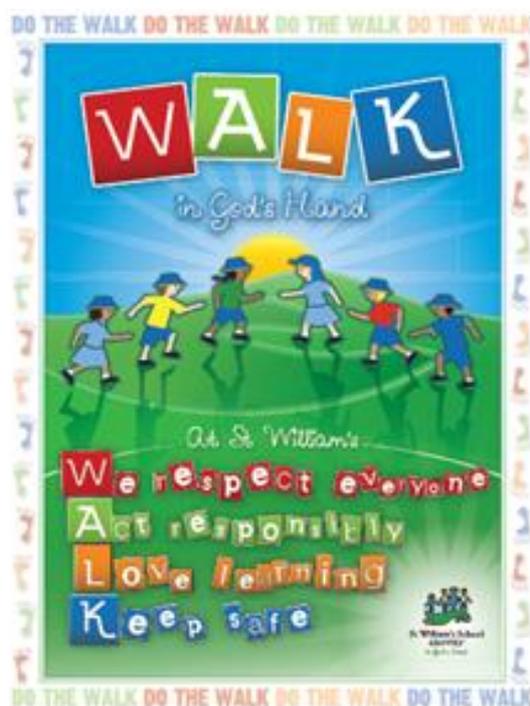


# St William's Primary School, Grovely



## **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

## **School Mission and Vision - Teach Challenge Transform**

The St William's School Community believes in the dignity and worth of each individual. We journey in partnership to affirm, nurture and develop the potential of all in our community. In recognising the uniqueness of each individual we promote a caring, challenging, safe, Christian environment in which all are empowered through the skills acquired and the experiences offered to find the freedom known by those who confidently walk with God. We live in the knowledge that we are always in God's Hand.

*To act justly ... To love tenderly and to walk humbly with your God.  
(Micah 6:8)*

### **School Mission**

At St William's School we pride ourselves on a child centred education. We strive for excellence in teaching and learning, and parents and staff are committed to a holistic development of all individuals.

Therefore, our Mission commits us to the following beliefs:

- We believe in providing a holistic Catholic education.
- We believe in providing quality teaching/learning experiences.
- We believe in developing happy, disciplined and well-balanced children

At St William's school, we acknowledge that a diverse range of personal, social, cultural, family, and religious influences can impact on the relational and behavioural responses of students at any given point in time.

In light of these influences, we seek to develop, throughout our school community, positive social behaviour and respectful human relationships that are infused with gospel values.

The following common features are integrated into existing curriculum programs and classroom practices with a focus on teaching and learning for all students:

- Quality relationships and partnerships: fostering respectful interpersonal relationships among and between all community members
- A commitment to justice and service: identifying and eliminating barriers that hinder students' participation and achievement
- Inclusive learning and teaching: welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties
- Formation of self-discipline and responsibility: developing in students qualities of self-discipline and reciprocal responsibility, as well as a social conscience
- Effective networks of care across the community: developing partnerships with the wider community, church groups, support services, respite care, and health services
- Organisational structures: establishing specific whole-school structures, processes and arrangements in order to support student formation and redirection, grievances and appeals, reconciliation, and restoration.

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

As a Catholic school, St William's believes in the dignity and worth of each individual, and as such, our behaviour policy serves to promote quality relationships between and amongst students, staff and parents to develop the potential of all in our community.

## **Our School Context**

St William's School is a Prep-to-Year-6 school, with 440 students currently enrolled. Located in the Brisbane North area, we have a diverse group of students from a variety of backgrounds and respond to that diversity by involving parents in our school community.

Our dedicated staff includes: School Leadership Team, teaching staff, specialist teachers, Support Teacher: Inclusive Education, school officers, speech-language pathologist, and a Guidance Counsellor.

## **Consultation and Review Process**

This plan has been developed by recording the existing processes and policies relating to the teaching and learning of student behaviour. The plan will be available and revised by staff, students and parents each year by school board and staff including other data reviews e.g. Tiered Fidelity Inventory (TFI).

## **Section A: Our Student Behaviour Support Systems**

### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

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

- 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.

