

STUDENT BEHAVIOUR SUPPORT PLAN

A compilation of the St Francis College
Behaviour Management Policy
documents

2025



STUDENT BEHAVIOUR SUPPORT PLAN

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VISION STATEMENT (2021)

Empowered, reflective and connected learners in a contemporary Catholic community.

MISSION STATEMENT (1988)

We, the Community of St Francis College, Crestmead shall reflect in every aspect of our lives the values, beliefs and traditions of our Catholic faith.

We will strive for inner peace and freedom from fear through prayer and reflection. We will nurture a climate, which encourages wholeness, esteem, hope, care, compassion and understanding. We will accept each other as individuals with unique talents and gifts. We endeavour at all times to be responsible models for justice and the Franciscan spirit of poverty.

Parents and teachers will work together to foster in our students a desire to learn and encourage the development of basic skills necessary to achieve their full potential in an ever-changing world. Students will be encouraged to make decisions and commitments, which will help them grow spiritually, intellectually, physically, emotionally and socially.

We believe that God has given us the responsibility of stewardship over Creation. It is the work of students, staff and parents to contribute to the protection and promotion of natural and human welfare in order to advance the creative activity of God.

With St Francis and St Clare, in simplicity and harmony we will *“follow the teachings of our Lord Jesus Christ and walk in His Footsteps”*.

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ST FRANCIS COLLEGE CONTEXT

St Francis College Crestmead is a contemporary coeducational Catholic P-12 school in Logan City. It is inspired by the charism of St Francis and St Claire and the values they demonstrated. St Francis College is a multi-faceted, socio-cultural community which can be an additional challenge to engaging learners. We provide a safe, and secure environment which successfully caters for diverse needs.

The College is committed to engaging parents and carers in their children's learning. Therefore, empowering parents and carers to be an active support to both their children and the College to enhance learning outcomes is a priority.

The College's success as a community school is underpinned by its Franciscan values such as:

- Compassion;
- Harmony and Peace;
- Hope, Perseverance and Resilience;
- Prayer and Reflection;
- Reconciliation;
- Service and Stewardship;
- Simplicity.

These values are embedded in our Curriculum, our community of faith, our celebrations and care for our environment.

St Francis College uses the *Engage* data base to record student behaviours. The report from the data base is used as a decision-making tool to allocate resources and staff. Leadership examines the data first and then shares the results with the staff once a term.

At St Francis College, we promote a healthy school culture which values partnerships, respect and co-operation among staff, students and the wider community. We celebrate diversity in culture, gender, race and ability.

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CONSULTATION AND REVIEW PROCESS

The St Francis College Student Behaviour Support Plan is reviewed by the College Leadership Team annually to ensure compliance. The following data sets are used to inform the St Francis College Student Behaviour Support Plan.

Instument	Reviewed and Analysed	Frequency
BCE Listens Survey	PB4L Committee College Leadership Team SFC Community	Bi-annually
Engage Data	PB4L Committee College Leadership Team Teachers Guidance Counsellor Support Teacher: Inclusive Education	Monthly
Personalised Support Team	Learning Partnerships Leader Assistant Principal Pastoral P-6/7-12	Annually
BI Tool	Pastoral Leaders PC/VPC Teachers College Leadership Team	Weekly

STUDENT BEHAVIOUR SUPPORT PLAN

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.

We believe student's learning and development is enhanced by:

- Consistent positive behaviour strategies and supports (PBIS);
- Community members who value and respect each other and seek to build positive relationships;
- Explicit and consistent teaching and modelling of appropriate social behaviour;
- Respecting and nurturing personal spirituality;
- Recognising and respecting cultural heritage;
- A Franciscan environment where everyone and everything are respected and valued;
- High expectations;
- Explicit and responsive teaching cycles underpinned by the BCE Learning and Teaching Framework (BCE);
- Clear and explicit use of the Australian Curriculum (ACARA);
- Engaging learning sequences developed using the BCE Model of Pedagogy (BCE) with appropriate differentiation and use of Gradual Release of Responsibility;
- Recognising and responding to individual needs of students.

We believe everyone has a right to:

- Be respected and treated with courtesy, understanding and dignity;
- Be empowered and encouraged to develop their whole potential;
- Learn, play and work in harmony with others in a clean, safe and healthy environment;
- Have their religious beliefs and values recognised and respected;
- Have their cultural heritage respected acknowledged and supported.

We believe everyone has a responsibility to:

- Treat others with respect, courtesy, understanding and dignity;
- Achieve their full potential and allow others to do the same;
- Allow others to learn, play and work in harmony, in a clean, safe and healthy environment;
- Respect others' religious beliefs;
- Respect others' cultural heritage.

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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

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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.

