Student Behaviour Support Process

ST AGATHA’S SCHOOL
Contents

Foreword

Chapter 1
INTRODUCTION

Chapter 2
ST AGATHA’S SCHOOL MISSION STATEMENT

Chapter 3
RATIONALE / VISION STATEMENT

Chapter 4
SCHOOL CONTEXT

Chapter 5
BELIEFS ABOUT LEARNING AND BEHAVIOUR

Chapter 6
BEHAVIOUR MATRIX
Chapter 7

SCHOOL PROCESSES

Chapter 8

DIMENSIONS OF THE PROCESS

Chapter 9

PROCEDURES FOR RESPONDING TO PROBLEMATIC BEHAVIOUR

Appendix 1 Student Profile

Appendix 2 Individual Behaviour Plan

Appendix 3 Resources and References
Our community of St Agatha’s School Clayfield as part of Brisbane Catholic Education (BCE) schools values an inclusive approach to student support. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

There are two major philosophies that underpin the belief about Positive Student Behaviour Support.

- Of prime importance to this process is the underpinning philosophy that all children will be supported based upon their own individual profile as well that the belief that there is no one correct approach for all children.

- Another belief that underpins this process is the Christian belief that we can that there is good in all. This leads to the assumption that when students are unable to meet our expectations it is largely due to a lack of skills or other variables in the environment. This places teaching as a major focus of the process.

Our Positive Student Behaviour Support Process provides a clear indication of how our school views members of our community. The approach to Positive Student Behaviour Support has its basis in current research. Our Positive Student Behaviour Support Process focuses on enhancing a positive school ethos and promoting effective learning by establishing:
• Clearly stated expectations of what constitutes acceptable behaviour.
• Effective behaviour management strategies.
• Processes which recognise, teach, reward and celebrate positive behaviour.
• Processes, rules and sanctions to deal with unacceptable behaviour.

**Purpose of Education**

Our shared value base is an important prerequisite for promoting learning and positive behaviour as well as responding effectively to behavioural issues when they occur. Our values underpin our practices.

Learning abilities and life skills are both important and complementary. Children and young people should have opportunities to develop different kinds of skills while experiencing challenges and successes within multiple contexts. The experiences children and young people gain throughout their life outside and inside the school must provide them with the life skills required to equip them to participate safely, purposefully and positively in an increasingly complex world. Schools have a key role to play in nurturing young people’s core skills to support them through childhood and in later life.
St Agatha’s Catholic Parish Primary School is a community that values excellence, diligence and creativity developed within an ethos of belief, justice, service and integrity.

VISION STATEMENT

MISSION STATEMENT

The Spiritual Dimension:
We nurture
- Catholic faith traditions, liturgies and values
- outreach to others through service
- prayer that develops our relationship with God

The Academic Dimension:
We offer a curriculum that is
- both contemporary and futures oriented
- relevant and informed by data
- supportive of different learning abilities and styles

The Personal Dimension:
We support each other to develop
- healthy relationships based on friendship, compassion and respect
- self awareness through reflection
- a range of talents and skills
CHAPTER 3 – RATIONALE AND VISION STATEMENT.

Brisbane Catholic Education: A Vision for Student Behaviour Support

We believe that we are called to: Teach Challenge Transform – we educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised.

(Vision Statement for Catholic Education in the Archdiocese of Brisbane, 2004)

Brisbane Catholic Education Schools

Our schools are founded on the person of Jesus Christ and enlivened by the Gospel. We are committed to the development of schools which embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness, justice, compassion, and freedom.

Schools show this through:

- Practical expression of the Gospel message within and beyond their communities.
- Their care for those within the school community, especially those experiencing disadvantage.
- The extent to which students experience school as a place of hope and promise for their future.
Our community of schools is committed to the development of the whole person and the development of Catholic schools which:
- Provide loving, caring and secure environments.
- Recognise the individuality and dignity of each student.
- Foster life-giving relationships within the school community.

Schools reflect this in:
- The ways in which they foster the dignity, self-esteem and integrity of each person.
- The quality of relationships within the school, and the pastoral care of each person.
- The recognition given to the variety of learning styles of students.
- Promoting inclusive practices related to race, socio-economic circumstances, culture, gender, religion, physical and cognitive abilities and mental health.

In each case, our support for students is grounded in a faith-centred environment which:
- Honours the dignity and uniqueness of students and enhances their formation as disciples of Jesus Christ.
- Values the conscientious and collaborative efforts of students, parents and staff involved in the learning process in their school communities.
- Communicates our Catholic faith throughout the learning process, through prayer, reflection, connectedness and the celebration of the giftedness of the students and staff in our schools.
- Cares for the individuality and sacredness of human life.
- Promotes an inclusive community.

Each day we welcome students into our Catholic schools to witness to Jesus’ call to stewardship. Our focus as educators is to implement effective learning and teaching strategies that are based on a professional understanding of child development and pedagogy. Our philosophy of inclusion is grounded in certain essential core beliefs about student learning for all students in Catholic Education Archdiocese of Brisbane.

We believe that:
- All students should have an opportunity to learn to live and to contribute as responsible members of society.
- All students have a right to opportunities for learning and growth appropriate to their needs and gifts.
• Students who have exceptional needs are more like other students than they are different.
• An attitude of welcome acceptance and celebration of individual differences and unique gifts is to be encouraged and supported among students, parents and staff.
• All students have the right to be treated with dignity.

Figure 1: Influences on Behaviour in Schools Framework
A systematic review of how theories explain learning behaviour in school contexts.
Irrespective of individual family or neighbourhood characteristics, all students are valued members of our school community (St Agatha’s). We are committed to maximising opportunities to provide the most enabling environments for our students. We are committed to address the diverse needs of students.

In order to achieve this goal our school aims to provide high-quality student support. Our process is supported by Brisbane Catholic Education’s Student Behaviour Support Policy and Student Behaviour Support Regulations and Guidelines.

