



St Patrick's Primary School, Gympie



STUDENT BEHAVIOUR SUPPORT PLAN

St Patrick's Primary School – Student Behaviour Support Plan

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School Mission and Vision - Teach Challenge Transform

Vision

Igniting self-belief for a faith and hope-filled future

Mission

As a Catholic Christian community, we foster inclusion and diversity while embodying Gospel values.

We embrace our responsibility for stewardship of our Earth and its people. We inspire and develop young learners to grow and succeed as local and global citizens in a changing world.

We prioritise the dignity, safety and well-being of each member of our community and promote partnerships with the Parish and wider community.

We value and promote an inclusive and collaborative culture.

We embrace change by creating environments that promote sustainable and innovative practices to challenge and inspire our community.

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

Our School Context

As an Archdiocesan school and part of the Brisbane Catholic Education System, St Patrick's offers a comprehensive and quality curriculum within a caring and nurturing environment. The Catholic faith is at the core of our teaching ministry and Catholic values expressed through our mission and vision statement should be evident in the daily teaching and relational interactions of the school.

St Patrick's Primary is located in the rural city of Gympie. Currently there are 297 students enrolled, 55.8% of whom identify as Catholic.

Consultation and Review Process

2022/23: Actions

School Behaviour Support Policy was reviewed, and the following processes were actioned:

- Tier 1 Universal supports, Tier 2 and Tier 3 processes were reviewed, refined and documented.
- Behaviour Matrix was embedded across the school and shared with parent community.
- Whole school focus on creating a positive environment where all can flourish in a flourishing community.
- A PB4L Team was established and meet each term to review processes and procedures.
- MYTERN shared language program has continued to be embedded to whole school community, including parents.

- Teaching staff completed BCE Modules 1-4: PB4L Effective Classroom Practices and Responses
- Processes and procedures reviewed and established to respond to Unproductive Behaviours. Remind, Re-Direct, Refocus, Re-Establish, Restore and Re-Engage.

It is our expectation that these procedures are regularly reviewed with staff, parents and students annually.

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.

We believe that:

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. (Melbourne Declaration)

- All students should have an opportunity to learn to live and to contribute as responsible members of society. (BCE Learning and Teaching Framework)
- Behaviour is learned and therefore responsible behaviour can be explicitly taught. (BCIS)
- Appropriate student behaviour can be taught and reinforced using the same strategies used to teach academics.
- Unproductive behaviour presents the students with an opportunity to learn and the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches to strengthen teacher-student relationships.
- Behaviour Support is a collaborative process in partnership with parents and carers and we are committed to each student's success.
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts. (BCE Learning and Teaching Framework)
- An integrated system of consistent school wide processes helps to support classroom and individual student behaviour and is central to developing learning dispositions for our students as well as contributing to the sense of efficacy and well-being of our staff.
- Students who have exceptional needs are more like other students than they are different. (MYTERN)
- An attitude of welcome acceptance and celebration of individual differences and unique gifts is to be encouraged and supported among students, parents and staff. (BCE Learning and Teaching Framework)
- All students have the right to be treated with dignity. (BCE Learning and Teaching Framework)

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 assist students to access learning – academically and socially - at all stages of development throughout their education.

