St Patrick's Primary School, Gympie

STUDENT BEHAVIOUR SUPPORT PLAN

Reviewed and Updated February, 2026

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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.

Purpose of the Student Behaviour Support Plan

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
St Patrick's Primary School acknowledges the Kabi Kabi people as custodians of the land on which we learn, work and play.

As an Archdiocesan school and part of the Brisbane Catholic Education System, St Patrick's caters for students from Prep to Year 6 and 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 School derives its identity and culture from its Catholic Christian tradition and the challenge to provide Catholic Education in Gympie accepted by the Sisters of Mercy and the early parishioners of the St Patrick's Parish, under the leadership of Father Matthew Horan in 1879. Our school has also been influenced by the early work of the Sisters of St Joseph in the Gympie area and the Christian Brothers with the development of the secondary school. For this reason, we acknowledge four founders, Catherine McAuley, Fr Matthew Horan, Mary MacKillop and Edmund Rice. Our challenge now is to keep our school story alive by remembering those who have had the biggest impact on our school story.

St Patrick's Primary is located in the rural town of Gympie. Currently there are 345 students enrolled, 59.7% of whom identify as Catholic. The culture of St Patrick's Primary School is underpinned by the values of compassion, dignity, justice, community and wisdom. We seek to live this Spirit in the way we welcome, serve and inspire.

Consultation and Review Process

At St Patrick's we commit to the regular review of our School Behaviour support processes. In reviewing our SBSP the following processes are planned to be actioned in 2026:

- Tier 1 Universal supports, Tier 2 and Tier 3 processes were reviewed, refined and documented.
- Whole school focus on creating a positive environment in alignment with our 2026 theme, 'Hope is in Our Hands'.
- At the beginning of the school year each Year level implemented a two-week unit that focussed on establishing clear expectations, processes and procedures in alignment with our Whole School Behaviour Matrix, as well as a Wellbeing focus using The Resilience Project as the foundation to develop a positive learning environment.
- Teaching staff will participate in professional learning to review our PB4L processes for 2026, including a review of our Behaviour Matrix.
- Processes and procedures reviewed to respond in a consistent way to Unproductive Behaviours.

At St Patrick's we prioritise teaching proactive strategies to nurture the wellbeing of all members of our community. We have continued the role of a Well-Being SSO to provide opportunities school-wide to promote well-being (eg: wellbeing check ins, community gatherings, lunchtime clubs and activities).

Our Student Behaviour Support Systems

Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

We believe that:

Student wellbeing, mental health, resilience and a sense of belonging are recognised as foundational to learning and success, alongside academic achievement. (Alice Springs 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.

- Appropriate student behaviour can be taught and reinforced using the same strategies used to teach academics.

- Unproductive behaviour presents 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.

- 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)

