



Positive Behaviour for Learning (PB4L)

Student Behaviour Support Plan

Guardian Angels' Vision Statement

We aim to be an exemplary Catholic Learning Community, united in living the Gospel.

Mission Statement

In achieving this Vision, we will experience:

- **Relationships** which are inclusive, respectful and based on trust
- **Learning** which is dynamic, interactive and purposeful
- A **culture** which is hope-filled, courageous and caring
- through organisational structures which are efficient and helpful, and enable participants to achieve their purposes.

Our School Context

Guardian Angels' Primary School has a long history of providing Catholic Education to the Wynnum community since 1914. As at 2018, we have a student enrolment of 549 students. We are a welcoming and inclusive learning and faith community structured as a dual campus. Students in Prep - Year Two are situated on the Guardian Angels Campus and students in Years 4-6 are situated on the Mt. Carmel Campus.

Consultation Process

At the beginning of 2017, the school reviewed its approach to the teaching and management of behaviour. Brisbane Catholic Education has adopted the PB4L Framework which is in alignment with the Excellent Learning and Teaching strategy. Extensive consultation and education has occurred with staff and parents regarding the PB4L Framework. The revised behaviour expectation and matrix contained within has had extensive consultation. The **Student Behaviour Support Plan** has also been endorsed by the School Board.

Our Beliefs

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour supports.

- Guardian Angels' Primary School plays a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishments.
- Student behaviour can be taught using the same strategies used to teach academic.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.

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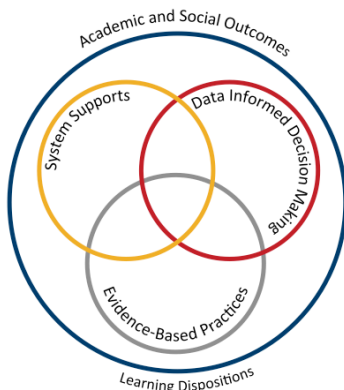
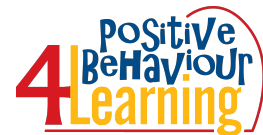
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- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require “get tough” or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role towards improving behavioural outcomes and developing learning dispositions for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with ongoing or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

Our Approach - Positive Behaviour 4 Learning

What is Positive Behaviour 4 Learning?

PB4Learning is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



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

Theoretical and conceptual characteristics

The theoretical and conceptual understandings of PB4Learning are firmly linked to *Behavioural Theory* and *Applied Behavioural Analysis* (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment, behaviour is learned and rule governed, environmental factors are influential in determining whether a behaviour is likely to occur and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008).

Continuum of support and key features

An important component of PB4Learning is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

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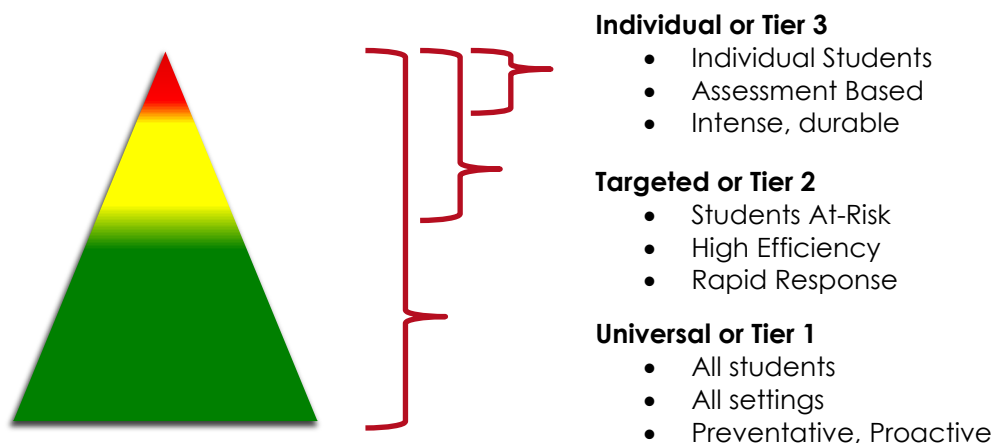
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The first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings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

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

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

Finally, the tertiary level of support is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other context.

Universal supports – Tier 1

A relentless focus on learning for all students

Clarity: Our Expectations

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

At Guardian Angels' Primary School, our school-wide expectations are:



Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline.

