GOOD SHEPHERD’S POSITIVE BEHAVIOUR 4 LEARNING POLICY
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1. **Introduction**

Our community of Good Shepherd, as part of Brisbane Catholic Education (BCE) 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.

As Catholic educators, we hold fundamental beliefs that are foundational to our work with students, parents, colleagues and the broader community. As such we value: our Catholic Christian tradition; dignity and justice for all; Catholic Christian community; high quality learning; collaboration and subsidiarity (shared wisdom); creativity; stewardship; and a mutual accountability. *(Brisbane Catholic Education Strategic Renewal Framework 2012-2015)*

In Catholic schools the goal of **formation in right behaviour** 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. **School Mission Statement**

**Our Mission**

As the community of Good Shepherd Catholic school, we are called by name to **teach, challenge and transform:**

- by being open and welcoming, reaching out to others with justice and compassion;
- by embracing stewardship as a way of life, sharing our time, talents and treasure;
- by celebrating, living and enriching our Catholic Christian faith through worship, spiritual and faith formation, evangelisation and hospitality;
- by teaching that everyone is made in the image and likeness of God, and by ensuring that learning is personalised so that every child reaches their full potential.
CATHOLIC SCHOOL STATEMENT OF PURPOSE

"From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illuminated by the light of faith and having its own unique characteristics, an environment permeated with the Gospel spirit of love and freedom...”

~ The Religious Dimension of Education in a Catholic School

3. Explanation of School Mission Statement

As a Catholic School community it is important for all members to understand what is Good Shepherd’s Mission of Purpose. Our mission statement assists the community to understand the school’s educational goals. This is an explanation of our mission statement:

- **As the community of Good Shepherd Catholic School, we are called by name to teach, challenge and transform:**

Good Shepherd Catholic Primary School forms its mission statement from the Vision for Catholic Education in the Archdiocese of Brisbane, which calls us to Teach, Challenge and Transform which also reflect the values of Good Shepherd Catholic Primary School community.

The vision for Good Shepherd Catholic Primary School takes into account aboriginal spirituality which recognises the connections of spirit, people and land. The Jagera and Turriubul people are acknowledged as the traditional owners of the land on which the school is built.

Good Shepherd Catholic Primary School motto, “Called by Name”, depicts a community where each individual is known, respected, and valued. This is reflected in Our Way of Being Community at Good Shepherd and the school rules. It proclaims a community where all belong, are included, and connect with each other. The motto signifies the call by God to be people of respect, hope, faith, love, compassion and reconciliation. The community is called to be a sacramental people and challenged to live out the gospel values.

Good Shepherd Catholic Primary School logo symbolises the call and connectedness in Jesus, the Good Shepherd.

- **by being open and welcoming, reaching out to others with justice and compassion:**

Inspired by Jesus Christ Good Shepherd and the vision of Catherine McAuley, and the spirit if the saints (St Francis of Assisi, St Mary of the Cross Mackillop St Ignatius and The Venerable Mother Catherine McAuley ) that we have chosen as our models we have a commitment to living out the values in our everyday life.

**By being open and welcoming.** This involves wanting to make a positive difference or contribution to the lives of others. We do this by being open, sensitive and responsive to the needs of all people. By respecting the dignity of the other person and valuing them for who they are. We give witness to Mercy when we show compassion and hospitality by being open and welcoming so that we can reach out to others, giving service for all.
Justice: This involves being just in other words to be concerned about achieving fairness for all. We do this by promoting the dignity of all people and upholding their rights as human beings.

Compassion: This involves how we feel for others. We do this by keeping our hearts open to the cause of all people and reaching out to them in a spirit of hospitality.

- by embracing stewardship as a way of life, sharing our time, talents and treasure;

The core of our Catholic Identity at Good Shepherd is embracing Stewardship as a way of life. As a stewardship community, we show our faith, love and appreciation for God, and the many blessings he has bestowed upon us, by giving back to others. We give to God not only our treasure, but our time and talent as well. By living a stewardship way of life, we are each examples of the presence of God in our daily lives.

Stewardship begins with a profound recognition that God has lovingly given us our home, this world, and all that we possess and all that we are.

After Jesus had washed their feet... he said "Do you understand what I have done to you? You call me Master and Lord, and rightly; so I am. If I, then, the Lord and Master, have washed your feet, you should wash each other's feet. I have given you an example so that you may copy what I have done to you." John 13:12-15.

- by celebrating, living and enriching our Catholic Christian faith through worship, spiritual and faith formation, evangelisation and hospitality;

The community of Good Shepherd proclaims and promotes the emergence of the Kingdom of God. We live the life of love, justice, joy and peace exemplified by Jesus. We promote moral, human, family and social values. We share our experience of faith with each other, and invite others to join us in the life of faith. We welcome and serve all who come to us in the spirit of Christ’s ministry of love, mercy, forgiveness and healing.

- by teaching that everyone is made in the image and likeness of God, and by ensuring that learning is personalised so that every child reaches their full potential.

Understanding that we are all are made in the image and likeness of God is foundational to the understanding and application of the Catholic social teachings. Every human being has dignity, not because of something we have done, but because we are created by our good and just God. In Genesis, “Then God said, “Let us make man in our image, after our likeness’” (1:26). Because we are made in His image, our dignity cannot be taken away from us. The Catechism affirms this: “The dignity of the human person is rooted in his creation in the image and likeness of God” (1700).

