1. **Introduction**

Our community of Brisbane Catholic Education (BCE) schools values an inclusive approach to student support to enable students to successfully complete their studies. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

As Catholic educators, we hold fundamental beliefs that are foundational to our work with students, parents and colleagues. As such we value: our Catholic Christian tradition; dignity and justice for all; Catholic Christian community; high quality learning; collaboration and subsidiarity (shared wisdom); creativity; stewardship; and a mutual accountability.

*(Brisbane Catholic Education Strategic Renewal Framework 2007-2011)*

In Catholic schools the goal of **formation in right behaviour** and **respectful relationships** occurs in a supportive community where students are provided with models of Christ-centered living and where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

2. **School Mission Statement**

*At Mary Immaculate School, through the principles of Christian living, we promote and strengthen relationships that are inclusive, respectful and based on trust. We will*

- Foster our faith and relationship with God;
- Provide quality teaching that engages all learners;
- Maintain and further develop a safe and stimulating environment and
- Provide school leadership and management practices that are efficient, just and responsive to community needs.

3. **Rationale**

Mary Immaculate Primary School, in partnership with the wider community, is committed to providing the best possible educational opportunities for all students within a safe and respectful learning and teaching environment.

All members of our school community are encouraged and expected to involve themselves in supporting the goals of our School Student Behaviour Support Plan (SBSP) by nurturing the enjoyment of learning, by conducting themselves as responsible, respectful community members and by managing themselves appropriately.

Behaviour management fits within the broad educational context. Teachers need to establish order in their class, and then 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).

4. **Context statement**

Mary Immaculate is a one stream, co-educational primary school catering for students from Prep to Year 6. The school is part of the Archdiocese of Brisbane Catholic Education community of schools, providing high quality, inclusive teaching and learning to meet the needs of our culturally diverse community of learners.

With a current enrolment figure of 132 students from Prep to Year 6, the school prides itself on the unique sense of community that exists because of our cultural diversity.
The History behind our School Student Behaviour Support Plan

- 2008 - Terese Shephard (APRE) accessed professional development on writing Student Behaviour Support Plans given by Linda Llewellyn
- 2009 - Linda Llewellyn presented at staff meeting
- 2009 - Staff discussed beliefs about behaviour and learning
- 2010 – Cathy Conaghan (AST2 – Early Years Coordinator & Terese Shephard – APRE) began writing Student Behaviour Support Plan which built on existing models to build consistency across the school
- 2010 – Staff involved in refining SBSP
- 2011 – Terese Shephard and Cathy Conaghan refined Plan and met with Linda Llewellyn
- 2011 – Referred to staff for discussion and final approval
- 2011 – Principal takes to School Board and P & F, uploaded to school website, brochure for each family published

5. Beliefs about behaviour and learning

At Mary Immaculate Primary School we are committed to providing the best possible educational opportunities for all of our students in an environment where all members of our community feel safe and valued, and where social and academic learning outcomes are maximised for all through quality practices in all areas of curriculum, interpersonal relationships and school organisation.

The school community holds the following beliefs about behaviour and learning:

- We believe that student behaviour affects and is affected by the context and behaviour of others.
- We believe that children need to be taught expected school behaviour through explicit teaching, modelling, scaffolding and rehearsal of skills and strategies.
- We believe that expectations about behaviour choices and their consequences, both positive and negative, need to be clear and consistent.
- We believe that a child’s capacity to make responsible behaviour choices comes about through the building of positive and open relationships between parent/s and school staff.
- We believe that positive relationships are critical for maximizing appropriate behaviour and achieving learning outcomes.
- We believe that appropriate behaviour is foundational to a positive learning environment.

6. Code for Peaceful Relationships

The development of right and peaceful relationships is an important part of our pastoral care approach at Mary Immaculate. Our Code for Peaceful Relationships summarises in a positive and empowering way, the behavioural expectations of all within our community.