See **Appendix A** for our Behaviour Matrix

Class Covenants

A covenant is a written promise and agreement of how we will live, love, learn and celebrate together at Guardian Angels' Primary School. Each class or year level will collaboratively design their own class covenant at the beginning of each year. The covenants are a shared vision, collective and common understanding of appropriate behaviours, and will reflect the *School Expectations Matrix and Learning Dispositions (Powers)*.

Teaching expected behaviour

Positive behaviours and dispositions underpin all general capabilities in the Australian Curriculum. Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning, developing effective life skills for students, including understanding and handling themselves, their relationships, learning and work.



Within each classroom, students are explicitly taught the expected behaviours. Instruction takes place each day, throughout the day, all year long. We have found strong positive results when staff:

- ✓ *Teach* = Explicit teaching of expected behaviours
- ✓ *Remind* = Regularly remind students of behaviours, procedures and routines
- ✓ *Supervise* = Monitor student performance or compliance in all settings
- ✓ *Feedback* = Provide feedback

The expected behaviours (see **Appendix A**) are also taught in all year levels, with an emphasis on specific expectation each term.

Term 1	-	Act Safely and Classroom Expectations
Term 2	-	Show Respect
Term 3	-	Be Responsible
Term 4	-	Revise



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Social Skills Programs

Program Name	Target Audience	Program details	Target teaching	Aims
<i>Feelings</i>	Prep	Based on a series of books by Tracey Moroney, each lesson is designed to help children better understand their feelings and develop an inner security that will in turn allow them to more successfully embrace the world in which they live.	<ul style="list-style-type: none"> • Loved • Jealous • Kind • Lonely • Sad • Angry • Scared • Happy 	This program aims to help students better understand their feelings, and in doing so, gain greater autonomy (freedom) over their lives.
<i>Good Character</i>	Year 1	Teaching of positive values. Character in an individual's pattern of behaviour that also includes a person's thinking and feeling. It means choosing to do the "right thing" on a daily basis.	<ul style="list-style-type: none"> • Acceptance • Compassion and Caring • Cooperation • Courage • Friendship • Generosity • Good Judgement • Honesty • Perseverance • Respect • Responsibility • Self-Discipline and Self-Control 	This program aims to help teach students how to make themselves, their school, and their community friendlier and happier.
<i>Friends' Talk</i>	Year 2	An oracy program that develops social interaction skills through the use of reading literature featuring various lessons of friendship.	<ul style="list-style-type: none"> • Difference • Making friends • Standing up for friends • How to be a good friend • Sharing • Jealousy • Feelings • How to fix friendship problems • Being friendly • Manners 	This program aims to help students develop language skills in the context of social interactions and friendship.
<i>How to Make Friends</i>	Year 3	This program consists of 26 sessions each of which focuses on an aspect of building emotional resilience and encouraging children to get along with others.	<ul style="list-style-type: none"> • Active listening • Ability to take turns and share • Knowing how and when to apologise 	This program aims to raise students' awareness and understanding of a range of interpersonal skills, develop



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			<ul style="list-style-type: none"> • How to problem solve and resolve conflict • How to manage being teased 	students' ability to communicate with each other and work more effectively together.
Bounce Back	Year 4	Bounce Back! is a classroom program which teaches students personal skills that underpin resiliency, that is, the capacity to "Bounce back" after encountering problems, difficulties and down times. Young people have always needed effective coping skills, but there is evidence that today's world is more challenging, and that young people may have fewer resources to deal with those challenges than previous generations had.	<p>Some of the topics explored during the program include:</p> <ul style="list-style-type: none"> • Developing positive values • Developing courage and strategies for bouncing back • Looking on the bright side • Managing emotions • Relationship skills • Humour as a coping tool • Being successful 	The Bounce Back! Resiliency program aims to offer students practical strategies to help them cope with the complexity of their everyday lives and learn to "bounce back" when they experience sadness, difficulties, frustrations and hard times.
Girl Power	Year 5 Girls	This friendship conflict resolution program consists of weekly sessions in which topics will be explored in-depth using diagrams, visuals, fun new terms, role-playing activities, and music to help girls understand and connect with the concepts.	<ul style="list-style-type: none"> • How to extinguish a friendship fire • Standing up to a Friend • Quick Comebacks 	GirlPower is a program designed to help girls understand girls. The goal of the program is to inspire young girls to feel empowered, develop a strong sense of self, and love themselves while maintaining healthy friendships/relationships. GirlPower explores those overwhelming, hard-to-explain