We are also called to reflect upon our own self-image and the way we treat others in our families, schools, communities, etc. Many middle school youth have
self-doubt and self-worth issues. Because of their dramatic physical, emotional, psychological and spiritual changes, they no longer have a child-like trust in God. Rather, they focus on what they think are imperfections, and feel unworthy of God’s love. Our goal is to help them understand that God has not made any one “bad.”

- and by ensuring that learning is personalised so that every child reaches their full potential.

Personalised learning puts children and their needs first. Our planning moves us to a more sophisticated approach...to personalisation making it standard practice across the school. Our children are our future. When we give every child the opportunity to reach his/her full potential, we are setting Good Shepherd up for success. We are creating a Culture of Innovation whereby there is a common understanding for the reasons we want to learn, according to research curated by Guy Claxton, and borne out through our own favourite moments of learning, are to have:

- responsibility for learning
- respect for our views on our education, being taken seriously
- real things to explore, not pseudo contexts
- choice in what, when, where and how we are learning
- challenge of getting our teeth into something difficult, but not demoralising, and experience the satisfaction of making genuine progress. Hattie states that learning is not always pleasurable and easy-it requires commitment to seek further challenges.
- collaboration so that thinking and struggling happens with others in the same boat.

Hattie's research states that the biggest effect on student learning occurs when teachers become learners of their own teaching and when students become their own teachers. It is important that there is visible teaching and learning with explicit goals, challenging contexts, deliberate practice of mastery, feedback gained and active, passionate and engaged learners. (Chapter 2: Visible Learning by J. Hattie 2009)

4. Profile of the School
Good Shepherd Catholic Primary School is Prep to Year 6 and is located at 58 Opperman Drive, Springfield Lakes, close to the town centre and with easy access from all of greater Springfield and beyond. Good Shepherd opened its doors on Wednesday, January 30 2013. The school’s four-hectare site has been master-planned to provide high-quality, technologically rich flexible learning facilities, which provide a welcoming, safe and developmentally appropriate environment. All classroom and school environments is designed to be intellectually, social and physically conducive to learning. Over time, Good Shepherd is expected to accommodate four streams of students. The school’s catchment area includes the suburbs within the Springfield development as well as some areas near Greenbank and New Beith. Population growth in these areas is expected to be significant for the primary school-aged population over the coming years.
As a member of the Brisbane Catholic Education community, Good Shepherd Catholic Primary School is guided by the common beliefs and values of our education system. The pedagogy and practices are reflected in the day-to-day decisions that are made about learners and learning. The aim at Good Shepherd Catholic Primary School is for all students to become reflective, self-directed learners.

## 5. Consultation and Data Review

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<tr>
<th>Year</th>
<th>Planning</th>
<th>Way Forward</th>
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<tbody>
<tr>
<td>2012</td>
<td>Setting up Plan</td>
<td>Judith Anne Seery (Principal) and Terese Shephard (APRE) met with Linda Llewellyn (Senior Education Officer - Student Wellbeing) to discuss set up Behaviour Learning Plan</td>
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<td>2012 Nov.</td>
<td>Staff Induction</td>
<td>Establish criteria for Behaviour Learning</td>
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<td>2013 January</td>
<td>PD Staff in-service</td>
<td>Establish Behaviour Learning Matrix and poster</td>
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<td>2013 Term 2</td>
<td>Development of process for referrals</td>
<td>Staff develop process and reflection sheet for Office referrals</td>
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<tr>
<td>2014 January</td>
<td>PD Staff in-service</td>
<td>Reviewed Behaviour Learning expectations</td>
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<tr>
<td>2014 Term 1</td>
<td>Geraldine Rollos in-service</td>
<td>Leadership Team on Student database</td>
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<tr>
<td>2014 Term 1</td>
<td>Sandy Armsden (Senior Education Officer – Student Wellbeing) Meeting</td>
<td>Positive Behaviour 4 Learning with Leadership Team</td>
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<tr>
<td>2014 Term 2</td>
<td>Planning</td>
<td>Develop Behaviour Learning Discussion sheet</td>
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<tr>
<td>2014 Term 2</td>
<td>Sandy Armsden (Senior Education Officer - Student Wellbeing)</td>
<td>Staff meeting re Positive Behaviour 4 Learning</td>
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<tr>
<td>2014 Term 2</td>
<td>Terese Shephard</td>
<td>Positive Behaviour 4 Learning for Leadership Teams</td>
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<tr>
<td>2014 Term 2</td>
<td>Develop</td>
<td>Develop Tier 2 Targeted Support process – CARE sheets</td>
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<tr>
<td>2014 Term 2</td>
<td>Staff meetings</td>
<td>Ongoing consultation and development of behaviour learning</td>
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<tr>
<td>2014 Term 3/4</td>
<td>Judith Seery and Sandie Thorncraft</td>
<td>Work with BCE re Positive Partnerships Course</td>
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<tr>
<td>2014 Term 4</td>
<td>Work on document</td>
<td>Prepare for Positive Partnerships November 19 2014</td>
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<tr>
<td>2015 Term 1</td>
<td>FACE Meeting</td>
<td>Present to parent group at FACE meeting</td>
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<tr>
<td>2015 Term 2</td>
<td>Dr Annette Duffy</td>
<td>Behaviour Plan endorsed by Principal and Area Supervisor</td>
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<tr>
<td>2015 Term 2</td>
<td>Publish</td>
<td>Behaviour Learning Plan published to school community (brochure &amp; website)</td>
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<tr>
<td>2015 Term 1</td>
<td>Plan and implement</td>
<td>Plan and implement <em>Positive Behaviour 4 Learning</em> as part of the Positive Partnerships Program (Judith Seery and Sandie Thorncraft)</td>
</tr>
<tr>
<td>2015</td>
<td>PD January 2015</td>
<td>Work with staff re Positive Behaviour 4 Learning</td>
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<tr>
<td>2015</td>
<td>Work with Staff</td>
<td>Implementing <em>Positive Behaviour 4 Learning</em></td>
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<tr>
<td>2015</td>
<td>FACE Term 3</td>
<td>In-service families</td>
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<tr>
<td>2016</td>
<td>Review</td>
<td>Behaviour Learning Plan reviewed due to continuing increase in school numbers</td>
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</table>
6. **Beliefs about Behaviour and Learning**