Speak and Act with Respect

Speak and act with respect and courtesy to staff
Speak and act with respect and courtesy to peers and others
Wear uniform with pride
Assist others in need
Follow class and school rules
Respect own and others’ property
Show a positive and enthusiastic attitude
Cooperate with peers/adults in group activities

Demonstrate Self-Control

Respond to bell times promptly
Avoid being influenced by others’ wrong choices
Accept responsibility for own actions and work
Focus on set tasks without prompting
Complete set tasks within expected time limits
Listen attentively
Use appropriate volume and tone of voice when interacting with others

**Act Safely**

Show consideration for own and others’ safety
Play appropriately in all areas of the school

### 7. Rights and responsibilities of all school community members

#### Student Rights and Responsibilities

| I have the right to.... | therefore, it is my responsibility to...
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>be valued and treated with respect and dignity</td>
<td>respect and value others, their opinions, possessions and school property</td>
</tr>
<tr>
<td>feel safe</td>
<td>keep myself and others safe</td>
</tr>
<tr>
<td>learn in a supportive and stimulating environment</td>
<td>actively participate in all teaching and learning experiences</td>
</tr>
<tr>
<td>have achievements and successes recognised</td>
<td>strive to be the best that I can be</td>
</tr>
</tbody>
</table>

#### Staff Rights and Responsibilities

| I have the right to.... | therefore, it is my responsibility to...
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>be valued and treated with respect and dignity</td>
<td>value and treat others with respect and dignity</td>
</tr>
<tr>
<td>feel safe</td>
<td>keep myself and others safe</td>
</tr>
<tr>
<td>teach effectively in a supportive and stimulating environment</td>
<td>provide inclusive and engaging curriculum and teaching</td>
</tr>
<tr>
<td>work collaboratively with the school community</td>
<td>encourage and support relationships within the community</td>
</tr>
</tbody>
</table>

#### Parent Rights and Responsibilities

| I have the right to.... | therefore, it is my responsibility to...
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>be valued and treated with respect and dignity</td>
<td>value and treat others with respect and dignity</td>
</tr>
<tr>
<td>feel safe</td>
<td>keep myself and others safe</td>
</tr>
<tr>
<td>be informed about student behaviour and consequences</td>
<td>positively support class/school behaviour expectations and use appropriate grievance procedures</td>
</tr>
<tr>
<td>be an active partner in my child’s learning and development</td>
<td>be part of an open and respectful dialogue between myself and my child’s teacher/s</td>
</tr>
</tbody>
</table>

### 8. Celebrating Success

Celebrating students’ efforts in the area of behaviour development and self-management is very important, both on an informal and formal basis, and on a class and whole school basis.
At Mary Immaculate Primary School, we celebrate successes both **academic** and **personal**, including behavioural choices, in many different ways. These include:

- Praise/encouragement/reward (verbal/non-verbal/written eg. smiles, nods, handshakes, high fives...);
- Individual class-level rewards eg. tuckshop vouchers, stamps, stickers, free time/student choice activities;
- Whole class rewards eg. Golden Time, Friday fun time, games, sport, free time;
- Virtues Awards at assembly each week;
- End of term treats;
- Team Spirit points culminating in an end of year reward;
- Public displays of work (classroom, library, newsletter);
- Sharing great work with others (Principal, APRE, Early Years Coordinator, other class teachers and parents);
- Whole school celebrations eg. Dance Cart Concert, Talent Show, School 90th Anniversary, Holy Week, Book Week, Catholic Education Week, Under 8s Week;
- Annual Report and National Partnerships Report;
- Virtues and end of term award winners included in school’s database

### 9. The Three Dimensional Approach to Prevention

**Dimension I - Whole school/class preventative strategies**

At Mary Immaculate Primary School, we address the behaviour support needs of all students within a whole school context. This approach means that everyone is committed to the provision of a safe and supportive learning environment.

