



MARYMOUNT PRIMARY SCHOOL

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.

Our policy aims at safeguarding the rights of teachers to teach and the rights of children to learn in a safe, supportive environment. The main objective is that pupils will accept responsibility both for their own behaviour and for the natural and logical consequences that flow from it. At Marymount, every child has the right to feel safe, and the responsibility to ensure that all others feel safe and secure.

To achieve this we endeavour to create an environment within the classroom that is warm, encouraging and nurturing.

We strive for a consistent approach when handling behaviour. We endeavour to maintain constructive communication between school and parent /caregivers regarding their child's learning and behaviour.

The Marymount mission statement emphasises the recognition of each person at Marymount to develop to his or her full potential. The school's behaviour management policy has been developed to provide a safe and supportive environment for all members. This acknowledges the rights of each individual and the associated responsibility of living within a school community.

Our policy seeks to establish behaviour management systems that produce harmonious and productive situations within the total school environment. This Behaviour Management policy has been developed in the light of Gospel values as lived and taught by Jesus, which recognise the specialness of each individual. At Marymount our classrooms and playgrounds are learning and teaching environments. If "mistakes" occur they are recognised as "platforms for learning". Corrections are logical consequences that teach children the skills required to participate fully in society. We recognise that corporal punishment is expressly prohibited at Marymount Primary School.

Our School Context

- Over 1000 students, and approximately 700 families
- 39 classes
- Traditional groupings in all classes, predominantly a 5 stream school
- 48 registered teachers
- 5 specialist teachers (Music, PE, LOTE,)
- 1 STIE + 1 ½ fulltime Learning Support teachers
- 1 Teacher/Librarian
- Leadership Team made up of Principal, APRE and 2 APAs
- 19 school officers
- 1 Technology officer
- Guidance Counselor.

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, discipline 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 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.

Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish an effective verbal community for all staff and students and across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

As members of the Marymount School Community we:-

- treat ourselves and others with courtesy, justice and respect (fair treatment)
- move, work, learn and play safely (fair safety)
- are constantly learning and assisting others with their learning (fair learning)
- use manners, listen and take turns when communicating (fair communication)
- take care of our own and others' equipment, property and the school environment.
- Each member of the teaching staff should work with students to establish rules that apply to their particular learning area.

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 discipline.

RULE	STUDENT RIGHTS	STUDENT RESPONSIBILITIES
TREATMENT	<ul style="list-style-type: none"> • to be treated with courtesy and respect. • to be free from violence, intimidation, bullying and harassment from other members of the school community. • to have legitimate problems listened to and acted upon justly. 	<ul style="list-style-type: none"> • to treat others with courtesy and respect • to take care of themselves and others • to refrain from using violence of any sort. (e.g. physical, verbal, psychological) • to refrain from bullying, intimidating or harassing others.
SAFETY	<ul style="list-style-type: none"> • to be provided with facilities and equipment that are safe and free from hazard. • to have access to safety equipment including hats and sunscreen. • to have safety rules clearly explained and carried out. • to be familiar with lockdown and emergency evacuation procedures. • to be provided with shade areas and a variety of play options. 	<ul style="list-style-type: none"> • to listen to safety directions and follow them implicitly and immediately. • to always wear safety equipment, including hats and sunscreen. • to move around the school sensibly, quietly and in an orderly manner. • to follow directions promptly and cooperate fully during lockdown and evacuation procedures. • to refrain from participating when not fulfilling safety requirements.

LEARNING

- to be provided with a variety of learning experiences and opportunities.
- to learn with minimal disruption in an environment conducive to learning.
- to have the opportunity to have a turn
- to be offered necessary assistance with learning.
- to learn at an appropriate level which meets needs.
- to be familiar with a clearly stated and consistently implemented school Behaviour Management plan.
- to participate in learning activities and experiences.
- to have a turn and give others a turn.
- to refrain from being disruptive.
- to listen attentively.
- to assist in creating an environment conducive to learning.
- to make a genuine effort to learn.

COMMUNICATION

- to be listened to.
- to have a turn to speak.
- to be spoken to respectfully.
- to listen to others
- to refrain from interrupting while others are speaking.
- to follow standard school communication procedures.

PROPERTY

- to be provided with a safe and accessible place to store personal property and equipment.
- to expect that their property and equipment will be well cared for and won't be damaged.
- to work, learn and play in a clean and tidy environment.
- to be provided with materials / resources necessary to assist in maintaining the school environment in this way (e.g. bins; school cleaners).
- to take care of own and others' property and equipment.
- to assist in maintaining a clean and tidy working, learning and playing environment.
- to refrain from bringing inappropriate / undesirable property or equipment to school.
- to report possession of this type of property or equipment.

