St Francis College
Crestmead

Student Behaviour Support Plan

A compilation of the St Francis College Behaviour Management Policy documents.

DEVELOPED 2011
REVISED 2013
REVIEWED 2015
REVIEW 2017
## Contents

1. **College Documents** .........................................................................................3  
   1.1 Introduction .........................................................................................3  
   1.2 College Vision Statement ...............................................................4  
   1.3 College Mission Statement ............................................................4  
   1.4 P-12 Philosophy .............................................................................5  
   1.5 St Francis College Background .....................................................5  
   1.6 Behaviour Chart ...........................................................................7  

2. **School Wide Positive Behaviour for Learning Support Documents** ..........8  
   2.1 College Rules ..................................................................................8  
   2.2 Rights and Responsibilities ............................................................9  
   2.3 Behaviour Matrix ..........................................................................10  
   2.4 Positive Behaviour Support ..........................................................11  
   2.5 Safe School Policy ..........................................................................14  
   2.6 Active Supervision .........................................................................15  

3. **Tier 1 Documentation** .................................................................................16  
   3.1 Promoting Positive Behaviour ......................................................16  
   3.2 Rewards ............................................................................................20  
   3.3 Essential Skills ..............................................................................23  

4. **Tier 2 Documentation** .................................................................................24  
   4.1 Inappropriate behaviour levels and consequences Griffin Card (CICO) .................................................................26  
   4.2 Year 7-12 Prevention Tier 2 ............................................................28  
   4.3 P-6 Work Order Learn Friends ......................................................29  
   4.4 Griffin Procedures Years 7-12 .........................................................30  

5. **Tier 3 Documentation** .................................................................................31  
   5.1 Functional Behaviour Assessment ...............................................32  

RESOURCES .......................................................................................................34
COLLEGE DOCUMENTS

Introduction

Since 1988, St Francis College has always put a lot of resources and staff effort into the development of policies and procedures in relation to student behaviour management. Since its inception, the profile of the College students has mirrored that of the traditional model for a school population that says 80% of students are well catered for by traditional methods of behaviour management and Pastoral Care, 15% need more intrusive methods of management and 5% of students are at risk and need high levels of staff intervention to keep their classroom learning time productive. However that 5% of at-risk students at St Francis have regularly appeared to be resistant to behaviour management practices that depended on punishment as the only methodology.

Student Behaviour management in the College has been overseen by the Student Welfare Committee (SWC) of the College since the mid-1990. This body consists of the Leadership Team, the Pastoral Middle Leaders and specialist support staff such as the Student Services Middle Leader, the Counsellor, the Vet Middle Leader and the Sports Co-ordinator. In 2006 the Committee began exploring the philosophy of PBS (Positive Behaviour Support) that was emerging from United States and being taken up by Queensland Ed and the Catholic system in Tasmania. This approach seemed to be consistent with the Pastoral philosophy of the College and SWC staff began undergoing professional development in the area. This led to the beginning of Behaviour data gathering by the Pastoral Middle Leaders and the preparation of Student Behaviour seminars for each of the Pupil Free Days in 2007. Large sections of the material found in this document were developed by staff on those pupil free days.

Developing staff consensus around Behaviour Management practices is an ongoing task that must be continuously revisited. There are specific professional learning opportunities provided annually for staff. These opportunities are scheduled by the College administration team to up skill all staff with the knowledge and understanding of BCE Positive Behaviour for Learning. The material in this Positive Student Behaviour Support policy will serve as a major springboard for all our work in this area over the next few years as we support our students in their learning journey.

The following documents were reviewed by Staff and Pastoral Middle Leaders in 2011 and 2013 and 2015.

Our vision is to be a contemporary Catholic school that is inspired by the Franciscan values of simplicity and harmony.

A school where everyone works together so that our students can grow and learn,
be supported and loved,
be informed and empowered,
practice forgiveness and cooperation,
and become lifelong learners.

A school that acknowledges the importance of relationships through the active development of positive partnerships with our families,
our St Maximilian Kolbe Parish,
and our local 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”.

**What is distinctive about St Francis College as a P-12 College?**

We are challenged and committed to....

- providing the best opportunity for our families to complete their children’s educational journey on the one site.
- providing broader role modelling and pastoral care strategies that will operate in the Early, Middle, Junior and Senior phase of learning.
- enhancing for our students their transition through their phases of learning.
- providing curriculum continuity to support learners who join the school in their Middle and Senior years.
- providing access to specialist learning facilities and staff for all students across all phases of learning.
- enhancing the variety and scope of learning experiences across all phases of learning.
- implementing a seamless and integrated approach to the use of student learning data.
- providing Middle Leadership structures that work across and within the whole college.
- providing the opportunity for movement between phases of learning for teaching and non-teaching staff.
- providing integrated and continuous learning support structures and processes across all phases of learning.
- maximising the availability and the appropriate utilisation of teaching and learning resources across all phases of learning.
- enhancing opportunities for professional learning though the use of the full range of staff expertise.
- enhancing opportunities for teachers to engage in professional conversations with colleagues across the phases of learning.
- promoting an educational culture that synthesises the best of all phases of learning.
- enhancing the opportunities for parental and community engagement as children progress for Prep to 12.

**St Francis College Background**

St Francis College was initially constructed in 1988 on 20 hectares of land fronting on to Julie St Crestmead. The College was named after St Francis because of the links with Maximillian Kolbe, a Franciscan priest martyred by the Nazis in World War 2. The Franciscan ethos of the College that developed over the next twenty five years has been one of the strengths of the community that was so named.