Our whole school approach provides a supportive learning environment through:

- Teachers following the Essential Skills in Classroom Management process
- Explicit teaching of expected behaviours using the Watson Road Program, Code for Peaceful Relationships, Virtues Program and beginning of year unit
- Open communication with the school community concerning our Code for Peaceful Relationships
- Shared school values and a positive inclusive culture
- The establishment of agreed programs and procedures that address child protection issues concerning harassment, bullying and violence
- Management of incidents through clear and well defined processes
- Supporting our students and building strong community relationships.

At the whole school level, Mary Immaculate School expects and promotes the following behaviours in our community.
A set of behavioural expectation in specific setting has been attached to each of our three school ‘rules’. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

**Schoolwide Expectations Teaching Matrix**

<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>CHURCH/LITURGY</th>
<th>ALL CLASSROOMS (Art/Music/ESL/Learning Support/Library...)</th>
<th>PLAYGROUND/OVAL</th>
<th>ARRIVAL/DISMISSAL/BELL TIMES</th>
<th>TOILETS</th>
</tr>
</thead>
</table>
| **Speak and Act with Respect** | • if you have a problem, USE THE HIGH FIVE  
• respect others’ personal space  
• respect own and others’ property  
• care for equipment  
• clean up after yourself  
• use polite language  
• wait your turn  
• wear your uniform with pride  
• respond to staff immediately  
• demonstrate courteous behaviours | • respect others’ right to pray  
• take an active role in liturgy eg. join in with responses and singing  
• move silently and reverently  
• listen attentively to the Word of God | • if you have a problem, USE THE HIGH FIVE  
• play fairly - follow the rules but make sure that everyone knows and agrees on the rules before the game begins  
• take turns and invite others to join in  
• take care of the school environment during play eg gardens  
• be a good sport  
• use encouraging and supportive words and actions during games  
• take care of equipment and return at end of play | • speak quietly with others while waiting in the shelter shed before the morning bell  
• enter and leave rooms quietly and appropriately  
• sit quietly when lining up after breaks  
• respond to teacher’s hand-up signal immediately | • respect the privacy of others when in the toilets  
• don’t waste water  
• return to the class IMMEDIATELY (the toilets are not a play area) |
<table>
<thead>
<tr>
<th><strong>Demonstrate Self Control</strong></th>
<th><strong>ALL SETTINGS</strong></th>
<th><strong>CHURCH/LITURGY</strong></th>
<th><strong>ALL CLASSROOMS</strong> (Art/Music/ESL/Learning Support/Library...)</th>
<th><strong>PLAYGROUND/ OVAL</strong></th>
<th><strong>ARRIVAL / DISMISSAL/ BELL TIMES</strong></th>
<th><strong>TOILETS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• if you have a problem, USE THE HIGH FIVE</td>
<td>• keep hands, feet and objects to yourself</td>
<td>• do the right thing, in the right place, at the right time</td>
<td>• if you have a problem, USE THE HIGH FIVE</td>
<td>• do the right thing, in the right place, at the right time</td>
<td>• do the right thing, in the right place, at the right time</td>
<td>• do the right thing, in the right place, at the right time</td>
</tr>
<tr>
<td>• do the right thing, in the right place, at the right time</td>
<td>• stand up straight with your feet on the floor (not the kneelers)</td>
<td>• follow directions straight away without comment</td>
<td>• do the right thing, in the right place, at the right time</td>
<td>• sit and wait in the shelter shed until the teacher arrives</td>
<td>• no playing AT ANY TIME in the toilets</td>
<td>• no playing AT ANY TIME in the toilets</td>
</tr>
<tr>
<td>• keep hands, feet and objects to yourself</td>
<td>• keep your feet still when sitting (don’t kick or tap the kneelers)</td>
<td>• raise your hand to speak/answer questions</td>
<td>• respond to end-of-play bells promptly and return equipment immediately</td>
<td>• when sitting in line, keep hands, feet and objects to yourself</td>
<td>• use the toilets during break times where possible</td>
<td>• use the toilets during break times where possible</td>
</tr>
<tr>
<td>• be in the right place at the right time</td>
<td>• kneel up straight</td>
<td>• be prepared</td>
<td>• keep hands, feet and objects to yourself</td>
<td>• walk on pathways and inside buildings</td>
<td>• don’t waste water when using the bubblers</td>
<td>• don’t waste water when using the bubblers</td>
</tr>
<tr>
<td>• follow directions straight away without comment</td>
<td>• do the right thing, in the right place, at the right time</td>
<td>• focus on set tasks without prompting</td>
<td>• make sure that objects that are not part of the game to yourself</td>
<td>• keep your feet still when sitting (don’t kick or tap the kneelers)</td>
<td>• use appropriate volume and tone of voice when interacting with others</td>
<td>• use appropriate volume and tone of voice when interacting with others</td>
</tr>
<tr>
<td>• stand up straight</td>
<td>• follow directions straight away without comment</td>
<td>• complete set tasks within time limits</td>
<td>• don’t waste water when using the bubblers</td>
<td>• sit and wait in the shelter shed until the teacher arrives</td>
<td>• listen attentively</td>
<td>• listen attentively</td>
</tr>
<tr>
<td>• raise your hand to speak/answer questions</td>
<td>• be prepared</td>
<td>• use appropriate volume and tone of voice when interacting with others</td>
<td>• don’t waste water when using the bubblers</td>
<td>• when sitting in line, keep hands, feet and objects to yourself</td>
<td>• respond to end-of-play bells promptly and return equipment immediately</td>
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</tr>
<tr>
<td>• be prepared</td>
<td>• focus on set tasks without prompting</td>
<td>• listen attentively</td>
<td>• don’t waste water when using the bubblers</td>
<td>• walk on pathways and inside buildings</td>
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</tr>
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</tr>
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</tr>
<tr>
<td>• listen attentively</td>
<td>• respond to end-of-play bells promptly and return equipment immediately</td>
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</tr>
<tr>
<td>• respond to end-of-play bells promptly and return equipment immediately</td>
<td>• don’t waste water when using the bubblers</td>
<td>• don’t waste water when using the bubblers</td>
<td>• don’t waste water when using the bubblers</td>
<td>• walk on pathways and inside buildings</td>
<td>• keep hands, feet and objects to yourself</td>
<td>• keep hands, feet and objects to yourself</td>
</tr>
</tbody>
</table>