## 2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

### What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

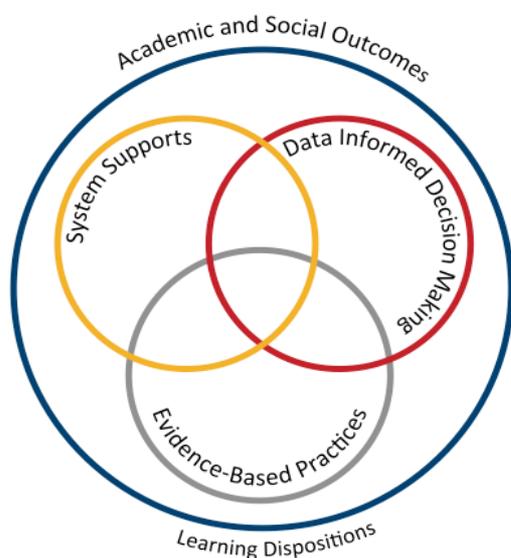


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers’ blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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:**

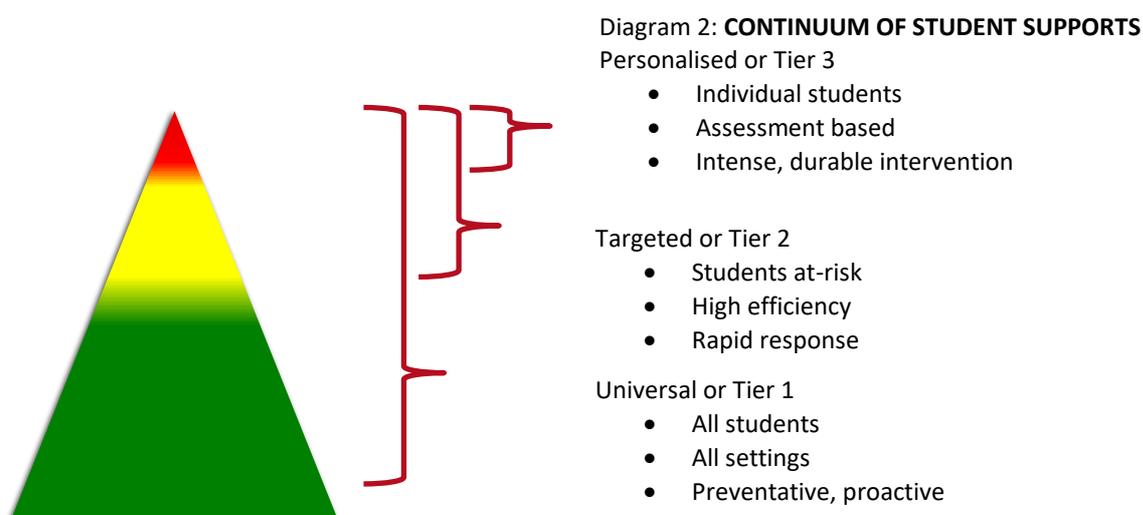
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

#### **Tier 2 Targeted Supports:**

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

#### **Tier 3 Personalised Supports:**

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



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

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

At St William's School we have a number of teams and processes for supporting the implementation of PB4L. Our Student Support team consists of Pastoral Care & Student Wellbeing Support, Guidance Counsellor and representatives from the School Leadership Team. They meet weekly to analyse data collected around student behaviour as well as the universal supports for students. They support the teaching staff with the implementation of targeted or individualised behaviour supports.

Our staff engage in professional learning to build capacity in the implementation of PB4L. This includes:

- Non-Violent Crisis Intervention for relevant staff
- Positive Behaviour 4 Learning Coaches network day
- Restorative Practices

## **Section B: Our Student Behaviour Support Practices**

### **1. Clarity: Our Expectations**

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

Our expectations are:

- We Respect Everyone
- Act Responsibly
- Love Learning
- Keep Safe

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

***Saint William's School Wide Matrix included as Appendix B.***

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in

this capability are to be taught through the learning areas of the approved curriculum. [www.acara.edu.au](http://www.acara.edu.au)