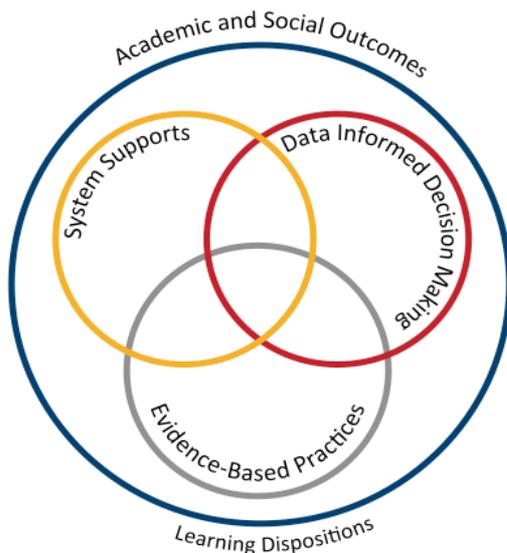


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

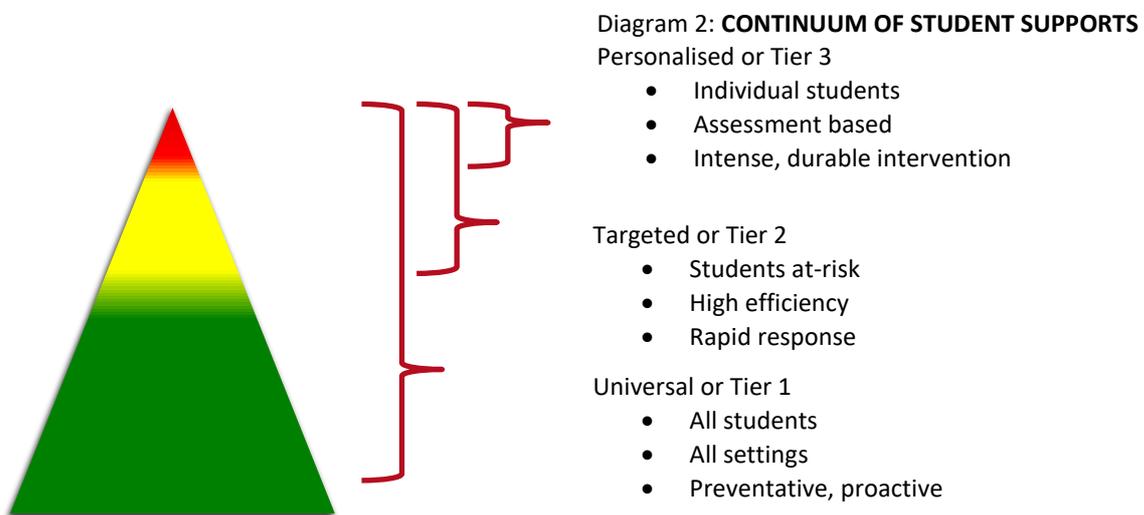
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on the prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

At St Patrick's there are two Student Behaviour Support Teams.

Universal Support Team

Leadership Team, PLL, Guidance Counsellor, Support Teacher Inclusive Education, classroom teachers, school officers. Data gathered from Engage is regularly reviewed and processes are implemented to continually refine our procedures as needs arise. Recommendations for specific students, areas where incidents occur, and times of incidents can then be made to the relevant stakeholders. Teachers engage in professional learning once each term to enhance their knowledge and skills when responding to unproductive behaviours.

Targeted And Personalised Support Team - Tier 2 & 3 Support Team

Leadership Team, PLL, Guidance Counsellor, Support Teacher Inclusive Education attend fortnightly Student Support Team meetings. Targeted Support students' behavioural/academic progress is reviewed in the light of their data and feedback from teachers or team members, to maintain consistency in implementing their support plans. Strategies and actions are shared. The STIE prepares the agenda and chairs the meeting.

Minutes are distributed after each meeting for review at the next. Meetings are held twice a year with class teachers, STIE or Guidance Counsellor and parents to review and evolve the students' support plans.

Individual Support

The procedure is as for Targeted Support students. For students with Tier 3 behaviours, monitoring and communication with parents is maintained on a more regular basis, via phone calls, emails or daily communication books.

Professional Development

- All teaching staff have completed the BCE PB4L Effective Classroom Practices and Responses Modules.
- Leadership Team attended Margaret Thorsborne workshop on Restorative Practices.
- All teaching staff attended Professional Learning focused on Establishing Classroom Culture, Positive Culture for Learning – Positive Relationships for Learning.

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 a RAY of shining light at St Patrick's by:

- Being Respectful
- Acting Safely
- Focusing on my learning

When we learn, when we play, when we move, when we gather.