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Tier 1 Universal Supports:

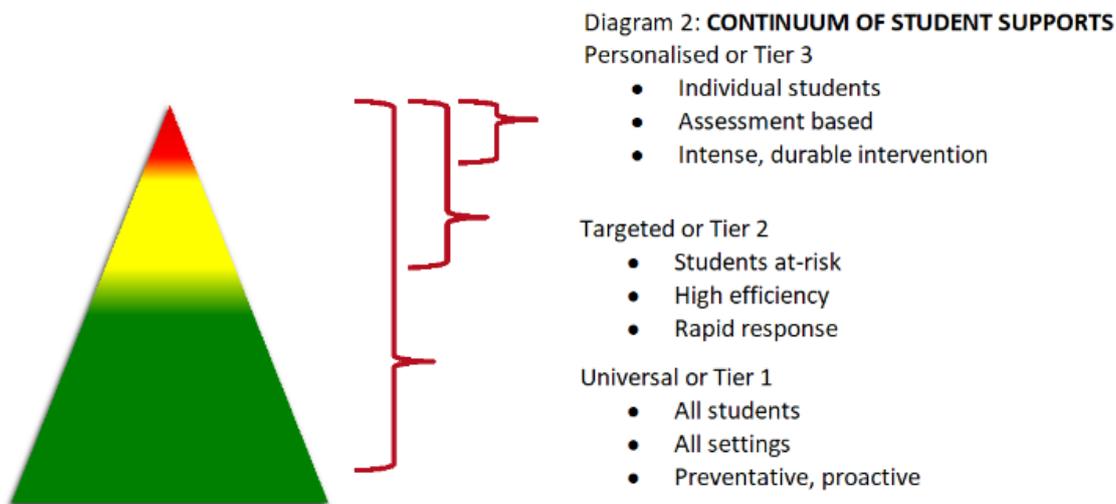
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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.



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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.

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3. Student Behaviour Support Leadership and Professional Learning for College staff

At St Francis College, Student Behaviour Support is the responsibility of all staff. PB4L teams across the College are as follows:

PB4L Teams	Members	Meeting Frequency	Meeting Purpose
Tier 1 Universal Support Team	<ul style="list-style-type: none"> Teachers Teaching Partners (School Officers) 	Twice per term	Ongoing support of PB4L implementation and embedding of Tier 1 Universal Supports
Targeted and/or Tier 2 Individual Support Team	<ul style="list-style-type: none"> Learning Partnerships Case Manager Guidance Counsellor CLT representative Relevant teachers 	Ongoing and as necessary	Targeted/individual support focusing on specific and targeted needs as necessary
Student Welfare Committee	<ul style="list-style-type: none"> HOC 7-12 AP Pastoral 7-12 Guidance Counsellor Learning Partnerships Middle Leaders Pastoral Middle Leaders 7-12 	Weekly	Specific student welfare issues
P-6 Pastoral Team	<ul style="list-style-type: none"> AP Pastoral P-6 Pastoral Middle Leader P-6 	Weekly	<ul style="list-style-type: none"> Proactive and preventative measures to support students and staff Data analysis of attendance and behaviour
7-12 Pastoral Team	<ul style="list-style-type: none"> AP Pastoral 7-12 Pastoral Middle Leaders 7-12 	Fortnightly	Forward planning such as personal development program
CLT Pastoral	<ul style="list-style-type: none"> AP Pastoral P-6 AP Pastoral 7-12 	Fortnightly	Consistency of processes and consequences P-12

Professional Development is provided during beginning of year Pupil Free Days to all College staff. Data is used to inform targeted and focused staff meetings each term across each campus. The Pastoral Middle Leader P-6 meets regularly with early career teachers to build capacity and confidence with the Engage system.

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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:

- Respect Self
- Respect Others
- Respect Learning
- Respect Environment

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.

In participating in the life of the community of St Francis College, we agree to conduct ourselves accordingly. Each of us has SOLE and collective responsibility to action this College-wide plan.

At SFC, we follow in St Francis’ footsteps to create *empowered, connected and reflective learners.*

	Everywhere	In Learning Spaces	In Outdoor Spaces	Gatherings
R Respect	<ul style="list-style-type: none"> • Arrive to school and class on time. • Wear the correct College uniform. • Use Growth Mindset strategies for problem solving. • Use mistakes as an opportunity to grow. 	<ul style="list-style-type: none"> • Line up in two lines and enter quietly when directed by staff. • Stay focused and be open to new ways of working (Growth Mindset). 	<ul style="list-style-type: none"> • Stay in school boundaries. • Wear a hat on your head. • Use break times to fill drink bottles, drink water, go to the toilet. 	<ul style="list-style-type: none"> • Listen, sit quietly and engage during assemblies and liturgies. • Participate positively in sporting events.
S Self	<ul style="list-style-type: none"> • Be welcoming, say please/ thank you and use kind words. • Stay in our personal space, keep hands and feet to ourselves. • Offer to help others. 	<ul style="list-style-type: none"> • Listen, encourage and give everyone a turn. • Be respectful online and protect personal information. 	<ul style="list-style-type: none"> • Ask others to join in during break time. • Say sorry if you hurt others. • Play fairly and follow the rules. 	<ul style="list-style-type: none"> • Demonstrate College expectations when representing St Francis on excursions/events. • Respect and acknowledge all cultures. • Support local charities, offering help to those in need.
O Others	<ul style="list-style-type: none"> • Listen and follow staff instructions. • Bring your fully charged device to every class. • Participate in the Franciscan 5 each day. • Keep phones at the office (P-6) / in lockers (7-12). 	<ul style="list-style-type: none"> • Raise hand to talk or ask. • Engage positively in the classroom with everyone’s learning. 	<ul style="list-style-type: none"> • Play and eat in the assigned areas. • Go where you should be promptly. • Be an upstander, using your voice. 	<ul style="list-style-type: none"> • Show kindness in your actions and words. • Congratulate others on their success appropriately.
L Learning	<ul style="list-style-type: none"> • Safely use all equipment and resources with care. • Put rubbish in the bin and keep areas/classroom tidy. 	<ul style="list-style-type: none"> • Walk in the classroom. • Keep four legs of the chair on the ground. 	<ul style="list-style-type: none"> • Put away lunchboxes when finished eating. • Walk on paths next to gardens and sacred spaces. 	<ul style="list-style-type: none"> • Enter / exit the assembly and liturgy quietly.
E Environment				

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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.