At St Patrick's, in keeping with our motto 'Let Your Light Shine' we expect all members of our school community to be a RAY together in our approach to behaviour education and support.
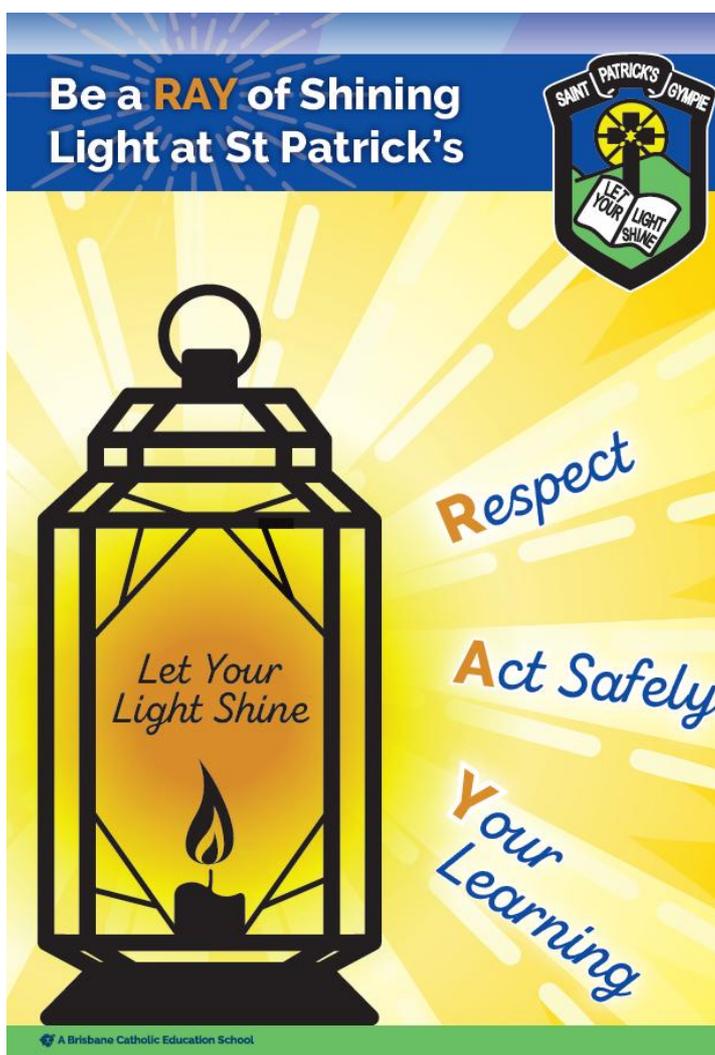
Systems Approach - Positive Behaviour for Learning (PB4L)

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 the explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.
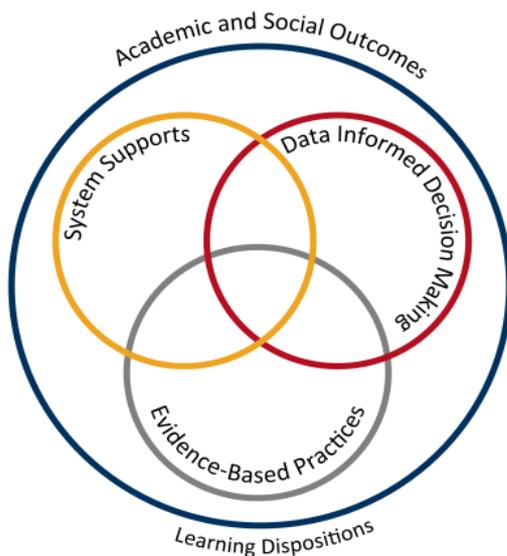

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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

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

Universal or Tier 1
- All students
- All settings
- Preventative, proactive
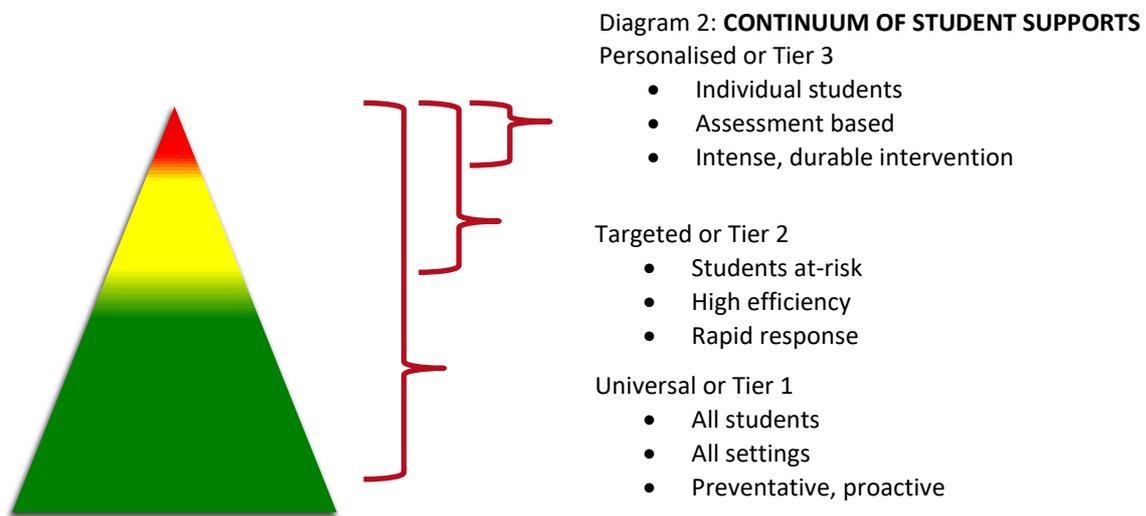
By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