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				girl issues that consume the thoughts and emotions of girls, providing them with tools to comfortably manage conflict.
Operation: <i>Breaking the Boy Code</i>	Year 5 boys	<p>The purpose of this program is to help boys develop their social skills through a variety of expressive activities and games.</p> <p>The program runs for 1 hour per week for 8 weeks. Each of the 8 sessions covers a different topic.</p>	<p>Sessions include:</p> <ul style="list-style-type: none"> • Our Secret Society • Knights of the Round Table • Wisdom of the Tribe • The League of Extraordinary Heroes (Part 1) • The League of Extraordinary Heroes (Part 2) • The Way of the Samurai • The Magic Circle • The Boy Code Brotherhood 	<p>The goals of the program are:</p> <ul style="list-style-type: none"> • To increase friendship and communications skills • To build self-esteem and self-awareness • To teach the importance of emotional health • To provide the opportunity for boys to celebrate maleness and what it means to be a modern boy

Feedback: Encouraging Expected Behaviour

It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement. Our systems encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically our encouragement system utilises effective, specific positive feedback, adult attention both contingent and non-contingent and a tangible reinforcement system.

Each classroom teacher has the autonomy to facilitate their own reinforcement strategies (e.g. gotcha awards, stickers) ensuring their system/procedures align with the Guardian Angels' PB4L Expected Behaviours. The development of a tangible system can be motivating for students, creating a real sense of fun and thus contributes to the positive school climate.



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From Term 4, 2018, Guardian Angels will formally recognise expected behaviour at each fortnightly cluster assembly. At each cluster assembly, students in P-2 and Years 3-6 will receive an award aligned with the PB4L term focus (e.g. *Act Safely, Show Respect, Be Responsible*).

Targeted Supports

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

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

Targeted intervention at Guardian Angels' Primary School:

- The Check and Connect (**CICO**) Program – (Christenson et al, 2012)
The core of Check & Connect is a trusting, relationship between the student and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student.

Individualised Interventions.

Successful outcomes for student's whose behaviour has not responded to universal or targeted supports are dependant on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of Positive Behaviour 4 Learning.

Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest). The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000). The FBA together with the function-based intervention procedures provide the bulk of the information needed to develop an effective and long lasting Behaviour Intervention Plan that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur.

Interventions linked to the function or purpose of the behaviour, have proven to be more effective than interventions that simply increase reinforcement for "appropriate" behaviour and penalties for problem behaviour (Umbreit et al, 2007).

FBA is a flexible process that can be adapted to many situations. The complexity of the process will be informed by the complexity of the situation. The FBA process and the development of an individual plan may include:

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents
2. Observations in the classroom



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3. Collaborative meetings to share information and plan effective intervention strategies
4. Teaching replacement behaviours
5. Creating routines and environments to facilitate success
6. Monitoring and evaluating the effectiveness of the behaviour plan.

Responding to inappropriate Behaviours

The best defence is always a great offence

Even with our positive approach to teaching and supporting appropriate behaviour, some problem behaviour will still occur. For some students, they do not know how to perform the expected behaviour or don't know it well enough to routinely use it at the appropriate times. For other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

The process of responding to problem behaviour is much like an error analysis, which is commonly used for academic work. Students who have a "skills deficit" will need more explicit instruction and practice while students who have a "performance deficit" need more prompts and cues to highlight the need for the replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.

A continuum of Responses

To correct behavioural "errors", we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious and major problems. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral. The definitions of teacher managed behaviours (minors) and office managed behaviours (majors) have been included in **Appendix B**.

Although the Teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with and share creative strategies with families and colleagues.

Teachers typically address minor behaviours using best practices that include correction and re-teaching. **Appendix C** includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour.

If the unproductive behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment.

Crisis prevention strategies may include giving a student time away from their regular program in a separate area in the classroom, in another supervised classroom or in the office. The intent of the "time away" is for a student to regain control of their own behaviour.



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For “Office managed” behaviours, the behaviour is more serious or ongoing disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

- **Appendix D** outlines in more detail how the school responds to unproductive behaviour.

Responding to Bullying

“Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996).