## 2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation day
- Through Morning Notices with Got'cha cards weekly throughout the year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- Student leaders support younger peers

## 3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term "feedback" for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
<p><b>Fortnightly BLAZE Achievement awards</b> At St William's, we believe that it is important to acknowledge significant academic, personal, or social achievements. We do this by using BLAZE Achievement Awards.</p> <p>Each fortnight at the whole school assembly, teachers have the opportunity to present students from their class/es with Achievement Awards.</p>	Class encouragers
<p><b>BLAZE Learner Disposition Awards</b> At Saint William's School we recognise nine key dispositions to 'Light up to Learn'. These learner dispositions encourage effective learning behaviours.</p>	Points system for class rewards
<p><b>Got'cha card in weekly draw</b> At St Williams. We encourage our students to live the gospel message</p>	

through our everyday behaviours. Each week a focus from our WALK that links with the weekly gospel message is highlighted and rewarded.	
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### 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 inventions 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 support currently available for students in the school includes:

- 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.

### 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.

Personalised supports currently on offer at the school include:

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

## **4. 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. 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 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 BCE SBS policy and procedures, and include:

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

See Appendix C for a flowchart of Responses.

## **5. 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 – 12 and include:

- **Detention**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class'

time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

- **Suspension**

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

- **Negotiated change of school**

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).

- **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and

Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

## Process for Appeals:

### Process for Appeals

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

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

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

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

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

What is Bullying? (BCE – Positive Behaviour 4 Learning Framework)

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. 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.

Please refer to BCE Student Behaviour Support - Prevention and Responding to Instances of Student Bullying/Harassment in Schools:  
<https://mybcecatholicedu.sharepoint.com/learning-and-teaching/SitePages/Student-behaviour-support.aspx#preventing-and-responding-to-student-bulling-harassment>

What is not Bullying?

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

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

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

In line with this framework, St William's is:

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

To achieve these expectations, we undertake the following:

- With the support of parents, the wider community, and the students themselves, we take proactive and preventative action to prevent bullying happening in the first instance. We do this by placing a strong emphasis on teaching prosocial behaviours from the commencement of Prep. Our students are taught the importance of

communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.

- When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:

- Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.

- A meeting between the students is facilitated by Leadership and/or the school's Student Wellbeing Officer. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.

- The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.

- Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.

- Parents of both students are contacted and informed of the process.

- Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Engage system (Student Behaviour Support Database). This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

We are proud of our community and the warm, welcoming atmosphere at St William's. Any behaviour, by any member of the community that is not in line with our School Vision, Mission or our school values will be considered a serious breach and dealt with according to the above processes.

## **Section C: Our Student Behaviour Support Data**

### **1. Data Informed Decision Making**

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

St William's uses behavioural data together with other data sources to make data informed decisions about student supports. This includes the leadership team meeting regularly to analyse universal school data and feedback to staff meetings, Targeted and personalised team (including STIE, GCs & leadership) meet regularly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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## Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

<b>13</b>	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
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### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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 pranking 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'

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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 such e.g. a parent or teacher on a document.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	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)
<b>12</b>	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
<b>13</b>	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
<b>14</b>	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
<b>15</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>16</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>17</b>	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
<b>18</b>	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 – WALK Matrix

