, they can and should collaborate with and share creative strategies with colleagues. Teachers typically respond to Minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours.

## SUPPORT STRATEGIES FOR MINOR UNPRODUCTIVE BEHAVIOURS

Along with the creation of a positive learning climate and the building of positive relationships, research and experience shows us that there are effective strategies that can be used universally for productive teaching and to respond to minor unproductive behaviours.

<b>Strategy</b>	<b>Explanation</b>	<b>Example</b>
<b>Proximity.</b>	Strategic placement of self within the classroom	Standing near a pupil who is being unproductive and praising them when they perform the desired behaviour.
<b>Signal, Non-Verbal cue</b>	Signals that the teacher is aware of the behaviour and will intervene if necessary	Sustained eye contact, hand gesture, clear throat etc
<b>Ignore, Attend, Praise</b>	Ignoring the unproductive behaviour of a student and praising the behaviour of a nearby student	A student is off task; praise a student nearby who is on task and when the other student comes on task praise them too.
<b>Redirect</b>	Brief clear private reminder of the expected behaviour from the matrix.	‘Please follow the directions and put your book away’, then later praise them for following directions.
<b>Reteach</b>	Specifically instruct the student on what needs to be done to follow the classroom expectation	Model on task behaviour (have only book, pencil and paper out, start reading or writing right away and raise hand if you need help). Have the student practice.
<b>Provide Choice</b>	Stating two alternatives, the desired behaviour and the less preferred choice (away from peers, work later during fun activity etc)	‘You can be respectful and work quietly in your seat or you can move to the private student office. Which do you prefer?’ later praise student for working quietly
<b>Student conference</b>	An individual re teaching or problem-solving opportunity	Reteach the classroom rule. Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future

Along with these strategies , there are three evidence-based approaches that we use at Marymount Primary School to feedforward and respond to unproductive behaviours. The approaches used are listed in table below:

*NB: Some of the above strategies fit into these approaches*

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Use a calm tone, acknowledge the student's upset, distress or anger.	Teacher – student conversation	Student apology
Be mindful of body language and proximity to student.	Work it out together plan – teacher and student	Student contributes back to the class or school community
Supervised time out in a safe space in the classroom	Teacher – student – parent meeting	Restorative conversation
Supervised time out in a safe space outside of the classroom	Teacher – student – leadership conversation	Restorative conference
Set limits		
Individual Crisis Support and Management Plan		

### Marymount teachers....

- Give choices for behaviour and respond appropriately to those choices made by the student
- Speak to students and each other in a positive and calm manner
- Use strategies defined in the Student Behaviour Support plan in our day to day teaching
- Treat everyone with respect
- Use de-escalatory strategies with dysregulated students
- Enact the Classroom Support Referral request only when all other PB4L strategies are exhausted or are ineffective in this situation.
- Don't label students by the behaviour they use.

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice, reflecting on the behaviour

and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based approaches.

Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though responses for unproductive behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need, in order to be successful and meet the expectations.

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'time out' is for a student to regain control of their own behaviour.

For major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

## **Restorative Principles**

Restorative practices are based on principles that emphasise the importance of positive relationships as central to learning and building community, and involve processes that repair relationships when difficulty has arisen.

Principles are based on:

- Inclusive decision-making
- Active accountability
- Repairing harm
- Rebuilding Trust

(Davis Karp, 2013)

A restorative approach to help those harmed by other's actions, as well as responding to challenging behavior, consists of asking key questions:

# Restorative Questions

## Key Questions (person responsible)

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done?

In what way?

- What do you think you need to do to make things right?

## Key Questions (person harmed)

- What did you think at the time?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

## Formal Sanctions

### Suspensions

A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student focused re-engagement strategies.

The Principal of Marymount may suspend, full-time or part-time, a student from that school *for a period up to 10 school days* or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school. Members of the Marymount Primary School's Leadership team may also exercise the authority to suspend.

## **Suspension**

Suspension is only one strategy for managing unproductive behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible.

