Positive Behaviour for Learning (PB4L) Support Plan
St Joseph’s Tobruk Memorial School, Beenleigh

Our Mission – Teach, Challenge, Transform

Our school mission statement unites us as a school community in a common vision for St Joseph’s Tobruk. May the spirit of St Mary of the Cross MacKillop infiltrate our hearts and transform us. May the courage and camaraderie of the Rats of Tobruk embolden us to face the challenges that lie ahead and give character and depth to our friendships. May the generosity and simplicity of St Joseph keep us humble in our service.

The community of St Joseph’s Tobruk Memorial School shares the following beliefs:

- We are stewards of creation, charged with the responsibility of caring for our earth and its diverse and abundant resources. We believe in actively contributing towards environmentally sustainable policies and practices, conserving this precious gift of creation for future generations.
- We promote a healthy and balanced lifestyle emphasising the importance of diet, exercise and team work in contributing towards our physical, mental, social and spiritual wellbeing.
- We work together cheerfully in a spirit of genuine co-operation, mutual respect, camaraderie and care to create a safe and supportive school community.
- We strive for excellence in an engaging curriculum preparing children to become active participants in a rapidly changing world.
- We acknowledge the intrinsic worth of every individual and celebrate the diversity in our community. Conflicts are resolved through peaceful negotiation and respectful communication.
- We recognise and nurture the spirituality of each person centred on Jesus, enlivened by the charisms of our founding patrons and integrated into purposeful, daily living.

As well, our community celebrates seven (7) core values based on the charisms of our founders: dignity, compassion, courage and resilience, justice, camaraderie, reconciliation, and trust and faith in God. Integrating these themes and core values into every facet of school life is both a challenge and a privilege for every member of the St Joseph’s community.

Our School Context

St Joseph’s Tobruk Memorial School is a P-6 Catholic Primary School located in Beenleigh – south of Brisbane and north of the Gold CoaSt We have a current enrolment of 381 students.

In close proximity to the train-line north to Brisbane and south to the Gold Coast, and offering affordable housing, the Beenleigh area is growing in popularity and population. Our school enrolment numbers vary from year to year, mainly due to the fact that families go wherever work takes them. From time to time, families relocate from overseas or interstate and settle in or around the Beenleigh area.

Our dedicated staff consists of:

- 25 teaching staff (including Class Teachers, Specialist Teachers, Support Teachers, Guidance Counsellor, Pastoral Care Worker and members of the Leadership Team)
- 1 specialist School Officer (Art)
- 13 School Officers
- 2 maintenance and cleaning personnel.
Consultation Process

This plan is being reviewed and developed during 2016, therefore, it is currently a ‘dynamic’ document that is open for adjustment as the school’s PB4L Team gains further information from training, consultation and discussion.

Our Beliefs

Our beliefs about student behaviour, discipline and learning unify us and direct our action, i.e. 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, 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 and individual student support 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 for Learning (PB4L)

What is PB4L?

PB4L 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 PB4L strategy.

Theoretical and Conceptual Characteristics

The theoretical and conceptual understandings of PB4L 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 PB4L is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support. The first level focuses on ‘universal’ behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school.

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

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

Finally, the third or 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 contexts.
Universal Supports

A relentless focus on learning for all students

Clarity: Our Expectations

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

At St Joseph’s Tobruk Memorial School, school-wide expectations are encapsulated by our Respect Rules:

RESPECT for Self
RESPECT for Others
RESPECT for Learning
RESPECT for the Environment

Our Early Years ‘Wrong Way – Right Way Chart’ (Prep – Year 2) and our Middle and Senior Years ‘Behaviour Matrix’ (Year 3 – 6) [Appendices A and B] 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 Learning Framework (CPAG 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 being 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.
Based on these General Capabilities, our school has formulated a document ‘Guidelines for Conflict Resolution, Personal and Social Capability’ that covers the categories of self-awareness, self-management, social awareness and social management. These are taught explicitly by the classroom teachers.

**Focus: Teaching Expected Behaviour**

To be effective, it requires more than merely providing the rule. It requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place every day, throughout the day, all year long.

With our students we have found 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, teaching may be done using some or a combination of the following:

- Time built into the first few weeks of school and boosters later in the year
- Assemblies followed by group practice
- Addressed in the content of learning areas.

In addition, the following social skill programs are utilised:

- Games Factory – led by our Guidance Counsellor, David Higgins
- Prep Social Skills Program – led by our Pastoral Worker, Sister Jenny.

**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 these 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.

Non-contingent adult attention is provided regardless of performance and includes such things as greeting, smiles and conversations. While contingent adult attention is provided based upon the performance of an identified behaviour. Gotchas and Acts of Kindness rewards fall into this category. Both types of attention create a positive school climate and builds rapport and relationships, helping students to learn.