Guardian Angels approach to responding to bullying is outlined in the school's Anti-Bullying Policy (http://www.guardianangelswynnum.qld.edu.au/our-school/Documents/anti_bullying.pdf)

Monitoring inappropriate behaviour

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

- The student losing instructional time because of his/her behaviour.
- The behaviour is occurring frequently, requiring substantial teacher time
- The intensity of the behaviour draws attention of those close-by causing disruption to activities.
- The student is not responding to universal supports

Figure 1 describes our Universal response and decision-making processes.

Targeted and Individualised Supports as a response to Problem behaviour

Our evidence-based practices for targeted and individualised support have been described in the previous text. Throughout the decision making process, data is used to guide us to ask the “right” questions. The right question, asked at the appropriate time can deepen the dialog from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009)

Figure 2 describes are Targeted and Individualised response and decision-making processes.

Formal sanctions

Formal sanctions include the following:

- 1. Detention**
- 2. Suspension**
- 3. Negotiated Change of School**



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4. Exclusion

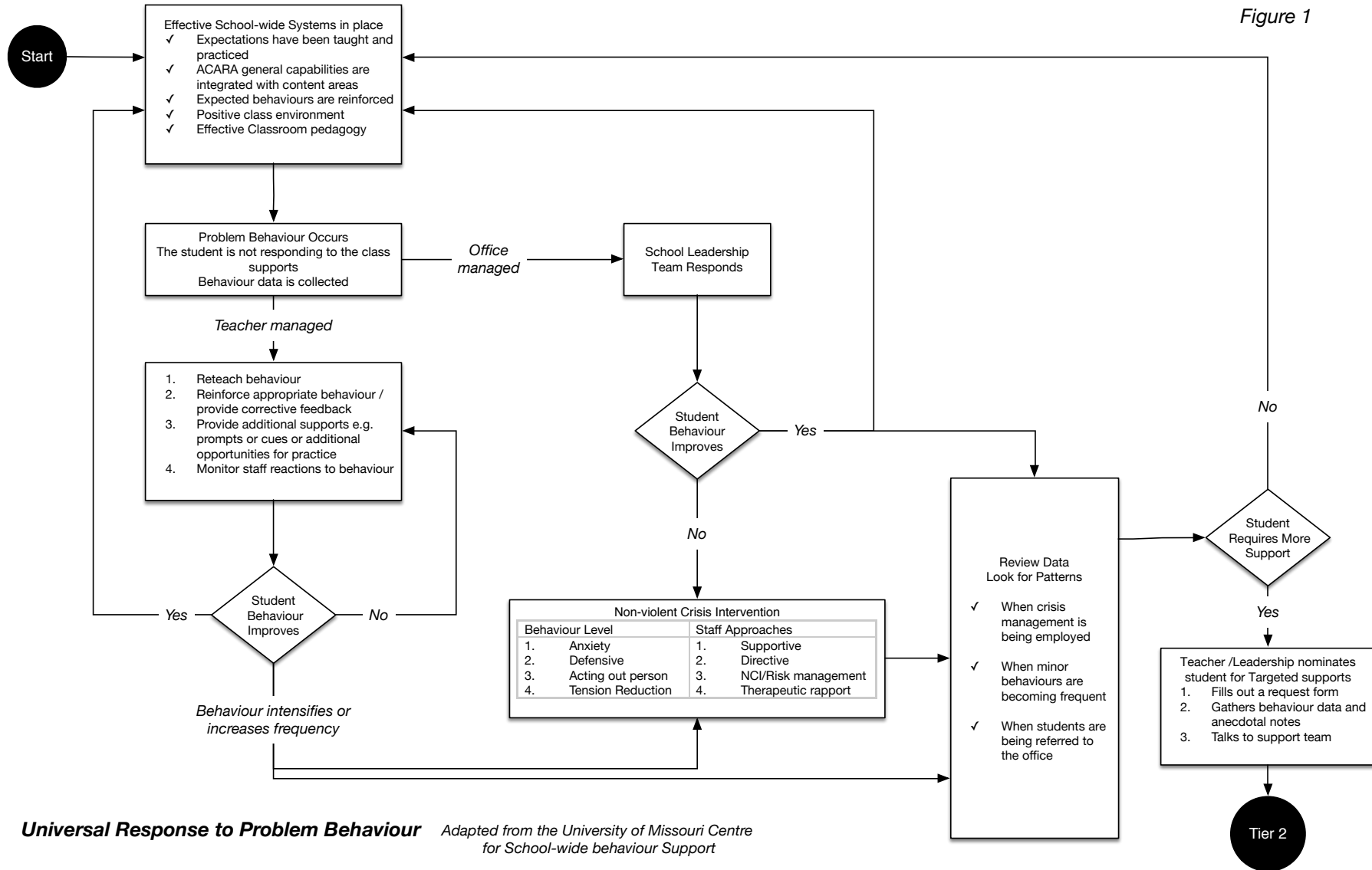
Details of the formal sanctions can be found in the ***BCE SBS: Guidelines, Regulations and Procedures*** (pp. 33- 44).