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
- VPC/PC, daily
- Focus on 'Expectation of the Week' P-12
- Assemblies – P-6, 7-12
- New student orientation
- Use of 8 Effective Classroom Practices
- Maintaining a positive classroom
- Active Supervision

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.

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The encouragement strategies in place for school and classroom include:

RECOGNITION OF POSITIVE BEHAVIOUR

- in class;
- in the playground;
- in extra-curricular activities.

METHOD OF RECOGNITION

College practices that encourage expected behaviour	Classroom practices that encourage expected behaviour
<ul style="list-style-type: none"> • SOLE awards presented at Family Group assembly (7-12) • Great Griffin award presented by the Principal • SOLE winners each week (P-6) • Student Certificates presented at assembly (P-6) • Attendance Awards 	<ul style="list-style-type: none"> • Well done stamps • Morning Circles • Stickers • Positive comments • Give position of responsibility in class (e.g. Setting up the classroom environment). • Reward activities (e.g. End of the week) for good behaviour that promote both subject aims and further good behaviour • Verbal Praise/acknowledgement/compliments • Signature strength affirmation • Positive comments on student work • Stickers • Golden SOLE cards • Recognition of achievements outside of school • Points system for class rewards • Family group points awarded

Tier 2 Targeted Supports:

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

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

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

- **FOLLOWING FRANCIS CARD (based on *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, Pastoral Middle Leaders and parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- **GAMES ROOM**

Students can access Games Room at lunch times. Facilitated by the Learning Partnerships team, this provides targeted support for students who require additional practice and feedback on their behaviour and social skills.
- **LUNCHTIME ACTIVITIES**

Supervised lunchtime activities which provide opportunities to enhance a student's ability to interact with peers and adults.

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 BEHAVIOUR ASSESSMENT AND DESIGNING AN INDIVIDUAL SUPPORT PLAN**

Functional Behaviour Assessment (FBA) is generally considered to be a problem-solving process for addressing student problem behaviour. It is a process of assessing the purpose or "function" of a student's behaviour in relation to its context (i.e., surrounding environment), so that appropriate interventions can be designed to meet the unique needs of individual students (Iwata et al., 2000; Jolivet, Scott, & Nelson, 2000). This assessment process facilitates the development of individualized behaviour support plans for students with challenging behaviours (O'Neill et al., 1997; Scott & Nelson, 1999b; Sugai, Lewis-Palmer, & Hagan, 1998).
- **GUIDANCE COUNSELLOR SUPPORT**

There are two full-time Guidance Counsellors to support students across the school.
- **LEARNING PARTNERSHIPS TEAM**

Student Support Team case management, inclusive of planning and implementation of individualised support plans and monitoring of student data.
- **PARTNERSHIPS**

Partnership with outside support agencies and specialist occurs as necessary to best support successful outcomes for students.

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4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours, that can and should be managed by teachers, within the context of the classroom and non-classroom settings, and major behaviours, that are best managed in a more private setting with the class teacher and leadership in partnership. The definitions of teacher managed behaviours, Minor, and teacher plus leadership managed behaviours, Major, have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix B includes a summary of practices that may be utilised.

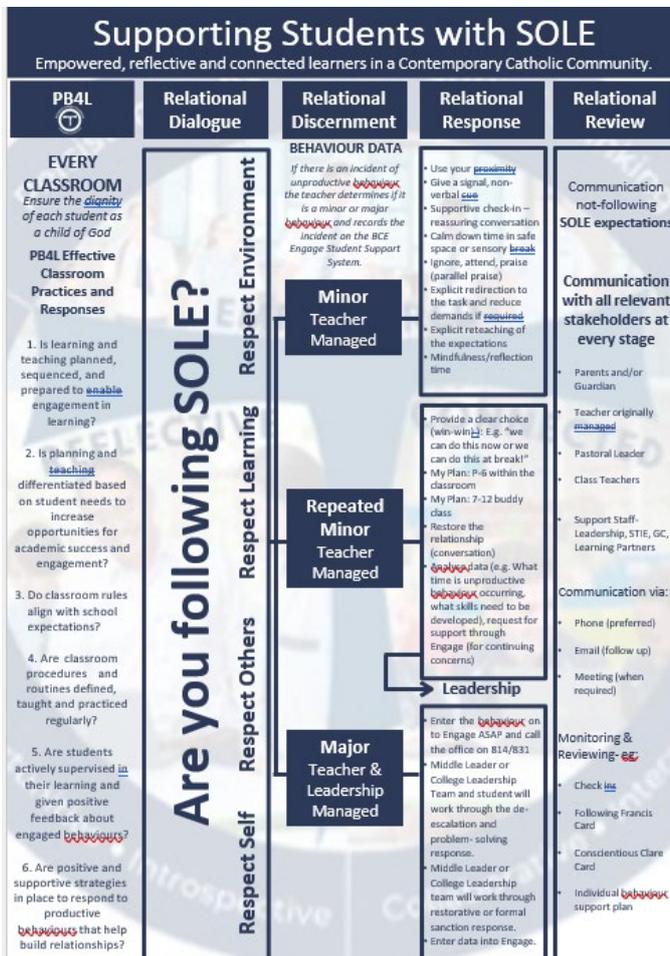
The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual crisis support and management plan 	<ul style="list-style-type: none"> • Teacher–student conversation • Work it out together plan – teacher and student • Teacher–student–parent meeting • Teacher–student–leadership conversation 	<ul style="list-style-type: none"> • Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference

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In addition, de-escalation crisis prevention and support strategies may include:

PB4L FLOWCHART



5. BCE Formal Sanctions

The formal sanctions applied at St Francis College:

- are just and reasonable;
- convey a sense of forgiveness;
- encompass a range of options related to the misdemeanour;
- are supportive and enforceable;
- contribute to the development of justice in the College;
- foster responsibility for actions;
- focus on restorative practices.

The formal sanctions applied at St Francis College aim to:

- protect the rights of the students, staff and learning community;
- negotiate a plan for change to acceptable patterns of behaviour with the student;

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- keep the parents/carers of the student informed;
- where possible, engage the parents/carers in negotiations to secure a change to acceptable patterns of behaviour with the student;
- safe guard the right of teachers to teach without unacceptable disruption;
- safe guard the right of other students to learn without unacceptable disruption.

Formal sanctions are only imposed when all other reasonable steps to deal with the situation have been taken.

The proposed action should appropriately mitigate risk and balance the best interests of the student with the security and safety of other members of the College community.

Formal sanctions available at St Francis College through Brisbane Catholic Education’s Student Support policy are:

- **Detention process**

In the event that a student has behaved in an unacceptable manner, a ‘post-school consequence’ may be imposed on a student. The Principal of St Francis College delegates the authority to impose a ‘post-school consequence’ to the College Leadership and Middle Leadership Teams.

A ‘post-school consequence’ is a relatively short period of time when a student is required to remain at school in a students’ non-class time, ie during lunch time or after school.

A ‘post-school consequence’:

- happens should application of PB4L processes prove to be ineffective;
- is constructive and age-appropriate;
- signals that inappropriate behaviour will be met with a timely consequence;
- can be a deterrent to problem behaviour.

At St Francis College, ‘Post-school Consequences’ fall into two categories:

When	Supervision	Parent/carer notification
Lunch time	Generally class teacher	Email
After school	Middle Leader College Leadership Team	Phone Email Letter

- **Suspension process**

If a student has behaved in an unacceptable manner or whose attendance poses an unacceptable risk of harm to members of the College community, a full or part-time suspension *for a period of up to 10 days* or part thereof can be imposed. The Principal of St Francis College delegates this responsibility to the College Leadership Team. In consultation with the College Leadership Team, the Middle Leadership team may also complete the Suspension record in Engage.

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Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and school-related functions for a defined time period.

A student could be suspended as a result of:

- persistent non-compliance;
- persistent disruption;
- breach of the College's Code of Expected Student behaviour;
- possession of alcohol or a suspected illegal drug;
- violence or threat of serious physical violence;
- possession of a weapon.

When the decision to suspend a student is made, the following procedure is followed:

- Initial notification of suspension via phone call, as soon as practical, and includes arrangements for the collection of the student from the College.
- Written notification of suspension via formal letter emailed, or hand, as soon as practical and includes:
 - reasons for suspension;
 - length of suspension and expected return date;
 - an outline of the responsibility of parents/caregivers during the suspension period;
 - appointment time for the parent/caregivers and student to meet with a member of the College Leadership or Middle Leader Teams prior to the student being readmitted to the College;
 - referral of parents/caregivers to the St Francis College Student Behaviour Support Plan.

Documentation of the suspension

- A report is entered into Engage clearly documenting the circumstances and reasons for suspension, as soon as practical, and prior to the generation of the suspension letter;
- A copy of the suspension letter is placed in the student's file;
- A note is made on Engage and the student's file for suspensions of less than one day;
- For suspensions longer than two full days, the Senior Leader – School Progress and Performance is also notified.

Re-entry process following suspension

- Meeting between student/parent/caregiver and a member of the College Leadership or Middle Leadership teams to maximise successful reintegration;
- Usually at the College;
- May include Learning Partnership or Guidance Counsellor;
- A School Record of Re-entry is completed and signed by parent/caregiver, student and school leader during the re-entry process and then uploaded to Engage.

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In the event the parents/caregivers are unwilling to engage in the re-entry process, the Principal will refer the matter to the Senior Leader – School Progress and Performance who may take alternative steps to facilitate the student’s return.

- **Exclusion**

Exclusion is the full-time withdrawal of a student’s right to attend St Francis College and college-related functions, on the authority of the Executive Director, or nominee.

In extreme circumstances, a submission may be made to the Head of School Progress and Performance recommending the exclusion of a student from St Francis College. This submission is made in consultation with the Senior Leader – School Progress and Performance. The Head of School Progress and Performance forwards the submission along with their recommendation to the Executive Director for decision.