Students who attend the College come largely from the suburbs of Crestmead, Marsden, Woodridge and Kingston where our campus can be accessed by car and private buses.
As the College is located in Logan City 30% of the College’s enrolments come from 5 of the 8 most marginalised and disadvantaged suburban communities in Brisbane. This situation is marked by an SES score of 88, the lowest of any Non-Government Secondary school in the greater Brisbane urban area. This social disadvantage has many impacts upon the College. It means that students attending the College are more likely to come from a background of poverty which means their literacy levels are going to be much lower than those from a corresponding middle income school where learning and reading are actively encouraged in the families. It also means that our students are not as supported in the ongoing educational journey as much as equivalent age students elsewhere. Due to the dislocation brought about by the poverty cycle, there is a higher percentage of students who present with behaviour issues that interfere with their learning.

Of the student population of the College, 43% are identified as ‘English as Second Language’ students. The identified non-English languages used by our students are Samoan, Tongan, Maori, Vietnamese, Hmong, Spanish, Portuguese, Hindi, Urdu, Arabic, Khymer and Tagalog. We have 51 nations represented by the Parents and students of the College.

However such statistics do not always provide evidence for what makes a good school in the broader sense. At St Francis College, the community of staff and parents believe that the measure of a good school is related to the welcome, inclusion and pastoral care experienced by the students. St Francis College is a place where students feel safe and can build positive, nurturing relationships with peers and staff. In such an atmosphere all students, regardless of their academic or socio-economic background, are able to develop as learners. This is the sort of school that the community of St Francis College has been building since 1988.

Assisting our students with their learning has always been central to this school but positive behaviour management walks hand in hand with good pedagogy and appropriate curriculum. Our successes have always been a marriage of quality, supportive teaching and insightful people management.

The College’s success as a community school is underpinned by its Franciscan values such as...

- Commitment to the person of Jesus
- Prayer and Contemplation
- Value of Community
- The Glory of God mirrored in creation
- Courage in the face of Opposition
- Service to Others

These values are concretised by our Curriculum, our community of faith, our celebrations and care for our environment.

St Francis College uses the SBS data base to record student behaviours. The report from the data base allows us to find problem areas to use 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.
Positive Student Behaviour for Learning Policy 7-12
Unacceptable Behaviours and Consequences

Most Students Presenting Expected Behaviour
Whole school preventative strategies.
Eg. Appropriate Classroom curriculum.
Pastoral Care structures
Positive Behaviour Management policies

Student dealt with by 1 person:
The Classroom Teacher

Student dealt with by 2 people:
The Classroom Teacher
The pastoral Leader

Small group support and intervention for students with At-Risk behaviour.

Individual support and intervention for students with high-risk behaviour.
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.

SFC P-12 School Expectations

In participating in the life of the community of St Francis College
We will conduct ourselves according to the following simple code...

- Respect yourself
- Respect others
- Respect the environment
- Don’t run, walk
- Do what the teacher says considerately
- Speak to please
- Hand up to speak and move
- Hands and feet to yourself
THE VALUES AND PRINCIPLES UNDERLYING OUR POSITIVE STUDENT BEHAVIOUR POLICY

Student’s learning and development is enhanced

- By positive behaviour strategies.
- When community members value and respect each other and seek to build positive relationships.
- When appropriate social behaviour is consistently taught and modelled.
- When spirituality is respected and nurtured.
- When cultural heritage recognised and nurtured.
- By a Franciscan environment that is respected and valued.

THE RIGHTS OF ALL MEMBERS OF THE ST FRANCIS COLLEGE COMMUNITY

Everyone has a right to

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

THE RESPONSIBILITIES OF ALL MEMBERS OF THE ST FRANCIS COLLEGE COMMUNITY

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.
- Respect others’ religious beliefs values.
- Respect other’s cultural heritage.
- Allow others to learn, play and work in a clean, safe and healthy environment.
<table>
<thead>
<tr>
<th>Rules</th>
<th>Classroom</th>
<th>Car park</th>
<th>Library</th>
<th>Toilets</th>
<th>Play areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands and feet to yourself</td>
<td>• Hands, feet and objects are used to get smarter.</td>
<td>• Feet are used for walking to car, bus or home.</td>
<td>• Give personal space when waiting in line.</td>
<td>• Wash your hands with soap.</td>
<td>• Hands, feet and objects are used to play games and extend friendship.</td>
</tr>
<tr>
<td>Speak to please</td>
<td>• Use formal register.</td>
<td>• Use formal register.</td>
<td>• Use formal register.</td>
<td>• Hands are used to clean up after yourself.</td>
<td>• Use equipment in a correct and safe way.</td>
</tr>
<tr>
<td>Do what the teacher says considerately</td>
<td>• Follow staff instructions.</td>
<td>• Follow staff instructions.</td>
<td>• Follow staff instructions.</td>
<td>• Treat facilities (toilets, taps, walls etc.) considerately.</td>
<td>• Use formal register.</td>
</tr>
<tr>
<td>Hand up to speak and move</td>
<td>• During whole class discussion put your hand up to speak or move, then wait for the teacher.</td>
<td>• Wait for the car that is picking you up to park properly.</td>
<td>• Sit on chairs safely.</td>
<td>• Ask for teachers permission.</td>
<td>• Follow staff instructions.</td>
</tr>
<tr>
<td>Don't run, walk</td>
<td>• Walk carefully with your head up.</td>
<td>• Keep left when walking down to the car park.</td>
<td>• When directed walk around bookshelves and to the computers slowly.</td>
<td>• Walk on pathways and at the tree café.</td>
<td>• Move between play areas promptly and considerately.</td>
</tr>
</tbody>
</table>

St Francis P-6 Expected Behaviour Matrix
Positive Behaviour Support

CLASSROOM:

RESPECT SELF

• Be on task and on time
• Follow teacher directions
• Refrain from using phones in class
• Leave electronic audio devices at home unless required for teacher directed classroom activities
• Know your timetable
• Line up with your equipment ready
• Move in an orderly and safe manner and follow workplace Health and Safety Practices