It is expected that formal sanctions will be imposed only **when all other reasonable steps** to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community. Following segregation, re-entry consultation will occur with the student to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks.

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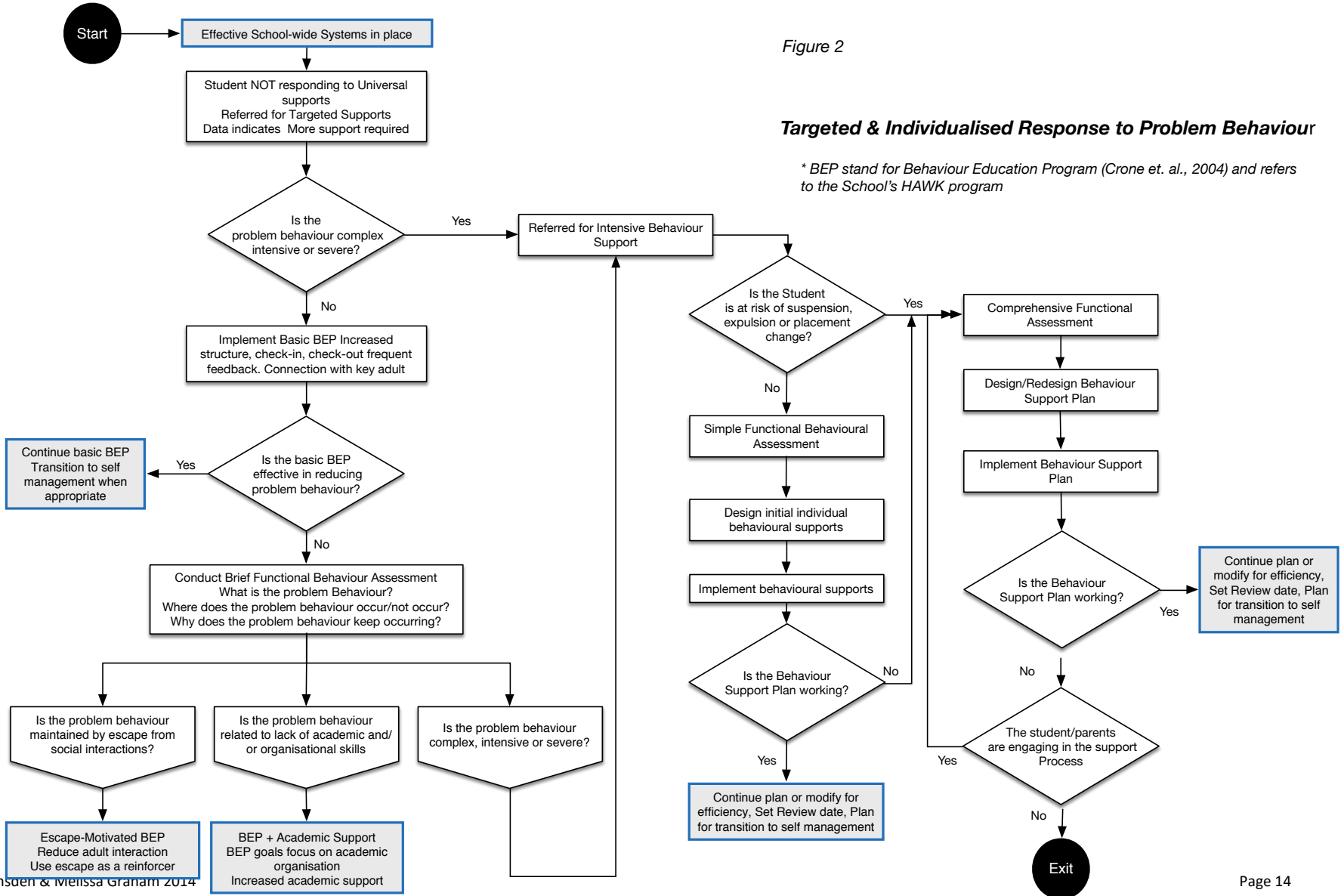
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Figure 1