Our School Behaviour Matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practise and demonstrate. The matrix allows us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

Value/Expectation	When we learn	When we play	When we move	When we gather
Respect	<ul style="list-style-type: none"> • Use whole body listening • Interact positively • Celebrate achievements 	<ul style="list-style-type: none"> • Use equipment as intended • Include others • Play fairly and by the rules 	<ul style="list-style-type: none"> • Follow teacher instructions • Move calmly and quietly • Respond promptly 	<ul style="list-style-type: none"> • Enter and exit reverently • Be welcoming • Use your manners
Act Safely	<ul style="list-style-type: none"> • Keep our school tidy • Use equipment appropriately • Make safe online choices 	<ul style="list-style-type: none"> • Stay in designated areas • Keep hands and feet to self • Be sun safe • Use your Personal Emotional Tools to stay in control 	<ul style="list-style-type: none"> • Act responsibly around the toilets and taps • Stay on the path • Use buddy system 	<ul style="list-style-type: none"> • Have a calm body, with an open mind • Be aware and look out for others • Stay with your group
Your Learning	<ul style="list-style-type: none"> • Actively participate • Show a Growth Mindset • Be on task and organised 	<ul style="list-style-type: none"> • Wait and take turns • Work together to solve problems • Co-operate with others 	<ul style="list-style-type: none"> • Be organised and prepared • Be on time • Be aware of self and others 	<ul style="list-style-type: none"> • Allow others to learn • Listen reflectively • Be grateful and give thanks

A Brisbane Catholic Education School

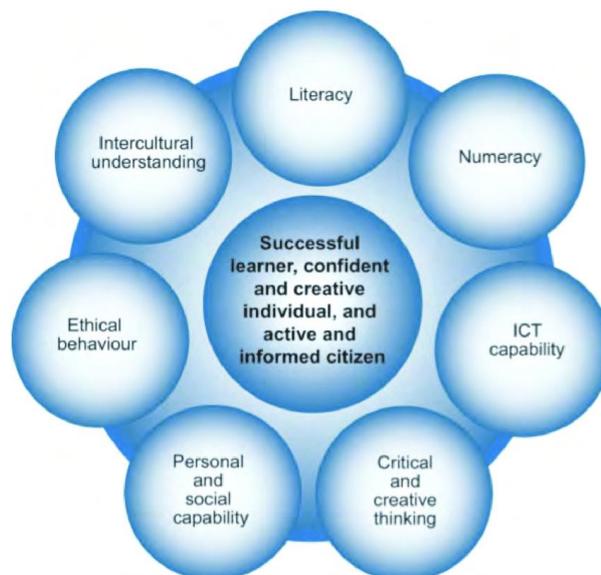
In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum 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, practise, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

Positive behaviours underpin all general capabilities in the Australian curriculum. Personal and social capabilities encompass students personal/emotional and social/relational dispositions, intelligences, sensibilities and learning, developing effective skills for students.



Within each classroom, learning spaces and outdoor areas, students are explicitly taught the expected behaviours. This is a continual cycle of:

- Focus – knowing our learners, building strong relationships, establishing and practising routines, creating calm and safe learning environments.
- Teach – explicitly teaching expected behaviours.
- Remind – regularly reminding students of behaviour expectations, routines and procedures.
- Supervise – monitoring student performance or compliance in all settings.
- Feedback – providing effective and timely feedback.

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

- Beginning of school year whole school focus on introducing/reminding students and parent community of School Behaviour Matrix.
- Clear and consistent communication to parents in a variety of formats that explicitly outlines our Behaviour Expectations.
- Classes establish their Class Vision outlining how they will live, work and play and these are shared at whole school Assemblies throughout Term 1.
- Weekly focus on Behaviour Matrix at Monday morning Assembly to introduce focus for the week. RAY Tickets given out.
- New student and family orientation when needed.
- Student leaders support younger peers through Servant Leadership Model and Buddy System.
- Consistent use of language used by all staff in reference to behaviour expectations.
 - Development and living out of class and school visions and values
 - Conflict Resolution-Restorative Practices
 - Mediation
 - PB4L
 - MYTERN
 - Discernment of issues through pastoral processes and Student Support Team
 - Referral to Student Support Admin Team and outside agencies and other relevant BCE Personnel
 - Development of Class Vision Statements
 - Classroom behaviour plans and strategies
 - Assemblies focused on respect, safety and responsibility
 - Student leader buddy system to support younger students