**Note:** The table outlines the rules for demonstrating self-control in different settings within the school, including church/liturgy, all classrooms, playground/oval, and arrival/dismissal/bell times.
<table>
<thead>
<tr>
<th>Act Safely</th>
</tr>
</thead>
<tbody>
<tr>
<td>- if you have a problem, USE THE HIGH FIVE</td>
</tr>
<tr>
<td>- use equipment responsibly and in the way in which it was designed to be used</td>
</tr>
<tr>
<td>- use walking feet</td>
</tr>
<tr>
<td>- sit correctly on chairs or on the floor</td>
</tr>
<tr>
<td>- use equipment responsibly and in the way in which it was designed to be used eg scissors</td>
</tr>
<tr>
<td>- keep hands, feet and objects to yourself</td>
</tr>
<tr>
<td>- NO HAT, NO PLAY (even in undercover areas and the library)</td>
</tr>
<tr>
<td>- if you have a problem, USE THE HIGH FIVE</td>
</tr>
<tr>
<td>- participate in school approved games and activities</td>
</tr>
<tr>
<td>- no play wrestling or fighting</td>
</tr>
<tr>
<td>- stay in the correct areas of play</td>
</tr>
<tr>
<td>- respect others’ space during games</td>
</tr>
<tr>
<td>- report unsafe behaviour</td>
</tr>
<tr>
<td>- Years 4 – 7 ONLY on the Senior playground at all times (including before and after school)</td>
</tr>
<tr>
<td>- NO RUNNING ON THE CONCRETE &amp; PAVED AREAS</td>
</tr>
<tr>
<td>- stay seated in the shelter shed once you have arrived at school</td>
</tr>
<tr>
<td>- do not leave the school grounds once you have arrived at school</td>
</tr>
<tr>
<td>- go immediately to the Pick Up Zone if you are being collected by car</td>
</tr>
<tr>
<td>- NO RUNNING ON THE CONCRETE &amp; PAVED AREAS</td>
</tr>
<tr>
<td>- wash hands with soap after using the toilet</td>
</tr>
<tr>
<td>- use walking feet in all toilet areas</td>
</tr>
<tr>
<td>- always go to the toilets with another student</td>
</tr>
</tbody>
</table>
Targeted behaviour support occurs around a specific setting, issue, student or group of students. Parents and caregivers are involved in the support through the classroom teacher. When a student requires support in the classroom setting, this support is aligned with our positive school behaviour plan.