With specific positive feedback, adults are recognising attainment of specified performance criteria, effort or success at tasks that are difficult for the student. Such feedback is given frequently when a student is learning a new skill and intermittently when a student is maintaining the skill or generalising it to a new context.

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 (most often identified through a referral form – see Appendix C), attendance data, or teacher nomination. 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 St Joseph’s Tobruk Memorial School includes:

- Adjustments to the school curriculum to suit the learning requirement of the individual
- The Check and Connect Program – (Christenson et al., 2012)
  The core of Check and Connect is a trusting relationship between the student and a teacher mentor. There is a systematic monitoring of the student’s performance variables in order to provide intervention focused around problem-solving, skill building and competence monitoring.
- The Check-In Check-Out Program – (Crone, Horner and Hawken, 2004)
  The core of this program is to foster student engagement at school by providing frequent feedback and reinforcement from teachers and a facilitator. Expectations are clearly defined and are monitored and recorded on a daily basis. Parents play an important role in this process. The recording sheet is sent home daily for parents to view and sign and provide a written positive comment with regard to their child’s behaviour at school for that day.

**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 PB4L.

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 D and E.

Although the teacher is the key problem solver when addressing minor behaviours, they can and should collaborate and share creative strategies with, families and colleagues. Teachers typically address minor behaviours using best practices that include correction and re-teaching. 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.

Crisis prevention strategies may include giving a student time away from their regular program in a separate area in the classroom (time-out desk), in another supervised classroom (buddy class) 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, or concerns for safety for the student or others. This will typically result in actions taken by the school Leadership Team 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 opportunities directly related to the inappropriate behaviour. Role play or practice, reflecting on the behaviour and the alternative, 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 to 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, and 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 (Appendix D) and major (Appendix E) 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.

Targeted and Individualised Supports as a Response to Problem Behaviour

Our evidence-based practices for targeted and individualised support have been described in a previous section. 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).

Suspensions

Suspension are only used when other available measures have been implemented without success, where the situation is serious, or demands an immediate response.

Here at St Joseph’s Tobruk Memorial School we follow the BCE policy that pertains to suspensions. It includes the following points:

- A student may be suspended full-time or part-time for a period up to 10 school days or part thereof, if satisfied that the student has behaved in an inappropriate manner and student’s attendance poses an inappropriate risk to members of the school community
- A suspension may take place in school or out of school.

When considering a suspension, the Principal has:

1. Ensured that other appropriate and available student support strategies and discipline options have been applied and documented
2. Ensured that other appropriate support personnel available, both within the school system and externally, have been involved
3. Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/caregivers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension
4. Recorded all action taken in the Brisbane Catholic Education Student Behaviour Support database.

Behaviours which warrant such suspensions may include:

- 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
- Breach of school’s Student Behaviour Support Plan: Students who seriously breach the school’s published rules and regulations.
Exclusions

Exclusion is defined as the full-time withdrawal of the student’s right to attend a particular school, on the authority of the Executive Director. Under the BCE guidelines (Fitzsim. C., 2013), “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, e.g. through a Functional Behaviour Assessment.”

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 an established environment in which inappropriate behaviour patterns have become entrenched
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student’s needs
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

Appeals

Appeals by the parent/caregiver are directed to:
- The Principal of the school: In relation to a decision to suspend a student for less than three (3) days. Parents/caregivers, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal
- 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 parent/caregiver is given assistance, if required, to help with the appeal process - a support person can assist the parents and student to understand their right to, and the process of, appeal
- The school will 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.

Professional Learning

The PB4L Professional Learning Plan at St Joseph’s Tobruk Memorial School includes:
- Attendance at the two network days for the school’s PB4L coach (held each year)
- 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 such as Visible Learning, to ensure student engagement
- Ensuring teachers new to the school are familiarised with the expectations of the school with regard to our behaviour matrix, the process for behaviour management and the referral process for additional assistance.
References


Appendix A

**WRONG WAY**

- Hurting Others - Physical
- Disrupting Others
- Unsafe Behaviour
- Hurting Others - Verbal
- Not Doing as Asked
- Out of Bounds

**RIGHT WAY**

- Hands and Feet to Self
- Listening
- Play Safely
- Speaking Kindly to Others
- Follow Instructions
- Right Place, Right Time
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<th>Respects for Self</th>
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## St Joseph's Tobruk Memorial School – Student Behaviour Support – Referral Form

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### Minor Incidents
- Disruption
- Sexualised behaviour
- Lying/Cheating
- Technology violation
- Physical aggression
- Unsafe conduct
- Teasing

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<th>Property misuse</th>
<th>Non-compliance</th>
<th>Unfair game play</th>
<th>Late</th>
</tr>
</thead>
</table>

### Description of major incident

#### Major Incident Check square
- Physical Aggression
- Theft
- Verbal Aggression
- Truancy
- Defiance/ non-compliance
- Use/ Possession of Alcohol
- Disruption
- Use/ Possession of Other Drugs
- Dress Code Violation