Positive Behaviour for Learning (PBAL)

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Positive Behaviour for Learning (PBL)

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Relevant Brisbane Catholic Education Policies

Brisbane Catholic Education (2012) *Student behaviour support policy*. Brisbane: Brisbane Catholic Education.

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Appendix A

Guardian Angels' School		Guardian Angels' School		Guardian Angels' School		Guardian Angels' School		Guardian Angels' School			
Wynnum's Catholic learning community		Wynnum's Catholic learning community		Wynnum's Catholic learning community		Wynnum's Catholic learning community		Wynnum's Catholic learning community			
To achieve life		To achieve life		To achieve life		To achieve life		To achieve life			
Term 1		Term 1		Term 1		Term 1		Term 1			
Term 2		Term 2		Term 2		Term 2		Term 2			
Term 3		Term 3		Term 3		Term 3		Term 3			
Classroom		Playground/ Outdoor Area/ Toilets		Gathering Times Assembly/ Liturgy/Mass		Eating times		Pick Up Zones		Crossing Roads	
<p>Show Respect</p> <p>"I show respect"</p> <ul style="list-style-type: none"> I use kind words. I use manners. I listen with my whole body. I am co-operative. 		<ul style="list-style-type: none"> I use kind words. I use my hands and feet appropriately. I play fairly. I include others. 		<ul style="list-style-type: none"> I listen with my whole body. I participate fully and reverently in rituals. 		<ul style="list-style-type: none"> I include others in my eating group. I clean up my eating area. I listen to the duty teacher/s. 		<ul style="list-style-type: none"> I sit and wait patiently. I use manners. I listen to the teacher. 		<ul style="list-style-type: none"> I consider others around me at the crossing. 	
<p>Be Responsible</p> <p>"I am responsible"</p> <ul style="list-style-type: none"> I am ready to learn. I use my time wisely. I stay on task. I look after belongings and equipment. I use technology appropriately. 		<ul style="list-style-type: none"> I look after equipment. I care for the environment. I respond promptly to the bell. I follow rules of the game. 		<ul style="list-style-type: none"> I demonstrate self-discipline. 		<ul style="list-style-type: none"> I sit and eat. I keep the eating area clean and tidy. I leave my lunch box in the correct place. 		<ul style="list-style-type: none"> I walk to the pickup zone/parents after the bell rings. I am ready for my car. I listen for my name. I care for my property. I follow instructions. 		<ul style="list-style-type: none"> I wait for the teacher's instructions. I wait patiently and quietly. I watch the lights and check for traffic. 	
<p>Act Safely</p> <p>"I act safely"</p> <ul style="list-style-type: none"> I use equipment correctly. I wait my turn. I move appropriately. I keep passwords and personal details to myself. 		<ul style="list-style-type: none"> I use equipment safely and correctly. I wear my hat. I play in the correct area. I line up correctly. 		<ul style="list-style-type: none"> I am calm and allow others their personal space. 		<ul style="list-style-type: none"> I sit in the correct eating area. I eat my own food. I wait to be dismissed. I walk to play. 		<ul style="list-style-type: none"> I stay in the correct area. I walk to my car. I enter the car from the passenger side. 		<ul style="list-style-type: none"> I wait in the correct crossing area. I cross with an adult. I stand behind the yellow markers. I stay in the crossing zone when crossing the road. I walk quickly and cautiously. 	

Appendix B

Behaviour Definitions

Minor Behaviours

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



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Major Behaviours

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



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Major Behaviours (cont'd)

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



Positive Behaviour for Learning (PB4L)

Student Behaviour Support Plan

Major Behaviours (cont'd)

	Descriptor	Definition	Example/Non-Example
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services

Positive Behaviour for Learning (P4L)

Student Behaviour Support Plan

Appendix C

Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	"Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour". (p.453 Scheuermann & Hall, 2012)
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.



