

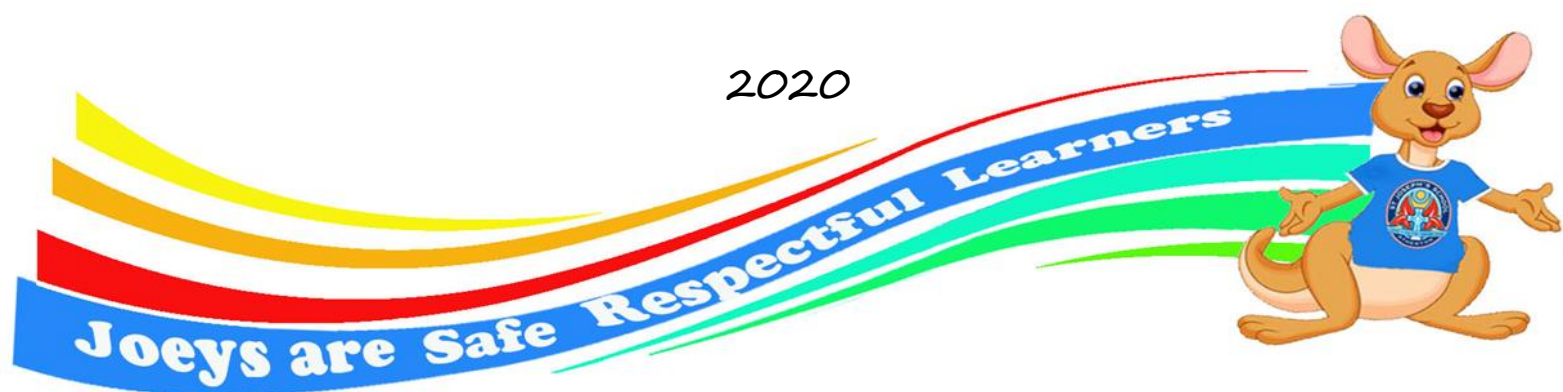
St Joseph's School Atherton



Positive Behaviour for Learning

"Everyone, everywhere, every time "

2020



1. Introduction

Our community of St Joseph's, as part of Cairns Catholic Education Services (CES) schools, values an inclusive approach to student support to enable students to successfully complete their studies. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

In Catholic schools the goal of **formation in expected behaviours** and **respectful relationships** occurs in a supportive community where students are provided with models of Christ-centred living and where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

2. Vision & Mission

At St Joseph's School, our vision is for high levels of learning and wellbeing for all, in a nurturing, collaborative and dynamic Christ-centred environment.

We achieve this vision as a community through the lens of our school motto, *Love, Faith, Knowledge*.

Love & Faith

- Proclaim the Good News at a personal, communal and global level through a comprehensive, integrated curriculum that develops the whole person.
- Ensure all members of the school community are immersed in opportunities for deeper engagement with the mission of the Catholic Church through liturgical celebration, prayer, reflection and opportunities for formation, leadership and involvement in ministry through hospitality and service to others.
- Promote social and restorative justice practices in a caring and supportive environment where human dignity and diversity are valued and respected.
- Live in respectful relationship with all of creation and with responsible commitment to care for the Earth.

Knowledge

- Provide innovative learning and teaching that is contemporary, dynamic and challenging.
- Engage in professional practice which is informed by data analysis, current research and quality resourcing.
- Commit to excellence and enable everyone to actively participate in their learning through differentiated instruction; empowering them to be critical, creative and reflective thinkers.

Community

- Provide a place of welcome that is hospitable and inclusive of all.
- Promote and maintain a strong commitment to uphold positive and professional relationships with the school and wider community by working collaboratively to achieve high levels of learning and pastoral care.
- Celebrate learning, achievement and culture, recognising the contributions and unique gifts of all.

3. Our Beliefs About Positive Behaviour for Learning

Joeys are Safe Respectful Learners



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

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

4. Roles, Rights and Responsibilities of School Community Members

At St Joseph's School we expect that **students** will:

- Participate actively in the school's education program and learning
- Reflect on their own behaviour and learning goals
- Learn to take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn and the right to feel safe
- Co-operate with staff and other students
- Acknowledge the role of teachers and those in authority to provide direction and maintain expectations



At St Joseph's School we expect that **parents/caregivers** will:

- Show an active interest in their child's schooling and progress
- Co-operate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, well-being and behaviour
- Contribute positively to behaviour support plans that concern their child

At St Joseph's School we expect that all **staff** will:

- Provide safe and supportive learning environments that promote risk taking, interdependence and personal growth
- Develop, teach and maintain familiar routines in a variety of contexts
- Teach appropriate behaviours in context
- Provide inclusive and engaging curriculum and teaching
- Treat all students with respect and dignity in word, action and attitude
- Initiate and maintain constructive and timely communication and relationships with students and parents/carers regarding success and challenges with learning and behaviour
- Promote the skills of responsible self-management
- Maintain accurate student attendance records

5. Our Approach – Positive Behaviour for Learning

What is Positive Behaviour for Learning?

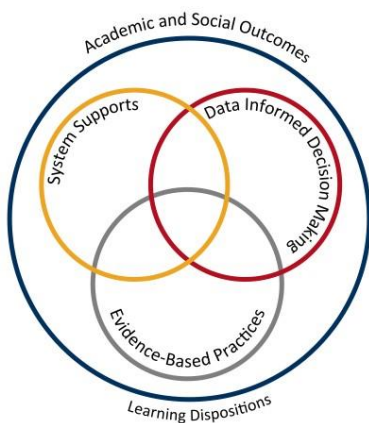
At St Joseph's, we believe the most effective way to assist students to demonstrate behaviours optimal for learning is through a school wide positive problem solving approach. PB4Learning is about people, practices and processes – it is not a program but the way we work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



Theoretical and Conceptual Characteristics

The theoretical and conceptual understandings of PB4Learning are firmly linked to *Behavioural Theory* and *Applied Behavioural Analysis* (Carr et al., 2002)^[SEP]. This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment, behaviour is learned and rule governed, environmental factors are influential in determining whether a behaviour is likely to occur and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)