<table>
<thead>
<tr>
<th>Use/ Possession of Tobacco</th>
<th>Forgery/ Plagiarism</th>
<th>Use/ possession of Legal Drugs</th>
<th>Harassment/ Bullying</th>
<th>Use/ Possession of Combustibles</th>
<th>Property Damage/ Vandalism</th>
<th>Use/ Possession of Weapons</th>
<th>Technology Violation</th>
<th>Bomb Threat/ False Alarm</th>
</tr>
</thead>
</table>

### Rule Broken
- Respect for Self
- Respect for Others

<table>
<thead>
<tr>
<th>Respect for Learning</th>
<th>Respect for Environment</th>
</tr>
</thead>
</table>

### Location
- Quadrangle
- Adventure Playground
- Drop Off/Pick Up – Mango Tree
- Mango Tree
- Drop Off/Pick up – Tobruk St
- Oval
- Shed
- Library

### Location
- Toilets
- Hall
- Carpark/Grassed Area
- Church
- Classroom
- Sporting Event
- Excursion
- Camp

## Administration Use Only

<table>
<thead>
<tr>
<th>Parent Contacted:</th>
<th>Intervention:</th>
<th>Data Entered On:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes □ No □ Pending</td>
<td>□ Yes □ No □ Pending</td>
<td></td>
</tr>
</tbody>
</table>

---

13
## Appendix D

### Behaviour Definitions

#### Minor Behaviours

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
<th>Example/Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Inappropriate verbal language</td>
<td>Student engages in low intensity instance of inappropriate language</td>
<td>Calling someone an 'idiot', swearing if they kick their toe</td>
</tr>
<tr>
<td>2 Physical contact</td>
<td>Student engages in non-serious, but inappropriate contact</td>
<td>Pushing in the tuckshop line</td>
</tr>
<tr>
<td>3 Defiance/non-compliance</td>
<td>Student engages in brief or low intensity failure to respond to adult requests</td>
<td></td>
</tr>
<tr>
<td>4 Minor disruption</td>
<td>Student engages in low intensity, but inappropriate disruption</td>
<td>Calling out, talking to a peer in class</td>
</tr>
<tr>
<td>5 Uniform violation – minor</td>
<td>Students wears clothing that is near, but not within the school’s uniform policy</td>
<td>Wrong socks, wrong shorts for sport</td>
</tr>
<tr>
<td>6 Technology violation - minor</td>
<td>Student engages in non-serious, but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer</td>
<td></td>
</tr>
<tr>
<td>7 Property misuse</td>
<td>Student engages in low intensity misuse of property</td>
<td>Using equipment contrary to its design or purpose</td>
</tr>
<tr>
<td>8 Late</td>
<td>Students arrive late to class</td>
<td>Late to class (not late to school), as this is often beyond the control of a primary school student</td>
</tr>
<tr>
<td>9 Out of bounds</td>
<td>Student is in an area within the school grounds that has been designated “off limits” at that particular time</td>
<td></td>
</tr>
<tr>
<td>10 Lying/cheating</td>
<td>Student engages in ‘white lies’</td>
<td></td>
</tr>
<tr>
<td>11 Teasing</td>
<td>Isolated inappropriate comments (ongoing teasing would fit under bullying)</td>
<td></td>
</tr>
</tbody>
</table>
## Major Behaviours

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal aggression</td>
<td>Language directed at others in a demeaning or aggressive manner</td>
<td>Swearing, aggressive stance, language directed to hurt or show disrespect; intimidating body language, intimidating tone of voice</td>
</tr>
<tr>
<td>Physical aggression</td>
<td>Actions involving serious physical contact where injury might occur</td>
<td>Hitting, punching, hitting with an object; kicking, pulling hair, scratching etc.</td>
</tr>
<tr>
<td>Harassment/bullying</td>
<td>Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes</td>
<td>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</td>
</tr>
<tr>
<td>Defiance/non-compliance – major</td>
<td>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</td>
<td>Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour</td>
</tr>
<tr>
<td>Major disruption</td>
<td>Persistent behaviour causing an interruption in a class or an activity</td>
<td>Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour</td>
</tr>
<tr>
<td>Major dress code violation</td>
<td>Student wears clothing that does not fit within the uniform policy of the school</td>
<td>“Gang” undershirts, offensive t-shirts, etc.</td>
</tr>
<tr>
<td>Property damage/vandalism</td>
<td>Student participates in an activity that results in substantial destruction or disfigurement of property</td>
<td>Throwing a computer, graffiti of school buildings, arson</td>
</tr>
<tr>
<td>Skip class/truancy</td>
<td>Students leaves class/school without permission or stays out of class/school without permission</td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else’s property</td>
<td></td>
</tr>
</tbody>
</table>