



St John Vianney's
PRIMARY SCHOOL

St John Vianney's Primary School

Behaviour Support Plan

The Mission - *Teach Challenge Transform*

The **MISSION** of St John Vianney's Catholic Primary School is to sustain and enhance the presence of quality Catholic education in this community by:

Empowering learners

Sharing the spirit, and

Living the Gospel,

through the relationships within all aspects of school life.

In keeping with the St John Vianney's School Mission Statement, the school community of St John Vianney's recognises the need to have a Behaviour Support Plan. At St John's Vianney's School, we respect the rights and responsibilities of all members of the school community to have a safe and secure environment in which the Catholic ethos is encouraged. All community members are expected to work actively and positively together. This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community.

"We envision a school that is safe, energetic, and friendly; where staff, parents and members of the community work harmoniously to ensure the personal success of each and every student. Staff collaborate to set high academic and behavioral standards for students and to model the social skills along with the professionalism, problem solving and enthusiasm necessary to motivate our youth to be the best they can be. We put our students first, and demonstrate positive attitudes, creative thinking, a commitment to learning, compassion for others, and pride in everything we do." (From the Missouri SW-PBS Team Workbook)

Our School Context

St John Vianney's is a Prep-to-Year 6 school located in the bayside suburb of Manly with 400 students currently enrolled. Families who attend St John Vianney's School mainly reside in the suburbs of Manly, Wynnum and nearby areas. St John Vianney's is a fairly diverse community in terms of socio-economic status and educational background. There are currently 16 classes across Prep-Year 6 with the bulk of the student population in the P-4 year levels. Our dedicated staff includes: 24 teaching staff (including specialist teachers, support teachers, and members of the leadership team); 12 School Officers and a Guidance Officer.

Consultation Process

St John Vianney's developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal, the school board, and the Area Supervisor, and will be reviewed at least every 5 years.

Since 2010 student behaviour support at St John Vianney's has followed the School Wide Positive Behaviour Support (SWPBS) that helps the school to plan and implement practices across the whole school, to improve educational and behaviour outcomes for all students. The SWPBS framework is founded on a positive approach to whole school wellbeing with targeted approaches for students with higher levels of need. SWPBA, Classroom Profiling, Non-Violent Crisis Intervention Training and Restorative Practices have been implemented to support effective systems, practices and data collection around student behaviour support at our school. This came out of a need to update our Student Behaviour Support Plan with more up to date practices and approaches to positive behaviour support.

In 2014, St John Vianney's updated their Student Behaviour Support Plan with a vision, which ensures a consistent approach to Student Behaviour Support within the school community. By revisiting SWPBS and researching the proactive practices that continue to improve student behaviour in our school community, we believe this has been achieved.

Our Beliefs

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

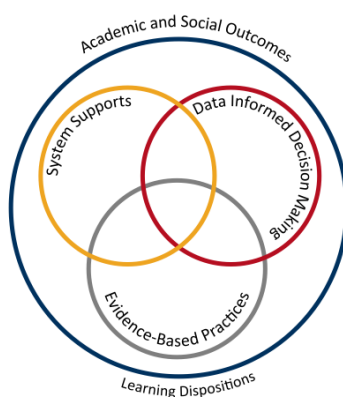
developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

- 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.

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.



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

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.

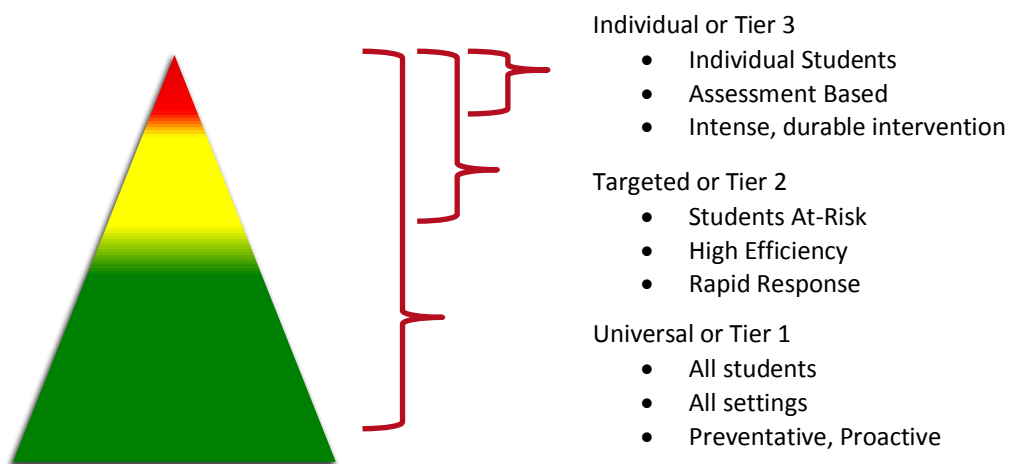
The first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school.