CHAPTER 4 – SCHOOL CONTEXT

St Agatha’s School is a Catholic Parish Primary School, which has been providing quality education since 1926. The school caters for approximately 326 students from the Preparatory Year to Yr 7 (children aged from 4-13).

There are 13 class groups, with double streams of Prep-Yr 4 classes, and single streams of Yrs 5-7. The school caters for inclusive, co-educational learning. The school is situated close to St Rita’s College, where most of our girls attend for Secondary School. The boys who attend St Agatha’s school from Prep-Yr 4 generally enrol in one of the Religious Institute schools in the area from Yr 5 onward, leaving only girls in Yrs 5-7.

The school draws its clientele mostly from surrounding suburbs: Clayfield, Hamilton, Ascot and Nundah. The area is mostly residential, with some areas of higher density residential and some retail.

The school is staffed by quality teachers and school officers, with a range of age and experience, who offer an up-to-date curriculum to suit the needs of the students. Exceptional physical facilities and a high level of provision of technology resources which are well-used throughout the school, support the school curriculum.
The school offers specialist lessons in Music, Visual Art, Drama, Dance, Physical Education and Italian, with Speech and Drama and Instrumental Music offered for interested students. The school participates in Zone Carnivals in swimming and athletics and in interschool Gala Days for Netball and AFL.

The parent body is active and supportive, through the School Board, and the Parents and Friends Association. Parents assist the teachers as tutors of reading and with the many events that occur in the classrooms and wider school community.
CHAPTER 5 – BELIEFS ABOUT LEARNING AND BEHAVIOUR

Learning and Behaviour

The philosophical focus for the Positive Student Behaviour Support is centred on the purpose and outcomes of behaviour support, which are pedagogical and instructional practices that enable the production of effective learning behaviours.

In these, Positive Student Behaviour Support Processes we concentrate on the end purpose of behaviour support: that is, securing effective learning behaviour. It is in this area – promoting learning behaviour through teaching – that the foundations for effective behaviour support in our school can be successfully managed. Our process shows an understanding that:

1. Student behaviour needs to be understood from an eco-systemic perspective. (The behaviour of a student is understood to affect, and be affected by, the context and the behaviour of others).
2. Student behaviour support programs and practices must embrace a health-promoting approach to creating a safe, supportive, and caring environment.
3. Student behaviour support programs and practices must embrace inclusiveness, which caters for the different potentials, needs and resources of all students.
4. Student behaviour support programs and practices should incorporate a student centred philosophy that places the student at the centre of the education process and focuses on the whole student - personal, social and academic.
5. Student behaviour is inextricably linked to the quality of the learning experience.
6. Positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes.
7. Effective student behaviour change and student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and interagency partnerships.
## LINKS TO OUR VISION FOR LEARNING:

<table>
<thead>
<tr>
<th>CORE VALUES</th>
<th>GUIDING PRINCIPLES</th>
<th>POSITIVE BEHAVIOUR SUPPORT PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for all</td>
<td>In our community, uniqueness and diversity are valued and all are included. Individual distinctions enrich and enliven our community. Respectful relationships characterise interactions between children, staff, parents and the wider community. Creativity is encouraged, developed and celebrated.</td>
<td>The student behaviour support program is inclusive of all, catering for the different potentials, needs and resources of all students.</td>
</tr>
<tr>
<td>Active Purposeful Learning</td>
<td>Teaching is grounded in current research and theory and based on current syllabus documents, helping learners engage with contemporary knowledge and practice. Students are actively engaged in learning experiences that are purposeful, authentic and relevant.</td>
<td>Student behaviour is linked to the quality of the learning experiences. Purposeful, authentic, and relevant learning experiences that are of a sufficiently challenging yet achievable standard maximise positive behaviour.</td>
</tr>
<tr>
<td>Life-Long Learning</td>
<td>Learners experience growth and success at different rates and in different ways, when the learning occurs in a supportive learning environment. The learning community provides opportunities for growth in academic, physical and social and spiritual development for students, staff and parents. Assessment includes supportive feedback and encourages learners to use reflection and self-assessment of their own progress as life long learners.</td>
<td>Students from Prep to Yr 7 ‘learn’ positive behaviour in a supportive environment. Students receive feedback about their behaviour and encouragement to reflect on good behaviour choices.</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Mutual accountability builds positive relationships between all those involved in the education process. Learning occurs in partnership with the wider community. Policies and practices are developed collaboratively.</td>
<td>Positive relationships between teachers and students maximise appropriate behaviours. Student behavioural change is enhanced through internally based school support structures and externally based community partnerships where applicable.</td>
</tr>
<tr>
<td>Catholic Christian Faith</td>
<td>Gospel values are embedded in teaching and learning. Learners journey in faith, growing and renewing themselves in partnership with parish and wider community. All earners develop a spirit of compassion and social justice and engage in service to others.</td>
<td>Student behaviour is affected by and affects the context and behaviour of others.</td>
</tr>
</tbody>
</table>
CHAPTER 6 – BEHAVIOUR MATRIX

St Agatha’s School behavioural matrix is based on the following expectations:

- Be safe
- Re respectful
- Be responsible

IMPLEMENTATION:

At the start of each year the staff will review the behaviour matrix and make adjustments to suit the changing needs of the school community. This document is reviewed at regular intervals during the year or as needed. At the start of the year each class teacher explicitly teachers the matrix. The matrix is linked to their classroom rules. Teacher revisit specific expectations and the skills associated with each expectation as issues arrive within a class or across the whole school. Parents are also informed of the three areas of: Be Safe, Be Respectful and Be Responsible.

This matrix is a living document and is revisited annually and as needed.