RESPECT OTHERS

• Listen when others speak
• Follow teachers’ instructions
• Respect others points of view
• Allow others to move quickly and quietly to class
• When arriving late, knock on the door and wait for teacher directions

RESPECT ENVIRONMENT

• Report any damage to classroom equipment
• Use classroom property appropriately
• Ensure classroom is kept clean and tidy
• Respect the school buildings keep noise to a minimum
• Walk on paths provided
• Place bags in designated area

NON-CLASSROOM:

RESPECT SELF

• Sit in orderly lines on assembly, listen carefully and enter into the spirit of the occasion
• Represent the college with pride outside school activities by being well prepared and wearing school uniform
• Follow correct sign out procedures if leaving school early
• Drive with care at all times (student driver)
• Wear school uniform with pride

RESPECT OTHERS
• Participate and listen actively
• Sit in correct areas
• Respect guest speakers & presenters
• Participate with dignity and respect
• Move quickly and quietly to seated areas
• Represent the school with pride
• Follow the direction of staff and all facilitators
• Respect public transport rules
• Walk your bike
• Be aware of others’ safety
• Look after younger students

RESPECT ENVIRONMENT

• Act in a safe and responsible manner
• Move quickly to bus and behave safely on the bus
• Keep entrances to college clean and tidy
• Maintain a welcoming environment

OFFICE AND LIBRARY

RESPECT SELF

• Update personal details in the office whenever they alter
• Use lunch breaks to go to the office
• Leave bags outside the library
• Return books to the library on time and in good condition

RESPECT OTHERS

• Follow staff directions
• Be responsible and courteous
• Wait your turn
• Work quietly and speak softly
• Stay in designated areas
• Share technology and other resources

RESPECT ENVIRONMENT

• Leave food and drink outside
• Sit quietly in designated area
• Maintain a welcoming, neat and clean environment for all visitors
• Return all books to shelving area
• Take handouts with you
• Leave food and drink in bags
• Leave bags outside
PUBLIC BEHAVIOUR

RESPECT SELF

• Take responsibility for your own rubbish
• Refrain from contact
• Remain in designated areas
• Play safely
• Observe sun-safe procedures
• Avoid unhealthy substances

RESPECT OTHERS

• Eat in designated areas
• Treat others property with respect
• Follow teachers directions
• Take responsibility for litter
• Avoid physical contact

RESPECT ENVIRONMENT

• Place all rubbish in bins
• Respect all flora, fauna and the built environment
• Stay in the designated areas that are supervised by staff
• Keep all areas clean and safe

TOILET FACILITIES

RESPECT SELF

• Go to the toilet during breaks
• Leave food and drinks outside
• Allow sufficient time to change your uniform for sport/exercise

RESPECT OTHERS

• Ensure that your actions don’t inconvenience others using the same facilities
• Leave facilities clean
• Limit use of toilets to lunch breaks

RESPECT ENVIRONMENT

• Keep facilities clean and functional
• Maintain a high standard of hygiene
• Report any maintenance issues immediately
Types of Bullying

| CYBER     | The use of digital technology such as mobile phones, social networking sites, instant messaging programs, websites and through the playing of online games where a child is repeatedly exposed to threatening, harmful, threatening or offensive material or contact targeted or targeted.
| EXCLUSION | Deliberately leaving someone out of games or peer groups, etc.
| EXTORTION | Physically stronger and more powerful students forcing weaker students to hand over money, etc. Stealing games, balls, personal effects from others.
| GESTURE   | Includes body language or subtle facial expressions - all designed to intimidate, threaten or silence a victim, etc.
| PHYSICAL  | Pinching, pushing, shoving, fighting, or any other unwelcome physical contact used intentionally to intimidate or hurt someone.
| RUMOUR    | Rumours, malicious gossip, untrue sexual comments, etc.
| SEXUAL    | Individuals or groups of one sex making physical or verbal derogatory comments about another individual or group of the opposite sex, etc.
| HARASSMENT| Includes name-calling, offensive language, put-downs, picking on people because of their race, gender or religion.

RESTORATION OF WELL-BEING

The college will support all parties with interventions involving a “no blame” approach according to individual needs.

PARENT ROLE

If parents become aware that their child is being bullied, they should encourage their child to follow the five step response process overleaf. Training your child to be positively assertive is very important. If the incident hasn’t been reported, please call the college and ask to be put in contact with the appropriate staff member who will always follow up on the report, using the process listed overleaf.

Safe Schooling Policy

Reviewed 2015

REPORTING BULLYING

Under the Safe Schooling Policy, it is everyone’s responsibility not to harass or display bullying behaviours towards another person. However if you are being bullied it is your responsibility to:

- Speak firmly
- Say “stop!”
- Say “I don’t like it when…”
- Walk away
- Tell a teacher

During this process the following steps will take place:

Incident of Bullying (speak up)

- Student or his/her parent reports incident to staff member (speak out)
- Reported to appropriate staff

Student interviewed

- The student engaging in bullying behaviour is also interviewed
- Incident Record completed—Step 1

Mediation between all students involved with appropriate staff

- Referral to Counsellor
- Bullying Incident Summary Sheet—Step 2

- Inform parents about action taken

YES?

- Review and Reward
- Bullying behaviour stops

NO?

- Ongoing monitoring
- Consequences applied through an ACTION PLAN
ACTIVE SUPERVISION

Managing a large number of students in one setting like the playground can be stressful and present a great challenge to school staff. There is more potential for disruptive and noncompliant behaviours when the ratio of students to adults is large.