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 St John Vianney's School our school-wide expectations are:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

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.

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.



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.

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 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.

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.

Schools might give a brief overview of the systems they use. The following points might be made:

- 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 build rapport and relationships helping students to learn.*
- With specific positive feedback you are recognising attainment of specified performance criteria, effort or success at tasks that are difficult for the student. This type of feedback needs to be 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 can prompt staff to initiate opportunities for positive feedback and adult attention. If your system is creating a competitive rather than a cooperative atmosphere in your school you may need to rethink*

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.

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 BCEO College 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.

Individualised Interventions.

Successful outcomes for student's whose behaviour has not responded to universal or targeted supports are dependant 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.

Responding to inappropriate Behaviours

The best defence 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 Appendix A.

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, 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 every one gets what they need in order to be successful and meet the expectations.

Restorative Practices are incorporated in the Behaviour Support Plan of St John Vianney's School.

Monitoring inappropriate behaviour

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

- The student is losing 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 dialog 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.

Suspensions

Schools might outline the rationale for using a suspension in their context, details about the process, including parent notification and re-entry processes. In a school 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.

Exclusions

Similarly the school might outline the conditions under which an exclusion might be recommended. Under the BCE guidelines “students will not normally be excluded unless a clearly documented range of strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example through a Functional Behaviour Assessment”. This process is reflected in the example flowchart in this plan for Targeted and Individualised Responses (Figure 2).

Appeals

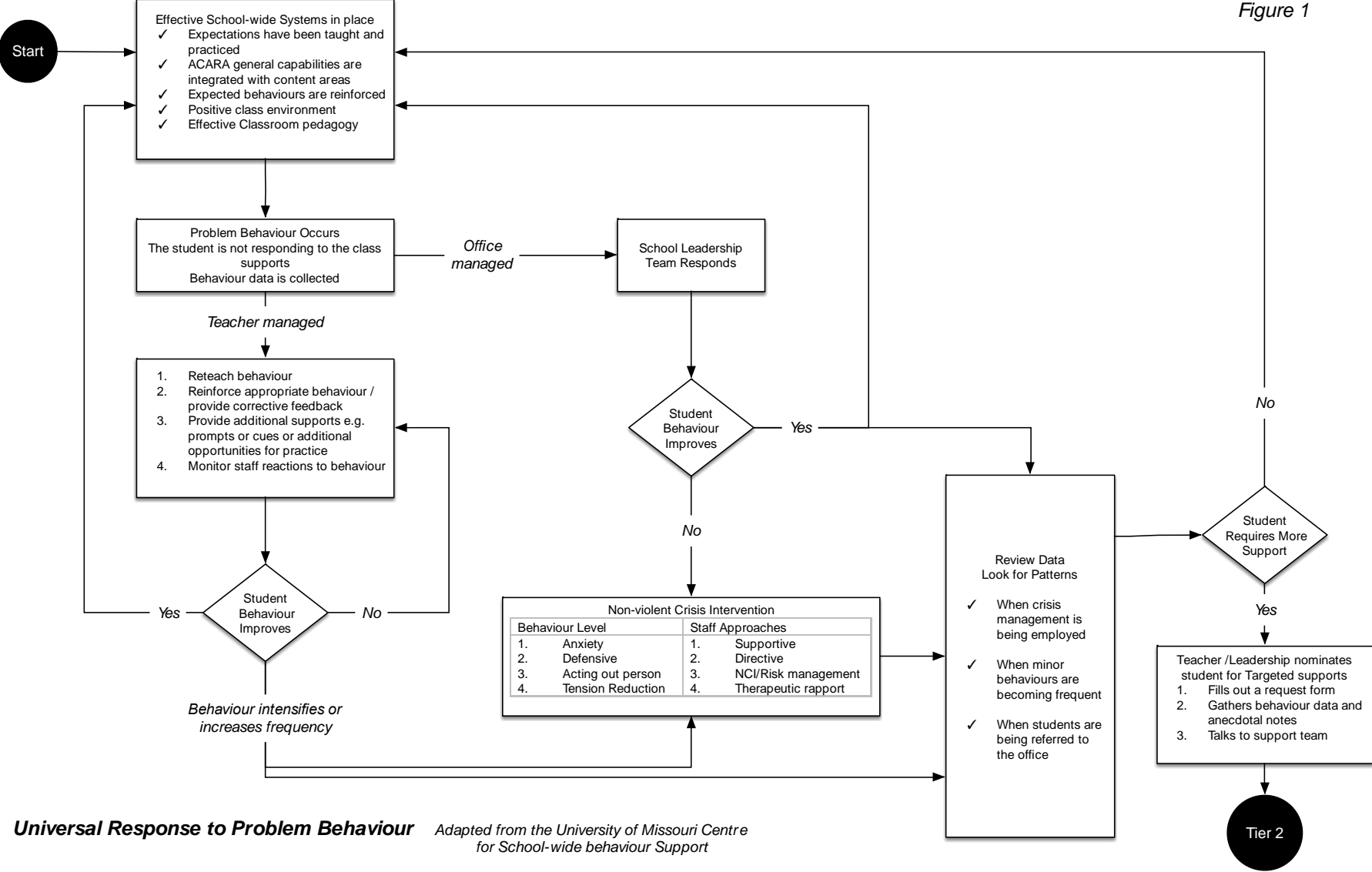
This section can be gleaned from the Student behaviour Support Guidelines, Regulations and Procedures.