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

Continuum of Support and Key Features

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

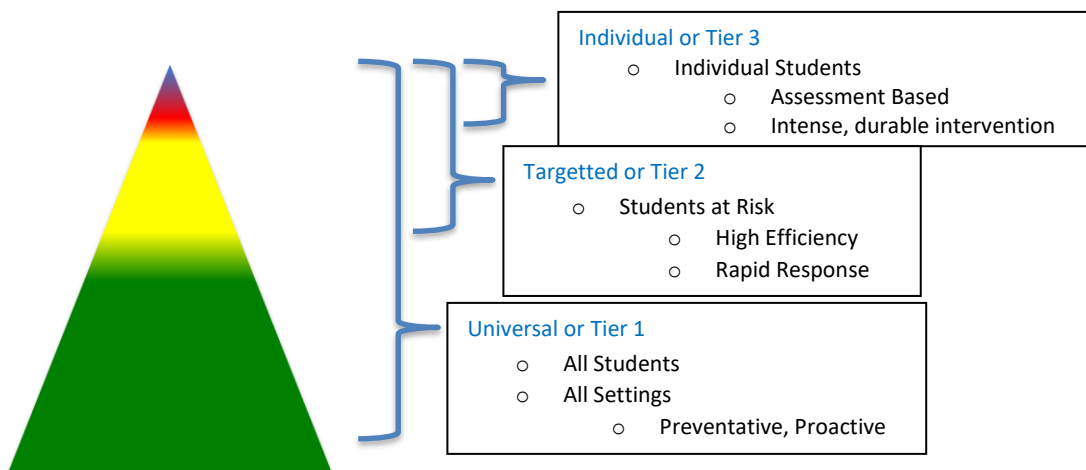
The **first level** focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school.

Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours, and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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

Finally the **third level** of support is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.





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

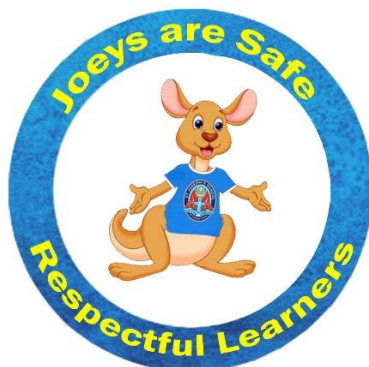
Universal Supports

A relentless focus on learning for all students.

Clarity: Our Expectations

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

At St Joseph's School our school-wide expectations are characterised by *The Mercy Way @ SJA*:



The Mercy Way @ SJA

- ✓ We are Safe
- ✓ We are Respectful
- ✓ We are Learners

These expectations are displayed in each classroom on the **School Expectations Matrix** and other key areas where the students learn and play. Our school-wide **School Expectations Matrix** describes the social skills and behaviours we expect all students to learn, practice and demonstrate. These expectations are designed to encourage each student to be responsible for their own behaviour and learning. By following these expectations, the students are able to learn, to feel safe, to belong and feel valued. Students take ownership of their behaviour. Our school-wide matrix allows us to teach proactively and to provide students and parents with a positive message about discipline.





The Mercy Way @ SJA

At St Joseph's School, our vision is for high levels of learning and wellbeing for all in a nurturing, collaborative and dynamic Christ-centred environment.



	All Areas	Classroom/Library	Playground	Eating Area	Toilet	Gathering Times Assembly/Liturgy/ Mass	Cyberspace	Pick Up Zones
We are Safe	Follow directions promptly Use equipment correctly Use hands, feet and objects appropriately Walk on cement Report any breakages	Keep our work area clean and tidy Walk in the classroom	Be sun smart —Wear a hat Apply sunscreen Play in the correct areas Play safely with sand/dirt/rocks/sticks	Sit to eat Be allergy aware—Eat your own food and drink Stay hydrated	Flush the toilet Wash hands with soap and dry them Use walking feet Close doors gently	Stay with your class/group at all times Be aware of others and use walking feet	Keep your passwords private Keep personal details private Know who you are communicating with	Sit in the correct area Cross the road at the crossing Wait for cars/buses to stop before approaching
We are Respectful	Listen to others Take turns and share space and equipment Speak politely, use kind words and encourage others Use manners Be inclusive Co-operate with teachers and peers	Care for classroom and resources Use inside voice Pray reverently	Fair teams and fair rules Be a good sport Return equipment when finished with it Look after plants and animals Be waterwise with taps and bubblers Put rubbish in the bin	Clean up after yourself—Put rubbish in bin or lunchbox Put recycling in correct receptacle Speak quietly Put lunch boxes away Be waterwise with the bubblers	Be waterwise Be paperwise Use a quiet voice Use toilets/taps appropriately Respect everyone's privacy	Listen attentively to the Word of God Move silently and reverently Respect others' right to pray Respectful applause	Use appropriate online etiquette Type only kind words and images Ask before taking a photo Ask before changing settings	Wait patiently and quietly Line up behind the leader
We are Learners	Be prompt Be organised Have a growth mind-set	Stay on task Participate fully, sharing ideas and talents Seek feedback and ask questions	Follow the rules of the game Watch and copy positive players	Make healthy food choices	Be hygienic Go at break times Walk directly to and from the toilets—WASH, DRY, GOODBYE	Actively participate in rituals, prayers and songs Be open to new experiences	Use appropriate sites for learning Stay on task Share your skills Acknowledge others' work/images	Look out for your transport and listen for your name Follow the routine

Australian Curriculum

In addition to our school-wide expectations our curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators (www.acara.edu.au).

Personal and social capability, ethical understanding and intercultural understanding focus on ways of being, behaving and learning to live with others; while critical and creative thinking is fundamental in students becoming successful learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

6. Positive School Culture

Every week, our school community gathers together for school assembly. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and respectful relationship reminders and by raising awareness of current school events. Each week an aspect of our matrix is introduced to the whole school to be explicitly taught during the following week.

Several programs are used in the school to promote a positive school culture. These programs are implemented on a whole school basis or to meet the individual/group needs of students.

The “Second Step” Social Emotional Program supports the creation of a positive whole school culture through the development of the four key ideas: Skills for Learning; Empathy; Emotion Management; and Problem Solving.

“Zones of Regulation” is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behaviour approach, the curriculum’s learning activities are designed to help students recognise when they are in different states called “zones,” with each of four zones represented by a different colour. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students’ understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others’ facial expressions and recognise a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.

“Friendology 101” enables teachers to create a school culture that promotes positive mental health, wellbeing, and kindness. Friendology 101 teaches children how to work through challenges independently and make decisions that support happy, healthy relationships. Students learn how to put a voice to their feelings, what’s normal in a friendship, the difference between healthy and unhealthy friendships, and how to put out Friendship Fires®. B Students also learn the difference between normal conflict (i.e. Friendship Fires) and mean-on-purpose behavior (e.g. bullying).