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:

School practices that encourage expected behaviours	
Class Vision statements	Term Founders Awards
Weekly RAY tickets draw.	Weekly Encouragement Awards
Behaviour Matrix Posters displayed in each classroom and around the school.	Individual classroom-based reward systems that include: points system for class reward eg: marble jar,

Tier 2 Targeted Supports:

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

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

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

- **The St Pat's 'My Work it Out Plan'** is a student-centred self-reflection process focused on unproductive behaviour in the three areas of Respect, Acting Safely and Focusing on learning.
- **The Behaviour Education Program** (Check in-Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- **The Check and Connect Mentoring Program** – (Christenson et al, 2012). The core of Check and Connect is a trusting relationship between the student and a caring, trained teacher mentor.
- **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.

- **Student Servant Leadership Program** that incorporates a student leader buddy system to support younger students particularly in the playground.
- Access to outside support programs that focus on student personal and social capabilities including programs run by Darren Burns – Broncos Development Officer for Years 4-6.
- Enhancement Room open at designated break times to support students experiencing difficulty socialising.

Tier 3 Personalised Supports:

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. Some students do not know how to perform the expected behaviour, or do not know it well enough to routinely use it at the appropriate times. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains and sustains relationships with students.

Be a RAY of Shining Light at St Patrick's

Responding to Behaviour - A process to support PB4L.

PHASE ONE: Positive Supportive Classroom

- Expectations are explicitly taught. (*demonstrate, model, practice, reinforce*)
- Positive/supportive classroom is established.
- Positive / supportive strategies implemented.
- Each day is a new day.
- Student Dignity & sense of belonging is upheld.

PHASE TWO: REMIND and REDIRECT

- Remind the student of the specific expected behaviour.
- Redirect the student towards specific expected behaviour.
- Time to reflect/ reset (5-10 mins in Thinking space)
- Reteach appropriate expected behaviour.
- Student Dignity & sense of belonging is upheld.

PHASE THREE: REFOCUS

- Remind the student of the specific expected behaviour.
- Refocus the student towards specific expected behaviour.
- Time to reflect/ reset (10-15mins in buddy class)
- Reteach appropriate expected behaviour.
- Teacher contacts parents/carers.
- Student Dignity & sense of belonging is upheld.

PHASE THREE: RE-ESTABLISH & RE-ENGAGE

- Remind the student of the specific expected behaviour.
- **Phone 100** - Time to reflect/ reset (15- 30mins in office – Behaviour Exit Card)
- Discuss/teach appropriate behaviour – Complete *My Think, Feel, Do Plan*
- Restorative conversation
- Leadership support re-entry into classroom
- Teacher and student discuss how student can achieve success.
- Re-engage
- Leadership contacts parent/carer
- Student Dignity & sense of belonging is upheld.

PHASE FOUR: RESTORE & RE-ENGAGE

- Leadership support re-entry into classroom
- Teacher and student discuss how student can achieve success.
- Re-engage

At St Patrick’s we have a system in place (Fig 1) that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic and persistent minor behaviours and to major unproductive behaviours that hinder learning.

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 Minor and Major behaviours have been included in Appendix A.

Fig 1

Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning tasks and re-teaching behaviours. Appendix B includes a summary of practices that may be used. The positive support strategies currently in place for responding to unproductive behaviours at St Patrick's can be classified under the three evidenced-based approaches recommended in the BCE SBS policy and procedures, and include:

De-escalation:

- Supervised calm time in a safe space within the classroom.
- Supervised calm time in a safe space outside of the classroom.
- Set limits.

Problem-solving:

- Teacher – student conversation.
- Work-it-out plan – teacher and student
- Teacher-student-parent meeting.
- Teacher-student- leadership member conversation.

Restorative:

- Restorative conversation
- Restorative action – eg: apology
- Student contributes back to the community.

4. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 6 and include:

Detention Process

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student.

Forms of detention could include exclusion from the playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

Suspension process

Suspension - the temporary, full-time, or part-time withdrawal of a student from the school and/or school related functions for a defined period. Suspensions can be conducted as an in-school suspension or an out-of-school suspension.