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

- Ensured that other appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that other appropriate support personnel available, both within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/caregivers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension
- Recorded all action taken in appropriate school files/systems or Brisbane Catholic Education Student Behaviour Support database.

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

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

## **Immediate Suspension**

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs.

Principals may suspend immediately any student whose behaviour includes the following, but is not exclusive to:

- Possession of alcohol or a suspected illegal drug: Brisbane Catholic Education states that schools must be places that are free of illegal drugs. Suspension may occur immediately if the substance is alleged by the student to be an illegal drug or alcohol, or is confirmed as illegal.
- Violence or threat of serious physical violence: Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with Student Protection processes
- Concerning or serious sexual behaviour: The matter should also be reported in accordance with Student Protection Processes
- Possession of a weapon or knife: Any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately.
- Verbal abuse: Principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.

More information in regards to the purpose of suspension, suspension guidelines and suspension decision can be found at:

<https://kweb.bne.catholic.edu.au/policiesandforms/ResourceStore/Learning%20and%20Teaching/Student-behaviour-support/SBS%20Guidelines%202017.pdf>

## **Re-entry process**

The re-entry conference will usually take place in the school and will be facilitated by the Principal. In instances where there has been a problematic relationship between a parents/caregivers and the school, the Principal may find it beneficial to call upon a third party such as the Senior Leader – Learning & Identity or Guidance Counsellor, to facilitate the meeting. If, despite the school's requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal will refer the matter to the Senior Leader – Learning & Identity. Alternative options may need to be considered to facilitate the student's return to school. Alternatively, the Senior Leader – Learning & Identity, in consultation with the Director-School Services, may consider commencing proceedings for exclusion.

Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. This will be determined by the school, parents and the training provider. The determination should occur before the student is next due to attend the program.

## **Exclusions**

In extreme circumstances, and in response to a major behaviour, the Principal of Marymount Primary may, in consultation with the Senior Leader – Learning & Identity, make a submission to the Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

## **Appeals**

Appeals by parents/caregivers, or students living independently, are made to:

- The Principal of the school: in relation to a decision to suspend a student for less than three (3) days. Parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal.
- The Senior Leader – Learning & Identity: in relation to a decision to suspend a student for more than three (3) days from the school
- The Executive Director: in relation to a recommendation to exclude a student from the school

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

## **Data Informed Decision Making**

The BCE Student Behaviour Support System (SBSS) is the database all BCE schools are required to use to collect behavioural data. SBSS has capacity to record Minor and Major behavioural incidents so that schools can make data informed decisions about student supports.