The “Daniel Morcombe Child Safety Curriculum” supports the creation of a positive whole school culture through teaching the Child Safety message of the curriculum which has been

Joeys are Safe

Respectful



endorsed by CES Cairns for use in all schools and supports the Personal and Social Capability aspect of the Australian Curriculum.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including

- Praise/encouragement (verbal/non-verbal/written)
- Class level reward systems
- Individual/group goal-setting to build resilience and a growth mindset
- Public display of work (classroom, library, office foyer)
- Whole class rewards
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, APRE, other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Acknowledgement of student achievements, involvement in extra-curricular activities at assembly
- Student of the Week- award recipients published in our fortnightly St Joseph's Newsletter

7. Tier 1 Universal Supports

Class Covenant

A covenant is a written promise and agreement to engage in or refrain from a specified action, and is a vision of how we will live, love, learn and celebrate together. Each class at St Joseph's will collaboratively design their own class covenant at the beginning of each year. The covenants are a shared vision, collective and common understanding of an expectation of appropriate behaviours, and will reflect the *School Expectations Matrix*.

PB4L Mascot

Our PB4L Joey mascot will provide a visual reminder to the students about the expectations.

Teaching Expected Behaviours

The encouragement of positive behaviours and dispositions underpins all general capabilities in the Australian Curriculum. Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning, developing effective life skills for students, including understanding and handling themselves, their relationships, learning and work.

Within each classroom at St Joseph's students are explicitly taught the expected behaviours.

Instruction takes place each day, throughout the day, all year long. We have found strong positive results when staff:

- *Teach* = Explicit teaching of expected behaviours
- *Remind* = Regularly remind students of behaviours, procedures and routines
- *Supervise* = Monitor student performance or compliance in all settings
- *Feedback* = Provide feedback to move learning forward



Feedback: Encouraging Expected Behaviours

It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement. Our systems encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our encouragement system utilises effective, specific positive feedback, adult attention, both contingent and non-contingent, and a tangible reinforcement system.

Each classroom teacher has the autonomy to facilitate their own reinforcement strategies (e.g. gotcha awards, stickers) ensuring their system/procedures align with the St Joseph's PB4L Beliefs. The development of a tangible system can be motivating for students, creating a real sense of fun and thus contributes to the positive school climate. In addition, tangible systems can prompt staff to initiate opportunities for positive feedback and adult attention. In particular, teachers at St Joseph's will not use public notice boards or screens to display levels of student behaviour, as this is not a positive approach to helping students learn new behaviours, nor does it strengthen teacher-student relationships.

Class and Individual Student Awards

Classroom teachers use whole class and individual student rewards, to encourage students to demonstrate the expected behaviours/learning and assists in the management of student behaviour, while at the same time supporting the *St Joseph's Expectations Learning Matrix*. In addition, classroom teachers present *Student of the Week Awards* at assembly for any positive student behaviours or achievement. The principal may also present Spirit of Catherine McAuley awards to those students who display behaviours that promote our St Joseph's Mercy values.

Kids Who Care Awards

Students who demonstrate the school's expectations (Be Respectful; Be Safe; Be a Learner) whilst on the playground may be given Kids Who Care Award card. The students place the card in a box that is located in the Office. There are three boxes: Prep to Year 2 box; Years 3 and 4 box; and a Years 5 and 6 box.

Each week at assembly, three Kids Who Care Award cards are randomly pulled out of each box. These students receive a small reward (e.g. an icy pole). Kids Who Care Award cards are issued by the Playground Guardians on duty for any positive behaviours they observe.

Circle Time

"Circle Time" is a term used by teachers to describe a time when the whole class meets together, sitting in a circle, either on the floor or on chairs. It is a teaching strategy, which allows the teacher to explore issues of concern. Circle Time is a carefully planned time in which children can develop a wide range of skills and attitudes such as confidence, self-esteem, talking and listening. It's particularly useful for: developing trust; helping a class to 'gel'; working on problems such as bullying; developing children's awareness of their responsibilities towards others and towards themselves; exploring new ideas; developing moral values; and, helping children to feel they 'belong'. Circle time also helps children with their friendships and strengthens the relationship between the teacher and the class. This in turn improves everyone's experience of school and helps children to get the most out of their school day.



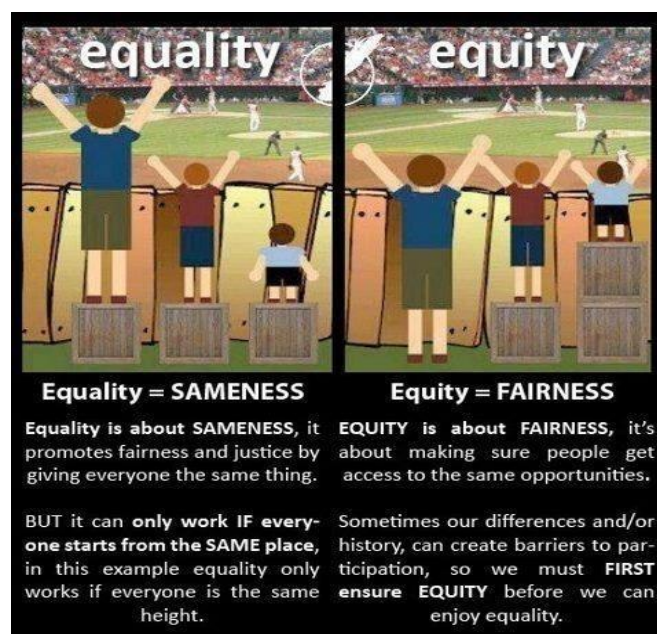
Circle Time provides a structured mechanism for solving problems, in which all participants have an equal footing. Circle Time affords the opportunity for the teacher and class to communicate with each other about issues, which promotes self-esteem and positive behaviour. It should not be regarded as a sanction, and as children begin to understand the mechanism, they will ask the teacher for a Circle Time session when they think it is necessary.

Responding to Problem Behaviours

Even with a positive approach to teaching and supporting appropriate behaviour at St Joseph's, some problem behaviour will still occur. For some students, they do not know how to perform the expected behaviour or don't know it well enough to routinely use it at the appropriate times. For other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

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

The principles of inclusive education provide flexibility to respond to the diverse needs of students. At St Joseph's we believe in equity for all – ensuring our students are provided with the access to what they need in order to engage in school.



A Continuum of Responses

To correct behavioural "errors" there is a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones to chronic persistent minor behaviours and to more serious, major problems. The continuum thinking begins with clarity between those behaviours that can be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral.



The definitions of Minor Behaviours (managed within the learning context) and Major Behaviours (risk management and may require management outside the learning context) are listed in Appendix 3. The classroom teacher is the key problem solver when addressing problem behaviours using best practices that include correction and re-teaching.

Learning-based Consequences

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what is needed in order to be successful and meet the expectations.

Processes for Appeals and Support

Parents are welcome to make an appointment with the class teacher and/or principal should they have any queries about how their individual child's behaviour is supported.

8. Tier 2 Targetted Supports

Targetted Supports and Interventions

Targetted interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009).

