
St Catherine's
Catholic
Primary
School
Student
Behaviour
Support
Plan



2026

"Helping you make
strong decisions
and take charge of
your own behaviour."

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

St Catherine's School is an integral part of the mission of the Upper Mt Gravatt Wishart Catholic Parish and we value the relationships between all community members. In the way that both Nano Nagle and St Mary MacKillop embraced and helped all people, we endeavour to be welcoming and promote a strong sense of belonging and involvement to all community members. Our parent network provides activities for families to connect with each other in the true spirit of a Christian community.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone to assist St Catherine's Primary School to create and maintain a safe learning and teaching environment.

St Catherine's Covenant

Our School Covenant expresses our Vision and Mission for St Catherine's, guided by the Charism of the Presentation Sisters. It is a commitment to do all we can to be faithful to the Covenant, personally and professionally, in all our relationships and responsibilities.

VISION
St Catherine's aspires to be a Christian learning community, founded on:

- LIVING FAITH
- QUALITY RELATIONSHIPS
- POTENTIAL OF THE INDIVIDUAL
- GLOBAL STEWARDSHIP
- THE POWER OF HOPE

VALUES
As a Christ-centred community, we value:

- Evolving faith
- Life-long learning
- Compassion and justice
- Loving and purposeful relationships
- The uniqueness of the individual
- Collective diversity
- Courage
- Our natural environment

COMMITMENT
We will strive to achieve our vision through:

- Effective teaching and learning
- Productive partnerships
- Shared responsibility
- Humble and respectful service
- Collaborative wisdom

St Catherine's Catholic Primary School
A Brisbane Catholic Education School

Our School Context

St Catherine's Primary School is situated in the South-East Brisbane suburb of Wishart. Our school prides itself on the spirit that can be found in our students, teachers, sporting teams, achievements, friendships and approach to learning.

Our dedicated staff consists of more than 50 teaching staff (includes specialist teachers, support teachers and members of the leadership team), and non-teaching staff (School Officers, Ancillary staff, Guidance Counsellor)

Consultation and Review Process

St Catherine's Primary School has developed this plan in consultation with our school community. Consultation included staff, the Behaviour Support team and meetings with our School Board. Continued collection and review of school data relating to school behaviour incidents and attendance informs this plan and its ongoing evaluation. The plan is endorsed by the Principal, the School Board and the Area Supervisor and will be reviewed at least every two years.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

The following beliefs reflect current literature in positive behaviour supports.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Alice Springs Declaration).
- Every day at school, students have opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- **Behaviour is learned**, therefore responsible behaviour can be taught.
- Student discipline is best achieved through **instruction** rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn and the educator with an opportunity to teach.
- **Self-Compassion** means that children are able to forgive themselves and **see mistakes as an opportunity to learn**.
- Mistakes do not define you and do not make you a bad person.
- **We do not downplay or minimise our mistakes** but rather we must take **full responsibility** for our own behaviour.
- 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.
- Staff need to show **curiosity not animosity** when dealing with inappropriate behaviour.

- 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.
- We focus on **restorative responses** rather than punitive reactions
- **Questioning** children encourages them to reflect and take responsibility for their behaviour in a way that helps them to understand what is going on in their moment of weak decision making.
- **Debriefing is essential to restoring relationships** but can only occur when our emotions are calm and everyone is safe.
- **Empathy and Responsibility** are essential in developing honest, polite children.
- Children need to **use their thinking not their feelings** to drive behaviour.
- Our children need **practice**, opportunity and support if we want them to learn the art of better choices/making strong decisions.
- Behaviour is driven by a response to stimuli. Something happens, we think or feel something about it based on our current circumstances and we act. Wilson 101

The school acknowledges that all people are created in the image of God, equal but with differences. Consequently, students are at different stages of development and are learning to respond appropriately to inevitable conflicts that arise in any community. Effective Teaching and Learning is supported by a safe, positive and productive learning environment based on the principles of consistency, fairness and engagement. This starts in the classroom, with each and every individual student.

All members of the St Catherine's community have the responsibility to build the inclusive learning community described in the school Mission Statement.

The St Catherine's staff believes it has a responsibility to create a learning environment that is safe and comfortable. We share this with students, parents and the wider community.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