Exclusion is considered only:

- as a last resort;
- for continued serious noncompliant behaviour which seriously interferes with the long-term safety and wellbeing of other students and staff;
- after the cause of the behaviour has been investigated, sought to be identified and addressed;
- after a range of intervention strategies have been implemented and clearly documented;
- when parents/carers are aware of the relevant processes;
- when the College has consistently applied and reviewed appropriate intervention plans over an extended period of time.

The exception to this is when a student’s behaviour is so extreme, e.g. committing of a serious illegal act, that immediate exclusion is deemed as necessary.

The procedures associated with exclusion at St Francis College are aligned with the Brisbane Catholic Education *Student Behaviour Support Regulations and Guidelines*.

The Principal will:

- consult with the Senior Leader – School Progress and Performance;
- place the student on suspension for the maximum period of ten school days, pending the outcome of the decision making process.
- notify the student and parents/carers that:
 - initial period of suspension is for 10 days;
 - exclusion from the College is being considered and the relevant reasons;
 - they have seven school days to respond.

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- provide parents/carers and student, in the circumstance where the student is living independently, with a copy of all documentation on which the recommendation to exclude is based.

NB In consultation with the Senior Leader – School Progress and Performance, the Principal may use discretion to redact names or other identifying information of complaints or witnesses, provided this does not impact the student or parent/carer in responding to the recommendation to exclude.

- consider any responses from the student and parent/carer;
- request a meeting with the parents/carers to discuss the process and reasons for the recommendation;
- provide the parent/carers with information regarding:
 - implications of this action;
 - their right to appeal;
 - appropriate procedures for appeal submission.
- forward a submission to Senior Leader – School Progress and Performance detailing:
 - action taken;
 - copy of all required documentation;
 - any response from parents/carers.

The Executive Director, or nominee, will consider the application for exclusion and may:

- consult with the Principal and Senior Leader – School Progress and Performance;
- provide an opportunity for consultation with the student and parents/carers by a designated person.

A decision will be made as soon as practicable following the submission reaching the Executive Director.

The student will remain on suspension during this process.

Where an application for exclusion has been agreed by the Executive Director, the Principal will notify parents in writing.

Appeals

For appeals, St Francis College aligns to the Brisbane Catholic Education processes.

Parents/carers, or students living independently, may appeal if they consider that:

- correct procedures were not followed;
- an unreasonable decision was made.

Appeals must be in writing, stating the grounds on which the appeal is made.

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Appeals can be directed to:

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – information, prevention, and College responses

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

Definition

The national definition of bullying and harassment for Australian schools says:

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 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 flights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying. No Way!).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying. No Way!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

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1. Understanding Bullying and Harassment

At St Francis College, we provide professional learning for staff in pupil free days, P-12 staff meetings, Campus meetings, through professional reading and Early Career Teacher support meetings to ensure staff have a common language and understanding about bullying and harassment. Professional learning ensures staff are familiar with appropriate terminology, signs of bullying, types of bullying and contemporary research about bullying and harassment.

2. Teaching about Bullying and Harassment

Teachers explicitly plan and teach using the approved ACARA Health and Physical Education and BCE Religious Education curriculums across the College. Personal and social capabilities are embedded across all learning areas to ensure explicit and targeted teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Further to this, St Francis College:

- cultivates a safe and supportive school environment through targeted and explicit teaching about bullying, harassment and bystander behaviour;
- uses age-appropriate language to reinforce strategies and to seek help in the event of bullying or harassment, focus on particular behaviours across the year, particularly linking with national initiatives, e.g. *Bullying. No Way!* through Expectation of the Week;
- utilises external providers such as *Brainstorm Productions* to reinforce student understanding;
- teaches students, through the ICT capability, about on-line etiquette and ways to manage social media;
- engages with individual students to ensure they have the necessary skills to identify and manage behaviours;
- uses personal development classes as a way to explicitly teach about bullying and harassment behaviours;
- revisits the St Francis College Safe School Statement.

3. Responding to Bullying and Harassment

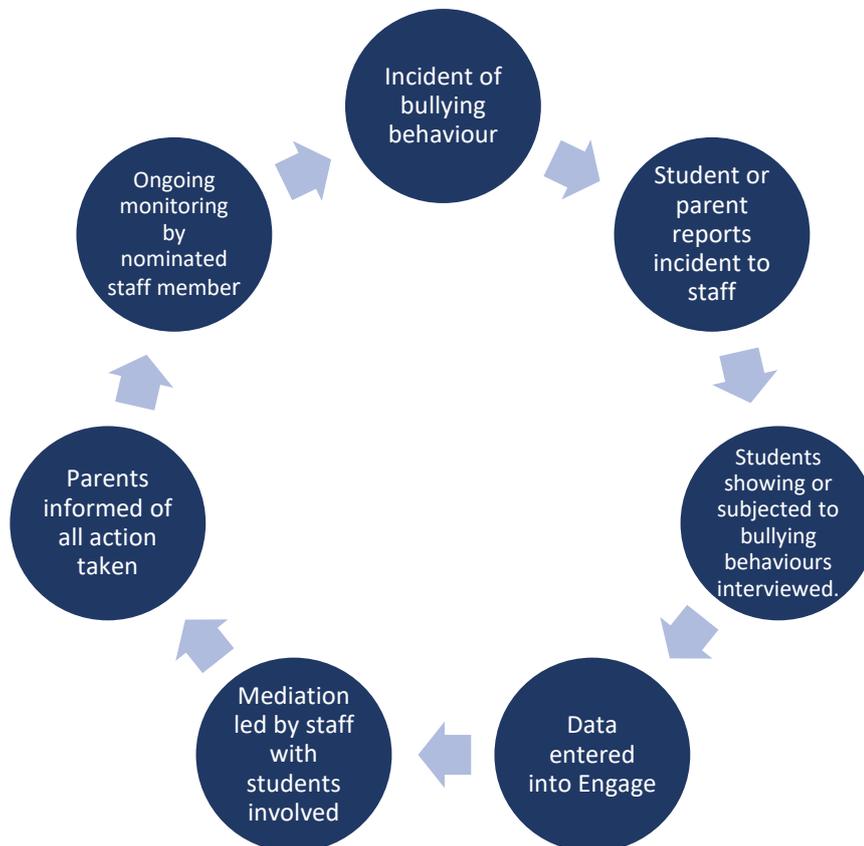
All staff must take all reports of bullying and harassment seriously and respond with a school team process.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the College's immediate response, and how the incident will be followed-up. Contact appropriate College personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