These students consistently have trouble with low level but disruptive behaviours that are detrimental to instruction and interfere with their own, and others' learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

Student Behaviour Support System (ENGAGE)

The Student Behaviour Support System (ENGAGE) supports teachers at St Joseph's to track the behaviour of students and use data-based decision making to proactively support student's behaviour. ENGAGE is a whole school system designed to enable schools to use behavioural data to support student behaviour development. In order to do so a level of consistency needs to be reached in a staff community to ensure data is reliable. Within the system behaviours have been broken into two categories - Major and Minor. It is vital for all staff using the system to be able to consistently differentiate between these two categories.



Ongoing Monitoring of Students' Behaviour

The Leadership Team will use the ENGAGE database to monitor student behaviour, drive plans and programs, and to assist with the positive management of student behaviour for learning. The data may relate to individual students, groups of students or particular areas of the school.

Record of Incident (ROI)

Record of Incident (ROI) is the primary data logging tool on ENGAGE. The purpose of ROIs is to gather data relating to a wide range of behaviours, locations, learning areas, students and responses in order to better support student's behavioural development, engagement and learning while at the same time providing feedback for teachers and administration staff on school pedagogy, behavioural management practices and systemic issues.

Minor Incidents

Minor incidents are those behaviour incidents involving a student or students at our school who display minor inappropriate or unproductive behaviours. Minor behaviours are an agreed list of behaviours that Cairns Catholic Education Services has provided for CES teaching staff to report on. A definition of each of the minor behaviours is available by clicking on the ? symbol beside the minor behaviour in the list in ENGAGE.

Minor behaviours are entered by teachers for behaviours they have observed in either the classroom or other locations in our school. By recording the incident, data can be analysed by teachers to detect patterns of behaviour and provide appropriate support for students where it is needed.

Major Incidents

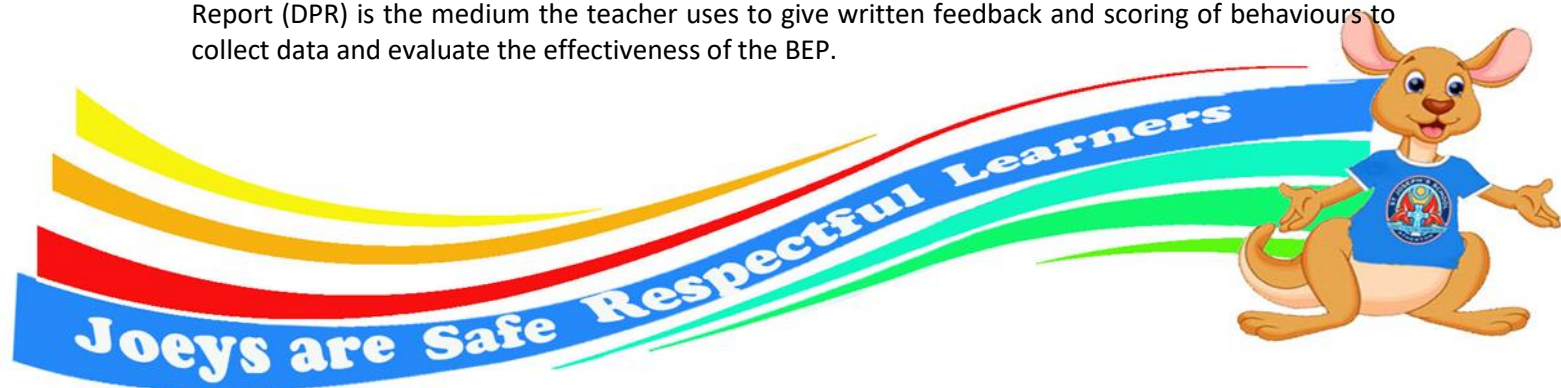
Major incidents are those behaviour incidents involving a student or students who display major inappropriate or unproductive behaviours. Major behaviours are an agreed list of behaviours that Cairns Catholic Education Services has provided for CES teaching staff to report on. A definition of each of the major behaviours is available by clicking on the ? symbol beside the major behaviour in the list. Within the Major behaviours list, additional sub-categories are supplied to further differentiate the type of behaviour. These categories have been developed for both primary and secondary settings.

Important: The ROI itself does not meet the requirements for reporting of incidents that may involve a student protection issue. It is vital that all staff are aware of the ramifications of reporting/ not reporting student protection incidents. For further information, contact your school Administration, Guidance Counsellor or consult the Student Protection Processes and Guidelines.

Behaviour Education Program (BEP)

The BEP is an evidence-based Tier 2 social behaviour intervention that assists students 'at risk' and is intended to be one piece of the larger behaviour support effort in a school. It is a proactive, preventative approach to recurrent problem behaviour. The BEP is a school-based program for providing daily support and monitoring to students who are at risk for developing serious or chronic problem behaviours.

The BEP is based on a daily **Check in-Check out (CICO)** system that provides the student with immediate feedback on his or her behaviour and increases positive adult attention. The Daily Progress Report (DPR) is the medium the teacher uses to give written feedback and scoring of behaviours to collect data and evaluate the effectiveness of the BEP.



Core principles of the BEP include (1) clearly defined expectations, (2) instructions on appropriate social skills, (3) increased positive reinforcement for following expectations, (4) increased positive contact with an adult (teacher or school officer) in the school, (5) contingent consequences for problem behaviour, (6) improved opportunities for self-management, and (7) increased home-school collaboration. The BEP intervention is consistent with school wide expectations.

Social Skills Programs

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.

9. Tier 3 Individual Supports

Individualised Interventions

A student may need more significant types of support systems employed when they have not responded to universal or targeted supports. Tier 3 supports will be individualised and specific, and be informed by a Functional Behavioural Assessment (FBA).

Social Stories

A Social Story can be a written or visual guide describing various social interactions, situations, behaviours, skills or concepts as part of the student's targeted/individual plan. According to Gray (2010) 'a Social Story describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal of a Social Story is to share accurate social information in a patient and reassuring manner that is easily understood by its audience.

Functional Behavioural Assessment (FBA)

Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that student experiences before the behaviour), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest). The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000).

The FBA together with the function-based intervention procedures provide the information needed to develop an effective and long lasting Behaviour Intervention Plan that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur.

The FBA process and the development of an individual plan may include:

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents
2. Observations in the classroom
3. Collaborative meetings to share information and plan effective intervention strategies
4. Teaching replacement behaviours
5. Creating routines and environments to facilitate success
6. Monitoring and evaluating the effectiveness of the behaviour plan.



10. 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.

We have a continuum of responses in place to manage unproductive student behaviours. This continuum enables staff to respond to minor unproductive behaviours efficiently and effectively, up to and including chronic persistent minor behaviours and major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix 3.