	<b>Class</b>	<b>Playground</b>	<b>Toilets</b>	<b>Eating Time</b>	<b>Cyberspace</b>	<b>Arriving and Leaving School</b>	<b>Church</b>
<b>We respect everyone</b>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Take turns</li> <li>Speak kindly</li> <li>Signal to speak</li> </ul>	<ul style="list-style-type: none"> <li>Play in year level zone &amp; fields</li> <li>Follow adult directions promptly</li> </ul>	<ul style="list-style-type: none"> <li>Allow everyone privacy</li> <li>Use facilities for its purpose</li> </ul>	<ul style="list-style-type: none"> <li>Put rubbish in bin or lunchbox</li> </ul>	<ul style="list-style-type: none"> <li>Type only kind words/images</li> <li>Ask before you take a photo</li> <li>Care for equipment</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Wait patiently</li> <li>Use manners</li> <li>Follow adult directions promptly</li> </ul>	<ul style="list-style-type: none"> <li>Listen to speakers</li> </ul>
<b>Act Responsibly</b>	<ul style="list-style-type: none"> <li>Have correct equipment</li> <li>Be organised</li> <li>Remain on task</li> </ul>	<ul style="list-style-type: none"> <li>Care for environment</li> <li>Look after equipment</li> <li>Follow rules of game</li> <li>Listen &amp; react to bells &amp; signals</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently</li> <li>Flush toilet</li> <li>Wash hands</li> </ul>	<ul style="list-style-type: none"> <li>Sit down to eat</li> <li>Eat before play</li> <li>Eat your own food or take it home</li> </ul>	<ul style="list-style-type: none"> <li>Ask before you change settings</li> <li>Check before entering personal details</li> </ul>	<ul style="list-style-type: none"> <li>Be ready</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Participate in rituals</li> </ul>
<b>Love Learning</b>	<ul style="list-style-type: none"> <li>Share your learning</li> <li>Participate to progress</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> <li>Share spaces &amp; equipment</li> <li>Be fair</li> <li>Use friendly five</li> </ul>	<ul style="list-style-type: none"> <li>Be healthy</li> <li>Go at break times</li> </ul>	<ul style="list-style-type: none"> <li>Eat what you can</li> <li>Drink water</li> </ul>	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Share your skills</li> </ul>	<ul style="list-style-type: none"> <li>Look out for your transport</li> <li>Follow the routine</li> </ul>	<ul style="list-style-type: none"> <li>Participate in prayers &amp; songs</li> </ul>
<b>Keep safe</b>	<ul style="list-style-type: none"> <li>Follow directions promptly</li> <li>Walk at all times</li> <li>Use and respect equipment</li> <li>Use hands &amp; feet appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment safely</li> <li>Wear hats</li> <li>Walk &amp; keep on paths</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Close doors gently</li> </ul>	<ul style="list-style-type: none"> <li>Signal to be dismissed</li> <li>Wait for supervisor to arrive</li> </ul>	<ul style="list-style-type: none"> <li>Know who you are communicating with</li> </ul>	<ul style="list-style-type: none"> <li>Wait in the correct areas</li> <li>Walk promptly to pick up area</li> </ul>	<ul style="list-style-type: none"> <li>Move quietly &amp; patiently</li> </ul>

## Appendix C – Flowchart of Responses

# WALK the Path to Success.

### PREPARE

#### Know your learners

1. We explicitly teach expectations using the WALK Matrix
2. We take time to build positive, supportive relationships with our students
3. We teach Personal and Social Capabilities
4. We reinforce WALK with positive feedback

### RESPOND

#### Teacher managed

##### To Minor Behaviours

1. Respond to behaviours
  - Expectation Reminder
  - Check in with student
  - Time out in classroom
2. Teacher to transition student back to learning
3. Problem solving conversation

\*Teacher to record time out on Engage

### Our Vision

*The St William's School Community believes in the dignity and worth of each individual. We journey in partnership to affirm, nurture and develop the potential of all in our community. In recognising the uniqueness of each individual we promote a caring, challenging, safe, Christian environment in which all are empowered through the skills acquired and the experiences offered to find the freedom known by those who confidently walk with God. We live in the knowledge that we are always in God's Hand.*

### MORE SUPPORT

#### For continued unproductive behaviours (major or minor)

1. Repeated minor behaviours
  - Call for support from SLT
  - Teacher to have Problem Solving Conversation
2. Request additional support from PB4L Team or Student Support Team (SLT)
3. Possible Tier 2 or Tier 3 Support implementation
4. Teacher or SLT to communicate with parents plan moving forward.

### RESPOND

#### Teacher & SLT managed

##### To Major Behaviours

1. Ensure all students are safe (de-escalate the situation)
2. Communicate with Senior Leadership Team (SLT)/request support
3. Student to meet with SLT member
4. Student and SLT member to have a problem-solving conversation
5. SLT will communicate with parents

\*SLT records on Engage