At Good Shepherd Catholic Primary School, we are committed to providing the best possible educational opportunities for all of our students in an environment where all members of our community feel a sense of connectedness and belonging and where quality teaching and learning maximises educational, social, emotional, physical and spiritual outcomes for all.

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.

7. Good Shepherd’s Way of Being Community

At Good Shepherd we...

In our community we:
1. Appreciate each other and give thanks and recognition
2. Set clear goals and have time lines for when things need to be decided on and complete
3. Give people time to form opinions and to process ideas
4. Are honest and respectful while acknowledging each other’s feelings
5. Build trust to work collaboratively as a team
6. Challenge yourself to try new things, be open minded, review and modify
7. Give feedback in a constructive and positive manner
8. Listen to others and respect everyone’s ideas
9. Speak up in a considerate and respectful manner
10. Create a welcoming and positive attitude to all
11. Celebrate!

8. Our Approach – Positive Behaviour 4 Learning

Our Approach - Positive Behaviour 4 Learning  
What is Positive Behaviour 4 Learning? PB4Learning is about people, practices and processes – it is not a program but the way we do 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). 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)

**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 tertiary 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 Good Shepherd our school-wide expectations are:

- **C**are - self, others, environment
- **A**ctively Learn
- **R**espect (self, others, environment)
- **E**veryone is safe and welcome

Our school-wide matrix determines the social skills and 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 discipline.

9. Positive School Culture

Every morning the school community gathers together for school prayer and messages, at the beginning of the school day. We also gather for Prayer Assembly and/or Award Assembly. During these times we create a rich and positive school culture.

One day per term the school community unites and celebrates wellbeing for the purpose of supporting social and emotional wellbeing and enhancing creativity.
Celebrating students’ efforts in the area of behaviour learning and self-management is very important, both on an informal and formal basis, and on a class and whole school basis.

At Good Shepherd Catholic Primary School, we celebrate successes both academic and personal, including behavioural choices, in many different ways. These include:

- Praise/encouragement/reward (verbal/non-verbal/written e.g. smiles, nods, handshakes, high fives...)
- Individual class-level rewards e.g. sticker charts, prize box
- Whole class rewards e.g. marble jar, Friday fun time, games, sport, free time
- Public displays of work (classroom, library, newsletter)
- Sharing great work with others (Principal, APRE, other class teachers and parents)
- Spirit of Good Shepherd awards
- Whole school celebrations
10. School-wide Expectations Teaching Matrix

A set of Positive Behaviour 4 Learning behavioural expectation in specific setting has been attached to each of our school ‘rules’. The Positive Behaviour 4 Learning Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