Student Behaviour Support Leadership & Professional Learning for School Staff

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

Universal Support Team

Leadership Team, Primary Learning Leader (PLL), Guidance Counsellor, Support Teacher Inclusive Education, classroom teachers, school officers. Data gathered from Engage is 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 a 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' Personalised Support Plans (PSP).

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 participated in workshops that focused on the following Tier 1 Universal Supports:

- Strengthen academic and social progress for all students.
- Focus on developing clarity in our expectations across all year levels.
- Explicit teaching of expected behaviours.
- Providing feedback to students to encourage productive behaviours.
- Informed decision making by ensuring that all staff are recording minor and major incidents on Engage.
- Consistency across the school in responding to unproductive behaviours.

Our Student Behaviour Support Practices

Clarity: Our Expectations

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

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.

Be a RAY of Shining Light at St Patrick's

Value/ Expectation	When we learn	When we play	When we move	When we gather
Respect	• Use whole body listening • Interact positively • Celebrate achievements	• Use equipment as intended • Include others • Play fairly and by the rules	• Follow teacher instructions • Move calmly and quietly • Respond promptly	• Enter and exit reverently • Be welcoming • Use your manners
Act Safely	• Keep our school tidy • Use equipment appropriately • Make safe online choices	• Stay in designated areas • Keep hands and feet to self • Be sun safe • Use your Personal Emotional Tools to stay in control	• Act responsibly around the toilets and taps • Stay on the path • Use buddy system	• Have a calm body, with an open mind • Be aware and look out for others • Stay with your group
Your Learning	• Actively participate • Show a Growth Mindset • Be on task and organised	• Wait and take turns • Work together to solve problems • Co-operate with others	• Be organised and prepared • Be on time • Be aware of self and others	• Allow others to learn • Listen reflectively • Be grateful and give thanks

Let Your Light Shine

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.

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

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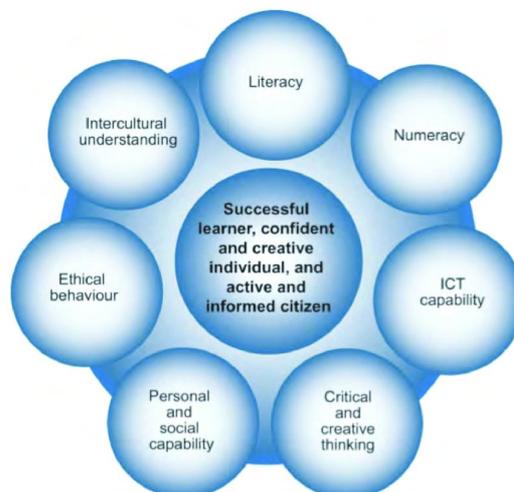
Within each classroom, learning spaces and outdoor areas, students are explicitly taught the expected behaviours. This is a continual cycle of:

- **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, explicit teaching may be utilised with some or a combination of the following:

- Beginning of the school year the whole school focus of introducing/reminding students and our parent community of the 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.
- Weekly focus on Behaviour Matrix at Monday morning Assembly to introduce the 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
    - The Resilience Project
    - 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

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.

School Wide Positive Behaviour Supports.

We acknowledge student efforts around RAY through a deliberate and affirming set of reward systems. There are different forms of affirmation available for staff to use when acknowledging the achievements of students in our school, including:

- Praise and encouragement (verbal/non-verbal/written.)
- Whole School Reward system – Weekly RAY tickets that focus on a particular productive behaviour.
- Individual class or year level rewards (stickers, stamps, marble jars, student choice activities etc).
- Phone calls, emails, communication with parents.
- Sharing work with others (Principal, APRE, PLL, parents, buddy classes).
- Term Founders Awards.
- Weekly Encouragement Awards.