CONSEQUENCES:

In most cases it is the responsibility of the teacher supervising to implement an appropriate consequence for the behaviour, taking into consideration the environment and student profile. The class teacher needs to be informed of incidents, however there is no requirement for the class teacher to act unless the child is on a behavioural plan or the class teacher desires to.
## St Agatha’s School BEHAVIOUR MATRIX

### Lower School (P – 2)

<table>
<thead>
<tr>
<th>I will</th>
<th>General</th>
<th>Teaching and learning spaces</th>
<th>Transitions (including stairs)</th>
<th>Playground</th>
<th>Pick up</th>
<th>Whole school gatherings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be safe (Common sense)</td>
<td>Stay in the grounds</td>
<td>Walk with care 4 legs of the chair on the floor</td>
<td>Walk on the left slowly and carefully</td>
<td>Stay seated on your bottom</td>
<td>Stay seated on stairs</td>
<td>Stay seated and listen</td>
</tr>
<tr>
<td></td>
<td>Walk up Hunter Lane on the left</td>
<td></td>
<td>Single file movement</td>
<td>Be aware of your environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen to instructions by staff</td>
<td></td>
<td>Hold hand rails</td>
<td>Play with equipment properly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stay alert.</td>
<td>Stop, Look and Move.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be respectful</td>
<td>Speak nicely to all helpers.</td>
<td>Hands and feet to self</td>
<td>Quietly waiting outside room</td>
<td>Share equipment</td>
<td>We listen quietly for our name</td>
<td>Hands and feet and objects to self</td>
</tr>
<tr>
<td>(Consideration and courtesy)</td>
<td></td>
<td>Listen to others</td>
<td>Respect personal space</td>
<td>Speak nicely hands and feet</td>
<td></td>
<td>Listen to speaker (5 L's)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share</td>
<td>and objects to self</td>
<td>and objects to self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be responsible</td>
<td>Care for yours and others belongings</td>
<td>Wear your hat in the sun.</td>
<td>Be on time</td>
<td></td>
<td></td>
<td>Bring only what you need</td>
</tr>
<tr>
<td>(cooperation)</td>
<td>Be ready (prepared)</td>
<td></td>
<td>Take all your belongings with you.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pack up and take what you need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Middle School

<table>
<thead>
<tr>
<th>I will</th>
<th>General</th>
<th>Teaching and learning spaces</th>
<th>Transitions (including stairs)</th>
<th>Playground</th>
<th>Pick up</th>
<th>Whole school setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be safe</td>
<td></td>
<td>4 on the floor</td>
<td>Walk on verandahs and stairs.</td>
<td>Hands and feet to yourself</td>
<td>Sitting down</td>
<td>Hands and feet to self</td>
</tr>
<tr>
<td>(Common sense)</td>
<td></td>
<td>Walk into room</td>
<td>Look for cars</td>
<td>Sitting when eating</td>
<td>Follow instructions</td>
<td>Sitting on bottoms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass objects</td>
<td>Hands and feet to self</td>
<td></td>
<td>Put equipment in</td>
<td>Allow for personal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hands and feet to yourself</td>
<td>Walk on stairs only.</td>
<td></td>
<td>bags</td>
<td>space.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Single file</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hold onto rails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stay alert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be respectful</td>
<td></td>
<td>1 person speaking at a time</td>
<td>Walk quietly between classes</td>
<td>No saying 'no to play'.</td>
<td>Listen to teachers</td>
<td>Sitting quietly</td>
</tr>
<tr>
<td>(Consideration and courtesy)</td>
<td></td>
<td>Raise your hand</td>
<td>Listening to instructions</td>
<td>Allowing people to have their own personal space.</td>
<td>and parents on duty.</td>
<td>Applaud sensibly with hands only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sitting still</td>
<td>Respecting personal space /</td>
<td>Share</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be obedient</td>
<td>bubbles.</td>
<td>Play fairly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Return borrowed property</td>
<td>Respectful of other classes.</td>
<td>Play by the rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>immediately</td>
<td>Wait quietly outside</td>
<td>Put rubbish in the bin or lunch box.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take responsibility for your own learning – completing tasks</td>
<td>classrooms</td>
<td>Sit quietly while being dismissed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘finish your work’</td>
<td>'make your best effort to the best of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘make your best effort to the best of</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
your abilities.’
Don’t touch equipment until told
Be alert
Share
Take turns
Store equipment properly.

<table>
<thead>
<tr>
<th>Be responsible (cooperation)</th>
<th>Push 1 button in lift Emergency button only in emergencies.</th>
<th>Be at pick up on time. Watch and listen for your name / car. Be alert.</th>
</tr>
</thead>
</table>
## Upper School

<table>
<thead>
<tr>
<th>I will</th>
<th>General</th>
<th>Teaching and learning spaces</th>
<th>Transitions (including stairs)</th>
<th>Playground</th>
<th>Pick up</th>
<th>Whole school gatherings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be safe (Common sense)</td>
<td>Sit on chair correctly Walk into the room.</td>
<td>Walk safely Walk in single file Hold hand rails Stay alert</td>
<td>Wear hats Put lunch box in basket Sit and eat lunch</td>
<td>Oriel Rd: Move promptly to areas Sit and listen and be aware Church: Keep your bag with you.</td>
<td>Put chairs in and out carefully</td>
<td></td>
</tr>
<tr>
<td>Be respectful (Consideration and courtesy)</td>
<td>Use manners Show respect to all adults Wear correct uniform with pride Stand for Principal and Parish Priest.</td>
<td>Listen when others are speaking One person speaks at a time Respect others opinions Put your hand up before speaking Respect all teachers instructions Don’t touch equipment until directed Store equipment way properly Share equipment.</td>
<td>Respect other classes Treat other adults with respect Wait and step back Use peoples names. Wait quietly outside room</td>
<td>Include others</td>
<td>Listen for your name</td>
<td>Clap appropriately Behaviour to suit setting Listen to speaker</td>
</tr>
<tr>
<td>Be responsible (cooperation)</td>
<td>Be on time Wear your correct uniform Complete homework Be prepared</td>
<td>Be on time</td>
<td>Place rubbish in bin.</td>
<td>Take all of your belongings with you Collect brothers and sisters when called.</td>
<td>Set up and pack up assembly.</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER 7 - SCHOOL PROCESSES.