### School-wide Expectations Teaching Matrix

<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>LITURGY And ASSEMBLIES</th>
<th>ALL CLASSROOMS (Library...)</th>
<th>PLAY AREAS</th>
<th>ARRIVAL / DISMISSAL / BELL TIMES</th>
<th>TOILETS</th>
<th>EXCURSIONS AND BUS</th>
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<tbody>
<tr>
<td>Care for each other</td>
<td>Cooperate by doing the right thing, in the right place, at the right time</td>
<td>Cooperate by doing the right thing, in the right place, at the right time</td>
<td>Cooperate by doing the right thing, in the right place, at the right time</td>
<td>Cooperate by doing the right thing, in the right place, at the right time</td>
<td>Respect for each other and others</td>
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<td>Keep hands, feet and objects to yourself</td>
<td>Follow directions immediately and without comment</td>
<td>Respond to the end - of –play bells promptly and return equipment immediately</td>
<td>Use toilets for toileting</td>
<td>Represent Good Shepherd when on excursions/camps</td>
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<td>Be in the right place at the right time</td>
<td>Keep hands and feet still when sitting</td>
<td>Complete set tasks within time limits</td>
<td>No PLAY AT ANY TIME in the toilets</td>
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<td>Follow directions straight away without comment</td>
<td>Join in singing, responses and gestures reverently</td>
<td>Listen attentively</td>
<td>Use the toilets during break times where possible.</td>
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<td>Use out manners in all areas of Good Shepherd</td>
<td>Learn from what is being presented (Assemblies)</td>
<td>Use appropriate volume and tone of voice when interacting with others</td>
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<td>Cooperate by doing the right thing, in the right place, at the right time</td>
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<td>Actively Learn</td>
<td>CHURCH/LITURGY</td>
<td>ALL CLASSROOMS (Library...)</td>
<td>PLAYGROUND</td>
<td>ARRIVAL / DISMISSAL / BELL TIMES</td>
<td>TOILETS</td>
<td>BUS AND EXCURSIONS</td>
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<td>• Cooperate with teachers and peers at all times</td>
<td>• Listen to the message of the priest/leader</td>
<td>• Respect other’s right to learn and the teacher’s right to teach (allow teachers to teach and students to learn)</td>
<td>• Play fairly – follow the rules</td>
<td>• Enter and leave rooms quietly and appropriately</td>
<td>• Respect privacy of others when in the toilets</td>
<td>• Enter the bus and or excursion with respect for others</td>
</tr>
<tr>
<td>• Listen and follow instructions promptly</td>
<td>• Respect other’s right to pray</td>
<td>• Take an active role in liturgy e.g. join in with responses and singing</td>
<td>• Make sure everyone knows and agrees on the rules before the game begins</td>
<td>• Read quietly with others</td>
<td>• Don’t waste water, soap and paper</td>
<td>• Co-operate with teachers and peers</td>
</tr>
<tr>
<td>• We are responsible learners</td>
<td>• Take an active role in liturgy e.g. join in with responses and singing</td>
<td>• Keep work space tidy</td>
<td>• Take turns and invite others to join in</td>
<td>• Sit quietly when lining up after breaks</td>
<td>• Return to class immediately</td>
<td>• Be active participants</td>
</tr>
<tr>
<td>• Ask questions appropriately</td>
<td>• Move silently and reverently</td>
<td>• Raise your hand to speak/answer questions</td>
<td>• Take care of the school environment during play e.g. gardens</td>
<td>• Respond to teacher’s signals immediately</td>
<td>• The toilets are not a play area!</td>
<td>• Think about the purpose of the activity</td>
</tr>
<tr>
<td>• Have-a-go at new activities/learnings</td>
<td>• Listen attentively to the Word of God</td>
<td>• Enter and leave room in an orderly manner</td>
<td>• Be a good sport</td>
<td>• Use the toilets at appropriate times so that learning is not interrupted.</td>
<td>• Respect own and others property</td>
<td>• Use encouraging and supportive words and actions during games</td>
</tr>
<tr>
<td>• Care for electronic equipment</td>
<td>• Return materials to correct place/s</td>
<td>• Keep materials to correct place/s</td>
<td>• Take care of equipment and return at the end of play.</td>
<td>• Use toiletries at appropriate times so that learning is not interrupted.</td>
<td>• Use toiletries at appropriate times so that learning is not interrupted.</td>
<td>•</td>
</tr>
</tbody>
</table>
In addition to our school-wide expectations our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. (www.acara.edu.au)

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

<table>
<thead>
<tr>
<th>Everyone Included safely</th>
<th>Use seat belts correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If you have a problem, USE THE HIGH FIVE</td>
<td>• Be hygienic.</td>
</tr>
<tr>
<td>• Use equipment responsibly and in the way in which it was designed to be used.</td>
<td>• Wash hands with soap after using the toilet</td>
</tr>
<tr>
<td>• Stay with your class/group at all times</td>
<td>• Use walking feet in all toilet areas</td>
</tr>
<tr>
<td>• No students to walk around the school by themselves during learning time</td>
<td>• Always go the toilet with another student</td>
</tr>
<tr>
<td>• Sit correctly on the chairs, ottomans or on the floor</td>
<td>• NO HAT, NO PLAY</td>
</tr>
<tr>
<td>• Use equipment responsibly and in the way in which it was designed to be used e.g. scissors</td>
<td></td>
</tr>
<tr>
<td>• Use walking feet</td>
<td>• Participate in school approved games and activities</td>
</tr>
<tr>
<td>• Keep hands, feet and objects to yourself.</td>
<td>• No play wrestling or fighting</td>
</tr>
<tr>
<td>• Stay with your class/group at all times</td>
<td>• Stay in the correct areas of play</td>
</tr>
<tr>
<td>• NO RUNNING ON THE CONCRETE PATHS</td>
<td>• Respect others’ space during games</td>
</tr>
<tr>
<td>• Do not leave the school grounds once you have arrived at school</td>
<td>• NO RUNNING ON THE CONCRETE PATHS</td>
</tr>
<tr>
<td>• Go immediately to the Pick Up Zone with your class and teacher if you are being collected by car</td>
<td></td>
</tr>
<tr>
<td>• Go straight to OSHC if attending</td>
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</tbody>
</table>
11. Focus: Teaching Expected Behaviours

Process
Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

- **Tell** – introduce the expected behaviour and why it is important
- **Show** – demonstrate or model the rule
- **Practice** – role play expected behaviour in relevant contexts
- **Monitor**
  - Pre correct
  - Supervise
  - Provide positive feedback

