

# St Oliver Plunkett Catholic Primary School Student Support Plan



## St Oliver Plunkett

CATHOLIC

PRIMARY

SCHOOL

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CANNON HILL

# STUDENT SUPPORT PLAN

## School Mission and Vision – Teach Challenge Transform

### VISION

We are a learning community:  
dynamic, welcoming and strong in faith.

We live our **MISSION** by:

- Proclaiming, living and celebrating the Gospel values and **strong faith** of the Catholic tradition within a contemporary culture.
- Providing **dynamic learning** opportunities, where we work collaboratively to inspire each child to achieve their full potential.
- Fostering open and **welcoming** interactions between school, families, parish and the wider **community**.

*strong* FAITH • *dynamic* LEARNING • *welcoming* COMMUNITY

### Our School Context

St Oliver Plunkett is a Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's South Eastern suburb of Cannon Hill. St Oliver Plunkett is a Prep – Year 6 co-educational school with current enrolments standing at approximately 560 students. Our leadership team consists of a Principal, an Assistant Principal Administration, an Assistant Principal Religious Education and a Primary Learning Leader.

### Consultation and Review Process

St Oliver Plunkett's School developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, our School Wide Positive Behaviour for Learning (PB4L) Committee and Coach, and distribution of the draft plan for comment and review.

The following is a brief timeline outlining the consultation and development process at St Oliver Plunkett.

<b>Year</b>	<b>Action</b>
2015	PB4L Committee formed Effective Behaviour Survey for students Effective Behaviour Survey for staff – online
2016	Continued SBSS Staff Development during staff meetings
2017	Student Behaviour Matrix developed
2018	Launch new PB4L whole school expectations and matrix PB4L - Whole staff professional development
2018	PB4L Tier 2 Supports Staff professional development for Tier 1 & Tier 2
2019	School Student Behaviour Support processes published Bullying and Cyberbullying policies developed

A detailed review occurs every 2 years with a high-level check performed annually.

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

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

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

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.
- We focus on restorative responses rather than punitive reactions.

## 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.

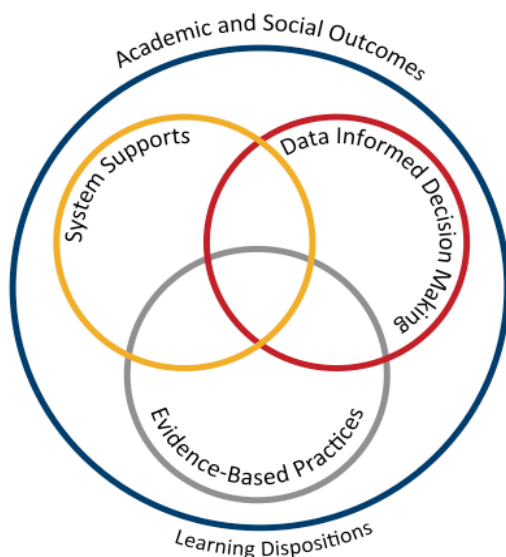


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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.

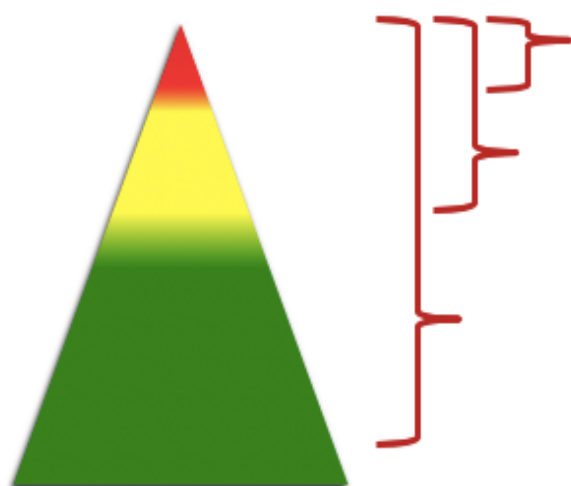


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

#### Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

#### Targeted or Tier 2

- Students at-risk
- High efficiency
- Rapid response

#### Universal or Tier 1

- All students
- All settings
- Preventative, proactive

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

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

At St Oliver Plunkett, we have two main teams who meet to discuss student behaviour support and learning. These teams are as follows:

#### **PB4L Universal Support Team**

- Sally Hyde (APRE) - facilitator/ agenda
- Rachael Proctor (Guidance Counsellor)
- Liz Smith (ST-IE)
- Terrienne Bottesini (Teacher)
- Nicky Edwards (Teacher)
- Tom Kirby (Teacher)
- Maree Ryan (Teacher)
- Samantha Young (Teacher) - minutes

Responsibilities of team members include meeting twice a term to discuss implementation of whole school support strategies, monitoring of student data input and effectiveness of St Oliver Plunkett's Student Behaviour Support Plan.