*There are two essential components to systematic supervision:*

**Pre-correction**
- Identify problem behaviours during breaks (including before and after school)
- Identify replacement behaviours
- Remind students of appropriate behaviours before they leave the class to go to breaks

**Active supervision**
Pinpoint student behaviour
- **Move around,** avoid standing in one place
- **Look around** by scanning all areas near and distant
- **Interact** with students positively (eight positives to one negative), effectively and efficiently
  - Greet students – be brief
  - Positively reinforce students who are following the rules (be explicit: “Thanks for putting your litter in the bin” etc.)
  - Positively correct students who are breaking the rules (state the rule, give choices, then put it back on the student)

High rates of positive contact with individuals or groups of students can be expected to significantly reduce student problem behaviour for up to 90% of students.
# TIER 1 DOCUMENTATION

## PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

### The Classroom Teacher

<table>
<thead>
<tr>
<th>1. Pre-conditions for a Positive Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organise a student centred curriculum for your classes;</td>
</tr>
<tr>
<td>• Emphasise your positive demeanour with students;</td>
</tr>
<tr>
<td>• Develop a reward, encouragement system;</td>
</tr>
<tr>
<td>• Organising a mixture of activities suited to a range of abilities;</td>
</tr>
<tr>
<td>• Be well inserviced about Positive Behaviour processes;</td>
</tr>
<tr>
<td>• Develop skills in teaching acceptable social behaviours to students;</td>
</tr>
<tr>
<td>• Ensure that your approach to behaviour, uniform issues is consistent with the College’s approach;</td>
</tr>
<tr>
<td>• Develop a welcoming classroom environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Initial steps in promoting a Positive Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop a set of positive class rules based on College’ Positive Behaviour documentation; (Establish Expectations)</td>
</tr>
<tr>
<td>• Line up students outside with books ready for work;</td>
</tr>
<tr>
<td>• Ensure bags are out of the way by being either outside or at front of room;</td>
</tr>
<tr>
<td>• Have a seating plan prepared;</td>
</tr>
<tr>
<td>• Compliment students regularly on having equipment ready;</td>
</tr>
<tr>
<td>• Specifically teach appropriate social behaviour that will meet Expectations;</td>
</tr>
<tr>
<td>• Introduce a quiet time, 2 minutes meditation at start of each lesson, to promote a quieter start to lesson. (Mindfulness)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Maintaining a Positive Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide clear and concise classroom expectations and consequences;</td>
</tr>
<tr>
<td>• Acknowledge/affirm those students who are working as expected;</td>
</tr>
<tr>
<td>• Avoid use of confrontational techniques;</td>
</tr>
<tr>
<td>• Display students’ work;</td>
</tr>
<tr>
<td>• Provide students with alternatives (Giving Choices)</td>
</tr>
<tr>
<td>• Keep classrooms free/clean of graffiti;</td>
</tr>
<tr>
<td>• Remember that humour is usually very effective in dealing with minor misbehaviour;</td>
</tr>
<tr>
<td>• Move actively around the classroom and sit at teacher’s desk only when necessary. (Body Language Encouraging)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Consolidating a Positive Classroom when a student in off-task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make eye contact with student while continuing the lesson</td>
</tr>
<tr>
<td>• Walk to the vicinity of student while continuing the lesson (Body Language Encouraging)</td>
</tr>
<tr>
<td>• Incorporate name of student in sentence to steer him/her back to tasks (Descriptive Encouraging)</td>
</tr>
<tr>
<td>• Have a quiet word in his/her ear in an affirming manner</td>
</tr>
<tr>
<td>• Assign activities which require some movement</td>
</tr>
<tr>
<td>• Use praise generously</td>
</tr>
<tr>
<td>• If interruption continues…</td>
</tr>
<tr>
<td>• Ignore attention-getting behaviour for a short time (Selective Attending)</td>
</tr>
<tr>
<td>• Stop the lesson and make eye contact until appropriate behaviour is achieved;</td>
</tr>
<tr>
<td>• Ask student open-ended questions that provide him/her with a way back to being on task; (Redirect to the Learning)</td>
</tr>
<tr>
<td>• Remind student of College Rules;</td>
</tr>
<tr>
<td>• Look for ways to compliment the student’s good behaviour (Descriptive Encouraging);</td>
</tr>
<tr>
<td>• Avoid angry interactions or power struggles.</td>
</tr>
<tr>
<td>• If Off-Task behaviour continues</td>
</tr>
<tr>
<td>• Relocate student in classroom;</td>
</tr>
<tr>
<td>• Ask student to see you at end of period to discuss which agreed College or Classroom Rules have been broken. (Follow Through)</td>
</tr>
<tr>
<td>• Avoid criticizing the student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Actions after the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Check with student his/her understanding of agreed classroom expectations;</td>
</tr>
<tr>
<td>• Communicate issues by recording details in Homework Diary;</td>
</tr>
<tr>
<td>• Reflect on the nature of the work at hand and consider whether or not it can be modified to enhance engagement.</td>
</tr>
<tr>
<td>• Dialogue with Pastoral Middle Leaders re: establishing short term goals using ‘restorative justice’ systems to address behaviour. Negotiated awards would be part of this process. 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.</td>
</tr>
</tbody>
</table>
### Middle Management – Curriculum Leader

1. **Pre-conditions for a Positive Classroom**
   - Discuss units of work at the beginning of each new unit to ensure that staff are confident in delivering the program and assessing the unit.
   - Evaluate unit at the end of the term with staff in regard to the success of the unit and any perceived need for adjustment and improvement.
   - Ensure that all subject resources are available and accessible to staff.
   - Ensure that all programs are up to date and are relevant and meaningful to the students.
   - Meet regularly with Pastoral Middle Leaders to update information on students with known conditions that might affect their behaviour.
   - Ensure that ‘options’ are in place for known behaviours.
   - Train staff in teaching methods if necessary
   - Meet regularly with team to discuss, share and to create a climate of collegiate support and professional sharing
   - Meet regularly with new teachers to discuss progress particularly in regard to successes and challenges.
   - Provide in-service to staff on relevant curriculum policies (eg. assessment, extensions, reporting, etc.)