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 effective communicators. (www.acara.edu.au)

Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being, behaving and learning to live with others while Critical and Creative thinking is fundamental in students becoming 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, practise, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. With our older students we have found strong positive results when staff:

Remind = Regularly remind students of behaviours, procedures and routines

Supervise = Monitor student performance or compliance in all settings

Feedback = Provide feedback, non-contingent and contingent

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

- Beginning of school year orientation 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

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas.

At Marymount, we utilise the skills and resources from the Friendly Schools Program. Friendly Schools is based on six years of rigorous scientific research with over 6000 school students, their parents and teachers. It is one of a few evidence-based programs designed to improve social skills and reduce bullying in Australian schools. Through our Friendly School and Families program we hope to weaken attitudes and thought patterns that contribute to negative mental health and strengthen those attitudes and behaviours that promote wellbeing.

Our overall goals of the program therefore, are to build and foster resilience and emotional intelligence in our children. These goals are outlined in the new National Curriculum.

Feedback: Encouraging Expected Behaviour

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

- 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 and relationships helping students to learn.
- Providing positive feedback: This helps to recognize 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.
- Through our Friendly Schools Program staff recognize children who have displayed attributes of a 'First Class Friend' (FCF) Awards are recognized at weekly Assemblies, and children also receive rewards to be used at our Tuckshop.

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.

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, either through discipline data, attendance data, and 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 Friendly Schools Program as listed above.
- Circle time and Restorative Practices which are used consistently within all classrooms.

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 Positive Behaviour 4 Learning.

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).

Responding to inappropriate Behaviours

The best defence is always a great offence

Even with our positive approach to teaching and supporting appropriate 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.

The process of responding to problem behaviour is much like an error analysis, which is commonly used for academic work. Students who have a "skills deficit" will need more explicit instruction and practice while students who have a "performance deficit" need more prompts and cues to highlight the need for the replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.

A continuum of Responses

To correct behavioural "errors", we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious and major problems. 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 enough to warrant an office referral. The definitions of teacher managed behaviours (minors) and office managed behaviours (majors) have been included in Appendix A.

Although the Teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with and share creative strategies with families and colleagues. Teachers typically address minor behaviours using best practices that include correction and re-teaching. Appendix B includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour.

If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment.

Crisis prevention strategies may include giving a student time away from their regular program in a separate area in the classroom, in another supervised classroom or in the office. The intent of the ‘time away’ is for a student to regain control of their own behaviour.

For “Office managed” 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, and strategies to help the student handle future situations or parent/carer conferences.

Learning-based consequences

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or time, 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 consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though consequences for inappropriate 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. Consequences 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.

Monitoring inappropriate behaviour

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

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

Figure 1 describes our Universal response and decision-making processes.

Targeted and Individualised Supports as a response to Problem 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 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 2 describes are Targeted and Individualised response and decision-making processes.

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.

Definition of ‘Suspension’

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

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.

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 Area Supervisor 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 Area Supervisor. Alternative options may need to be considered to facilitate the student's return to school. Alternatively, the Area Supervisor, 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, the Principal of Marymount Primary may, in consultation with the Area Supervisor, 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.

Definition of 'Exclusion'

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic

Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

Exclusion guidelines

Exclusion for serious noncompliant behaviours will be considered only as a last resort because of the serious long-term consequences for the student and the family.

Exclusion signals that the student's behaviour has continued to be inappropriate, despite the best efforts of the school. The Executive Director may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans. The exception is when the student's behaviour has been so extreme, such as the committing of a serious or illegal act, that immediate exclusion may be judged to be necessary. Where a serious breach of the school's Student Behaviour Support Plan has occurred, the Principal may provide parents and students with a range of available options.

Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it. Parents/caregivers have a right to know the processes involved in exclusion, as well as of their right to withdraw the student from the school. Where a parents/caregivers exercises the right to move the student to a new school prior to the application of exclusion, the Principal or delegate is expected to facilitate the transition to the new school, if there is a request to do so.

This process is reflected in the example flowchart in this plan for Targeted and Individualised Responses (Figure 2).

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 Area Supervisor: in relation to a decision to suspend a student for more than three (3) days from a particular school
- The Executive Director: in relation to a recommendation to exclude a student from a Brisbane Catholic Education school.