#### **PB4L Targeted Support Team**

- Paul Blinkhoff (Principal)
- Kate MacArthur (APA)
- Sally Hyde (APRE)
- Angie Jendra-Smith (PLL)
- Rachael Proctor (Guidance Counsellor)

Responsibilities of team members include analysis of Engage Student Support System data, actions for student support and evaluations of their effectiveness.

Staff engage in various professional development opportunities to build their professional knowledge around Engage, PB4L and the Student Behaviour Support Plan. This occurs during staff meetings and professional development days. Extra BCE professional development is also provided for members of the PB4L teams.

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

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

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

Our expectations are:

- Be Respectful
- Be Responsible
- Be Safe

### **(Appendix A)**

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. For St Oliver Plunkett's school matrix, please see **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 as part of establishing school and class expectations and routines
- Assemblies followed by group practice
- New student orientation
- Student leaders support younger peers
- Revise expected behaviour with class throughout the term
- Revisit school expectations before specific school events i.e. mass, sports day, excursions

## **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:

<b>Awards</b>	<b>Overview</b>
GOLD Card	These are given to any student who is seen following any of our school rules at any given time. Students place one part of the card into a class gold card box. The other is taken home. Every fortnight there is a raffle at Assembly where student's names are drawn out of the boxes. They receive a prize.
OWL Award (Outstanding Ways of Living)	Awarded to one student from each year level every fortnight. These students demonstrate outstanding practice of our school expectations, 'be respectful, be responsible, be safe'.  Students who receive this award receive an Ollie the Owl badge to wear.
Merit Certificates	Two students from each class receive this award fortnightly.
Individual classroom reward systems	Class Dojo, points/ start system for year level rewards  Individual rewards (stickers/ stamps, prize box, free time, student-choice activities)

#### Tier 2 Targeted Supports:

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

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

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

- The 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.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. The Guidance Counsellor, APA or APRE facilitates this type of group.



### 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

## **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 C**.

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 D** 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	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

In addition, de-escalation crisis prevention and support strategies may include the following responses as outlined in **Appendix E**.

## **5. BCE Formal Sanctions**

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

## **6. Bullying and Cyber Bullying – Information, Prevention, and School Responses**

St Oliver Plunkett School Community fosters an open welcoming interaction between families and school, inviting contribution and involvement with each other in a respectful, caring and appropriate manner. Bullying is not tolerated at our school.

### **What is Bullying?**

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

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

Bullying can take many forms including, but not limited to: deliberate and repeated physical, verbal, emotional, threatening behaviours, abuse of property or cyber-bullying.

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

## **What is Cyber Bullying?**

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

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

### **Bullying is not:**

- 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.

## **Bullying/ Cyber Bullying Preventative Strategies**

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Mission Statement, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents and carers, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

It is the responsibility of staff, parents/carers and students to help make St Oliver Plunkett School bully-free. This will happen by:

- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations

At St Oliver Plunkett, we take proactive and preventative action to prevent bullying and harassment from happening in the first instance. We do this by fostering opportunities to develop positive behaviours in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community. We achieve this through:

- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- The establishment of play environments that foster active and friendly social engagement.
- Fostering relationships between children and children that promote commitment to community, service and the fulfilment of potential.
- The sincere pursuit of individual and communal goals.
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
- Ongoing professional development for staff about bullying/ cyber bullying awareness, prevention and response strategies.
- Ongoing awareness raising and education for the school community through school newsletter, parent information nights, anti-bullying events and focused teaching and learning experiences.

### **Response to Incidents of Bullying**

Bullying requires schools and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students. Our second aim is to avoid the escalation of issues that will cause more harm.

In partnership with parents and carers, our procedures involve:

- support for the person who is being bullied and the person who is bullying;
- clear consequences (**Appendix E**);
- recording of behaviour incident in the Engage Student Support System;
- student behaviour support plan;
- parent/ carer conferences;
- track and analyse behaviour incident data to detect patterns of bullying and harassment.