St Agatha’s School’s behaviour process focuses on the following parameters:

1. Student behaviour needs to be understood from a systemic perspective.
2. Student behaviour support programs and practices should incorporate a student centred philosophy that places the student at the centre of the education process and focuses on the whole student - personal, social and academic.
3. Positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes.

To allow for this outcome the school looks to have a preventative and reactive component.

The preventative approaches include implementing the matrix and teaching the skills to maximise the students’ potential. It also includes celebrating students’ achievements. St Agatha’s does this through a number of varied formal approaches which include certificates on parade, certificates in class, masses and liturgies. Informal celebrations by all levels of staff are included such as individual praise for students across many domains. The reactive approach uses the following circle diagram. This focuses on the student being part of a system and being central to the issues. The school approach responds to behaviours by collecting data in the domains of: the student, the teacher, the behaviour and the strategies.

It is the combination of prevention (celebration) and reactive (teaching skills) that works to maximise a student’s participation in the learning at St Agatha’s.
St Agatha’s
Positive Behaviour Support Program
Process

A. Behaviour:
Levels of behaviour

1. Low frequency, low intensity one-off incidents
2. Increased frequency, increased intensity incidents
3. High intensity, high frequency or major incident

D. Strategies:
Levels of Strategies and Consequences

1. General strategies, Teachable moments
   Consequences
2. Social skills Directed Skills
   Consequences
3. Individual Behaviour Plan
   Social Skills, Consequences

B. Individual:

1. Child – General knowledge
   Age appropriate
2. Student Profile assessment
   Data Collected
3. Whole profile – child, environment
   Diagnostic data

C. Class teacher as case manager

1. Class teacher handles behaviour and decides on strategy
2. Class teacher consults with others. Evaluate data
3. Class teacher as part of PBS team.
CHAPTER 8 – DIMENSIONS OF THE PROCESS.

St Agatha’s positive behaviour support process consists of 4 key domains. These domains are interrelated and recognise key impactors on a child’s learning behaviours. The 4 domains are: The student, the teacher and environment, the behaviour and the goals.

Dimension I – The inner circle – Focuses on all children

- Behaviour:
  - The inner circle represents low frequency and low intensity type behaviours

- Target Group:
  - The student within the whole class setting.

- Goal - Proactive strategies and consequences:
  - Whole class explicit teaching of expected behaviours as outlined in the school behavioural matrix. The style of teaching will be dependent on the developmental levels of the children.
  - Class teacher cuing and modelling of expected behaviours will continue to prompt positive behaviours.
  - Rewards and recognition for positive behaviours.
  - Implementation of whole class proactive programs that address social skills and learning behaviours.

- Class Teacher: Management:
  - This level is managed by the individual teacher or supervising teacher.
  - The class teacher gives recognition to all 4 circles of importance.
  - Analysis and recognition of the environment is important.
Dimension II – Middle circle - For some

- Behaviour:
  - The middle circle represents behaviour that has not responded to the inner circle processes. The behaviour may have increased in frequency or it maybe of increased intensity.

- Target Group:
  - Individual or small groups of students who have not responded to the inner circle programs and management.

- Goals - Proactive Strategies and consequences:
  - Data collection is of key importance to this level of support.
  - Data is collected about the students profile, the environments, the behaviour and responses to previous processes.
  - Explicit intervention is derived from the data gathered – intervention is data driven.
  - Intervention is to include explicitly teaching skills to support behaviour development and consequences may be developed that suit the child’s profile.
  - Skill development may happen whole class, small group or individually.

- Class Teacher - Management:
  - Class teacher uses a consultative process that may include all or some of the stakeholders.
Dimension III – Outer circle - For few

- Behaviour:
  - The behaviour is either high intensity or high frequency in nature.

- Target group:
  - Individual

- Goals - Proactive strategies and consequences:
  - Behaviour support team meeting system is implemented. Key stakeholders identify necessary data to be collected and by whom. These include:
    - data around the student’s profile (see appendix 1),
    - domestic data,
    - possible diagnostic level of data collection,
    - environmental data,
    - Behavioural data including antecedent stimulus, frequency, outcomes of behaviour.
    - Previous responses to data.
  - A hypothesis is developed
  - An individual behavioural plan is developed. (see appendix 2) This includes goals, proactive strategies and consequences. The consequences chosen by the support team will be in keeping with the tenants of Brisbane Catholic Educations Positive Behaviour support guidelines. The consequences:
    - will meet the needs of the school staff and student
    - Will meet BCEC’s guidelines and regulations as explained later in the document.
    - Will be negotiated within the support team meeting in conjunction with the parents/caregivers.
    - Will be flexible.
  - A review of intervention and revision of the plan if needed.
At this level the school will follow the procedures outlined in the Brisbane Catholic Education Student Behaviour Support Regulations and Guidelines.

At this level the parents will be seen as having a key role in supporting both the student and the school.

At all times the school will respond to child protection, bullying, legal and Brisbane Catholic Education regulations. These regulations will be consulted as needed.

CHAPTER 8 – PROCEDURES FOR RESPONDING TO PROBLEMATIC BEHAVIOUR

OLHC strives to create environments which are supportive of all individuals. Our school strives to enhance a sense of belonging and demonstrate a caring concern for the wellbeing of all of their members. However, every school has some students whose ability to respond appropriately to school expectations requires serious school action. These behaviours may be characterised as persistently disruptive to the learning and teaching program, chronically disrespectful of school rules and codes of conduct, or harmful to the wellbeing and security of its members. In this context, pastoral care OLHC ensures that disciplinary measures and sanctions are not approached as punitive actions.

There are concerted attempts to foster responsibility for actions and to change and heal destructive behaviours and breaches of order.

**Proactive Strategies for Promoting Better Behaviour**

Five strategies are supported by current research as effective approaches to reducing challenging behaviour (Lewis and Sugai, 1999):

- Social skills training (direct teaching of social competencies)
- Academic and curricular restructuring (adapting curriculum to meet need)
- Proactive management (preventative teaching)
- Individual behaviour interventions (individualised assessments/programs)
- Parent training (teaching parents positive support skills)
Formal Sanctions
The purpose of formal sanctions is to reduce the number of detentions, suspensions and exclusions; to reduce the frequency of adverse behaviour and to build positive relationships. Formal sanctions are available to OLHC through the Brisbane Catholic Education’s Student Behaviour Support Policy is:

• Detention
• Suspension
• Exclusion.