Professional Learning

Some schools may have a school-wide professional learning plan that they could hyperlink. A professional learning plan may include:

- *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.*

Figure 1



Universal Response to Problem Behaviour Adapted from the University of Missouri Centre for School-wide behaviour Support

| Non-violent Crisis Intervention | |
|---------------------------------|------------------------|
| Behaviour Level | Staff Approaches |
| 1. Anxiety | 1. Supportive |
| 2. Defensive | 2. Directive |
| 3. Acting out person | 3. NCI/Risk management |
| 4. Tension Reduction | 4. Therapeutic rapport |

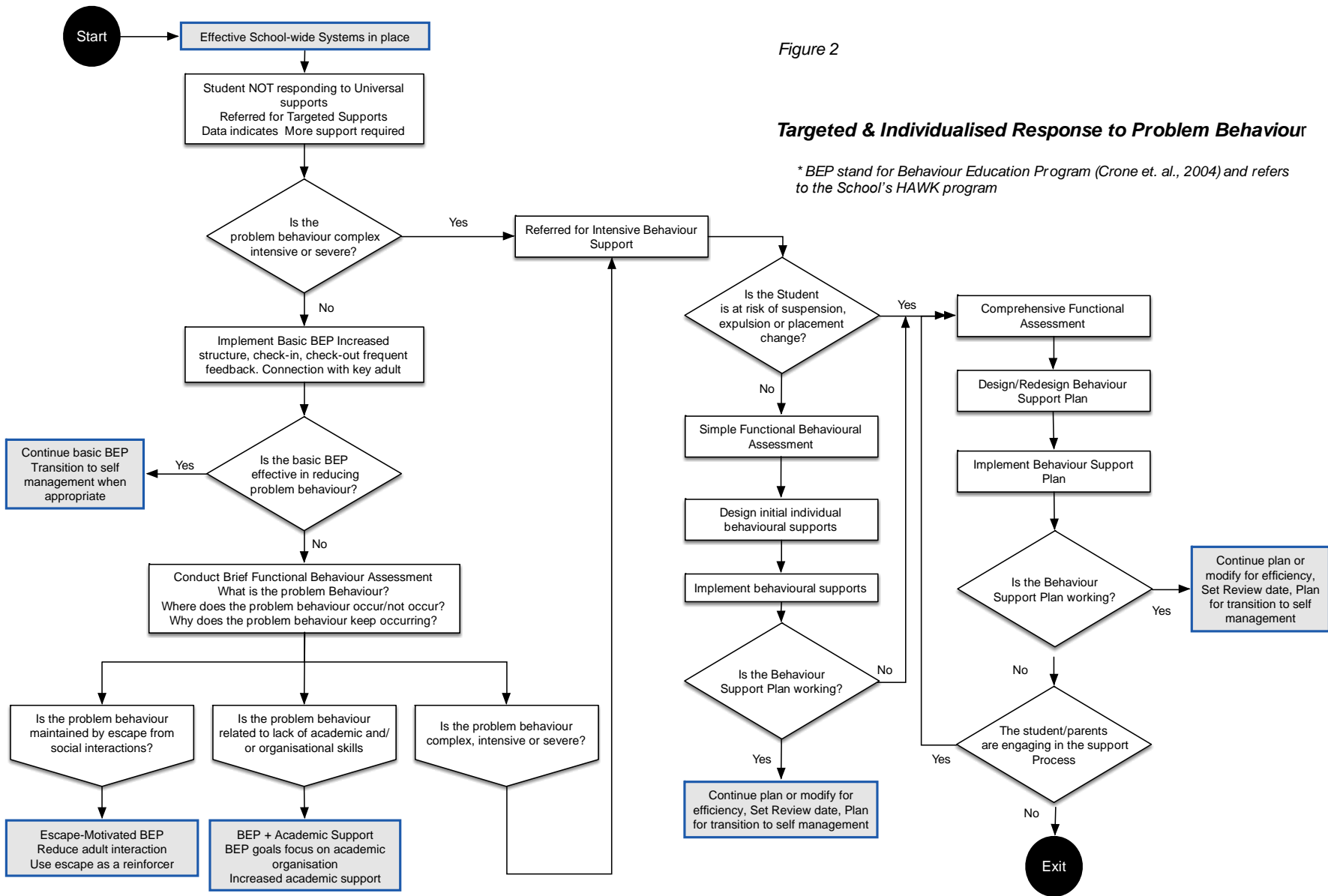


Figure 2

Targeted & Individualised Response to Problem Behaviour

* BEP stand for Behaviour Education Program (Crone et. al., 2004) and refers to the School's HAWK program

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Appendix A

Behaviour Definitions

Minor Behaviours

| | Descriptor | Definition | Example/Non-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 |
| 3 | Defiance/non-compliance | Student engages in brief or low intensity failure to respond to adult requests | |
| 4 | Minor Disruption | Student engages in low intensity, but inappropriate disruption | Calling out, talking to a peer in class |
| 5 | Uniform violation – Minor | Students wears clothing that is near but not within the school's dress code | Wrong socks, wrong shorts for sport |
| 6 | Technology Violation - Minor | Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer | |
| 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 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" | |
| 11 | Teasing | Isolated inappropriate comments (ongoing teasing would fit under bullying) | |

Appendix A

Major Behaviours

| | Descriptor | Definition | Example/Non-Example |
|---|---------------------------------|---|---|
| 1 | Verbal Aggression | Language directed at others in a demeaning or aggressive manner | Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice |
| 2 | Physical Aggression | Actions involving serious physical contact where injury might occur | Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc. |
| 3 | Harassment/Bullying | Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes | Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters |
| 4 | Defiance/non-compliance – Major | Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away | |