- **Reteach** – practice throughout the day/week/month/year (Teaching and reinforcing. Look at other ways of doing it).
Research has shown that *Positive Behaviour 4 Learning* improves a school’s environment and helps keep students and teachers in safe and productive classrooms by:

- reducing disciplinary incidents
- improving attendance rates
- increasing students’ sense of belonging and safety
- supporting improved academic outcomes
- improving interpersonal relationships

**Explicit Teaching**

Explicit teaching provides a consistent approach across the whole school

- An agreed upon and common language approach to behaviour management
- The *Behaviour Expectation Matrix* of positively stated expectations for students and staff that is explicitly taught by teachers which is displayed throughout the school.
- Procedures for teaching the expectations
- A continuum of procedures for encouraging expected behaviours and discouraging inappropriate behaviours including;
  - School wide reward systems
  - Classroom reward systems – extrinsic and intrinsic
  - Expected behaviour flowchart
  - Classroom ‘Rights and Responsibilities’
  - Growth Coaching – staff carry card and poster displayed in classes.

**Practices:**

Student behaviour is supported with evidence based interventions and strategies by providing:

- Positive expectations; explicitly taught and encouraged
- Active supervision by ALL staff
- Pre-corrections and reminders
- Positive reinforcement and acknowledgements
- Contextual adjustments – alter environment to fit issues

**Behaviour Expectation Matrix**

The Behaviour Expectation Matrix translates Good Shepherd rules of expected behaviours. Expected behaviours are to be explicitly taught in the classrooms. The matrix will be displayed in each classroom around the school. It will be referred to and discussed regularly with the students at Good Shepherd.

**Focus: Teaching Expected Behaviours**

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.
With our older students we have found strong positive results when staff:

Remind = Regularly remind students of behaviours, procedures and routines
Supervise = Monitor student performance or compliance in all settings Feedback = Provide feedback, non-contingent and contingent

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

❖ Beginning of school year orientation day
❖ Pastoral care period, weekly throughout the year
❖ Time built into the first weeks of schools and boosters later in the year
❖ Assemblies/Community Gatherings followed by group practice
❖ New student orientation when needed
❖ Student ambassadors may serve as orientation models for newly enrolled students

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

Good Shepherd also accesses social skill programs that are utilise as resources to inform our teaching e.g. “How full is your Bucket’ by Tom Wrath, Friends Program, You Can Do It! Education - Program Achieve, KidsMatter and Bounce Back.

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

The following is a brief overview of the systems used at Good Shepherd:

• Non-contingent adult attention: provided regardless of performance and includes such things as greeting, smiles and conversations.

• Contingent adult attention provided based upon the performance of a identified behaviour

• Both types of attention create a positive school climate and builds rapport and relationships helping students to learn.

• With specific positive feedback Good Shepherd recognises attainment of specified performance criteria, effort or success at tasks that are difficult for the student. This type of feedback is given frequently when a student is learning a new skill and unpredictable or intermittently when a student is maintaining the skill or generalising it to a new context or setting.
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 prompts staff to initiate opportunities for positive feedback and adult attention. Good Shepherd endeavours to create a cooperative atmosphere in place of a competitive atmosphere.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

### 12. Targeted Supports

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

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

- **The HAWK program** (Help A Winning Kid) – (Crone, Horner & Hawken, 2004). The program builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected HAWK facilitator and the student’s parents for demonstrating appropriate behaviour and academic engagement. The ultimate goal is to move the student to self-management.

- **The Check and Connect Program** – (Christenson et al, 2012) The core of Check & Connect is a trusting, relationship between the student (Year 10 - 12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student.

- **The Social Skills Club** - 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.
13. **Minor and Major Behaviours**