Formal sanctions are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action will appropriately balance the best interests of the student and the security and safety of other members of the school community.

The Student Behaviour Support Regulations and Guidelines specify certain processes, which must be followed in each case of formal sanctions. The processes are laid down by Brisbane Catholic Education. They are intended to achieve the following objectives:

• To protect the rights of the students, staff and learning community.
• To help find ways to negotiate with the student a plan for change to acceptable patterns of behaviour.
• To keep the parents/caregivers of the student informed and, if possible engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student.
• To safeguard the right of teachers to be able to teach without unacceptable disruption.
• To safeguard the right of other students to learn without unacceptable disruption.
• To ensure that sufficient and accurate documentation of disciplinary action is made and kept.
• To adhere to legislative provisions about authority to act and about accountability and review.
• To provide the school community with an explicit statement of disciplinary sanctions and procedures; and

Detention
The principal of a school, if satisfied that a student has behaved in an unacceptable manner, may impose a detention on that student. This authority may also be delegated to teaching staff. The use of detention as a method of managing student behaviour is at the discretion if the school. In the event a school employs detention as a consequence, the following should happen:

• That the detention itself is age-appropriate and that the student is adequately supervised for the entire period of detention (what is adequate will depend on the student’s age, stage of development, and any special needs).
• The student’s safety and welfare needs are being addressed. The student is given appropriate access to food, access to drink facilities and access to toileting facilities.
• Where it is intended to detain the student after normal school hours, notification is given to the parents/caregivers of the student, and the school is informed of the arrangements in place for the student’s travel from school to home.

**Detention Definition**
A ‘detention’ is any relatively short period when a student is:
• Required to remain at school, or in a particular classroom, in student’s ‘non-class’ time (recess, lunchtime, recreation time, after school) or
• Excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).

**Detention Guidelines**
A member of the teaching staff or school leadership team must supervise detentions. Where students are detained at school before or after school hours, it is necessary to notify parents/caregivers and give adequate notice. If detention will jeopardise a student’s safe transport home, it is appropriate to postpone the detention until alternative arrangements can be negotiated with the student’s parents/caregivers.
• Detention is one stage in an explicit support plan involving fair warning systems that all students and their parents/caregivers understand.
• The detention place or room should be reasonably comfortable and appropriate to the activity planned. It should not be so public that it calls attention to the student (such as outside the principal’s office).
• A detention room should not be regarded as a punitive environment.
• The student should be readily observable and supervised by a member of the teaching staff or school leadership team.
• The student should understand that return to class is contingent on a negotiated agreement to behave in an appropriate way.
• The purpose may also be to relieve the teacher and other students
• Interaction between a student and the supervising teacher should be emotionally neutral; the aim should be for the student to devise a plan that negotiates readmission to class.

**Suspension**
The principal may suspend full-time or part-time a student from that school *for a period up to 10 school days* or part thereof, if satisfied that a student has behaved in an unacceptable manner, or whose attendance the principal believes poses an unacceptable risk to members of the school community. A suspension could take place in school or out of school.

**Suspension Definition**
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 period of time:
• Any single suspension cannot exceed ten school days without being referred to the Deputy Executive Director.
• Indefinite suspension, where the student is continually re-suspended for the maximum period, should not occur.
• Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days.

By mutually agreeable arrangements, a student’s enrolment may be suspended whilst the student attends an alternative education program. Suspension may occur if so decided by the school Principal after he/she has:
• Ensured that all appropriate and available student support strategies and discipline options have been applied and documented
• Ensured that all appropriate support personnel available, within the school system and externally, have been involved
• Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and which may lead to suspension
• As far as practical, provided to the student and/or parent/caregivers a formal written caution detailing these behaviours, as well as clear expectations of what is required of the student in future

Principals may suspend, consistent with these procedures, where behaviour includes:
• Persistent non compliance - Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, may be suspended.
• Persistent disruption - Students who persistently disrupt and prevent the learning and teaching of others may be suspended.
• Breach of school’s Code of Student Conduct - Students who seriously breach the school’s published rules and regulations may be suspended.

In some circumstances the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons or illegal drugs. Principals may suspend immediately any student whose behaviour includes the following:
• Possession of alcohol or a suspected illegal drug - Brisbane Catholic Education firmly believes that schools must be places which are free of illegal drugs.
• Suspension may occur immediately if the substance is being represented by the student as an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE’s Administration of Medication to Students Guidelines and Dealing with Drug Related Matters)
• Violence or threat of serious physical violence - Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community may be suspended immediately. The matter should also be reported through BCE Student Protection in accordance with their Guidelines.
• Possession of a weapon - Any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately. The matter should be reported to the police.

**Suspension Purpose**
Suspension is imposed as a consequence and for no other reason. The purpose is to:
• Signal that the student’s present behaviour is not acceptable
• Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour.
• Establish a negotiation process for the student’s re-entry to the school, based on the student’s achieving some explicit goals related to improved behaviour.
• Ensure that the student’s parents/caregivers are aware of the seriousness of the student’s unacceptable behaviour and are involved in the process of negotiation for re-entry.
• Protect the right of staff to work in a safe and professional environment and the Right of other students to learn without being unduly disrupted or put at risk.

OLHC is not obliged to provide a student with schoolwork during suspension. The principal may provide such work, however, if they consider it appropriate to do so. Parents/caregivers have responsibility for their children while they are under suspension. Parents/caregivers need to know that their child may not attend school and school-related functions and that they have a responsibility to provide appropriate supervision. In a situation where parents/caregivers refuse to accept responsibility for their child during suspension (by, for example, continuing to send the child to school) the Principal will inform the Area Supervisor, who may approve an alternative intervention.
Suspension is not used as punishment for poor attendance.