Strategies used for targeted behaviour support can include:

- **Curriculum adjustment** - adjusting class work, working with peers or learning support teacher
- **Verbal cues** - verbal reinforcement used everyday in the classroom and playground; targeted direction giving
- **Non-verbal cues** - body language (smile, thumbs up); proximity of teacher to student
- **Communication within the school community** - communication with parents through all stages of targeted behaviour with the aim of building a productive partnership

Teachers keep a record of both the student behaviour and the strategies implemented in order to gauge when more intensive support is required. Students identified as requiring more intensive support may require an Individual Behaviour Plan. A team approach is used to formulate and record strategies for the Individual Plan. Teachers, Administration, the Guidance Counsellor, the Support Teacher Inclusive Education are involved in the collaborative process of preparing the Individual Behaviour Plan. This plan aims to have students accept responsibility for their current behaviour and undertake a process to bring about positive behaviour change.

Intensive behaviour support is required to support those students who are exhibiting a high incidence of challenging behaviour. These students display significant educational underachievement due to their inappropriate behaviour. This in turn contributes to classroom disruption and conflicts with the values of Mary Immaculate School which respects the rights of all students and teachers.

To fully understand the severity of the problem behaviour, a functional behavioural assessment may be administered. This assessment focuses on identifying significant social, affective, cognitive, and or environmental factors associated with the occurrence and non-occurrence of specific behaviour. The assessment allows personnel to select and implement interventions to address problem behaviour. The individual behaviour support plan is reviewed regularly through the collection of further data. Parent involvement must continue through all stages to ensure a productive partnership exists between the parents and the school.
<table>
<thead>
<tr>
<th>PROACTIVE / WHOLE SCHOOL</th>
<th>RESPONSIVE / SMALL GROUP</th>
<th>REACTIVE / INDIVIDUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1</strong></td>
<td><strong>Dimension 2</strong></td>
<td><strong>Dimension 3</strong></td>
</tr>
</tbody>
</table>

### Strategies

**Dimension 1**
- Whole school philosophy (Vision and Mission Statements)
- Engaging students in learning – *Essential Skills in Classroom Management*
- Positive interactions
- Quality of relationships
- Pastoral relationships
- Building a sense of community
- Student Leadership Teams
- ‘Buddy Program’
- School policies & programs for all students
- Social skills training
- Teaching resilience and development of control
- Code for Peaceful Relationships
- Ongoing professional development for staff

**Dimension 2**
- Social skills training
- Curriculum restructuring
- Preventative teaching
- Individualised behaviour interventions

**Dimension 3**
- Individualised behaviour interventions
- Functional behaviour assessment
- Target environment, teacher and student

### Who

**Dimension 1**
- School administration
- Support staff eg GC, STIE, AST2s
- Staff
- Parents
- Students

**Dimension 2**
- Administration
- Year coordinators
- Guidance counsellors
- Support teacher IE
  ...in consultation with
- Classroom teachers
- Parents
- Students