Positive Behaviour for Learning (PB4L)

Student Behaviour Support Plan

Strategies to Manage Minor Behaviour cont.

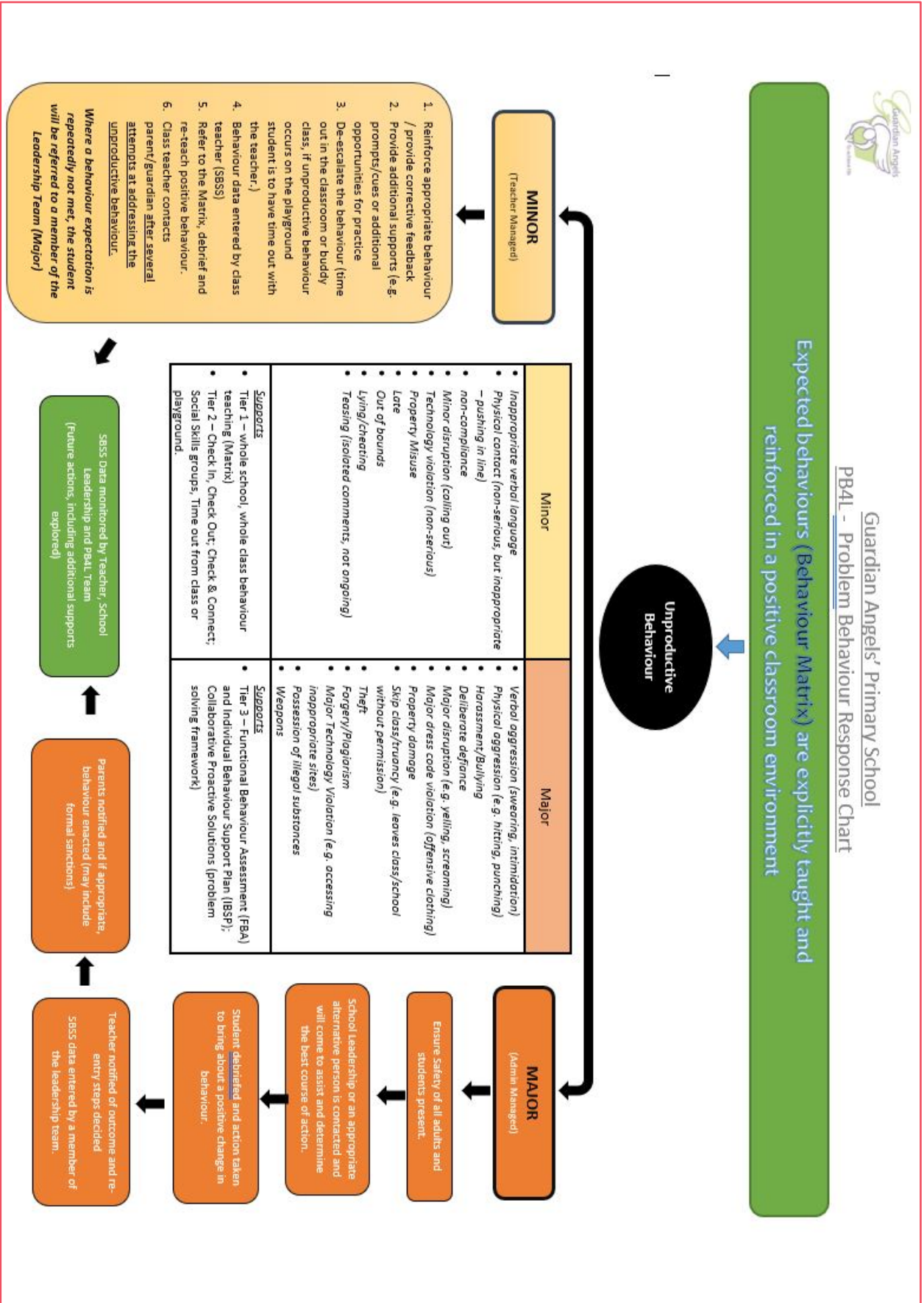
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

(From the Missouri SW-PBS Team Workbook)

Positive Behaviour for Learning (P4L)

Student Behaviour Support Plan

Appendix D



SBSS Data monitored by Teacher, School Leadership and P4L Team (Future actions, including additional supports explored)

Parents notified and if appropriate, behaviour enacted (may include formal sanctions)