The PB4L framework classifies student behaviours into two main categories, Minor and Major. Generally, a Minor behaviour is one in which the incident is resolved at a level of the classroom or immediately in the playground. Teachers may record such incidents in student diaries. Major Behaviour would involve incidents that need to be reported to a member of the Leadership Team for the purpose of recording of a major infraction, including conversation with child’s parents. Minor and Major Behaviour’s table for Good Shepherd.
<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Contact and Aggression</td>
<td>• Wrestling in a playful manner</td>
<td>• Wrestling with intent to gain power</td>
</tr>
<tr>
<td></td>
<td>• Hands-on, pushing, shoving, pulling in rough play</td>
<td>• Aggression through rough play eg. punching, hitting, kicking</td>
</tr>
<tr>
<td></td>
<td>• Hitting with hats</td>
<td>• Fighting</td>
</tr>
<tr>
<td></td>
<td>• Snatching</td>
<td></td>
</tr>
<tr>
<td>Inappropriate Language</td>
<td>• Accidental swearing (if hurt or frustrated) – No intent</td>
<td>• Deliberate swearing directed at another student, teacher or any other person in the school community</td>
</tr>
<tr>
<td></td>
<td>• Silly minor taunts e.g. your mother’s fat, you’re an idiot</td>
<td>• Major taunts that are pre-meditated or ongoing</td>
</tr>
<tr>
<td></td>
<td>• Put downs in games</td>
<td>• Personal threats</td>
</tr>
<tr>
<td>Defiance/Non-Compliance/Disrespect</td>
<td>• Being ‘out of bounds’ behind buildings, in classrooms and in wrong toilets</td>
<td>• Misuse of toilet facilities</td>
</tr>
<tr>
<td></td>
<td>• Ignoring the bell</td>
<td>• Defacing facilities including toilets, walls, etc</td>
</tr>
<tr>
<td></td>
<td>• Playing in the toilets</td>
<td>• Continually ignoring teachers’ requests</td>
</tr>
<tr>
<td></td>
<td>• littering</td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td>• Interrupting when an adult is speaking</td>
<td>• Blatant refusal or repeated refusal to follow instructions</td>
</tr>
<tr>
<td></td>
<td>• Consistently speaking to others instead of listening</td>
<td>• Running away</td>
</tr>
<tr>
<td>Bullying and Harassment</td>
<td>• Alienating peers in games, sport, lunch and recess</td>
<td>• Consistent name calling</td>
</tr>
<tr>
<td></td>
<td>• Stacking teams</td>
<td>• Consistent ridiculing or laughing at another person</td>
</tr>
<tr>
<td></td>
<td>• Stealing balls</td>
<td>• Consistent exclusion of a person from games</td>
</tr>
<tr>
<td></td>
<td>• Running through and disrupting others’ games</td>
<td>• Serious physical ganging up in games</td>
</tr>
<tr>
<td></td>
<td>• Ganging up (non-consistent or physical)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exclusion (non-consistent)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Name calling or rhyming (non-consistent)</td>
<td></td>
</tr>
</tbody>
</table>
| Property Misuse                          |  • Throwing equipment, smashing constructions whilst packing up  
|                                         |  • Scribbling on tables, chairs, books, walls, etc.  
|                                         |  • Misuse of library books  
|                                         |  • Leaving equipment out after lunch  
|                                         |  • Cutting up erasers  
|                                         |  • Dropping lunch wrappers  
|                                         |  • Jumping on poppers  
| Deliberate destruction of school property or personal property |  • Punching, hitting kicking, biting, slapping, grabbing with the intent to injure – aggression  
| Food fights                             |  • Rough play with intent such as shoulder charging  

| Physical Contact and Aggression         |  • Rough physical games e.g. tackling  
|                                         |  • Rough play with no intent to injure e.g. wrestling  
|                                         |  • Pushing and shoving in games and lines  
|                               |  • Racist comments  
|                               |  • Swearing with intent  
|                               |  • Use of sexual language  

| Inappropriate language                 |  • Put downs  
|                                         |  • Gossip  
|                                         |  • Making fun of another person  
|                                         |  • Backchat  
|                                         |  • Accidental swearing – no intent  

| Defiance/Non-Compliance/Disrespect     |  • Not following teacher’s instructions on the first occasion  
|                                         |  • Out of bounds on the first instance  
|                               |  • Defiance, arguing, refusal  
|                               |  • Consistently not following School Rules  
|                               |  • Consistently out of bounds  
|                               |  • Leaving school grounds  
|                               |  • Throwing food with the intent to hurt, humiliate and/or bully  

| Disruption                            |  • Less than 10 minutes late on the first occasion  
|                                         |  • Disrupting teaching by entering the room loudly  
|                                         |  • Disrupting the lesson by banging hands on the table, calling out to teacher, loitering around making noise in the classroom disrupting others  
|                               |  • Consistently over 10 minutes late after the bell has gone  
|                               |  • Consistently interrupting the teacher and lesson by calling out, banging desk, being defiant in an effort to disrupt the lesson or teacher  

| Bullying and Harassment                |  • Targeting people to get them out during games  
|                                         |  • Laughing at someone when they get out  
|                                         |  • Excluding another person  
|                                         |  • Intimidating behaviour in the first instance  
|                               |  • Using a ball as a projectile with the intent to injure  
|                               |  • Destroying or stealing another student’s possessions  
|                               |  • Making threats or personal comments about another’s family  
|                               |  • Intentional racism  
|                               |  • Consistent targeting of a person  
|                               |  • Abusive comments about sexual preferences  

GOOD SHEPHERD CATHOLIC PRIMARY SCHOOL SPRINGFIELD LAKES PB4L PLAN
<table>
<thead>
<tr>
<th>Property Misuse</th>
<th>Damage to school equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Misuse of school equipment</td>
<td>• Damage to school equipment</td>
</tr>
<tr>
<td>• Not returning equipment</td>
<td>• Major damage to school garden areas</td>
</tr>
<tr>
<td>• Minor damage to school garden areas</td>
<td>• Trashing classrooms</td>
</tr>
<tr>
<td>• Littering</td>
<td></td>
</tr>
<tr>
<td>• Destroying or leaving worksheets or books on the school grounds</td>
<td></td>
</tr>
</tbody>
</table>
14. Individualised Interventions

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 Positive Behaviour 4 Learning.

Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that student experiences before the behaviour of interest), 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 bulk of 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.

Interventions linked to the function or purpose of the behaviour, have proven to be more effective than interventions that simply increase reinforcement for “appropriate” behaviour and penalties for problem behaviour (Umbreit et al, 2007).