**Dimension 3**
- Case management- allocation of specific roles
<table>
<thead>
<tr>
<th>How to implement</th>
<th>Resources</th>
</tr>
</thead>
</table>
| • Feedback, monitoring and evaluation  
• Mediation, conflict resolution  
• Individual and group student support  
• Restorative practices  
• Staff-student interactions  
• Anti-bullying policy  
• School Behaviour plan  
• Community building activities | Essential Skills in Classroom Management  
Watson Rd Program  
Virtues Program  
Code for Peaceful Relationships  
Beginning of Year Unit of Work  
Rock and Water  
Program Achieve  
Ian Lillico (Boys Education)  
Boardmaker |
| • Small group student training  
• Student consultation  
• Staff training and support  
• Small group parent training (e.g.: Triple P)  
• MISST meetings  
• Individual behaviour plans | Essential Skills in Classroom Management  
Watson Rd Program  
Virtues Program  
Code for Peaceful Relationships  
Beginning of Year Unit of Work  
Rock and Water  
Program Achieve  
Ian Lillico (Boys Education)  
Boardmaker |
| • Specialist groups  
• Extra-curricular activities tailored to specific concerns  
• MISST meetings  
• Individual Behaviour plans | Severe Behaviour Funding |
10. Consequences for a breach of the Code for Peaceful Relationships

Although Mary Immaculate School focuses on pro-active strategies that encourage students to adopt a positive attitude towards their studies and behaviour, it is essential that students realise that if they make inappropriate decisions then specific consequences will be immediately implemented.

A consequence is the stated (or negotiated) outcome that relates to irresponsible behaviour.

Consequences will be:
- supportive
- fair
- logical
- consistent

Where a pattern of inappropriate behaviour on the part of an individual student becomes evident or an instance of inappropriate behaviour is especially significant or serious, a consistent and coherent process of response has been established i.e. a process for the management of inappropriate behaviour. This process exists as a demonstration of duty-of-care to the benefit of individual students in balance with preserving the collective rights of others. Our plan recognises and reinforces that there are always consequences arising from our actions and decisions.

**Responsible thinking procedure – classroom**

Steps:

1. Warning – rule reminder/redirect to the learning
2. Thinking - Students reflect on behaviour choices:
   - What were you doing?
   - What should you have been doing?
   - Relate thinking to Code for Peaceful Relationships & rights and responsibilities
   - What will you do differently?
   - What are you going to do?
   - Do you need help?
3. Reflection - Students complete a reflection sheet (debrief orally/draw a picture/written reflection)
4. Time Out – Student sent to another class to work
5. Principal/APRE – Student sent to Office and behaviour recorded

**Responsible thinking procedure – playground**

Steps:

1. Warning – rule reminder
2. Thinking - Students reflect on behaviour choices:
   - What were you doing?
   - What should you have been doing?
   - Relate thinking to Code for Peaceful Relationships & rights and responsibilities
   - What will you do differently?
   - Do you need help?
3. Time Out – Student removed from play area to Time Out area (Cooinda)
4. Principal/APRE – Student sent to Office and behaviour recorded
11. Process for Appeals - Grievance Process

Any parent, staff member or student who feels that our Student Behaviour Support Plan is not being implemented appropriately has the right to have their grievance/s addressed. It is important that any such grievance is kept confidential.

Students:
- Arrange a time to speak with the teacher
- Arrange a time to speak to another teacher, Principal or Guidance Counsellor

Parents:
- Arrange a time to speak to the teacher
- Arrange a time to speak to another teacher, Principal or Guidance Counsellor
- If not satisfied with School’s response, approach school’s Area Supervisor

Staff:
- Arrange a time to speak to the person concerned
- Arrange a time to speak to another staff member, the Principal, Guidance Counsellor or staff from ACCESS
- If not satisfied with School’s response, approach school’s Area Supervisor

The school follows Brisbane Catholic Education Guidelines for appeals against formal sanctions (suspension, detention and exclusion). The Guidelines specify certain processes which must be followed in each case of formal sanctions.