The implementation of a suspension as a formal sanction is made by the Principal in consultation with the Leadership Team. The Principal may suspend a student for:

1. Persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
2. Persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
3. Breach of the school Student Behaviour Support Plan
4. Seriously breaking school rules.

All suspensions that are a full day or longer must be documented in the Engage Suspension Register. As soon as is practical after a suspension takes place, the Principal will ensure that a full report is written on the background and reasons for suspension, with the period of suspension clearly specified.

Notification can take place by phone to a member of the family, who must also be notified of the suspension, using the suspension letter generated in the Engage Student Support System, within a reasonable time. Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful.

As part of the return to school process, the Principal or authorised delegate will organise a re-entry meeting with the student and their family to discuss the basis of maximising successful reintegration into the school. This meeting should outline the return to school plan, goals, and follow-up evaluation for the student's return to school.

Negotiated change of school

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed upon to responsibly support a student's wellbeing and/or learning need.

A negotiated change of school offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community.

The Principal should provide the family with an opportunity to discuss the implications of the negotiated change of school and provide information about why the change is being proposed.

The following matters should be considered:

1. The environment that best provides for the student's learning, personal, social, emotional, and spiritual needs

2. Schools that provide an educational program suitable to the student’s needs, abilities, and aspirations
3. The process by which the change is to be negotiated
4. The support required by the student and family to make the transition
5. To document all considerations, determinations, and communications of the negotiated change of school.

These and other relevant matters are to be included in a documented record of Negotiated Change of School to be kept on the student file. If a negotiated change of school cannot be achieved, the student is to remain enrolled at their current school, unless the circumstances require a recommendation to the Director – School Services for exclusion.

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.

In extreme circumstances, the Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE’s Head of School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head of School Progress and Performance will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For appeals, the school aligns to BCE processes.

Process for Appeals:

The following processes of appeal can be used by parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

In relation to:	Who to contact:
A decision to suspend a student for less than three (3) days from school.	The Principal
A decision to suspend a student for more than three (3) days from school.	Senior Leader Progress and Performance, Brisbane Catholic Education Office, 2A Burke Street, Wolloongabba Brisbane, QLD, 4102 Phone: (07) 3033 7000
A recommendation to exclude a student from a Brisbane Catholic Education school	The Executive Director Brisbane Catholic Education Office 2A Burke Street, Wolloongabba Brisbane, QLD, 4102 Phone: (07) 3033 7000

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

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

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

Definition

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

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

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

Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

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

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

At St Patrick's Primary our students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation and victimisation. At our school diversity is valued and all members of the school community should feel respected and included, and can be confident they will receive support in the face of any threats to their safety and wellbeing.

a) Understanding Bullying and Harassment

Bullying Definition:

Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons (National Safe Schools' Framework, 2011).

Cyberbullying refers to bullying through information and communication technologies.

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race or disability. Bullying of any form or for any reason can have long-term effects on those involved including bystanders. Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

What is NOT Bullying?:

There are also some behaviours which, although they might be unpleasant or distressing, are not bullying:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

The National Safe School's Framework (2011) states a safe and supportive school is one in which "...diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing".

In line with this framework, St Patrick's Primary School is:

- Committed to positive, proactive practices in support of student behaviour and wellbeing
- Dedicated to ensuring Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships
- Passionate about fostering respectful interpersonal relationships among and between all community members
- Focussed on promoting positive behaviour support as an integral part of all learning and teaching experiences.

Appropriate Terminology:

Brisbane Catholic Education promotes the use of positive language that supports the values of the National Safe Schools' Framework 2011 and the Australian Curriculum (i.e. Civic and Citizenship, Health and Physical Education Curriculum and the General Capabilities).

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to incidents of bullying. More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'.