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 1 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 three evidence-based approaches, and include:

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

11. Cairns CES Formal Sanctions

- Detention
- Suspension
- Exclusion

For appeals, the school aligns to Cairns Catholic Education Services processes.



12. Bullying and Cyber Safety

Bullying is the “repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons” (Rigby, 1996)

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs and web pages.

A bystander is a person who witnesses a bullying incident as an onlooker. At St Joseph’s School we maintain that if you are a bystander who witnesses bullying, you have an obligation to report the incident.

Bullying may include:

- Physical: hitting, kicking, 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
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

For use with younger children:

Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

For use with older students:

Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.

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.



Conflict:

- Conflict is a mutual disagreement, argument or dispute between people where no one has a significant advantage and both feel equally aggrieved.
- Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups, sometimes lead to either aggression or bullying.
- Conflict can be a precursor to bullying where there are instances of repeated conflict and where the balance of power changes.

For use with younger students:

Although it isn't nice if someone says or does something mean to someone else, it is not called bullying. It also isn't bullying if children of the same age have a one-off argument.

For use with older students:

Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't considered bullying. A fight or disagreement between students of equal power or status isn't considered bullying.

What is Cyber Bullying?

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

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

Response to Potential Bullying

At St Joseph's School, we will:

- Openly talk about bullying – what it is, how it affects us and what we can do about it.
- Teach our children skills which will build their self-esteem and empower them to take the responsibility for themselves and their actions to reduce opportunities for bullying behaviours.

Responsibilities of staff to reduce opportunities for bullying behaviour:

- To model appropriate behaviours at all times
- To deal with all reported and observed incidences of bullying
- To ensure that children are supervised at all times
- Staff to be punctual to classes and duties
- Classroom rules and expectations clearly stated and reinforced
- To report incidences of bullying to the relevant person if this is warranted.

Responsibilities of children to reduce opportunities for bullying behaviour:

- To show support for a person being bullied i.e. take action as bullying occurs by saying 'leave him / her alone'
- Report the incident to a member of staff as soon as you can
- Enlist the help of older students if needed

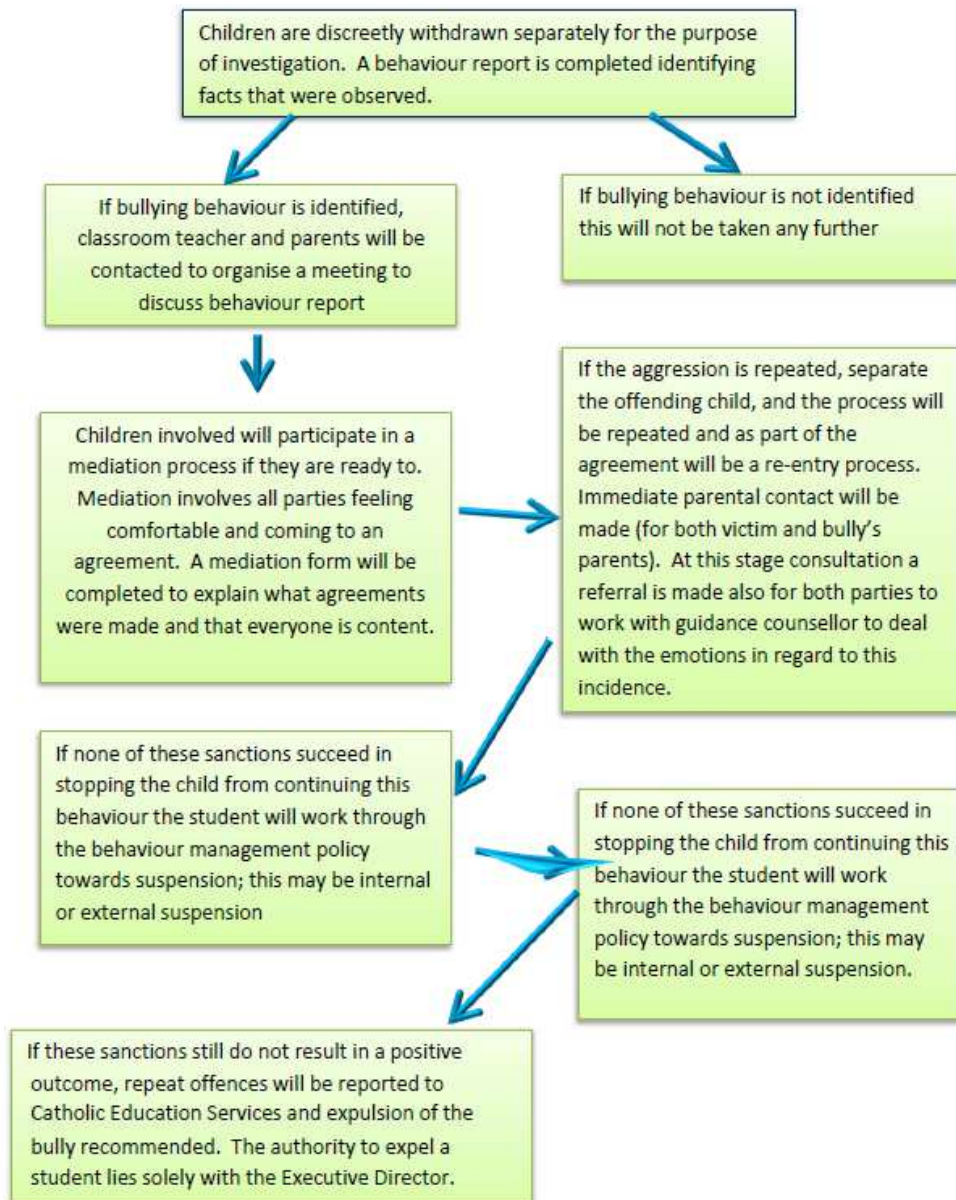


- Refrain from bullying students

Responsibilities of parents to reduce opportunities for bullying behaviour:

- To watch for signs that their child may be bullied or is being bully
- To speak to someone on staff at the school if their child is being bullied, or if they suspect that it is happening
- To instruct their children to tell a trusted adult if they are bullied

What happens when a bullying incident is reported?