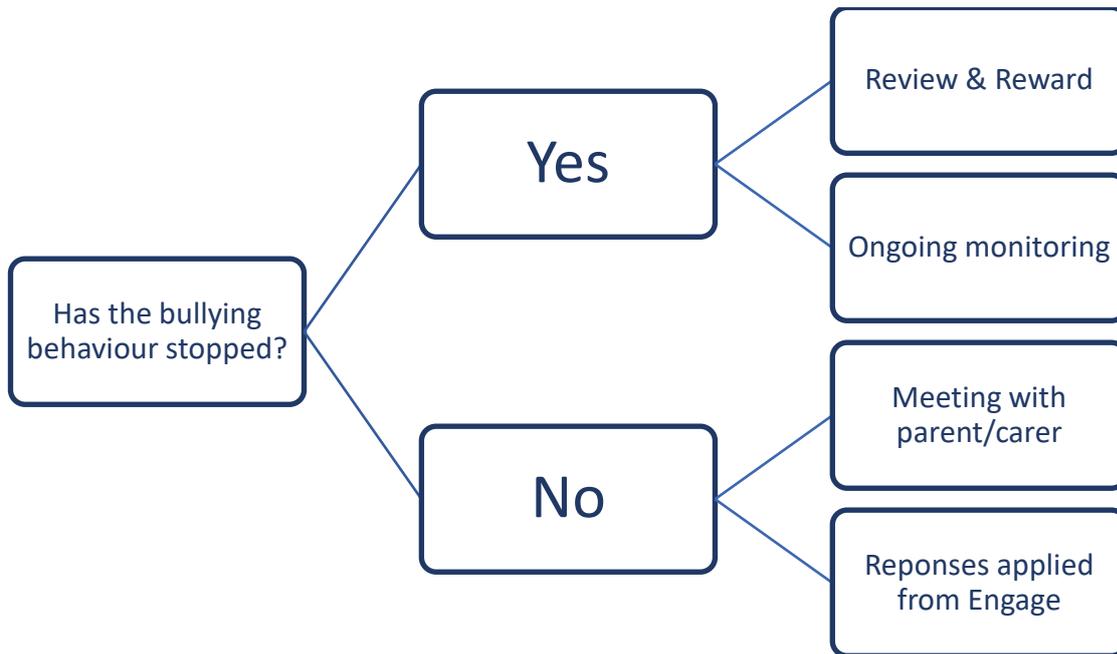
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- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the College’s student behaviour support plan. The College will work towards a positive outcome and restored relationships. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their parents/carers to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

BULLYING/HARASSMENT RESPONSE PROCESS



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4. Preventing Bullying and Harassment

At St Francis College we plan for a safe, supportive and inclusive school to prevent bullying and harassment.

<p>Students</p> <ul style="list-style-type: none"> • Student Assemblies <ul style="list-style-type: none"> ○ P-6 ○ 7-12 • PC P-6 • VPC 7-12 • Learning opportunities 	<p>Student bullying and expectations are discussed and information presented to promote a positive school culture where bullying is not accepted.</p>	<ul style="list-style-type: none"> • Cool Connections • <i>Bullying. No Way!</i> day • Expectation of the week • Brainstorm productions • Personal development program • Social and emotional capabilities are embedded across learning sequences • Video outlining definitions
<p>Staff</p> <ul style="list-style-type: none"> • communication • professional learning 	<p>Staff are supported with professional learning that provides evidence-based ways to:</p> <ul style="list-style-type: none"> • encourage and teach positive social and emotional well-being 	<ul style="list-style-type: none"> • Staff meetings • <i>Bullying. No Way!</i> information and resources • <i>BeYou</i> resources • P-6 Jottings • Support to social and emotional general capability in planning

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	<ul style="list-style-type: none"> discourage, prevent, identify and respond effectively to bullying behaviour 	<ul style="list-style-type: none"> Pupil Free Day professional learning <ul style="list-style-type: none"> ➤ Safe School Statement ➤ Student Behaviour Support Plan
New staff	New and casual staff are informed about the College's approach and strategies to present and respond to bullying behaviour.	<ul style="list-style-type: none"> New staff induction afternoon Bullying and harassment response process
Parent communication	St Francis College supplies information to parents to: <ul style="list-style-type: none"> promote a positive school culture where bullying is not acceptable and increase understanding of how the College addresses all forms of bullying behaviour. 	<ul style="list-style-type: none"> Newsletter articles P-12 parent info evenings Expectation of the week Parent Portal access to relevant policies including Safe School Statement