This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

b) Teaching about Bullying and Harassment

Preventative Actions:

St Patrick's Primary School utilises a range of education programs and strategies to promote positive behaviours including reporting of bullying and preventing bullying behaviours. ACARA Personal and Social Capabilities, BCE Religious Education Curriculum and PB4L are embedded in our ways of working and teaching. The Bullying No Way! website provides a wide range of information and resources for parents and school communities on managing bullying. St Patrick's is registered for the Bullying No Way initiative and celebrates the National Day of Action Against Bullying each year. For more information, visit: www.bullyingnoway.gov.au and go to the parents' portal. The Office of the eSafety Commissioner is a government initiative developed to support schools, students and parents to navigate online issues, including cyberbullying.

Our school website St Patrick's Primary School - Student Behaviour Support Plan provides practical tips for preventing and managing cyberbullying and has an online tool for reporting cyberbullying.

For more information, visit: <https://www.esafety.gov.au/esafetyinformation/esafety-issues/cyberbullying>

The Daniel Morcombe Safety Curriculum and Keeping Kids Safe resources have been embedded within classroom teaching, as part of the Australian Curriculum. In each year level students undertake specific safety lessons as part of their health units throughout the year. These lessons include how to react and report when something makes a student feel unsafe or uncomfortable. The whole school participates in the Day for Daniel each year, which involves use of the Keeping Kids Safe resources. These resources also include a unit on identifying and managing bullying.

For more information, please go to the website: <https://www.danielmorcombe.com.au/>

Our Guidance Counsellor co-ordinates social-emotional and wellbeing programs within the school and is available to assist students involved in bullying incidents by providing counselling support.

c) Responding to Bullying and Harassment

St Patrick's Primary School adopts the following procedures for responding to bullying incidents:

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

1. Investigate the allegation and establish if bullying has occurred.

Students who are bullied

- Protect and support the student who has experienced the bullying behaviour
- Offer an immediate opportunity to talk about the experience with their class teacher, another teacher or member of administration if they choose.
- Inform the parents/carers of the student
- Document the support measures provided for the student
- Review the support to ensure it has been effective for the student to respond positively and have his or her personal safety improved.

Students who demonstrate bullying behaviour

- Ensure the student alleged to be engaged in bullying behaviour has a complete understanding that their behaviours and communications are considered as bullying and therefore that these must cease
- Inform the parents/carers of the student exhibiting bullying behaviour
- Document the support measures provided for the student
- Review the support to ensure that it has been effective to reduce the student's bullying behaviour.

Students who are bystanders

- It is important that all students be taught to recognise bullying, report bullying and have the opportunity to practise safe ways to effectively intervene, maintaining personal safety, when bullying occurs
- Students who witness bullying as a bystander may be called upon to contribute to investigations of alleged bullying.

Support for students who demonstrate bullying behaviour

1. The school will respond to incidents in a reasonable, proportionate and consistent manner.
2. Apply the appropriate support for the student/s who has engaged in bullying behaviour and ensure that there is a positive outcome, adequate follow up and that relationships are restored for all involved.
3. The parents/guardians/carers of the student who is being bullied, and the student who is bullying, are informed.
4. The student demonstrating bullying behaviour may be excluded from the playground at break and/or play times for a period of time deemed appropriate. The student will be assisted to reflect on their behaviour and consider/learn more appropriate responses.
5. Students may be placed on an individual Positive Behaviour Support Plan and are required to 'check in' with an appropriate member of staff.
6. If a student does not stop bullying, after been officially warned and supported, an 'in school' or 'out of school' suspension is considered.

Responsibilities:

Principal

- Assists in the creation of a positive school climate of respectful relationships where bullying behaviours are not tolerated and cannot flourish.
- Consults with school staff (and if required, Brisbane Catholic Education School Services and Student Wellbeing personnel) and uses professional judgment to determine the appropriate response strategy for a specific behavioural issue. The BCE Student Behaviour Support Guidelines, Regulations and Procedures provide a set of factors to consider in determining the appropriate level of response.
- Takes responsibility for the implementation of the school's bullying procedures.
- Identifies patterns of bullying behaviour and initiates school action to address them.
- Ensures the development, implementation and evaluation of education and prevention strategies to promote student safety and wellbeing.

- Responds to incidents of bullying that have been reported to the school quickly and effectively.
- Ensures that support will be given to any student who has been affected by, engaged in or witnessed bullying behaviour.