12. Data collection

- Teachers record classroom data in a variety of ways (eg Diary/record sheet)
- Students’ reflection sheets/targeted behaviour plans are kept in their portfolio
- Behaviour book in Principal’s Office for serious breaches of the Code
- Functional Behaviour Assessments
- MISST Referral Form
- Office Referral Form

During 2011 the school will access the Brisbane Catholic Education Student Behaviour Support database to collate relevant data.

13. Links to related school philosophies/policies

- Partnerships and Relationships Policy
- Teaching and Learning Policy
- Vision and Mission Statements
- Code for Peaceful Relationships
- Watson Road
- Responsible Thinking Procedure
14. Related resources

- Behaviour Management Policy (1994) Brisbane Catholic Education
- Teach More, Manage Less (2007) Christine Richmond
- Essential Skills for Classroom Management (2007) Education Queensland
- Watson Road
- Ian Lillico website
- Working Together Toolkit

15. Appendices

- School Policies
- Functional Behaviour Assessment
- BCE Anti-Bullying Policy
- Student Protection Policy
- BCE Staff Code of Conduct
- Generic forms - eg suspension
- Behaviour Referral Form
- Reflection sheets
- Watson Road
- Behaviour Plans (off site) - sporting carnivals, excursions, camps etc
## Mary Immaculate Primary School

### Behaviour Referral Form

#### Child’s Name: ___________________

<table>
<thead>
<tr>
<th>Problem Behaviour</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Please tick)</td>
<td>(Please tick)</td>
</tr>
<tr>
<td><strong>Defiance/Disrespect</strong></td>
<td>Low intensity brief failure to follow directions</td>
<td>Continued refusal to follow directions, talking back and / or socially rude interactions.</td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
<td>Engaging in non-serious but inappropriate physical contact.</td>
<td><strong>Physical Aggression</strong> Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, scratching etc)</td>
</tr>
<tr>
<td><strong>Inappropriate language</strong></td>
<td>Low intensity language (e.g. shut up, idiot etc)</td>
<td><strong>Inappropriate / Abusive language</strong> Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at another individual or the group</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td>Low intensity but inappropriate disruption.</td>
<td><strong>Disruption</strong> Repeated behaviour causing an interruption in a class or playground (e.g. yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc).</td>
</tr>
<tr>
<td><strong>Property Misuse</strong></td>
<td>Low intensity misuse of property.</td>
<td><strong>Vandalism</strong> Activity that results in substantial destruction or disfigurement of property</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td>Wearing clothing that is near, but not within, the dress code guidelines defined by the school.</td>
<td><strong>Dress Code</strong> Refusal to comply with school dress code.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Engaging in brief or low-level safety violation not involving hurting any other individuals or groups.</td>
<td><strong>Safety</strong> Frequent unsafe activities where injury may occur.</td>
</tr>
<tr>
<td><strong>Dishonesty</strong></td>
<td>Engaging in minor lying/cheating not involving any other person.</td>
<td><strong>Major Dishonesty</strong> Student delivers message that is untrue and / or deliberately violates rules and/or harms others</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td><strong>Harassment / Bullying</strong> Repeated teasing, physical and verbal intimidation of a student.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Other</strong></td>
</tr>
</tbody>
</table>

### School Code Category

<table>
<thead>
<tr>
<th>Speak and act with respect</th>
<th>Demonstrate self-control</th>
<th>Act safely</th>
</tr>
</thead>
</table>

### Others involved in incident

<table>
<thead>
<tr>
<th>None</th>
<th>Peers</th>
<th>Staff</th>
<th>Other</th>
</tr>
</thead>
</table>

Date: ________________  Completed by: ___________________
Things to add:

Staff name:
Time:
Location: in class (Under one teacher) out of class (playground etc)
Motivation: Functional Behaviour Assessment
What has teacher done already?
Level 1 – RT Plan
Level 2 – Minor
Level 3 – Major

Protagonist
Target
By-Stander

Parent contacted Y/N

Interventions eg social story etc

How as it dealt with – comments

Also include positives in database