Key contacts for students and parents to report bullying

Staff member – VPC Teacher 7-12

Staff member – Class Teacher P-6

Staff member – Pastoral Middle Leader

Cyberbullying

Cyberbullying is treated at St Francis College with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

When notified of possible cyber bullying, St Francis College staff:

- Listen carefully, and calmly, and document what is being reported.
- Collect information, document and evaluate.
- Contact appropriate College personnel. Contact parent/carer to inform them of the incident, provide details of the College's immediate response and follow up actions, maintaining confidentiality and privacy.

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- Determine if this is an incident of cyber bullying or harassment. If the incident does not meet this criteria, it can be recorded in the Engage Student Support System as a pastoral note.
- Record the incident and complete the bullying record in a timely manner.
- Respond to the incident, following the College's Student Behaviour Support Plan.
- Plan the response with the student/s and their parents/carers to provide support, teaching and strategies.
- Follow-up and gather any additional information. Set a date for follow up review and monitoring.

Resources

St Francis College combines the use of the [Be You Programs Directory](#) and [STEPS](#) to help select appropriate and evidence-based anti-bullying programs.

The [Australian Curriculum](#) provides the framework for the College's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues are explored across many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

- Bullying. No Way!
- Office of the e-Safety Commissioner
- School Wide Positive Behaviour Support www.pbis.org
- Bounce Back www.bounceback.com.au
- Mind Matters www.mindmatters.edu.au

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.

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Engage data is used to pinpoint particular behaviours, environments, classes and times of day to provide an accurate snapshot of student support needs. This information along with data from BI, including absenteeism, is used to inform discussions to improve student engagement and success. Team meetings are targeted and could include Pastoral, Learning Partnerships, Curriculum, and class teacher representation, as required.

Data	Involved	Occurrence
Tier 1 Universal Supports <ul style="list-style-type: none"> analyse school data regarding minor/major behaviours feedback to staff via P-12 or campus-specific staff meeting 	PB4L Committee Pastoral Middle Leaders Assistant Principal Pastoral P-6/7-12 Teaching Staff	Monthly
Tier 2 Targeted Supports <ul style="list-style-type: none"> analyse and review in order to be proactive in supporting students and teachers 	Case Manager Guidance Counsellor <i>(if appropriate)</i> CLT Representative Pastoral Middle Leader Class Teacher	Termly or more frequent as necessary
Tier 3 Personalised Supports <ul style="list-style-type: none"> analyse, review and prioritise students requiring personalised support 	Learning Partnerships Leader Support Teacher: Inclusive Education Guidance Counsellor Head of Campus	Weekly
Suspension Records	Pastoral Middle Leader Assistant Principal Pastoral P-6/7-12 Head of Campus	Monthly
Attendance Data	Pastoral Middle Leader Assistant Principal Pastoral P-6/7-12 VPC/Class Teachers Analyse and monitor attendance data to determine absentee patterns.	Weekly

STUDENT BEHAVIOUR SUPPORT PLAN

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GENERAL

<http://www.behaviour4learning.ac.uk/index.aspx>

Research-based ideas on positive approaches to behavior management in schools, links to current news items on behaviour and practical examples of programs in action.

http://www.emtech.net/learning_theories.htm

Information on common learning (behaviour) theories sourced from leading researchers across the world including behaviourism, cognitive-behaviourism and social learning theories.

EVIDENCE-BASED PRACTICE

<http://www.acer.edu.au/>

State-of-the-art educational research, products and services.

<http://www.ppbi.org.au/>

Peacebuilders is a school and community-based violence-reduction/crime prevention program.

<http://www.ncjrs.gov/pdffiles1/ojdp/book1.pdf>

“Creating School-wide Prevention and Intervention Strategies” published by the United States Department of Education in collaboration with Northwest Regional Educational Laboratory and Office of Juvenile Justice and Delinquency Prevention and contains information on school safety and violence with links to other relevant web resources and materials.

SUPPORTING SOCIAL AND EMOTIONAL DEVELOPMENT

<http://www.sydneyposium.unsw.edu.au/2004/papers.htm>

Papers from the Sydney Symposium of Social Psychology in 2004 focusing on ostracism, social exclusion, rejection, and bullying.

<http://challengingbehavior.fmhi.usf.edu/text.pdf>

Research synthesis on effective intervention procedures for students with challenging behaviour. Five specific intervention procedures are reviewed:

- Positive Behaviour Support;
- Stimulant Medication Use;
- Applied Behaviour Analysis;
- Classroom Preventative Practices;
- Social and Emotional Learning Programs.

CLASSROOM STRATEGIES AND INTERVENTIONS

<http://challengingbehavior.fmhi.usf.edu/monitoring.htm#data>

Centre for Evidence-Based Practice: Young Children with Challenging Behaviour site section on monitoring outcomes of behavioural interventions and collecting data.