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:

- Curriculum adjustments.

- **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.
- A calm space set up in each classroom/ shared space that allows students an opportunity to reset if experiencing difficulty socialising and engaging in learning.

Tier 3 Personalised Supports:

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

Programs and systems focus on meeting individual needs; and the characteristics of individual students and specific circumstances related to them (eg: differences in severity of behaviour, complexity of the environment) dictate a flexible, personalised approach. While the vast majority of students respond to minimal external intervention, a student's behaviour may require strategies that involve a range of personnel and expertise to support their classroom teacher in achieving success with interventions.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Tracking and monitoring
- Alternative Programs
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists and support from BCE to support students with high behavioural needs.

Community Participants who support individualised behaviour support:

- Student

- Class Teacher
- Leadership Team
- Guidance Counsellor
- STIE – case management – allocation of specific roles.
- BCE External staff
- Outside Agencies

Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in the Brisbane Catholic Education Student Behaviour Support policy and procedures, and include:

De-escalation	Problem-solving	Restorative
- Decreased demands - Time out/reset - Supervised calm time in a safe space outside of the classroom - Removed from situation - Supported co-regulation and calming strategies. (breathing, mindfulness colouring) - Office referral - Short strategic response - Use of non-verbals and body language - Whole school 3-step practices.	- Re-direct - Find another game/space - RAY expected behaviour retaught/rehearsed - Verbal reminder/redirection - Problem-solving conversation - Teacher-student conversation - Parent conversation - Role-play and model - Individual Student Support plan - Work-it-out wheel conversation (Appendix C)	- Social story developed - Restorative conversation - Student Apology - Act of Kindness – student contributes back to the class or school community.

Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. (Refer Appendix B).

Refer to our 'Responding to Unproductive Behaviours' (Fig 1) diagram below which outlines our school wide processes. Student Version (Fig 2), classroom exit card (Fig 3).

Fig 1

Fig 2

Fig 3

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 (Time Out)
- Formal Suspension
- Negotiated Change of School
- Exclusion

Formal sanctions are imposed when all other reasonable steps to deal with the situation have been taken, unless the situation is serious, immediate or impacts the safety of others. The proposed action aims to address the best interests of the student and the security, safety and learning environment of other members of our school community. Following any segregation, re-entry consultation will occur with the student and parent/s or carers to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate support networks.

In implementing these procedures, St Patrick's staff ensure that no student is unlawfully discriminated against and that their individual situations, such as age, individual needs,

impairments, and the developmental level of the student, are considered. When dealing with a student with an impairment, consideration is given to the requirements of the Disability Discrimination Act 1992, the Education (General Provisions) Act 2006 Qld and the Anti-Discrimination Act 1991 Qld.

How are BCE's formal sanctions used in St Patrick's Primary School?

St Patrick's Primary School uses formal sanctions only after thoughtful consideration. Formal sanctions are typically given for student behaviour that harms others, physically or emotionally, damages school property, or disrupts others' learning in ways that cannot be easily managed in the classroom by teaching staff. At St Patrick's we do not use the term 'detention', instead we refer to 'time out of class' or 'time out of play'. Students who have 'time out' may have timeout within their classroom, be sent to another classroom (pre-arranged), or require the support of a member of our Student Support Team or Leadership Team (Principal, APRE, PLL) depending on who is available to supervise the student and the nature of the level/ concern of their behaviour.

Time Out of Class or Play - Detention Process

Detention (Time Out) 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 lunchtime. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. The duration of detention is proportional to the student's behaviour. Generally, students must also make amends if someone else has been hurt or adversely impacted by their actions. Students are supported during a 'time out' to reflect on their behaviour which in turn supports the re-entry process.
Refer to Appendix D – Work it out Plan.