School Staff

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident so that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and School Leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to the incident, following the school's Student Behaviour Support Plan. Where possible, schools should work towards a positive outcome and relationships being restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.
- **Support students** to be effective bystanders while maintaining their own safety.
- **Know** the school's Student Behaviour Support Plan and anti-bullying procedures and reporting structures.
- **Promote** a school culture where bullying is not acceptable.
- **Teach** students to identify, react, report and respond to bullying at school and online.
- **Provide** curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Parents/Caregivers

- Keep the school informed of concerns around behaviour, their child's health and wellbeing issues or other matters of relevance.
- Communicate in a respectful manner with school staff about issues of concern.
- Support their children to become responsible citizens and to develop responsible online behaviours.
- Support their children in developing supportive bystander behaviours.
- Work collaboratively with the school to resolve incidents when they happen.

Students

- Are respectful towards other students, staff and members of the school community.
- Understand what bullying is, what is not bullying and how to report bullying.
- Behave as responsible digital citizens.
- Communicate with an appropriate adult if bullied or harassed or if they are aware someone else is being bullied or harassed.
- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.

d) Preventing Bullying and Harassment

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. PB4L announcements and recognition, Day for Daniel and Bullying No Way Day. Students reminded by all staff, with their right to be safe is the responsibility to tell someone about it if they feel unsafe and we use the hand to display five people who they trust. Consistent language is used in relation to being an Upstander or a Bystander.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Staff completed online training in the pupil free days at the commencement of the year and a twilight meeting was dedicated to the Face-to-Face Student Protection Training.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff are encouraged to complete the BCE Cyber Safety 5 minute courses and there are regular opportunities at staff meetings for staff to raise any concerns about student safety as well as fortnightly Student Support Team meetings where concerns and issues are also discussed.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. APRE

meets with all new staff and relief staff during induction process to outline their responsibilities.

5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Regular information around a positive school culture, through newsletters and Facebook, Parent Information Nights and parent engagement groups also have opportunities for parent education in this area. Close connection with our Adopt-A-Cop who also provides support by running parent information sessions.
6. Explicit promotion of social and emotional competencies among students: Every teacher refers to the personal and social capabilities continuum when examining data of students and when engaged in parent teacher conferences.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection. We use the *Be You Programs* and STEPS, as well as accessing resources through Bullying No Way and the Daniel Morcombe Foundation.

6. Key contacts for students and parents to report bullying

Principal:	Mrs Petrea Hass	<u>(07) 5489 3200</u>
APRE:	Mrs Jacqueline Winmill	<u>(07) 5489 3200</u>
Guidance Counsellor:	Mrs Karen Holmes	<u>(07) 5489 3200</u>

7. Cyberbullying

Cyberbullying is treated at St Patrick's Primary School with the same level of seriousness as direct bullying.

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

Once a cyberbullying incident has been reported the following steps occur:

1. Investigation by the Principal and/or Leadership Team to ensure validation of the allegation
2. All stakeholders are called to a meeting (ensuring the confidentiality of all parties)
3. An action plan is devised to ensure all parties move forward on a positive pathway

Resources

- Bullying No Way
- Day for Daniel (Daniel Morcombe Foundation)
- Second Steps
- PB4L
- Be You Program
- Internet Safe Education – Adopt-A-Cop (guest speaker) The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General Capabilities) and Health and Physical Education.

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.

Our PB4L Tier 1 Team (consisting of teachers, Support Officers, STIE, Guidance Counsellor and Leadership meet regularly to analyse universal school data and feedback to staff meetings (once per term and more regular updates in staff bulletin). The PB4L Tier 2 & 3 Team (Leadership, STIE & Guidance) meet fortnightly and prioritise students requiring or participating in Targeted or Personalised supports as part of their scheduled learning support meeting.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour 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 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	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 prank 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
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.

	Descriptor	Definition	Example
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 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
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	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	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 B: 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	Teachers have a variety of signals that communicate to the student what is expected.
Non-verbal Cue	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 emphasises 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.

Approver: Principal

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