2. **Initial steps in promoting a Positive Classroom**
   - Provide advice to staff on positive, practical classroom management practices
   - Support staff with advice on classroom arrangements that promote learning;
   - Discuss, clarify and support teachers in understanding how they are to initiate and maintain practices commensurate with those outlined in the document, "Promoting Positive Behaviour – Subject Teacher”.
   - Be aware of cases of “special consideration” for specific students and provide advice to APA, Counsellor, and Learning Support Coordinator in regard to the establishment of any proposed learning adjustments.

3. **Maintaining a Positive Classroom**
   - Provide advice and support to subject teachers.
   - Develop student – teacher mentor relationships for teachers of students with known ongoing unhelpful behaviours.
   - Ensure that the “Rewarding Positive Student Behaviour Document” informs class planning and preparation.
   - Share in the responsibility to provide a “time-out” option for those teachers who are supporting a greatly “at risk” student.

4. **Consolidating a Positive Classroom when a student in off-task**
   - Provide advice and support to subject teachers and discuss future options and strategies where a classroom situation appears to be somewhat challenging.
   - Encourage inclusive classroom practices.
   - Clearly communicate to subject staff the procedures to follow when interruptions occur.
   - Analyse what has been occurring in the classroom to ensure that the Positive Behaviour Support strategies have been utilised appropriately and fully.
   - Consider the need for a time out for student struggling with classroom learning.
   - If time out required, Pastoral Middle Leader dialogues with the student to establish short term goals using “restorative justice” systems to address behaviour.
   - Negotiated awards would be part of this process.
   - If Post-School time is required to adequately promote the student’s re-entry into classes, it would take the following forms...
     - Community Service
     - Completion of subject work to catch up on missed class time
     - Negotiations over behavioural goals for re-entry into classes
     - Post school consequences in both nature and time to be determined by Pastoral Middle Leaders and communicated to classroom teacher involved in the process.

5. **Actions after the lesson**
   - Liaise with: Subject Teachers, Pastoral Middle Leaders, Student Services Middle Leaders, Counsellor, VET Middle Leader and Outside agencies in regard to any perceived need for additional resources, mediation, group programs, etc.
   - Inform Head of Campus and AP Pastoral of issues
   - Provide advice in regard to the involvement of students in special group projects.

6. **Intensive individual interventions**
   - Recommend some directed PD opportunities
   - Provide regular and ongoing advice, guidance and feedback to respective teacher
   - Support individual students by listening to them so as to more fully understand the situation and then to help negotiate a clear path forward for the teacher/student
   - Seek other professional counselling options for the teacher if beneficial
   - Look to develop some Co-Teaching opportunities
Middle Management – Pastoral Leader

1. Pre-conditions for a Positive Classroom
- Ensure that all Personal Development, Exercise and Fitness, and Career And Transitional Support programs are up to date, available and well resourced.
- Ensure that relevant teachers are made aware of successful strategies that can be applied to particular students with known “at risk” behaviours.
- Provide help and support to staff in the development of suitable teaching strategies if necessary.
- Meet regularly with Pastoral Care team to discuss, share and plan (eg. once a week)
- Check with the Student Services Middle Leader to ensure appropriate information in regard to known “at risk” students is passed onto Pastoral care Teachers and Classroom Teachers.
- Establish a surplus supply of writing materials to support students or teachers where necessary.

2. Initial steps in promoting a Positive Classroom
- Provide advice to staff on positive, practical classroom management practices.
- Support staff with seating plans.
- Visit classrooms at appropriate year levels.
- Provide advice to staff about options/choices in Positive Behaviour Support that can be made to suit the needs of particular classes.
- Assist in the establishment of suitable rewards systems across the Year level.
- Tailor the Pastoral Care program to meet the needs of small groups.
- Ensure that the “Rewarding Positive Student Behaviour Document” informs class planning and preparation.
- Share in the responsibility to provide a “time-out” option for those teachers who are supporting a greatly “at risk” student.

3. Maintaining a Positive Classroom
- Liaise with Curriculum Middle Leaders about the appropriate levels of work for some individual students.
- Provide advice to the teacher in regard to how a system of positive strategies might help to address interruptions.
- Provide Pastoral Care staff with advice and support.
- Collaborate with the teacher in planning future options and strategies to overcome interruptions.
- Communicate regularly with Curriculum Middle Leader on any ongoing issues between a teacher and students within the particular subject area.
- Contact parents/care providers to make them aware of current issue/behaviour.
- Clearly communicate to subject staff the procedures to follow when interruptions occur.
- Analyse what has been occurring in the classroom to ensure that the Positive Behaviour Support strategies have been utilised appropriately and fully.
- Consider the need for a time out for student struggling with classroom learning.
- If time out required, Pastoral Middle Leader dialogues with the student to establish short term goals using “restorative justice” systems to address behaviour.
- Negotiated awards would be part of this process.
- If Post-School time is required to adequately promote the student’s re-entry into classes, it would take the following forms...
  - Community Service
  - Completion of subject work to catch up on missed class time
  - Negotiations over behavioural goals for re-entry into classes
- Post school consequences in both nature and time to be determined by Pastoral Middle Leaders and communicated to classroom teacher involved in the process.
- Liaise with: Subject Teachers, Pastoral Middle Leaders, Counsellor, VET Middle Leaders and Outside agencies in regard to any perceived need for additional resources, mediation, group programs, etc.
- Inform AP Pastoral of issues
- Provide advice in regard to the involvement of students in special group projects.

4. Consolidating a Positive Classroom when a student in off-task
- Work with Admin on issues.
- Encourage student to visit with the Counsellor.
- Provide rewards as per the “Promoting Positive Student Behaviour” document.
- Ensure staff have access to relevant student information that will aid their ability to work positively with “at risk” students.
- Provide advice to Admin in regard to perceived relevant professional support for a staff member that might need help to address particular needs.
- Support individual students by listening to them so as to more fully understand the situation and then to help negotiate a clear path forward for the teacher/student.
- Look to develop some Co-Teaching opportunities.