FBA is a flexible process that can be adapted to many situations. The complexity of the process will be informed by the complexity of the situation. 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.
7. Monitor through the use of Figure 1 as a Universal response and decision-making process.
15. Universal Response and Decision-Making Process

Universal Response to Problem Behaviour

Adapted from the University of Missouri Centre for School-wide Behaviour Support

Figure 1

[Diagram showing the process of Universal Response and Decision-Making Process]
Targeted & Individualised Response to Problem Behaviour

* BEP stand for Behaviour Education Program (Crone et. al., 2004) and refers to the School’s HAWK program
16. **Responding to Inappropriate Behaviours**

**The Best Defense Is Always A Great Offence**

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

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

**A Continuum of Responses**

To correct behavioural “errors”, we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious and major problems. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral. The definitions of teacher managed behaviours (minors) and office managed behaviours (majors) have been included in this document as a matrix.

Although the Teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with and share creative strategies with families and colleagues.

Teachers typically address minor behaviours using best practices that include correction and re-teaching. Appendix B includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour.

If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment. Our staff has been trained in Non-violent Crisis Intervention and these protocols inform our system.

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

For “Office managed” behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, and strategies to help the student handle future situations or parent/carer conferences.
Learning-Based Consequences
Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or 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 and be part of the solution. Even though consequences for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

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

☐ The student is loses instructional time because of his/her behaviour.
☐ The behaviour is occurring frequently, requiring substantial teacher time
☐ The intensity of the behaviour draws attention of those close-by causing disruption to activities.
☐ The student is not responding to universal supports. Figure 1 describes our Universal response and decision-making processes.

Targeted and Individualised Supports as a Response to Problem Behaviour
Our evidence-based practices for targeted and individualised support have been described in the previous text. Throughout the decision making process, data is used to guide us to ask the “right” questions. The right question, asked at the appropriate time can deepen the dialogue from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009)

Figure 2 describes are Targeted and Individualised response and decision-making processes. (See separate sheet).
16. **Formal Sanctions**

It is an expectation that formal sanctions (detention/suspension/exclusion) are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action appropriately balances the best interests of the student and the safety and the right to learn of other members of the school community. Good Shepherd’s follows Brisbane Catholic Education processes that outlines the rationale for using a suspension in its context, details about the process, including parent notification and re-entry processes. As Good Shepherd is utilising Positive Behaviour 4 Learning processes, students who have been suspended or who are at risk of suspension would be candidates for a comprehensive functional behaviour assessment to inform an individualised behaviour support plan.

The processes involved in formal sanctions are intended to achieve the following objectives:

- To protect the rights of the students, staff and learning community;
- To help find ways to negotiate, with the student, a plan for change to acceptable patterns of behaviour;
- To keep the parents/caregivers of the student informed and, if possible, engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;
- To safeguard the right of teachers to be able to teach without inappropriate disruption;
- To safeguard the right of other students to learn without inappropriate disruption;
- To ensure that sufficient and accurate documentation is made and kept;
- To indicate sources of assistance for schools;
- To provide the school community with an explicit statement of disciplinary sanctions and procedures; and
- To protect Brisbane Catholic Education and its schools against allegations of proceeding improperly.

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been fully informed about the school’s Behaviour Learning Plan and code of student conduct (School Rules).
- Teachers are fully conversant with the school’s process for formal sanctions
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified
- Adequate consultation has occurred with all stakeholders to best support the student.
Rules and sanctions within our Behaviour Learning Plan recognise pastoral care as the distinctive feature. They:

- are consultatively formulated, positive in orientation and purposeful
- are just and reasonable and convey a sense of forgiveness
- encompass a range of options that are related to the disruptive behaviour
- are supported and enforceable
- contribute to the development of justice in the class/school
- foster responsibility for actions
- positively contribute to changing, healing and restorative practices.

In formulating these rules and sanctions we have considered the following:

- The age and stage of development of the students and their developmental needs;
- The capacity of students to understand what is required of them and why;
- The particular life circumstances the student is currently experiencing;
- The need for adequate supervision of students and the health and safety of staff and students;
- The implication for various options for the physical and psychological wellbeing of students;
- The implication for various options for the physical and psychological wellbeing of staff;
- The degree and extent to which parents/caregivers have been informed of the student’s behaviour and progress.

However, in some cases of inappropriate behaviour, it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Detention, suspension, negotiated change of school and exclusion are options available to the school in these situations.

**Detention:** A detention is any period when a student is required to remain at school, in a particular location or in an activity, in ‘non-class’ time, such as recess, lunchtime, recreation time and/or excursions. The detention is an appropriate response to the behaviour.

**Suspension:** The Principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school for a period of up to 10 school days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student’s attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

Principals may suspend, consistent with these procedures, where behaviour includes the following:

- Persistent non-compliance: Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse;
• Persistent disruption: Students who persistently disrupt and prevent the learning and teaching of others; and
• Breach of school’s Student Behaviour Support Plan: Students who seriously breach the school’s published rules and regulations.

The school is not obligated to provide a student with schoolwork during suspension; however, the Principal may provide such work if he/she considers it appropriate to do so. Parents/caregivers have responsibility for their child/ren while they are under suspension. Therefore, parents/caregivers need to know that their child/ren, may not attend school or school-related functions.

Suspension Re-entry:
As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parents/caregivers to discuss the basis of maximising successful reintegration into the school, before the student returns to school. The aims of parental conference are to...