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Support for the target and perpetrator

We support the target in the following ways:

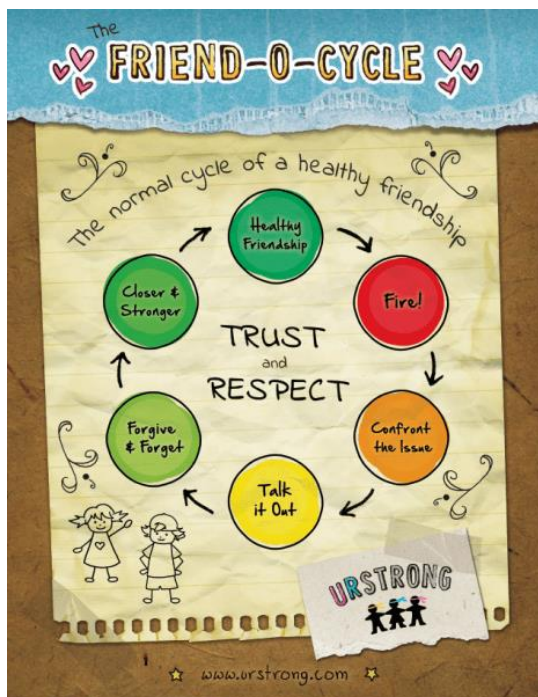
- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;
- Informing the child's parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying.

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying;
- Informing the child's parents;
- Continuing to monitor the child's behaviour and offering appropriate support; and
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

Positive, Proactive Anti-bullying Approaches at St Joseph's School

The St Joseph's School community strives to promote healthy relationships among all members of the school community. There are times though, when people's behaviour does not reflect the mission of our school and our Christian values. On occasions people display behaviours of varying degrees, which show a lack of respect towards others and can, if continued on a regular basis, harm relationships within and outside the school community. To ensure that the school community promotes positive relationships, there is a strong focus on social emotional programs such as Friendology 101 and Second Step.



Appendix 1: Strategies to Manage Minor Behaviour

Strategy	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the nonverbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	"Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour". (p.453 Scheuermann & Hall, 2012)
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the 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.



Appendix 2: ENGAGE Response Types and Definitions

Response Category	Response Type	Description
De-escalate	Decrease Demands	Reducing or decreasing task demands, teacher demands, multiple task demands, sensory overload, task difficulty.
De-escalate	Setting Limits	Setting limits is a directive approach that offers the student clear choices based on classroom or school expectations and can prevent an escalation of behaviour.
De-escalate	Time Out	Giving a student time away from their regular program/routine in a separate area either within the classroom or in another supervised room or setting with the intention of enabling the student to deescalate and calm. (Refer to Student Behaviour Support Guidelines, Regulations and Procedures Page 32)
Problem-solving	Collaborative Problem-solving	A collaborative approach between student and teacher designed to support the student to work towards a specific goal using Coaching methodology.
Problem-solving	Mediation/Peer Mediation	Mediation assists students involved to resolve their differences and assists them to find a peaceful win-win solution or compromise. Can include training in conflict resolution, skilled and co-operative classroom processes and procedures for resolving grievances. Students can be trained in the skills of mediation so that they can act as mediators for their peers.
Problem-solving	Method of Shared Concern	Students who are suspected of bullying another student are interviewed individually in a non-blaming manner and asked to indicate how they can improve the situation. The student experiencing bullying is then interviewed and the overall situation is carefully monitored. A meeting with all students involved occurs at a set time to review the situation.
Problem-solving	Teacher-Student Conference	During teacher-student conferences, teachers have the opportunity to talk to students individually or in small groups. Through these meetings, teachers gauge students' learning and assesses their understanding or skill level.
Problem-solving	Student led Parent-Teacher Conferences	Putting students in the driver's seat of their parent-teacher conferences creates opportunities for reflection, engagement, and agency. Parent teacher conferences can be a time when the teachers do very little talking. Instead, the students run the conferences, informing their parents about how they're doing, what their goals are going forward, and what kind of learners they are.



Response Category	Response Type	Description
Problem-solving	Peer Support	<p><i>Peer Support</i> is designed to provide students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to make healthy life decisions. Teachers assist and guide the students through the process. Peer Support assists students to develop:</p> <ul style="list-style-type: none"> • a sense of self • resilience • connectedness • a sense of possibility
Problem-solving	Circle Time	<p>‘Circle time’ is a term used to describe a time when the whole class meets together, sitting in a circle, either on the floor or on chairs. Circle Time is a carefully planned time in which children can develop a wide range of skills and attitudes such as confidence, self-esteem, talking and listening. It is helpful to develop trust, working on problems such as bullying, developing children’s awareness of their responsibilities towards others and towards themselves, exploring new ideas, developing moral values, helping children to feel they ‘belong’.</p>
Problem-solving	Request for Further Support	<p>A teacher makes a Request for Further Support in ENGAGE on behalf of a student by filling in the Wizard and submitting it to the Diverse Learners Team.</p>



Appendix 3: Minor and Major Behaviours Definitions

	Level of Behaviour	Descriptor	Definition	Example
1	Minor	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an “idiot”, swearing if they kick their toe
	Major	Verbal Aggression	Language 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	Minor	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line
	Major	Physical aggression	Actions involving serious physical contact where injury might occur; intended to harm, distress, coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Minor	Disrespect/noncompliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying “no”, “Not going to do it”
	Major		Failure or refusal to comply or obey directions, a resistance to authority	Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
4	Minor	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
	Major		Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
5	Minor	Uniform violation	Student wears clothing that is near but not within the school’s dress code	Wrong socks, wrong shorts for sport
	Major		Student wears clothing that does not fit within the dress code of the school	Offensive T-shirts
6	Minor	Technology Violation	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 or sending a text message in breach of school’s policy
	Major		Student engages in inappropriate use of mobile phone, music players, camera, and/or computer	Accessing inappropriate websites, using someone else’s log in details, inappropriate additions to social media (written and images)

	Level of Behaviour	Descriptor	Definition	Example
7	Minor	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
	Major	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Minor	Late	Students arrive late to class	Tardy late to class not late to school as this is often beyond the control of a primary school student
9	Major	Skip Class/Truancy	Regular or persistent unexplained absences from school, or class, where reason given is unsatisfactory	Student leaves class/school without permission or stays out of class/school without permission
10	Minor	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
11	Minor	Lying/Cheating	Student engages in "White Lies"	"I came first", "I didn't do it"
12	Minor	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	Laughing at someone's misfortune
	Major	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal
13	Major	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	Stealing school or personal property
14	Major	Use/possession of illegal drugs/alcohol, tobacco, weapons, (real or look alike) combustibles	Student is in possession of or is using illegal substances on their way to and from or at any time they are in school uniform	Cigarettes, knife, toy gun, gun, matches, lighters, firecrackers
15	Major	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

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Appendix 4: St Joseph's School Behaviour/Consequences Matrix