**Suspension Procedure**

**Suspension documentation for a full day or longer:**
• As soon as practical after a day or longer suspension takes place, the Principal will ensure a report is written on the background and reasons for suspension, with the period of suspension clearly specified. A copy of the Principal’s letter to the parents/caregivers will be attached to the report. Copies of the report and attached letter should be placed on the school file and placed in the student’s file.
For less than a day suspension, a note should be made in the student’s file. For a suspension of one or two days, reporting remains in the school. For a suspension of longer than two days, Principals should notify the Area Supervisor.
Suspension Decision
The Principal will inform the student and parents/caregivers of the grounds on which suspension is being considered. The student and parents/caregivers will be given the opportunity to respond:
• Where possible, the student/parents/caregivers response should be considered before a decision to suspend is made.
• Where deemed appropriate, the Area Supervisor will be advised of the decision to suspend by the principal.
• When relevant and appropriate, the Parish Priest may also need to be advised by the Principal.
• The decision to suspend must be taken by the Principal or authorised delegate.

Notification to Parents/Caregivers for a day or more Suspension
• A student will not be sent out of school before the end of the school day without notification being made to a parent/caregiver and, if necessary, agreement reached about arrangements for the collection of the student from school
• Though interviews may take place by phone, notification of suspension will be made to parents/caregivers in writing. An oral communication, even face-to face, is not sufficient in itself. The letter must be delivered by some safe method;

In all cases, the notification will:
- Indicate the reasons for the suspension.
- Advise the length of the suspension, the expected return date, and the conditions to be met to enable return.
- Outline the responsibility of parents/caregivers for the care and safety of the student who is under suspension.
- Request a parental conference at the school (the school’s Student Behaviour Support Plan should make it clear that a parental conference is a normal part of the procedure for suspension and readmission, and that it is expected parents/caregivers will attend).
- Parents/caregivers should be referred to the school’s Student Behaviour Support Plan.

Suspension Re-entry
As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parent/caregivers to discuss the basis of maximising successful reintegration into the school before the student’s return to school. In extenuating circumstances this meeting may take place over the phone. The aims of the parental conference are to:
• Ensure that the parents understand the seriousness of the student’s unacceptable behaviour and the need for disciplinary action
• Encourage a mutually-supportive position between the school and the student’s parents for the action that the school is taking, and
• Devise a mutually-acceptable plan, conditions and follow-up evaluation for the student’s re-entry to school.

If, despite the school’s requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Area Supervisor. Alternative steps may need to be taken to facilitate the student’s return to school or the Area Supervisor in consultation with the Deputy Executive Director may consider commencing proceedings for exclusion.
Exclusion
In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Deputy Executive Director, recommending the exclusion of a student from a Brisbane Catholic Education school. The Deputy Executive Director will in turn forward this submission with his/her own recommendation to the Executive Director for decision:
• A Principal may not exclude a student on his or her own authority.
• A decision to exclude from a Brisbane Catholic Education school can only be made by the Executive Director on recommendation from the Principal through the Area Supervisor and Deputy Executive Director.
• In cases where consideration is being given to recommending an exclusion from OLHC, the gravity of the circumstances requires that particular emphasis be given to all aspects of procedural fairness.

Exclusion Definition
Exclusion is the complete withdrawal of a student’s right to attend a particular school and school related-functions, on the authority of the Executive Director (or nominee). Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending any Brisbane Catholic Education school.

Exclusion Purpose
The purpose of exclusion is to:
• Signal that the student’s behaviour is not accepted in a particular school because it seriously interferes with the long-term safety and wellbeing of other students and staff
• Remove the student from an established environment in which severely unacceptable 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.

Exclusion Guidelines
Exclusion for serious noncompliant behaviours will only be considered as a last resort because of the considerable long-term consequences for the student and the family.
Students will not normally be excluded without a clearly-documented range of intervention strategies having been tried, and the root cause of the behaviour having been sought to be identified and addressed. Schools need to be aware of the equity issues applying to the exclusion of marginalised students.
Exclusion signals that the student’s behaviour has continued to be unacceptable despite the best efforts of the school. Exclusion should be applied only as a last resort. The Executive Director (or nominee) will not normally approve a recommendation for exclusion unless there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate intervention plans. The exception to this is when the student’s behaviour has been so extreme, such as the committing of a serious illegal act, that an immediate exclusion is judged to be necessary.

Where a serious breach of the student code of conduct has occurred, the Principal may give parents and students an understanding of a range of options open to them. Students can be excluded from a particular school only through the procedures outlined below. The procedures apply both to students of compulsory school age and to those beyond it.

Parents/caregivers have a right to know the processes involved in exclusion as well as be acquainted with their right to withdraw their student from the school. Where a parent/caregiver exercises the right to move their student to a new school prior to the application of exclusion, then it is expected that the Principal or delegate will facilitate the transition to the new school.

The Principal will:

• Consult with the Area Supervisor
• Consult as needed with the Parish Priest
• Place the student on suspension for the maximum period of ten school days pending the outcome of the decision-making process. This action should be taken irrespective of any action by another agency, including the Queensland Police Service
• Notify the student and the parents or caregivers that the initial period of suspension will be for ten days, but that exclusion from the school is being considered, giving reasons for the possible action and allowing seven school days for the student, parents or caregivers to respond

• Provide the parents or caregivers with a copy of all the documentation on which the recommendation to exclude is based (taking account of the need to protect the anonymity and privacy of possible complainants and/or witnesses). The Principal is entitled to use discretion to remove the names or other identifying information of complainants or witnesses, provided it does not affect the ability of the student or parent to respond to the recommendation to exclude. This consideration will be unique in each case and guidance should be sought from the Area Supervisor
• Consider any response from the student and parents/caregivers before proceeding further
• Request a meeting with the student’s parents/caregivers to discuss the process and the reasons for the recommendation
• Provide the parents/caregivers with information on the implications of this action, their right to appeal, and the appropriate procedures for submitting an appeal
• Forward a submission to the Deputy Executive Director detailing the reasons, the action taken to moderate the student’s behaviour (where appropriate), a copy of all required documentation, and any response from the student, parents/caregivers.
The Executive Director (or nominee) will consider the application for exclusion and may:
• Consult with the Principal and Area Supervisor
• Provide an opportunity for the student and the student’s parents/caregivers to be consulted, by a designated person/s.
While consideration of exclusion from a Brisbane Catholic Education school is being made, the student will remain on suspension. A decision will be made as soon as practicable following the submission reaching the Executive Director.