| 5 | Major Disruption | Persistent behaviour causing an interruption in a class or an activity | Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour |
| 6 | Major Dress Code Violation | Student wears clothing that does not fit within the dress code of the school | “Gang” undershirts, offensive T-shirts etc. |
| 7 | Property Damage/Vandalism | Student participates in an activity that results in substantial destruction or disfigurement of property | Throwing a computer, graffiti of school buildings, arson |
| 8 | Skip Class/Truancy | Students leaves class/school without permission or stays out of class/school without permission | |
| 9 | Theft | Student is in possession of, having passed on, or being responsible for removing someone else’s property | |

Appendix A

Major Behaviours (cont'd)

| | Descriptor | Definition | Example/Non-Example |
|----|-------------------------------|---|---|
| 10 | Forgery/Plagiarism | Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source. | |
| 11 | Major Technology Violation | Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer. | Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images) |
| 12 | Use/possession of Alcohol | Student is in possession or is using alcohol | |
| 13 | Use/possession of Other Drugs | Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions | |
| 14 | Misuse of Legal Drugs | Inappropriate use or distribution of legal drugs/medications | Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz" |
| 15 | Use/possession of Tobacco | Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform | |
| 16 | Use/possession of Weapons | Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm | |

Appendix A

Major Behaviours (cont'd)

| | Descriptor | Definition | Example/Non-Example |
|----|--------------------------------|---|--|
| 17 | Use/possession of combustibles | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid) | |
| 18 | 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 |

Appendix B

Strategies to Manage Minor Behaviour

| Technique | Explanation |
|----------------------------------|---|
| Proximity | Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by 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". (p.453 Scheuermann & Hall, 2012) |
| Re-Direct | This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct 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. |

Appendix B

Strategies to Manage Minor Behaviour cont.

| | |
|---------------------------|--|
| 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. |

(From the Missouri SW-PBS Team Workbook)