Behaviour	Minor	Major	Critical
Physical Contact and Aggression	<ul style="list-style-type: none"> •Wrestling in a playful manner •Hands-on, pushing, shoving, pulling, pinching, tackling in rough play •Pushing and shoving in lines •Hitting with hats •Snatching •Spitting (on ground) •Kissing •Throwing objects 	<ul style="list-style-type: none"> •Repeated minor behaviours •Wrestling with intent to gain power •Aggression through rough play eg punching, hitting, kicking, shoulder charging •Biting •Spitting (at someone) •Inappropriate bodily contact •Using an object as a projectile with an intent to injure 	<ul style="list-style-type: none"> •Repeated Major behaviours •Fighting - Physical assault •Possession of a weapon •Inappropriate touching •Indecent exposure •Behaviour that is potentially harmful to self or others
Inappropriate Language	<ul style="list-style-type: none"> • Accidental swearing (if hurt or frustrated) – No intent • Silly minor taunts eg <i>your mother's fat, you're an idiot</i> • Put downs in games • Gossip • Backchatting • Making threats 	<ul style="list-style-type: none"> •Repeated minor behaviours •Deliberate swearing directed at another student, teacher or any other person in the school community •Major taunts that are pre-meditated or ongoing including personal attacks and racist comments •Gossip which is harmful to someone's reputation •Carrying out threats •Non-verbal gestures of a threatening nature 	<ul style="list-style-type: none"> •Repeated Major behaviours •Inciting acts of violence •Screaming abuse •Use of explicit sexual language
Defiance/Non-compliance/Disrespect	<ul style="list-style-type: none"> • Being out of bounds in the first instance • Being in a classroom without a teacher present • Ignoring teachers' directions • Ignoring the bell • Playing in the toilets • Littering • Refusal to complete work • Incorrect uniform • Playing in lines • Running in walking areas • Non-completion of homework • Chewing gum or throwing on ground 	<ul style="list-style-type: none"> •Repeated minor behaviours •Misuse of toilet facilities •Arguing with a teacher •Consistently not following school rules •Consistently out of bounds •Lying •Stealing eg rubbers, pencils •Throwing food with the intent to hurt, humiliate and/or bully •Stealing items from lunch boxes •Dacking •Harm to someone or property with gum 	<ul style="list-style-type: none"> •Repeated major behaviour •Theft eg money, items of value •Harmful/illegal substances
Disruption	<ul style="list-style-type: none"> • Interrupting when someone is speaking • Consistently speaking to others instead of listening • Being late to class • Disrupting teaching by entering the room loudly • Disrupting the lesson by banging hands on table, calling out, being out of your seat, making noises 	<ul style="list-style-type: none"> •Repeated minor behaviours •Blatant refusal or repeated refusal to follow instructions •Running away – leaving learning area •Consistently being late for class •Consistently interrupting the teacher and lesson by calling out, banging desk, being defiant in an effort to disrupt the lesson or teacher •Excessive disruption 	<ul style="list-style-type: none"> •Repeated major behaviour •Leaving school grounds •Truancy •Throwing furniture or other objects •Prolonged disruption that causes class to exit the room
Bullying & Harassment	<ul style="list-style-type: none"> • Unfair play • Taking equipment • Running through and disrupting others' games • Ganging up (non-consistent or physical) • Leaving someone out of a game • Name calling or rhyming (non-consistent) • Targeting people to get them out during games • Laughing at someone when they get out • Intimidating behaviour in the first instance eg (If you tell the teacher, I'll ...) 	<p><u>Continual and targeted:</u></p> <ul style="list-style-type: none"> • Name calling • Ridiculing or laughing at another person about <ul style="list-style-type: none"> ○ Appearance ○ Sporting ability ○ Learning ability ○ Beliefs ○ Gender •Exclusion of a person from games •Serious physical ganging up in games •Stealing or destroying another student's property •Threats or personal comments about another's family •Words and actions which promote self-harming behaviours 	<ul style="list-style-type: none"> •Repeated major behaviour •Intentional racism •Inciting self-harm or suicide •Abusive comments, especially about <ul style="list-style-type: none"> ○ Gender ○ Faith ○ Race
Technology Violation	<ul style="list-style-type: none"> • Use of mobile phones • Off task internet use • Inappropriate handling of devices 	<ul style="list-style-type: none"> •Inappropriate text messages, social media •Using someone else's login details •Deleting or interfering with another student's work 	<ul style="list-style-type: none"> •Repeated major behaviour •Online bullying •Accessing pornographic material

		<ul style="list-style-type: none"> • Accessing inappropriate websites and images • Plagiarism 	<ul style="list-style-type: none"> • Taking and/or sharing inappropriate photographs or content • Posting content online which is damaging to the reputation of students, staff or the school
Property Misuse	<ul style="list-style-type: none"> • Throwing equipment, smashing constructions whilst packing up • Scribbling on personal items or body • Misuse of library books and classroom resources • Leaving sporting and play equipment out after lunch • Cutting up erasers • Littering • Jumping on poppers 	<ul style="list-style-type: none"> • Repeated minor behaviours • Vandalism or defacing of others' or school property • Food fights 	<ul style="list-style-type: none"> • Repeated major behaviour • Deliberate destruction of school property or personal property



Immediate Response	<p>Strategies to Manage Minor Behaviour</p> <p>Teacher responses may include:</p> <ul style="list-style-type: none"> • Rule reminder (verbal or visual) • Signal Non-Verbal Cue • Redirect • Reteach expected behaviour • Proximity • Ignore/Attend/Praise • Give a choice • Restitution • Student stands or moves to a nominated position within the classroom • Student Conference • Student is removed from the area of the playground where the behaviour is occurring • Student is sat out of play in an area designated by the teacher • Student walks with the teacher for a period of time • Student to pick up rubbish • Movement break • Zones of Regulation conversation with teacher or SLO. • Uniform Reminder Slip • Homework Slip <p>Teacher may record incident in Engage</p> <p>PARENTS <u>MAY</u> BE CONTACTED</p>	<p>Strategies to Manage Major Behaviour</p> <p>Teacher responses may include:</p> <ul style="list-style-type: none"> • Student goes to buddy class • Thinking room referral • Call for Leadership support <p>Teacher must record incident in ENGAGE</p> <p>Leadership Team member responses may include:</p> <ul style="list-style-type: none"> • Thinking Room/Thinking Sheet • Time out in the office • Office detention • Students completes a <i>Thinking Sheet</i> • Student completes lines to reinforce expected behaviours • Re-entry and restore relationship • Restorative conversation • Make restitution • Check-in/Check-Out • Student sent home • Referral to school counsellor or other external agencies • Social skills groups • Individual Behaviour Support Plan • Negotiated Playground contract • Exclusion from: <ul style="list-style-type: none"> ○ Representative sport ○ Incursions/Excursions ○ Special Events <p>Leadership Team member records responses in ENGAGE</p> <p>PARENTS <u>WILL</u> BE CONTACTED Either by phone or behaviour slip (<i>Thinking Sheet</i>)</p>	<p>Strategies to Manage Critical Incidents</p> <p>Principal or Assistant Principal responses may include:</p> <ul style="list-style-type: none"> • Detention • Student sent home • Internal suspension • External suspension • Exclusion • Police contact • Referral to school counsellor, CES support personnel or external support agencies • Individual Behaviour Support Plan • Re-entry and restore relationship • Restitution • Exclusion from: <ul style="list-style-type: none"> ○ Representative sport ○ Incursions/Excursions ○ Special Events <p>All responses recorded in ENGAGE</p> <p>PARENTS <u>WILL BE REQUIRED TO ATTEND A MEETING</u></p>
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Appendix 5: Restorative Justice Questions

The following questions are standard questions to be used by staff across the school when beginning to respond to a situation where one student's choices have harmed another student in some way. Where suitable, the students involved might sit together with the staff member/s assisting as these questions are asked, drawing upon the approach of Circle Solutions. This approach would seek to develop the skill of listening to the other and to develop empathy in the wrong-doer for the person harmed. These questions will be made readily available to staff by way of pocket/lanyard cards.