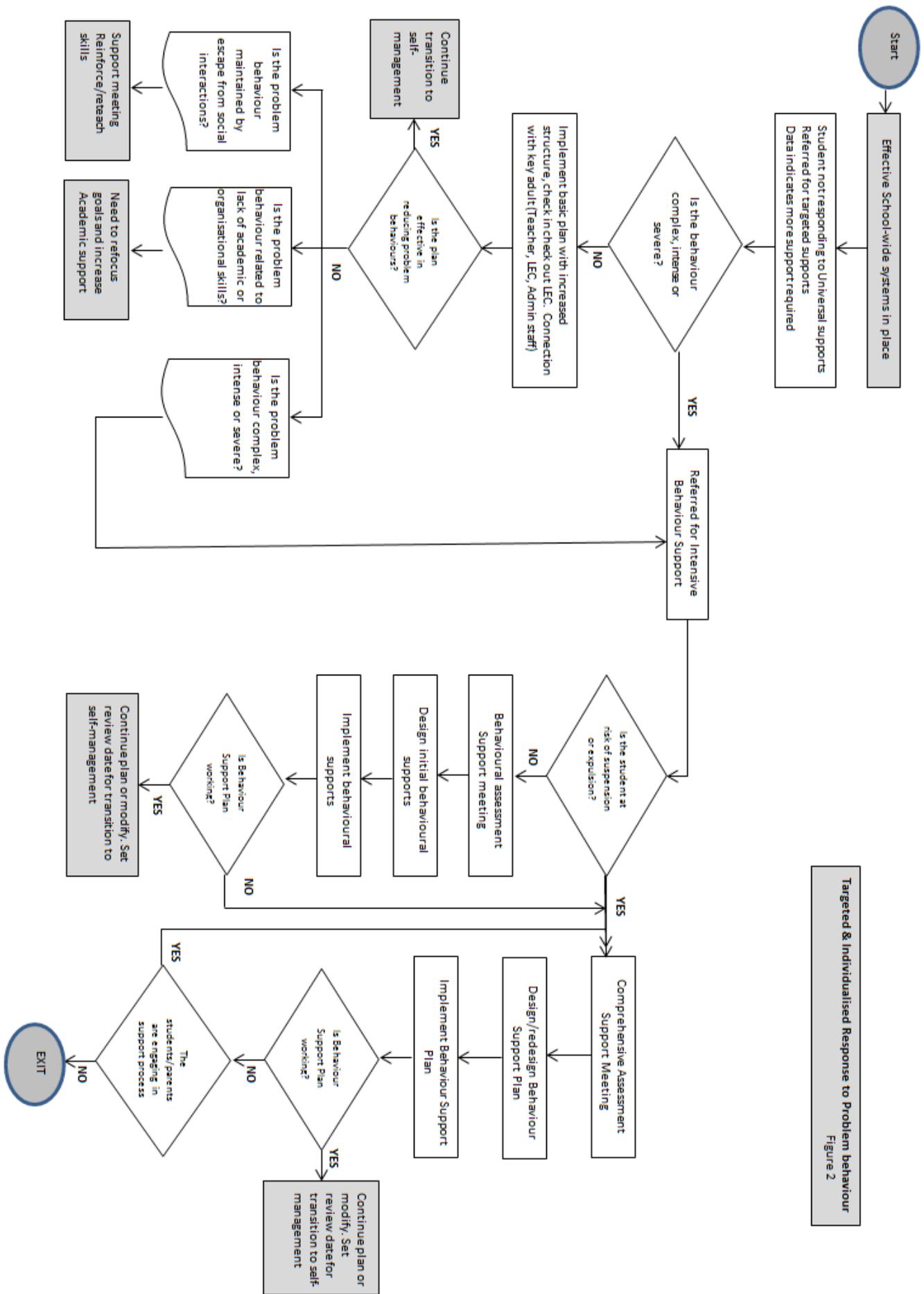
It is mandatory for all BCE schools to record in SBSS Major incidents of Bullying, Weapons and Drugs and complete the accompanying record documentation in the system. Suspension records are also mandatory to complete in SBSS.

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 dialog 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).

Figure 1 and 2 describe our ‘Universal’ and ‘Targeted and Individualised responses’ to problem behaviours.



Figure 2:



Targeted & Individualised Response to Problem behaviour  
Figure 2

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## Behaviour Definitions

### Minor Behaviours

	Descriptor	Definition	Example/Non-Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy/late to class (not late to school as this is often beyond the control of a primary school student)
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	

### Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away	
5	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the	“Gang” undershirts, offensive T-shirts etc.

	Descriptor	Definition	Example/Non-Example
		school	
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, 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	Use/possession of Alcohol	Student is in possession or is using	

		<b>alcohol</b>	
<b>13</b>	<b>Use/possession of Other Drugs</b>	<b>Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions</b>	
<b>14</b>	<b>Misuse of Legal Drugs</b>	<b>Inappropriate use or distribution of legal drugs/medications</b>	<b>Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"</b>
<b>15</b>	<b>Use/possession of Tobacco</b>	<b>Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform</b>	
<b>16</b>	<b>Use/possession of Weapons</b>	<b>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm</b>	
<b>17</b>	<b>Use/possession of combustibles</b>	<b>Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)</b>	
<b>18</b>	<b>Bomb Threat/False Alarm</b>	<b>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</b>	<b>The intent is one of a "prank" to disrupt the school day and/or Emergency Services</b>



## Appendix A