Appeals
Parents/caregivers who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the Principal. Parents/caregivers may appeal a suspension longer than three days to the Area Supervisor. Parents may appeal exclusion to the Executive Director.
The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent/caregiver who requires assistance to participate in the inclusive community will have access to help with the appeals’ process.

Appeals are made to:
• The Principal of the school about a decision to suspend a student for less than three days,
• The Area Supervisor about a decision to suspend a student for more than three days from a particular school; or
• The Executive Director about a recommendation to exclude a student from a Brisbane Catholic Education School.

In an appeal against suspension the Area Supervisor will:
• Deal with the appeal within two school weeks of its lodgement
• Ensure that communication lines are maintained with the person or persons making the appeal, and that they are continually informed of the progress of the appeal
• Review all relevant material
• Ensure that appropriate material has been made available to the student and parents or caregivers
• Discuss relevant issues with the person or persons making the appeal and any other parties, as appropriate
• Advise in writing all the parties of the decision and the specific reasons for reaching the decision.
Where an appeal against a suspension is upheld, the Area Supervisor will decide what an appropriate determination in this instance is.
The process for exclusion is that the student will be suspended pending exclusion and an application for exclusion will be made by the Principal to the Executive Director. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents to notify them.
In an appeal against exclusion the Executive Director will appoint a suitable person or persons to review the decision. He / she will:

• Deal with the appeal within four school weeks of its lodgement (in cases where a parent/caregiver is receiving assistance for making an appeal, an extension of time may be necessary)
• Ensure that communication lines are maintained with the person or persons making the appeal, and that they are kept aware of the progress of the appeal
• Review all relevant material
• Ensure that appropriate material has been made available to the student and his or her parents/caregivers
• Advise all the parties in writing of the outcome of the appeal and the specific reasons for reaching the decision.

If the appeal to the Executive Director is successful, consideration may need to be given to the re-instatement of the student’s enrolment and the conditions on which it might be considered through discussion involving the Principal, Area Supervisor and the parents/ caregivers. Each situation is different, so the time frame for investigation and decision making will be different.
APPENDIX

Appendix 1 – Student Profile
Appendix 2 – Individual Behavioural Plan
Appendix 3 – Resources and References
Student Profile

- Literacy: +ve, -ve
- Numeracy: +ve, -ve
- Behaviour: +ve, -ve
- Social: +ve, -ve
- Emotional: +ve, -ve
- Physical: +ve, -ve

How We Know

Intervention
# INDIVIDUAL BEHAVIOURAL PLAN

**NAME:**           **DOB:**  

**YEAR LEVEL:**  

**DATE:**  

**REVIEW DATE:**  

**BEHAVIOURAL DATA:**

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<th>Location</th>
<th>Trigger Events</th>
<th>Behaviour description</th>
<th>Outcome</th>
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**ACTION PLAN**

**Planning Team:**

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<th>Short Term Goals</th>
<th>Strategies</th>
<th>Consequences</th>
<th>Who</th>
<th>Evaluation Procedure</th>
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What data do we still need to collect and how?

ROLES:

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<th>What (to do)</th>
<th>When (date)</th>
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Next meeting: aim and date:
RESOURCES AND REFERENCES

General
http://resources.sai-iowa.org/bd/index.html
This resource provides information on whole school issues of behaviour management, with three models used to demonstrate the foundational concepts: control theory (Glasser), positive behaviour support and positive discipline.

http://www.behaviour4learning.ac.uk/index.aspx
The resource rich site contains research-based ideas on positive approaches to behaviour management in schools, links to current news items on behaviour and practical examples of programs in action.

http://www.fultonpublishers.co.uk/resource.asp
Free online resources for school staff covering topics on behaviour management, specialist interventions and curriculum modification.

http://www.responsiblethinking.com/index.htm
The international home page of the Responsible Thinking Process (RTP), based on the work of Ed Ford using Perceptual Control Theory (PCT).

http://falcon.jmu.edu/~ramseyil/disciplinebib.htm
A complete bibliography of school and classroom management publications, with specific references to Discipline with Dignity, Cooperative Discipline, Assertive Discipline, Reality Therapy and Discipline (Glasser) and Teacher Effectiveness Training.

http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php
Special Connections is a website created through the University of Kansas to provide school staff with tools and resources to support students. Included in this section is a focus on understanding behaviour from varying perspectives: behavioural, ecological, biophysical and psychodynamic.

http://www.emtech.net/learning_theories.htm
A comprehensive resource page which provides information on common learning (behaviour) theories sourced from leading researchers across the world. The site contains information on behaviourism, cognitive-behaviourism and social learning theories.

Evidence-Based Practice

http://www.acer.edu.au/
The Australian Council for Educational Research (ACER) provides state-of-the-art educational research, products and services.

Australian Association for Research in Education (AARE) facilitates contact between educational researchers, and encourages and works towards the development of all aspects of educational research.

National Catholic Education Commission on challenges facing Catholic schools in the 21st century.

http://cecp.air.org/guide/actionguide/Chapter_2.asp
The Center for Effective Collaboration and Practice offer this chapter on “Building a School wide Foundation.” This web-based resource describes four key components and strategies of an effective school wide plan that can be used to prevent school violence.

http://eduscapes.com/tap/evidence.html
Evidence-based Practice and Educational Technology is a US site that provides an easy-to read introduction to the concept of evidence-based education. This site has a particular focus on technology, literacy and diversity in education.

http://www.campbellcollaboration.org/ECG/titles.asp
The Campbell Collaboration is an international network of scholars, policy makers, practitioners, funders, students, and others who are interested in effective methods of education and training.
http://ies.ed.gov/ncee/wwc/
The What Works Clearinghouse (WWC) collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

http://www.promisingpractices.net/
The Promising Practices Network (PPN) is dedicated to providing quality evidence-based information about what works to improve the lives of children, youth, and families. The PPN site features summaries of programs and practices that are proven to improve outcomes for children. All of the information on the site has been carefully screened for scientific rigor, relevance, and clarity.