For those who have done the wrong thing:

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

For those who have been harmed:

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

When stuck:

- Was it the right or wrong thing to do?
- Was it fair or unfair?
- What exactly are you sorry for?
- You didn't answer my question.



(Diagram sourced from: <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/positive-behaviour/whole-school-approaches/restorative-practices>)



Appendix 6: Re-entry Procedures (Restitution Plan)

Re-entry occurs when a student has been withdrawn from regular classroom activities due to inappropriate behaviour. Withdrawal may take the form of time out in class, time out in another room, internal suspension or school suspension.

A RE-ENTRY STRATEGY

- focuses students on taking responsibility for their own actions / behaviours
- engages students in problem solving and goal setting
- reinforces rules and consequences and require student reflection

A RE-ENTRY STRATEGY INVOLVES

- time and consistency
- a form of consultation with the student before they re-enter regular classroom activities
- may involve verbal, written or drawn responses
- requires an undertaking by the students to abide by the rules on re-entering
- a re-entry plan when returning from suspension

Form of Withdrawal	Personnel	Re-entry Strategies
Time out in class Time out in buddy class	Involves the student and one or more of the following as appropriate: <ul style="list-style-type: none">▪ Teacher▪ School Officer▪ Colleague▪ Peer	May include the following: <ul style="list-style-type: none">▪ Reflection Sheet▪ Verbal conference▪ Written / drawn response + conference▪ Apology▪ Restitution
Internal suspension	<ul style="list-style-type: none">▪ Student▪ Teacher▪ School Officer▪ Administration▪ Parent / carer	<ul style="list-style-type: none">▪ Admin Referral Form▪ Behaviour Log▪ Individual Behaviour Plan / Contract
School suspension	Must involve: <ul style="list-style-type: none">▪ Student▪ Teacher▪ Administration▪ Parent / carer	Must involve: <ul style="list-style-type: none">▪ Admin Referral Form▪ Parent Conference▪ Behaviour Plan and Log





St Joseph's School **Student Thinking Sheet – Year 1 - 3**

Name: _____ Class: _____ Date: _____

The following reflection is **to do with my behaviour in:**

☐ Classroom ☐ Playground ☐ Arts/Tech ☐ Eating Time

☐ Church ☐ Other

towards:

☐ My teacher ☐ Relief teacher ☐ STEAM teacher ☐ Class mates

☐ Other

Step 1: What did I do wrong that caused me to come to Thinking Room:

1	
2	
3	

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Step 2: What was **wrong with my behaviour**? Which expectation did I not follow?

☐

Learning - We are Learners

☐

Respect - We are Respectful

☐

Safety - We are Safe

Step 3: What am **I going to do differently** next time?

What Expected Behaviours should I use?

1	
2	

Step 4: How am I going **to fix the problem**?

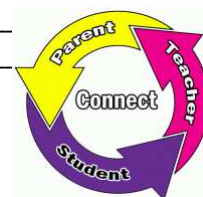
1. Complete this sheet.
2. Apologise to _____
3. Try to do things different next time by using the Expected Behaviours.
4. Who can help me? _____

Student: _____ Thinking Room Teacher: _____

Date: _____

Classroom Teacher Comments:

Classroom Teacher Signature: _____



At St Joseph's, we believe in working closely with parents to encourage positive behaviours for learning. Could you please support us in having a discussion with your child at home about this matter. By working together, we can achieve positive change. If you feel the matter needs further consideration, please feel free to contact the school.

Parent/Carer Comments:

Parent/Carer Signature: _____

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St Joseph's School

Student Thinking Sheet – Year 4-6

Name: _____ Class: _____ Date: _____

Teacher: _____ Location of Incident: _____

1. **What is the reason for being in the Thinking Room Today?**

2. **My side of the story: What I think happened:**

3. **Who do you think was affected by my behaviour?**

4. **What Behaviour Expectation did I not follow?**

- ☐ **RESPECT**- We are Respectful
- ☐ **LEARNERS**- We are Learners
- ☐ **SAFETY**- We are Safe

5. **What are the expected behaviours in this area?** (refer to Expected Behaviour Matrix)

- _____
- _____
- _____
- _____

6. **What could I do differently next time?**

7. **Who is responsible for changing my behaviour?**



8. What needs to happen to make things right?

- ☐ Apologise to the other student or staff member I hurt
- ☐ Change my behaviour
- ☐ _____

9. Area of Focus or Change

☐

RESPECT- Show respect to others by keeping my hands and feet to myself, be considerate of other people's feelings and their property, follow the teacher's instructions.

☐

LEARNER- Follow the teacher's instructions and do my work to the best of my ability. Be prepared for my day. Ensure that I am doing my best work and allowing other people to do theirs.

☐

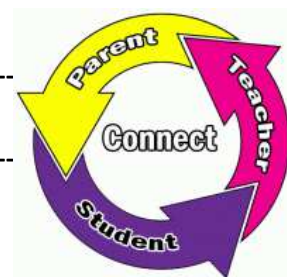
SAFETY- Play safely and friendly, keep my hands and feet to myself, be sunsafe, be in the right place at the right time. Practise personal hygiene.

Student Signature: _____ Thinking Room Teacher: _____

Date: _____

Classroom Teacher Comments:

Classroom Teacher Signature: _____



At St Joseph's, we believe in working closely with parents to encourage positive behaviours for learning. Could you please support us in having a discussion with your child at home about this matter. By working together, we can achieve positive change. If you feel the matter needs further consideration, please feel free to contact the school.

Parent/Carer's comments:

Parent/Carer's Signature: _____

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“If a child doesn’t know how to read, we teach.
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we
teach.”

“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave,
we.....teach?punish?”

“Why can’t we finish the last sentence as
automatically as we do the others?”

Tom Herner (NASDE President, Counterpoint 1998, p.2)