## **Staff Responses to Reports of Bullying**

### ***If a student reports bullying:***

The following steps are followed if a student reports bullying (including cyber bullying):

1. Listen carefully and calmly, and document what the student tells you. (*Clarify if there are immediate safety risks and let the student know how you will address these*).
2. Collect additional information.
3. Discuss a plan of action with the students.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the behaviour occurs again.
6. Set a date for follow up review/s.
7. Record the incident/student contact in the Engage Student Support System.
8. Notify appropriate school personnel (Leadership and Guidance Counsellor).
9. Contact the parent/ guardian/ carer informing them of the incident and the school's course of action.
10. Make sure to follow up with students over the next several weeks and months.

### ***If a parent reports bullying:***

1. If they have not already done so, ask the parents/carers to talk with the year/class teacher in the first instance.
2. If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with a member of the Leadership Team.
3. At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
4. Listen carefully and document the account.
5. Refer to the school policy to discuss the definition of bullying, expectations of students and staff, responsibilities and implication.
6. Inform the parents what you intend to do regarding their concerns.
7. Let the parent/guardian know the name and contact details of the responsible officer for further contact.
8. Provide suggestions and information about what parents/carers can do to support their child in the short term.
9. Set a date for a follow up review and conclude the meeting.
10. Record the incident/student contact in school's student data management system.
11. Collect additional information from students and other personnel as appropriate.
12. Notify appropriate school personnel.
13. After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents/caregivers.
14. Agree on a contact person for parents/caregivers while the action plan is implemented.
15. Follow up with parents/caregivers and students at a designated time in the following weeks or months.

## **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.

### **2. Engage Student Support System**

Student behavioural data is used together with other data sources to make informed decisions about appropriate student supports. This information is used during PB4L Universal Support Team meetings and PB4L Targeted Support Team meetings to analyse and prioritise students requiring or enrolled in targeted or personalised supports. Analysis of data occurs during these meetings and feedback is provided during staff meetings, Senior Leadership, Universal Support and Targeted Support Team meetings.

Approver: Paul Blinkhoff	Principal: Paul Blinkhoff	Issue date:	25/06/2019	Next review date:	25/06/2021
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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: School Expectations





# Appendix B – School Behaviour Matrix



## School Behaviour Matrix

	Learning Spaces	Toilets	Transitions	Eating and Playground	Assembly and Church	Before and After School
<b>Respectful</b>	Use whole body listening Take care for own and others belongings Use manners	Always flush toilets Respect the privacy of others Wait your turn Use quiet voices	Move quietly and patiently Listen and respond appropriately to the teacher	Be friendly and include others Use kind words and be nice Listen to and follow teacher instructions	Use whole Body listening Participate appropriately Take care for the environment	Sit, watch and be ready to move Look after your own belongings Listen to and follow teacher instructions
<b>Responsible</b>	Be ready to learn Stay on task Listen to and follow instructions	Keep the toilet area tidy Return to class promptly Report problems when they happen Wash and dry hands properly	Walk quietly and sensibly Use verandahs under teacher instruction Walk on concrete areas	Always wear a hat Listen for the bell Take care of equipment	Enter the space quietly Activate body and mind stillness Be an active participant	Leave the bag racks clean and tidy Be responsible for your belongings Care for your siblings and others
<b>Safe</b>	Listen to and follow instructions Use safe hands and feet Walk at all times Use equipment wisely	Ask permission and go with a buddy Use the toilet for its proper use Wash and dry hands properly	Keep walkways clear Walk safely and sensibly with others Use safe hands and feet	Use equipment safely and correctly Use safe hands and feet	Enter and exit the space calmly Walk at all times Sit and stand quietly and carefully	Move safely to the designated areas Sit calmly in the designated area Arrive and leave school at the appropriate times

## Appendix C - Behaviour Definitions

### Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation – Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

## Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>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' and online hate sites/bash boards.</p>
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<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>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>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<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>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 D: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

# Appendix E - Student Behaviour Support Matrix



At St Oliver Plunkett, we believe that all children are capable of displaying positive behaviours that are appropriate in all areas of school life. We recognise, however, that children make mistakes in their behaviour and that it is important that we are clear and consistent in our responses. We also believe that children need to learn appropriate behaviours and we therefore take a proactive approach to behaviour in ensuring that desired behaviours are taught in context and with support.