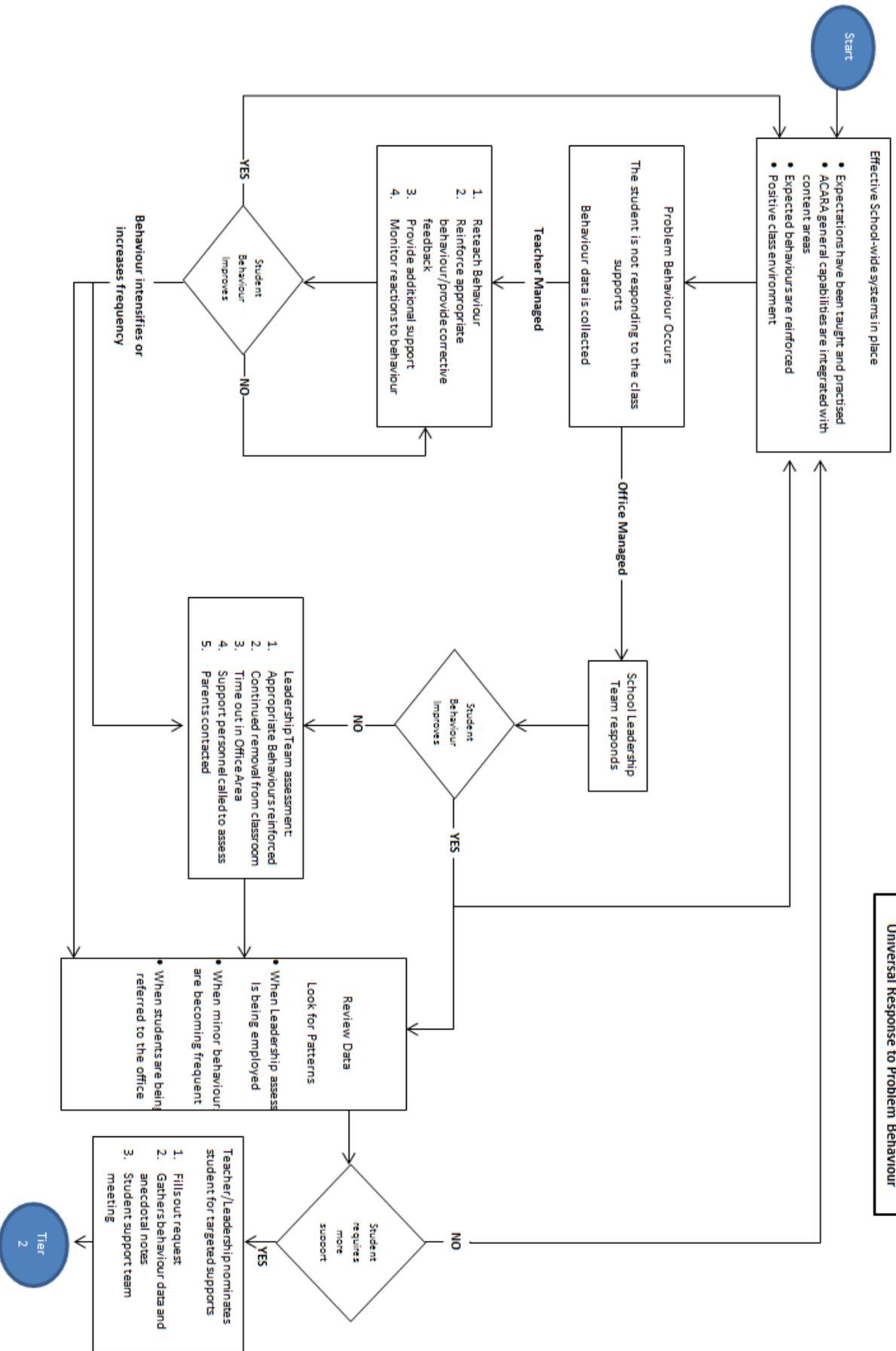
Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