5. Actions after the lesson

6. Intensive individual interventions
College Leadership Team

1. Pre-conditions for a Positive Classroom
   • Appropriately resourced classroom;
   • Provision of Staff inservice eg Positive Behaviour For Learning; curriculum; teaching social skills;
   • Clear, available policies on Positive Behaviour For Learning;

Communication to middle Leadership about special student circumstances;
   • All teachers have access to unit plans, assessment tasks and work programs;
   • Aesthetically pleasing environment (NO graffiti, middle schooling ‘colours’);

2. Initial steps in promoting a Positive Classroom
   • Provision of mentoring for new staff and beginning teachers;
   • Develop a staff buddy system;
   • Regular meetings with new/beginning teachers once/twice a term with Principal/or Admin on their impressions/reflections on College/teaching etc at SFC

3. Maintaining a Positive Classroom
   • See “Rewarding Positive Student Behaviour Document”;
   • Ensuring that the Pastoral Leaders continuously monitor and develop behaviour support systems in the College;

4. Consolidating a Positive Classroom when interruptions occur
   • Assist with the withdrawal of students when required;
   • Provision of a clear process for withdrawal and returning of students to the classroom;
   • Closely liaising with Middle Leadership to support and compliment initiatives;
   • Look for common patterns in case additional staff professional development is required;

5. Targeted group interventions
   • Doing rounds of classrooms at regular intervals to praise & acknowledge efforts of students, especially in the more difficult classes;
   • Meet with individual students to encourage positive behaviour;

6. Intensive individual interventions
   • Supporting Pastoral Middle Leaders in their development of Individual Intervention plans;
   • Meet with parents of students to ensure co-operation and support.
RECOGNISING POSITIVE STUDENT BEHAVIOUR FOR LEARNING

LEVEL 1: Classroom Teachers/Pastoral Teachers

AREA OF RECOGNITION
- Positive Behaviour in Class
- Positive Behaviour in Playground
- Effective Use of the Diary
- Extra-Curricular Areas

METHOD OF RECOGNITION
- Diary recognition to parents, well done stamps, positive comments regularly placed in student diaries.
- Give position of responsibility in class (e.g. Setting up the classroom environment)

REWARDS
- Griffin GOTCHA
- Reward activities (e.g. End of the week) for good behaviour that promote both subject aims and further good behaviour.
- Peer work with Primary students (prep)
- Reward auction where students are given “money” to buy items at end of term/year. (Provided by limited budget)
- Verbal Praise/ acknowledgement
- Signature Strength Affirmation...For every student in class, work out the one thing that he/she is good at then affirm this once a week during class time.
- Provide Concrete Feedback...If you have negotiated with a student on how he/she can improve their classroom behaviour then for the next four weeks, record & privately acknowledge them the number of times they have successfully applied the negotiated strategy.
- Positive comments on student work
- Organise other activities for fast finishers. (e.g. Games that promote the subject’s goals)
- Stickers
- Pastoral Teachers: By keeping up to date with achievements of members of PC Group in any area of school life and congratulating them. Achievements outside of school could be noted.
- Classroom Teachers: Any small improvement in work/behaviour habits should be applauded;
- Actively seek positive behaviour to acknowledge (Compliments)
- Acknowledge birthdays in PC

TEACHER’S DEMEANOUR
- Smiling
- Positive Tone of voice
- Positive Gestures (e.g. High fives or handshakes)
- Active encouragement of all students
LEVEL 2: Middle Leadership

AREA OF RECOGNITION
- Positive Behaviour in Class
- Consistent Positive Behaviour in a range of school settings
- High Attendance rate
- Effective Use of the Diary
- Representing the College
- Leadership
- Scholastic application
- Good deeds in playground
- Uniform

METHOD OF RECOGNITION
- Certificates at Year assembly
- Double Movie Passes for Certificate receivers
- Attendance awards
- Punctuality Awards
- Raffle tickets for Friday lunch
- Monthly attendance awards
- Subject Awards
- Awards on assembly

REWARDS
- Griffin Postcards
- End of term BBQs for good behaviour
- Group ‘Feast’
- End of Term/Year activities for each Year level (e.g. Special trip)
- Raffle tickets for rewards.
- Celebration
- Incentives which reward positive over a period of time (e.g. Movie Pass, Tickets to a Broncos game)
- A Family Group function once a term where students from all Year levels get together for a special BBQ
- Verbal praise from Curriculum Pastoral Leaders
- Talking to students so they are aware of progress
- Visit classes regularly to congratulate individual or group progress.
LEVEL 3: College Leadership Team

AREA OF RECOGNITION
• Consistent Positive Behaviour in a range of school settings
• Representing the College
• Leadership
• Academic achievement

METHOD OF RECOGNITION
• Assembly Certificates
• Recognise student achievement on assemblies;
• St Claire Certificate...issued each month to one Year level to students who achieve all of: wear full uniform; never late to school or class; always do homework, assessment; keep their eating area litter free;
• Players award...Year Group students nominate one of their own for a monthly award for service to the other students.
• Visit classes with positive praise
• Letters of commendation for particular student achievement

REWARDS
• Griffin GOTCHA Certificates
• A free lunch and certificate in each month for 5 students who have been outstanding models of the Franciscan Spirit
• Letter home to parents indicating improvement in student’s behaviour and work attitude
• Stopping student in playground to acknowledge improvement and “have a chat”
• Admin staff to seek out students for positive feedback during the school day.