STUDENT BEHAVIOUR SUPPORT PLAN

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

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Appendix A – Behaviour Definitions

MINOR BEHAVIOUR

	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 staff requests	Refusal to move e.g. to seating plan
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, headphones and/or laptop	Headphones on in class
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose e.g. throw a rubber across the room
8	Late	Students arrive late to class	Tardy late to class not late to school as this is often beyond the control of a student
9	Out of Bounds	Student is in an area within the school grounds that has been designated “off limits” at that particular time	Nazareth 7-12/Hall P-6 area not in class during class time
10	Lying/Cheating	Student engages in “fibbing”	“Why are you late?” “I was with Mrs Philpott”
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	One off name calling

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MAJOR BEHAVIOUR

	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 including online	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 that are repeated
4	Defiance/non-compliance – Major	Refusing request of a staff member, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away	Repeated refusal
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	Undershirts, offensive T-shirts etc, piercings
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/Tuancy	Students leaves class/school without permission or stays out of class/school without permission	Student not within eyesight and has not returned
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property	Stolen phone/bag/lunch

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Appendix B

8 EFFECTIVE PRACTICES FOR CLASSROOM MANAGEMENT

Effective Practices in classroom management are not a substitute for well-planned, innovative and engaging curriculum. Teachers need to establish order in their class, and respond flexibly to student management issues. The core elements that allow for successful learning are: teachers setting clear expectations; acknowledging appropriate behaviour; and the timely correction of inappropriate behaviour (Richmond c. 2007).

Planning for successful learning and teaching

- Practice 1: Learning and teaching is planned, sequenced and prepared to enable optimum student engagement in learning.
- Practice 2: Planning and teaching is differentiated based on student needs to increase opportunities for academic success and engagement in learning.

Be an effective classroom manager

- Practice 3: Classroom rules that align with school expectations are defined and taught.
- Practice 4: Classroom procedures and routines are defined, taught and practiced regularly.
- Practice 5: Students are actively supervised by the teacher who gives feedback to students about Engaged Behaviours (EB) for learning during the lesson, as it occurs.

Develop positive relationships

- Practice 6: The teacher creates multiple opportunities to respond (OTR) so that students can contribute to their own learning and the learning of others.
- Practice 7: Positive, supportive strategies are in place to respond to productive student behaviours for learning that help to build relationships.
- Practice 8: Positive, supportive strategies are in place to respond to minor unproductive student behaviours, that maintain and sustain relationships.

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THE CLASSROOM TEACHER

1. Pre-conditions for a Positive Classroom

- Organise a student centred curriculum for your classes;
- Emphasise your positive demeanour with students;
- Develop a reward, encouragement system;
- Organising a mixture of activities suited to a range of abilities;
- Be well inserviced about Positive Behaviour processes;
- Develop skills in teaching acceptable social behaviours to students;
- Ensure that your approach to behaviour, uniform issues is consistent with the College's approach;
- Develop a welcoming classroom environment;
- Develop a classroom covenant.
- Develop a set of positive class rules based on College Positive Behaviour documentation; (Establish Expectations)

2. Initial steps in promoting a Positive Classroom

- Line up students outside with books ready for work;
- Ensure bags are out of the way by being either outside or at front of room;
- Have a seating plan prepared;
- Compliment students regularly on having equipment ready;
- Specifically teach appropriate social behaviour that will meet Expectations;
- Introduce a quiet time, 3-5 minutes meditation at start of each lesson after the breaks, to promote a quieter start to lesson. (Mindfulness)

3. Maintaining a Positive Classroom

- **Provide clear and concise classroom expectations and consequences;**
- Acknowledge/affirm those students who are working as expected;
- **Avoid use of confrontational techniques;**
- Display students' work;
- **Provide students with alternatives;** (Giving Choices)
- Keep classrooms free/clean of graffiti;
- Remember that humour is usually effective in dealing with minor misbehaviour;
- Move actively around the classroom and sit at teacher's desk only when necessary. (Body Language Encouraging)

4. Consolidating a Positive Classroom when a student in off-task

- Make eye contact with student while continuing the lesson;
- Walk to the vicinity of student while continuing the lesson; (Body Language Encouraging)
- Incorporate name of student in sentence to steer him/her back to tasks; (Descriptive Encouraging)
- Have a quiet word in his/her ear in affirming manner;
- **Assign activities which require some movement;**
- **Use praise generously;**
- **If interruption continues...**
- **Ignore attention-getting behaviour for a short time;** (Selective Attending)
- Stop the lesson and make eye contact until appropriate behaviour is achieved;
- Ask student open-ended questions that provide him/her with a way back to being on task; (Redirect to the Learning)
- Remind student of College Expectations and classroom covenant;
- Look for ways to compliment the student's good behaviour; (Descriptive Encouraging)
- Avoid angry interactions or **power struggles.**
- **If Off-Task behaviour continues...**
- Relocate student in classroom;
- Ask student to see you at end of period to discuss which agreed College or Classroom Expectations have been broken. (Follow Through)
- **Avoid criticizing the student;**
- Use school processes e.g. My Plan.

5. Actions after the lesson

- Check with student his/her understanding of agreed classroom expectations;
- Reflect on the nature of the work at hand and consider whether or not it can be modified to enhance engagement;
- Dialogue with Pastoral or Learning and Teaching Middle Leaders re: establishing short term goals using "restorative justice" systems to address behaviour. Students would be returned to class to put into practice the goals agreed on. If student fails implement goals, they are referred to the Pastoral Middle Leader.