Forms of detention could include:
- Exclusion from the playground for a short time to reflect on their behaviour.
- Exclusion from an activity or incursion.
- Short time spent with teacher at the end of the lesson in the classroom as a response to an office referral.

All forms of detention, including 'non-class' time at lunch and play time, should be recorded in our Engage database. (Student Behaviour Support System).

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours. During a period of detention, the time should be used to:
- Repair relationships
- Apply restorative practices
- Make plans for appropriate behaviours
- Completion of class work
- Rehearse alternative behaviours.

The staff member giving the detention is responsible for ensuring the student has adequate supervision.

Will parents be contacted if their child has a detention and time out of class or play?

Generally, parents will be contacted via email or phone call, if their child has detention or time out of class or play. However, sometimes a student responds to a brief, quiet cooling off period and staff judge that there is no need to contact a parent (eg: five minute timeout in class to re-settle, or five minutes timeout of play with teacher on duty.)

What if a student has time out of class or play on several occasions (repeated)?

Parents will be made aware of repeated occurrences of time-out for their child. This usually means that the student requires more individualised behaviour support. A member of the Student Support Team and/or Leadership Team will work collaboratively with the class teacher and specialist teachers to create a plan to support student behaviour or adjust strategies that are already in place.

Suspension Process

There may be occasions when a student's behaviour is a serious breach of the School Behaviour Support Plan and expectations in harmful ways. When this happens, our St Patrick's staff continue to implement preventative and proactive individual support. However, at times, in keeping with Brisbane Catholic Education standards and polices, we may use the formal sanction of suspension. At times this is also to ensure the safety of others. Parents are expected to support this decision and participate in discussion about the suspension.

Suspension is defined as 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.

Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the responsibility of parents/caregivers 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 the suspended student to re-join the community as quickly as possible.

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:
- persistent non-compliance: students, who in their relationships with staff, are persistently non-compliant, insolent or engage in verbal harassment and abuse.

- persistent disruption: students who persistently disrupt and prevent the learning and teaching of others.
- intentional verbal or physical abuse and aggression: a student who is intentionally verbally or intentionally physically aggressive.
- a serious breach of our St Patrick's RAY Behaviour Expectations.

The decision to suspend a student from St Patrick's Primary School is taken very seriously. In most cases it will only be implemented after other behaviour supports have been tried in collaboration with the student's parents/caregivers and sometimes with external professionals who support the student. In some circumstances, the Principal may determine that a student should be suspended immediately. This will be due to reasons such as safety of students or staff because of violence, threats of violence, the presence of weapons, or concerning sexualised behaviours (to be reported in accordance with Student Protection Processes).

A student may be suspended to:
- Signal that the student's unproductive behaviour is not acceptable.
- Allow for a cooling-off period after a major incident and allow time to seek additional resources, (including external specialist support), and develop a plan for the student's safe participation in the school – particularly when staff or other students have been physically hurt or verbally abused.
- Provide time to negotiate some goals for the student's return to school and collaborate with the student's parents/caregivers to ensure a shared understanding of behaviour concerns that led to the suspension, and to plan for the student's successful re-entry.

What should a family expect if their child is suspended?
- The Principal (or Principal's delegate) determines when a student should be suspended.
- The Principal (or member of the Leadership Team) will inform the parents/caregivers of the grounds on which the decision to suspend has been made. Often the parent/caregiver will be asked to collect the student from the school immediately and parents/caregivers are expected to cooperate with this request unless circumstances make this impossible.
- 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 timeframe. Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful.
- At times, students may be suspended part-time, so that a student is not permitted to attend school for certain parts of the school day or certain days of the school week. Part-time suspension does not span more than ten school days in total.

- If a student is suspended, the school may provide some school work for the student to complete at home (particularly in cases of non-compliance and/or work refusal). The completion of this may be a condition of re-entry.
- While a student is suspended from St Patrick's Primary School (out-of-school suspension) parents and caregivers have responsibility for their child. Parents and caregivers need to know that their child may not attend school or school-related functions/activities/sports. Parents/caregivers have a responsibility to provide appropriate supervision.

How does St Patrick's support students after suspension?