Peacebuilders is a school and community-based violence-reduction/crime prevention program. Several schools in Queensland have implemented Peacebuilders as a whole school behaviour support program.

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

“Indiscipline and Holistic Approaches to Changing the School Environment” is a summary of findings from schools in NSW, and links between research and the evidence from schools. Page 56, chapter 5.

Whole School Programs
In 2004 the Department of Education and Training in Victoria undertook research into factors that contributed to schools being perceived as ‘safe’. This site gives a short summary of the findings and links to the several school case studies.

Friendly Schools and Families program is an Australian whole-school bullying-reduction resource package, including six school booklets, a training CD ROM and a Parent Guide. The program has a strong evidence-base, and has been developed by staff from Edith Cowan University in collaboration with staff from several Perth schools.

This booklet is part of a series on behaviour support developed for the Primary National Strategy from the Department for Education and Skills in the United Kingdom. The focus of this training module is to guide the development and review of a whole-school behaviour and attendance policy.

http://idea.uoregon.edu/~ncite/documents/techrep/tech25.html

Supporting Social and Emotional Development
Papers from the Sydney Symposium of Social Psychology in 2004. The focus of this symposium was ostracism, social exclusion, rejection, and bullying. The resources available on the website provide comprehensive research summaries into common school issues related to behaviour and social development.

http://www.coedu.usf.edu/laser/products.html
Linking Academic Scholars to Educational Resources (LASER) website has a set of Research to Practice briefs that will serve as a tool for educators in addressing critical areas of concern in teaching and learning. The authors are LASER scholars who have conducted research on these various topics.

Link to the Australian Government research project on a range of Early Intervention Youth Mentoring Programmes. The project involved a national audit and review of mentoring programmes around Australia in order to:
• Provide a national profile of mentoring programmes for young offenders
• Identify models and good practice
• Identify key crime prevention outcomes from youth mentoring
This provides visitors with a research synthesis on effective intervention procedures for students with challenging behaviour. Five specific intervention procedures are reviewed:
1. Positive Behaviour Support
2. Stimulant Medication Use
3. Applied Behaviour Analysis
4. Classroom Preventative Practices
5. Social and Emotional Learning Programs

This paper, based on a collaborative research project between the Australian Institute of Family Studies and Crime Prevention Victoria, analyses data from a large longitudinal study of Victorian children.

Australian research on the group of children who appeared to be low risk during childhood, but whom nevertheless went on to engage in persistent antisocial behaviour during adolescence. Their across-time pathways, and the factors which may have contributed to a change in pathways, are investigated.

This paper describes an innovative response to increasing understanding and enhancing effective responses in school settings towards young people with disruptive behaviours.

This article uses data from the a longitudinal study in the United States to spotlight the outcomes for students with social-emotional disorders, both while they were in secondary school and in the early years afterward.

This downloadable booklet is a summary of ‘best practice’ in teaching students with severe emotional and behavioural disorders. A background to the history of the disorder causes of misbehaviour, proactive interventions and practical teaching strategies.

Classroom Strategies and Interventions
http://rrtcpbs.fmhi.usf.edu/rrtcpbsweb/products.htm

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. This site offers case studies and downloadable resources.

This site from North Carolina State University provides an easy-to-read guide on managing aggression in children. The different forms aggression may take as children grow older are explored and strategies for interventions are compared.

http://www.vanderbilt.edu/csefel/
Link to free modules from the Centre on the Social and Emotional Foundations of Learning. The content of the modules is consistent with evidence-based practices identified through a Thorough review of the literature.

http://cecp.air.org/fba/default.asp
This website link takes visitors to the Centre for Effective Collaboration and Practice. This specific section of that site provides a training program and resources for conducting a functional behaviour assessment.

http://www.csun.edu/cod/conf/2001/proceedings/0309ocummings.htm
Information on this site provides a conference paper on the integration of technology into data collection systems for classroom teachers. Ideas on the use of PDAs in the classroom are discussed.

http://www.lblesd.k12.or.us/student/behavior/events/pbs2004.php
The homepage of the 2004 Positive Behaviour Support Conference, this site contains PowerPoint presentations and PDF files on:
• Teaching social skills
• Check in – check out program interventions for students at-risk
• Strategies for improving student attendance.

http://www.schoolbehavior.com/
A rich resource site for teachers and school-based staff supporting students with high behavioural needs. Information on common teaching strategies, sample data collection forms and links to research articles are provided.

This link takes visitors to a comprehensive website detailing common classroom strategies for making effective use of reinforcement and consequences. Questionnaires, data collection tools and data summaries from a research project conducted for schools a one district.

http://behaviorassociates.org/presentations.html
Site that contains several PowerPoint presentations by Dr Geoffrey Colvin on topics relating to the classroom management of severe and chronic problem behaviour.

• Managing the Cycle of Serious Acting-Out Behaviour (July, 2005)
• The Administrator as Instructional Leader (July, 2005)
• Preventing and Defusing Problem Behaviour in the Classroom (June, 2005)
• Understanding and Managing Severe Problem Behaviour (April, 2005)
• Academic Underachievement Problem Behaviour (April, 2005)
• Severe Problem Behaviour (April, 2005)
• MS Instructional Survey (March, 2005)
• Classroom Management Systems (March, 2005)
• Self-evaluation Principals Role (March, 2005)
• Principal as Instructional Leader (March, 2005)

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QCEC (2001) Inclusive Practices in Queensland Schools


United Nations Published Handbook on Restorative Justice http://www.restorativejustice.org/