ADMIN DEMEANOUR
• End term celebrating
• Positive Tone of voice
• Positive Gestures
• Active encouraging of all students
• Regular presence in the yard
10 Essential Skills for Classroom Management

Essential Skills 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). The 10 Essential Skills for Classroom Management comprise of:

1. **Establishing expectations**: to clearly articulate and demonstrate the boundaries of pro-social behaviour

2. **Giving instructions** – to give a clear direction about what to do
   a. **Verbal and non-verbal redirections** – to redirect student behaviour using positive non-confrontational methods

3. **Waiting and scanning** – to wait 5-10 seconds after giving an instruction, giving students time to process the direction

4. **Cuing with acknowledgment** – to acknowledge students’ on-task behaviour with the intention of prompting another to follow suit

5. **Body language encouraging** – to intentionally use your body language to encourage students to remain on task

6. **Descriptive encouraging** – to encourage students to become more aware of their competence by commenting on their behaviour

7. **Selective attending** – to intentionally give minimal attention to off-task behaviour

8. **Redirection to the learning**— to prompt on task behaviour

9. **Giving choices** – to respectfully confront the student who is disrupting others with the available choices and their natural consequences

10. **Following through** – resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment
### TIER 2 DOCUMENTS

**Behaviour Incident and Response Flowchart – St Francis P-6**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher says/does</strong></td>
<td><strong>Student says/does</strong></td>
<td><strong>Teacher says/does</strong></td>
</tr>
<tr>
<td><strong>A.</strong> Teacher enacts one of ten ESCM skills (least intrusive required).</td>
<td><strong>B.</strong> Student chooses a formal (expected) behaviour or step C is enacted.</td>
<td><strong>A.</strong> Contact HOP/APRE/BT</td>
</tr>
<tr>
<td><strong>B.</strong> Student chooses a formal (expected) behaviour or step C is enacted.</td>
<td><strong>A.</strong> The consequence for that choice in behaviour is that you need to go to peer teacher’s room and complete ‘My Plan to return back to the classroom/playground’.</td>
<td><strong>B.</strong> Student will be withdrawn from class for approx. 20 minutes to work on plan or behaviour learning.</td>
</tr>
<tr>
<td><strong>C.</strong> I need you to put together this jigsaw of our classroom/playground covenant.</td>
<td><strong>D.</strong> Contact HOP/APRE/BT</td>
<td><strong>C.</strong> Teacher completes (or updates for repeated behaviour) incident report to HOP/APRE/BT ASAP.</td>
</tr>
<tr>
<td><strong>D.</strong> Student does jigsaw and chooses a formal (expected) behaviour or level 2 is enacted.</td>
<td><strong>E.</strong> Teacher goes through plan with student, monitors the plan and sends to HOP when completed.</td>
<td><strong>D.</strong> If required the student may be required to catch up on academic work missed. This is to be negotiated with the HOP.</td>
</tr>
<tr>
<td><strong>C.</strong> Teacher completes incident report. Teacher sends incident report to HOP at the end of the session.</td>
<td><strong>F.</strong> Student then chooses a formal (expected) behaviour or level 3 is enacted.</td>
<td><strong>C.</strong> Teacher completes incident report and sends incident report to HOP/APRE/BT ASAP.</td>
</tr>
<tr>
<td><strong>D.</strong> Student returns with completed appropriate plan or sent to redo plan.</td>
<td><strong>E.</strong> Student returns with completed appropriate plan or sent to redo plan.</td>
<td><strong>D.</strong></td>
</tr>
</tbody>
</table>
## Levels of Inappropriate Behaviours

<table>
<thead>
<tr>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Low level non-compliance, student complies after the teacher responds</td>
<td>• Repeated level one infractions</td>
<td>• Repeated level 2 infractions/same day</td>
</tr>
<tr>
<td>• Low level physical contact made between friends in jest</td>
<td>• Physical contact directed towards a student/s, eg. pushing, tackling, wrestling and throwing an object</td>
<td></td>
</tr>
<tr>
<td>• Throwing a small object which is not directed towards anyone and does not hit anyone</td>
<td>• Refusing to participate in learning – option is given, student still refusing to participate in learning move to Level 3</td>
<td></td>
</tr>
<tr>
<td>• Out of bounds/ playing in or around toilets/ not responding to whistle</td>
<td>• Verbal abuse directed at another student, swearing, teasing and aggressive behaviour</td>
<td></td>
</tr>
<tr>
<td>• Not wearing hat during outdoor play</td>
<td>• Minor damage/ graffiti of school or other students property</td>
<td>• Throwing or damaging any school/ student(s) property</td>
</tr>
<tr>
<td>• Swearing in jest</td>
<td>• Not complying after 2 appropriate choices given</td>
<td>• Swearing directed towards staff member or visitor</td>
</tr>
<tr>
<td>• Playing unapproved games/wrestling or tackling games</td>
<td>• Arguing or ‘back chatting’ an instruction</td>
<td>• Refusing to complete plan in peer teacher’s classroom</td>
</tr>
<tr>
<td>• Non-verbal gestures</td>
<td>• Students running away from teachers after they have been instructed to come to him/her</td>
<td></td>
</tr>
<tr>
<td>• Inappropriate running that does not cause impact with another person</td>
<td>• Inappropriate use of technology</td>
<td>• Disrespects the privacy of other(s) (Toilets)</td>
</tr>
<tr>
<td>• Excessive volume in the playground/classroom-calling out</td>
<td></td>
<td>• Leaving classroom without teacher permission</td>
</tr>
<tr>
<td>• Wearing make-up/nail polish</td>
<td></td>
<td>• Name calling (racial/sexual/religious comments and harassment)</td>
</tr>
<tr>
<td>• Inappropriate use of equipment</td>
<td></td>
<td>• Refusing to participate in learning and distracting other students in the process</td>
</tr>
<tr>
<td>• Littering</td>
<td></td>
<td>• Bullying – cyber, verbal or physical bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Non-compliance – refusing to follow teachers instructions after 2 appropriate choices given</td>
</tr>
</tbody>
</table>

### Consequences

#### Classroom – Discuss appropriate behaviour - Puzzle

#### Playground - Positive talk with teacher about inappropriate behaviour

#### Classroom - My Plan in buddy class – Incident Report ASAP to Middle Leader

#### Playground – Incident Report ASAP to Admin or Middle Leader

#### Send to/Call Admin - Incident Report ASAP – notify parents if necessary
### Minor Behaviours

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

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

### Appeals

Appeals can be 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; or
- The Executive Director about a recommendation to exclude a student from St Francis College.