- 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. The re-entry meeting is a key element of the suspension process in order to:
  - Ensure that the student and the parents/caregivers understand the student's unproductive behaviour and the need for the formal sanction.
  - Confirm that authentic reflection and/or commitment to a change in behaviour has occurred.
  - Confirm that any agreed actions as a condition of the re-entry have been completed, such as agreed schoolwork, the engagement of outside professionals/specialists, etc.
  - Support the student to engage in restorative conversation or action with the person or people who were harmed by their actions.

A support plan may be developed to describe the actions all parties will take to prevent the behaviour that led to the student being suspended. This could include reduced task demands, extra support with curriculum areas that are difficult for the student, support during play breaks, check-ins with a trusted staff member, or providing a 'safe place' within the school for the student to access. Support plans are always shared with parents/caregivers and their input into the plan is always invited.

If required, the school will collaborate with specialist stakeholders such as:
- BCE staff (Education Officers for Inclusive Education or Wellbeing), Senior Leader: School Progress and Performance.
- Other specialists (i.e. Paediatrician, psychiatrist, psychologist, case worker, speech pathologist or occupational therapist).

Engage Student Support System
A suspension record is completed in the Engage Student Support System Suspension Register for all suspensions that are for a full day or longer. The Engage Student Support System:
- Keeps a record of suspension and its relevant details.

- Can assist with the production of an official suspension letter.
- Can assist to notify Guidance Counsellors, Learning Support staff and the Senior Leader as appropriate.

The Principal may ask the Senior Leader, Learning Support staff, Guidance Counsellor, other Leadership Team member or class teacher for assistance in the return to school process.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions at the school they have been excluded from. In extreme circumstances, where all other avenues to support a student to remain at St Patrick's have been exhausted, the Principal may recommend exclusion. The Principal alone does not have the authority to exclude a student. Because exclusion is such a serious measure, there is a clear procedure that schools must follow if it is applied, involving their Senior Leader (who is responsible for a cluster of BCE schools), BCE's Head of School Progress and Performance.

When would a student be excluded from St Patrick's Primary School?
A student would only be excluded from St Patrick's as an absolute last resort, where the frequency and intensity of their unsafe behaviour is so extreme that the risk to the school community is unacceptable and cannot be managed if they remain enrolled there. The school understands that Exclusion has serious long-term consequences for the student and their family. We will do all we can to avoid Exclusion by using a range of behaviour supports and, where appropriate, other educational adjustments, to help the student engage in learning and play safely at school.

How is Exclusion carried out?
1. The Principal notifies the student and the family that the student will be suspended for ten school days, but that Exclusion from the school is being recommended. The Executive Director of Brisbane Catholic Education makes the final decision about Exclusion of a student. The Principal must give reasons for this recommendation. The student and their family have seven school days to respond.
2. The Principal must give the student's family a copy of all documentation that relates to the decision to exclude the student (some documents may be altered to protect others privacy).
3. The Principal requests a meeting with the student's family to outline the process of Exclusion, and to communicate the reasons in person. The student and their family have the right to have a support person present for all meetings with the Principal and other BCE personnel if Exclusion has been recommended.
4. The Principal must give the student's family information about the implications of Exclusion, their right to appeal, and how to appeal.

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:

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au.
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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 of Bullying

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).

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Patrick's Primary School, we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour is considered to be bullying.

Bullying may include:

- Physical: hitting, kicking, and any form of violence, threat or intimidation that could cause physical harm.
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone.
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating.
- Racist: taunts, graffiti, gestures, intimidation.
- Cyber: unwanted text messages, emails, information technology, intimidation.

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.

Understanding Bullying and Harassment:

At St Patrick's Primary School 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.

St Patrick's Primary School utilises a range of education programs and strategies to promote positive behaviours including:

- Staff members will participate in ongoing professional development relating to behaviour education to ensure a proactive approach is adopted and adapted.
- Community awareness to promote our school's programs and response is a priority. This is achieved through Parent Information Nights, home/school communication, the school website, newsletters, class correspondence and school assemblies.