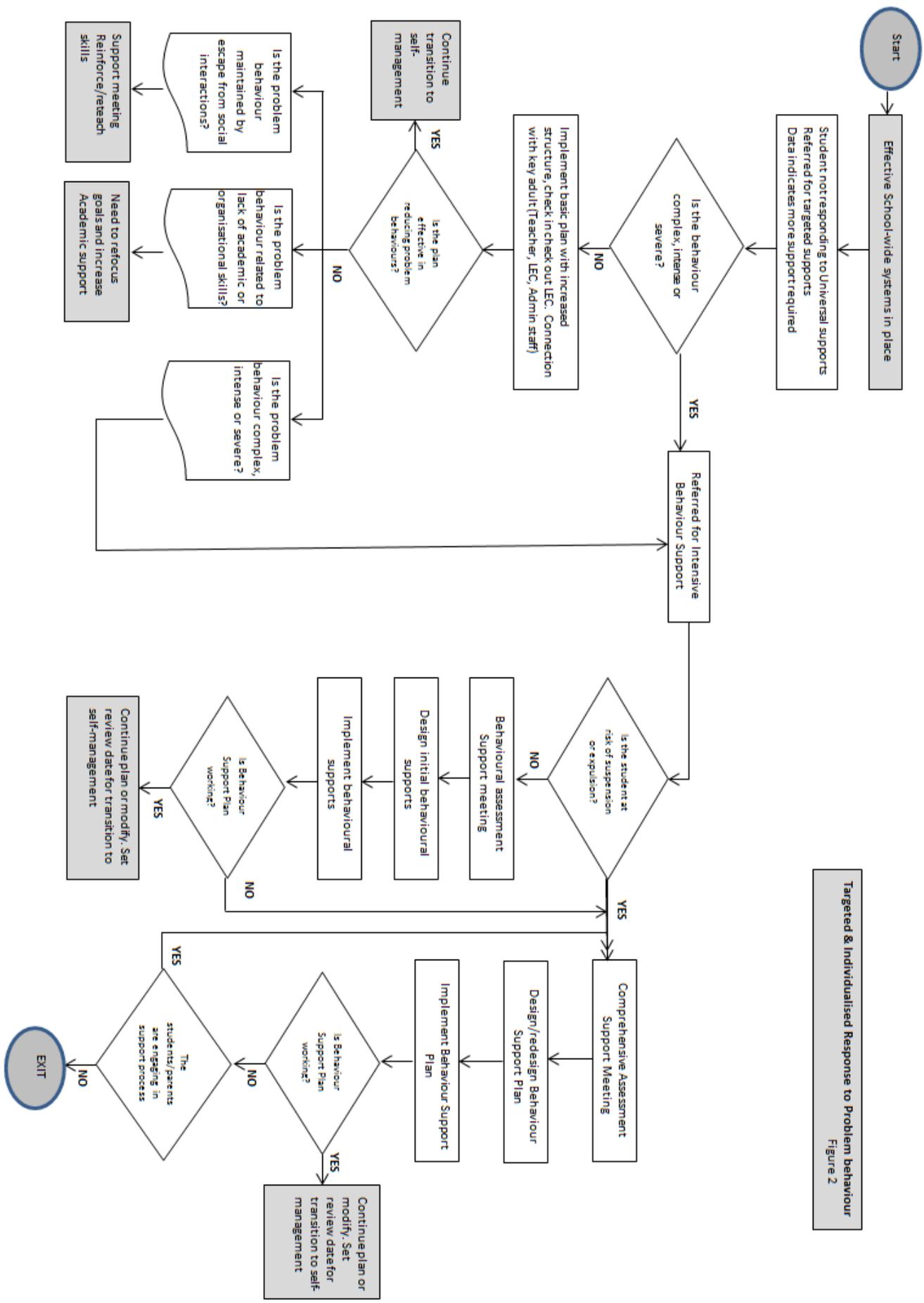
Professional Learning

Staff of Marymount Primary School are continually required to keep up to date with National Trends in Education by undertaking various hours of Professional Development. Some of these are listed below.

- Positive Education Seminar by child Psychologist Dr Michael Carr-Gregg in 2014
- Regularly updating skills with regards to the Friendly Schools Program for school wide behaviour
- Involvement in *Non-violent Crisis Intervention training later in 2014*
- *Involvement in Positive Behaviour 4 Learning in early 2015*

Universal Response to Problem Behaviour





Targeted & Individualised Response to Problem behaviour
Figure 2

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/noncompliance	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/noncompliance – Major	Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away	
5 Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6 Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7 Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8 Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9 Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property	
10 Forgery/Plagiarism	Student has signed a person’s name without that person’s permission (forgery). Plagiarism is submitting someone else’s work as your own.	

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, Instagram or other Social Media (written and images)
12 Use/possession of Alcohol	Student is in possession or is using alcohol	
13 Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14 Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	
15 Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16 Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	

Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.

Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	“Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour”. (p.453 Scheuermann & Hall, 2012)
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the school wide, 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.