Appeals are made in writing, stating the grounds on which the appeal is being made. A parent/caregiver is given assistance if required, to help with the appeal process.
YEAR 7-12 PREVENTION  
(Tier 2)

The Behaviour Education Program (BEP) (Crone, Horner, Hawken, 2004) is the model of Secondary Prevention (Yellow Zone).

**BEP ideas include:**
- Connection to school-wide expectations
- Collaboration with student-parent-school
- Individualised, daily monitoring

**BEP Critical Features include:**
- Students identified based on # of Office Discipline Referrals (3 to 5)
- Prevention is continuously available
- Rapid access to support (less than a week)
- Very low effort by teachers
- Positive system of support
- Check in/check out with positive adult (GRIFFIN, WOLF)
- Home/school connection
- Student agrees to participate
- Implemented by all staff/faculty in a school
- Flexible support based on assessment
- Modified Functional Behaviour Assessment
- Check and Connect

_Schools need different systems to deal with different levels of problem behaviour in schools. BEP is an efficient system for supporting students at-risk for more severe forms of problem behaviour._
**P-6 Work Order Learn Friends**

**Step 1:** Teacher completes WOLF referral (attached)

**Step 2:** Student invited into the program or support is delivered in more effective and efficient ways

**Step 3:** Coordinator meets with Student and Teacher

- Explain WOLF process
- Reads responsibilities
- Signs contract
- Sets up 3 behaviour and academic goals

**Step 4:** Coordinator contacts parents (face to face is the priority)

- Explain WOLF to parents/guardians
- Reads responsibilities

Parent/guardian sign contract

---

**Student recommended for WOLF**

**WOLF implemented**

**Morning Check-in**

**Parent Feedback**

**Regular Teacher Feedback**

**Afternoon Check-out**

**Coordinator summarises data for decision making**

**WOLF meeting to access student progress**

**Revise Program**

**Exit Program**
**GRiffin Procedure 7-12**
Is student behaviour interfering with his/her learning? Has data been collected to provide evidence?

**Yes**

**No**

---

**Step 1:**
- Teacher(s) and/or Pastoral Middle Leaders completes 'Griffin, Request for Assistance' Form

**Step 2:**
- Student referral is reviewed at Pastoral Team Meeting.
  - **Considerations:**
    - What has already been tried?
    - What is the function of the student's behaviour?

**Step 3:**
- Other means of support are provided to the student OR student is invited into the Griffin Program.

**Step 4/5:**
- If decision is made to invite student into the program:
  - Pastoral Middle Leader meets with student
  - Griffin processes and the responsibilities of the student, parents and teachers are explained
  - 3 behaviour/academic goals based on the function of the student's behaviour are set
  - Student signs contract

**Step 4/5:**
- Pastoral Middle Leader contacts parents/guardians and arranges a meeting with them to:
  - Explain Griffin processes to parents/guardians
  - Parent/guardian signs contract

**Step 6:**
- Student commences Griffin Program and follows the steps below:
  - Student goes to CHECK-IN/CHECK-OUT area to receive Griffin Card at 8.40am each morning
  - Student gives Griffin Card to teacher at the end of each class for teacher to sign
  - Student goes to CHECK-IN/CHECK-OUT area at 2.55pm and shows Pastoral Middle Leader
  - Student takes Griffin Card home for parent/guardians to sign
  - Student goes to CHECK-IN/CHECK-OUT area the next morning at 8.45am and returns Griffin Card from previous day to Pastoral Middle Leader
  - Students collects NEW CARD
- Year Coordinator takes returned card to Office for data entry

---

No Griffin Card to be Implemented

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**Other considerations**

Pastoral Middle Leader will oversee and be actively involved in the Griffin processes, and will be available for CHECK-IN/CHECK-OUT in the absence of the Pastoral Middle Leader.

Student’s progress is reviewed at Pastoral Team meeting (weekly/fortnightly) and goals adjusted if necessary. Decisions made re: how long student is on Griffin Card etc.
TERTIARY PREVENTION

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; Jolivette, 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).

If a behaviour gets us what we want, we tend to choose it again.

*If behaviour is unsuccessful, we tend not to choose it again…….. But, only if our behaviour skill set includes better options!*

Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor) and an Individual Student Education Plan can also be implemented for students in this tier. We also welcome the involvement of other professional personnel who have a vested interest in the student’s welfare.
Links to Related BCE Policies

- Student Behaviour Support Policy
- Student Behaviour Support Regulations and Procedures

Resource Bank

Related Resources
School Wide Positive Behaviour Support www.pbis.org
Bounce Back www.bounceback.com.au
Mind Matters www.mindmatters.edu.au

General

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.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.

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

“Creating Schoolwide 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.
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.

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.

http://www.ema.gov.au/agd/WWW/ncphome.nsf/Page/Publications_All_Publications_Early_Intervention_Youth_Mentoring_Youth_Mentoring_Programs
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

http://challengingbehavior.fmhi.usf.edu/text.pdf
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 describes an innovative response to increasing understanding and enhancing
effective responses in school settings towards young people with disruptive behaviours. 

http://www.futureofchildren.org/usr_doc/vol5no2ART7.pdf

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.

http://www.k12.wa.us/SpecialEd/pubdocs/bestpractices.pdf

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://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.iblesd.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 in one district.

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)