<b>STAGE ONE</b> <i>Addressed at the time and place.</i>	<b>STAGE TWO</b> <i>Addressed at the time, recorded in ENGAGE and Leadership advised.</i>	<b>STAGE THREE</b> <i>Referred to the Office for Leadership to address and recorded in ENGAGE.</i>
<p><b>Example Behaviours</b></p> <ul style="list-style-type: none"> <li>• Out of bounds/ playing in inappropriate areas</li> <li>• Being late to class from breaks.</li> <li>• Off task behaviour</li> <li>• Distracting others</li> <li>• Unsatisfactory completion of tasks</li> <li>• Unsafe play</li> <li>• Low level non-compliance.</li> <li>• Deliberately annoying other people</li> <li>• Rudeness</li> <li>• Not wearing a hat during play</li> <li>• Littering</li> <li>• Disrupting class lessons</li> <li>• Leaving classroom without permission</li> <li>• Back chatting / impolite language</li> </ul>	<p><b>Example Behaviours</b></p> <ul style="list-style-type: none"> <li>• Repeated Stage One behaviours.</li> <li>• Swearing (indirect)</li> <li>• Teasing others</li> <li>• Aggressive/ intimidating behaviour</li> <li>• Repeated Pushing/ tackling/ fighting games</li> <li>• Vandalism/graffiti on school or others' property (minor)</li> <li>• Throwing/ kicking/ taking other people's property</li> <li>• Walking away from a teacher/ failing to respond</li> <li>• Offensive comments (incidental-without realising the full connotations)</li> </ul>	<p><b>Example Behaviours</b></p> <ul style="list-style-type: none"> <li>• Repeated Stage Two behaviours</li> <li>• Fighting/ violence</li> <li>• Repeated intimidation or threats</li> <li>• Verbal abuse</li> <li>• Bullying (targeted &amp; deliberate) – physical, social/ emotional, verbal, cyber</li> <li>• Purposeful racism/sexism</li> <li>• Theft</li> <li>• Repeated/ significant vandalism/ graffiti on school or other property</li> <li>• Behaviour causing injury to others</li> <li>• Cruelty to animals</li> <li>• Dangerous acts</li> <li>• Inappropriate/ sexualised behaviour</li> <li>• Serious breaches of internet and technology policy</li> <li>• Possession of weapon / illegal substance</li> </ul>
<p><b>Possible Consequences</b></p> <ul style="list-style-type: none"> <li>• Walk with/ sit with teacher</li> <li>• Time out</li> <li>• Redirected to another activity/ space</li> <li>• Determined within individual class management processes</li> </ul>	<p><b>Possible Consequences</b></p> <ul style="list-style-type: none"> <li>• Expected behaviour retaught and rehearsed (role play, etc).</li> <li>• Time-out</li> <li>• Buddy class</li> <li>• Teacher to contact parent for discussion</li> <li>• Loss of classroom privileges</li> <li>• Consequences to match the behaviour</li> </ul>	<p><b>Possible Consequences</b></p> <ul style="list-style-type: none"> <li>• Parents contacted/ meeting arranged</li> <li>• Withdrawn from playground/ classroom for period of time to be determined by leadership</li> <li>• Loss of school privileges</li> <li>• In-school suspension</li> <li>• At home suspension</li> </ul>
<p><b>Response Ideas</b></p> <ul style="list-style-type: none"> <li>• Restorative activity- apology, pick up the rubbish, fix the problem, complete task at another time</li> <li>• Stop &amp; Remind</li> <li>• Model and reteach appropriate behaviour with reminders at the next opportunity</li> <li>• Intervene and mediate with students involved</li> <li>• Connect to class covenant</li> <li>• Circle time</li> </ul>	<p><b>Response Ideas</b></p> <ul style="list-style-type: none"> <li>• Social Story co-constructed</li> <li>• Restorative practices (apology, letter, conversation, etc)</li> <li>• Behaviour plan/ goal developed</li> <li>• Check-in/ Check-out process with focus on specific behaviour</li> <li>• Zones of Regulation discussion/ activities</li> <li>• Circle time</li> </ul>	<p><b>Response Ideas</b></p> <ul style="list-style-type: none"> <li>• Individual behaviour plan developed and communicated with relevant personnel</li> <li>• Restorative practices/ conversations</li> <li>• Check-in/ check-out with leadership member</li> <li>• Meet with teacher to discuss support required</li> </ul>