• Ensure that the parents understand the seriousness of the student’s behaviour and the need for disciplinary action
• Encourage a mutually supportive position between the school and the student’s parent’s for the action that the school is taking, and
• Outline the re-entry plan, conditions, and follow-up evaluation for the student’s re-entry to school.

Re-entry is conditional on this process taking place. Re-entry may be deferred until such a meeting takes place or until a resolution is reached.

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 the student’s wellbeing and/or learning needs. Such a change offers the student a fresh start in an environment more suited to the student’s needs and circumstances.

Exclusion:
In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Director – School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director – School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

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 Purpose:**
The purpose of exclusion is to:

- Signal that the student’s behaviour is not accepted in a particular school because it seriously interferes with the safety and wellbeing of other students or staff.
- Remove the student from the established environment in which inappropriate behaviour patterns have become entrenched.
- Provide the student with an opportunity for a fresh start in a new school, which may prove to be better suited to the student’s needs, and
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

**Appeals:**
Appeals by parents/caregivers, or students living independently, are made to:

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

The Principal will ensure that:

- Appeals are made in writing, stating the grounds on which the appeal is being made.
- A parents/caregivers or independent student is given assistance, if required, to help with the appeal process. A support person could assist the parents and student to understand their right to, and the process of appeal.
- The school should also ensure that the parents and student have access to the appropriate paperwork and assistance to complete the paperwork, if necessary.
- Alternative options to respond will be considered.

**Appeals Against Suspension**
In an appeal against suspension, the Area Supervisor will:

- Ensure, if possible, that the appeal is determined within two (2) school weeks of its being lodged.
- Ensure that communication lines maintained with the person or persons making the appeal and that they are continually informed of the progress of the appeal.
- Review all relevant material.
- Ensure that appropriate material and information have been made available to the student and parents/caregivers.
- Discuss relevant issues with the person of persons making the appeal and any other parties, as appropriate.
- Advise in writing all the parties of the decision and the specific reasons for reaching the decision.
- Where an appeal against a suspension is upheld, decide an appropriate resolution.
17. **Process for Appeals - Grievance Process**

Any parent, staff member or student who feels that our Behaviour Learning Plan is not being implemented appropriately has the right to have their grievance/s addressed. It is important that any such grievance is kept confidential.

**Students:**
- Arrange a time to speak with the teacher
- Arrange a time to speak to another teacher, Principal or Guidance Counsellor

**Parents:**
- Arrange a time to speak to the teacher
- Arrange a time to speak to another teacher, Principal or Guidance Counsellor
- If not satisfied with School’s response, approach school’s Area Supervisor

**Staff:**
- Arrange a time to speak to the person concerned
- Arrange a time to speak to another staff member, the Principal, Guidance Counsellor or staff from ACCESS
- If not satisfied with School’s response, approach school’s Area Supervisor

The school follows Brisbane Catholic Education Guidelines for appeals against formal sanctions (suspension, detention and exclusion). The Guidelines specify certain processes which must be followed in each case of formal sanctions.

18. **Student Support Personnel**

At Good Shepherd the following staff are available to support student learning and behaviour:

- Classroom Teachers
- Leadership Team
- Guidance Counsellor (currently one day per week)
- Support Teacher Inclusive Education

School staff are supported by various members of Brisbane Catholic Education, including:

- Education Officer Inclusive Education
- Speech Pathologist
- Senior Education Officer – Student Wellbeing
19. **Data Collection**
- Teachers record classroom data in a variety of ways (e.g. Diary/record sheet/exercise book)
- Students’ reflection sheets/targeted behaviour plans are kept in their file (Leadership Team only)
- Behaviour recorded by Leadership Team for serious/continuous breaches of the Code
- Functional Behaviour Assessments
- Student Support Referral Form
- Incident Referral Form (BCE)
- Student Behaviour Database

20. **Links to BCE Policies/Guidelines**
- Behaviour Management Policy (1994) Brisbane Catholic Education
- Student Behaviour Support Regulations and Guidelines (2013) Brisbane Catholic Education
- National Safe School Framework
- Working Together Toolkit

21. **Related Resources**
At Good Shepherd the following are some examples of resources used to support student behaviour learning:

- Social stories created by students and teachers
- Explicit teaching of the Code, including developing understanding and interpreting in each classroom
- Behaviour Discussion/Reflection Sheet (Leadership Team)
- You Can Do It! Program
- Kimochis
- Cool Kids
- Friendly Schools
- Bucket-filling
- KidsMatter
- Traffic Jam in my Brain (Gen Jereb)
- Breathing/sensory tools
- Lap animals
22. **Professional Learning**  
During 2015 Good Shepherd will have a school-wide professional learning plan that includes:

- Non-violent Crisis Intervention training for all staff every 4 years with a yearly refresher
- *Positive Behaviour 4 Learning School Coaches network days X 2 each year*
- *Participation in the Positive Behaviour 4 Learning Initiative with BCEO staff*
- *Maintaining school capacity to do FBA and design individual plans by ensuring there are always two staff trained*
- Maintaining a currency in effective pedagogy by participating in initiatives like Design Thinking, Visible Learning or the 3D approach. Staff that have effective pedagogy will have engaged students.

23. **Appendices**

- School Philosophy and Aims
- Educational Program
- CARE Poster
- Behaviour Response
- Volunteer Student Protection

24. **Reviews**

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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)