- The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- As part of this Student Behaviour Support Plan we outline clearly appropriate responses and steps to inappropriate 'in class' behaviours and inappropriate 'out of' class behaviours.
- Classroom teachers will discuss and clarify our school's approach with students in their class at the start of each year and at regular intervals throughout the year as a priority.
- Our school curriculum will include the promotion of inclusion, acceptance, tolerance, respect, love and friendship with strong anti-bullying messages and strategies eg: Class Vision statements and the Religious Life of the School.
- Key messages included in weekly assemblies, special presentations and opportunities for students to practice key messages.

Teaching about Bullying and Harassment:

St Patrick's Primary School has a positive pro-active approach to support students in making the right choices through our RAY and school motto. This is the consistent language that outlines our expectations supported by our Student Behaviour Plan; RAY initiatives, expected behaviour matrix, RAY tickets and RAY VIP Awards.

Classroom expectations are explicitly taught, and student voice is included with the construction of Class Vision statements.

All classrooms display a 'Feeling Safe' poster and as part of the class curriculum students are encouraged to identify their support network people who they can approach if feeling unsafe – 'hand' to indicate five support people.

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 to and report when something makes a student feel unsafe or uncomfortable. The whole school participates in the Day for Daniel each year, which involves the 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/

There are also optional clubs and activities that run during breaks times across the week as part of our supervision roster to support students with learning and social skills.

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.

Responding to Bullying and Harassment

At St Patrick's Primary School all staff must take all reports of bullying and harassment seriously and respond with the following procedures for responding to bullying and harassment incidents:

- *Listen* - carefully and calmly, and document what the student tells you. (Take time to clarify with the student who has reported the incident 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/caregiver to inform them of the incident, give details of the school's immediate response and how the incident will be followed-up. Contact appropriate personnel (Principal, School Leadership and Guidance Counsellor). Always maintain confidentiality and privacy.
- *Determine* - (with the support of a member of the Leadership Team) 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 a 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, the school will work towards a positive outcome and relationships 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.

Preventing Bullying and Harassment

At St Patrick's Primary School, we plan for a safe, supportive and inclusive community to prevent bullying and harassment. For example:

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 are reminded by all staff, that their right to be safe includes 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.

3. *School staff* have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.

4. *New and casual staff* will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.

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.

6. *Explicit promotion* of social and emotional competencies among students: Utilising the General Capabilities of the Australian Curriculum and whole school programs to prevent bullying such as Be You, The Resilience Project, School TV, 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   (07) 5489 3200

APRE: Mrs Jacqueline Winmill   (07) 5489 3200

Guidance Counsellor: Mrs Karen Holmes   (07) 5489 3200

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.

At St Patrick's our students and parents sign a Device Agreement that states the responsibilities of students and parents under the heading of our RAY expectations.

For more information, visit: Cyberbullying | Guide for Parents and Carers eSafety Commissioner

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

 - Investigation by the Principal and/or Leadership Team to ensure validation of the allegation

 - All stakeholders are called to a meeting (ensuring the confidentiality of all parties)

- An action plan is devised to ensure all parties move forward on a positive pathway

Cyberbullying Resources

- Bullying No Way

- Day for Daniel (Daniel Morcombe Foundation)

- Second Steps

- PB4L

- Be You Program

School TV resources

- Internet Safe Education – 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.

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 the 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 Leadership Team and Student Support Team review this data as part of our wider student support processes.

Other relevant documentation and resources include:

- Incident Report Observations
- Targeted Observation Record
- Functional Behaviour Assessment
- Specialist Observation Data Collection
- Data achieved through the BCE Engage Student Support is monitored by Leadership Team and Student Support Team. Decisions around student behaviour are informed by the trends and patterns in types of behaviours evident in this data.

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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	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	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
14	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
15	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
16	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire

	Descriptor	Definition	Example
		site, and/or pending explosion with the intent to disrupt school	alarm or written or verbal bomb threat.
17	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
18	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
19	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 their proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphases 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.