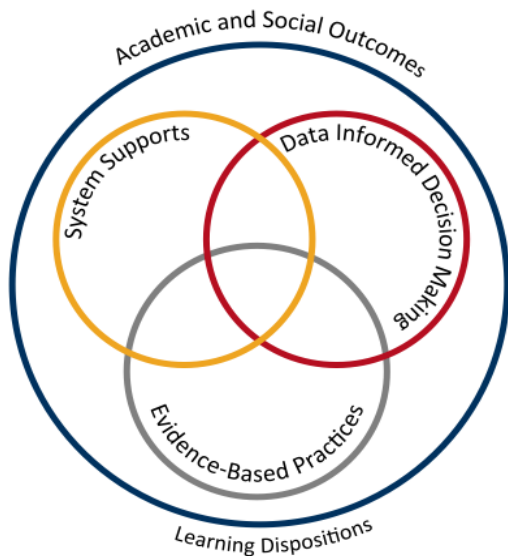


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

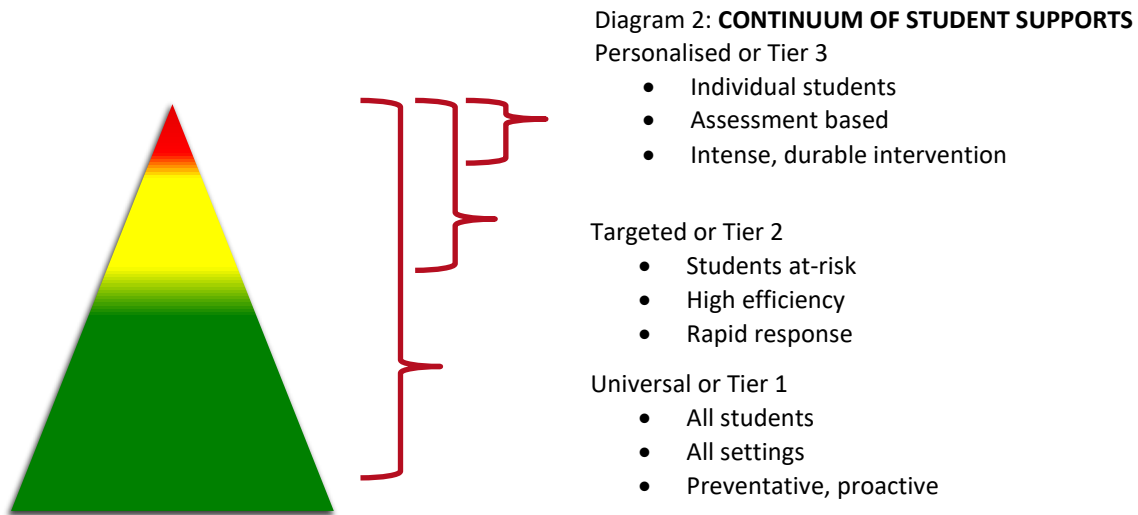
This first level focuses on universal behavioural and academic supports for all students i.e. **EVERY STUDENT EVERY DAY**. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



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

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

At St Catherine's, we have a team who meet to discuss student behaviour support and learning.

The teams is as follows:

PB4L Support Team

- Paul Mitchell (Principal)
- Matthew Armstrong (APRE)
- Kathryn Farr (Guidance Counsellor)
- Catherine Hardcastle (ST-IE)
- Monique Knowles (LET)
- Responsibilities of team members include meeting twice a term to discuss implementation of whole school support strategies, monitoring of student data input and effectiveness of St Catherine's Student Behaviour Support Plan.
- Staff engage in various professional development opportunities to build their professional knowledge around Engage, PB4L and the Student Behaviour Support Plan. This occurs during staff meetings and

professional development days. Extra BCE professional development is also provided for members of the PB4L teams.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

St Catherine's Primary School has three overarching rules for all to follow:

- Self-Respect
- Treat Everyone with Respect
- Care for the Environment

(See Appendix A)

From the school rules, each class develops a Class Covenant. "What do we want our classroom to look like, feel like and sound like so that we all belong?" Class Covenants, once developed, are published in a creative way and displayed in the room. Students affirm their commitment through signature, handprint, thumbprint etc. Each class covenant is presented to the whole school community during a liturgy held annually at the start of each year.

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. (See Appendix B)

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires **instruction, practice, feedback, re-teaching, rehearsal and encouragement** (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year as part of establishing school and class expectations and routines (Class Covenant)
- Revise expected behaviour with class throughout the term
- Revisit school expectations before specific school events i.e. mass, sports day, excursions
- Beginning of school year development of Class Covenants with a focus on positive behaviour for learning
- Pastoral care period, weekly throughout the year
- Health Strand / Social Capability
- Assembly presentation of rules and expectations, role modelling followed by group practice in class
- New student orientation when needed
- Student leaders support younger peers in playground

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

Promoting a positive environment

Assemblies & Awards	Student Education	Staff Education	Parent Education	Endorsement
Assemblies are focus opportunities Student of the Week awards Playground behaviour awards Graduation awards presented to student leaders	Visual reminders are located in classrooms and around the school and are referred to regularly by staff	Ongoing professional learning for staff with regard to policy and procedures Details for new and relief staff readily accessible	Newsletter input on Positive People Program and Social Skills Class Covenants prominent in each classroom Class expectations outlined at Parent Information Night	Award winners' names published in weekly newsletter Student Leaders promote Positive People Program at assembly
Student of the Week Awards are linked to The Resilience Project, Friendology and School and Class Covenants	Social skills program supports positive behaviour plan	Revisit of School and Class Covenants annually	Parent education sessions	Newsletter input on School Rules, Problem Solving Process, Apology, Classroom Steps, STC Dispositions, Feeling Safe Poster/SPCs highlighted each week on assembly
School Rules, Problem Solving Process, Apology, Classroom Steps, STC Dispositions, Feeling Safe Poster/SPCs highlighted each week on assembly	Teachers encouraged to use behaviour incidents as learning for students			Parent education sessions

Staff Strategies

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Praise/encouragement (verbal/non-verbal/written – Praise Note)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents
- Sharing work with others (Principal, APA, APRE, other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)

- Articles in Newsletter

St Catherine's also has a range of Tier 1 support that support **EVERY STUDENT EVERY DAY** to maintain appropriate behaviour.

UNIVERSALS – TIER 1 – Every Student Every day

Behaviour Teaching	<ul style="list-style-type: none"> • Display School Rules Poster in classrooms/around school • Weekly teaching of school rule. Use teaching activities to teach 'School Rule of the Week' • Rule of the Week posted on Facebook
Parent / Carers Communication	<ul style="list-style-type: none"> • Teacher initiates communication with parents / carers via email, diary, letter at beginning of term, use information night to clarify school rules and processes.
Behaviour Steps in the Classroom	<p>An educational approach to discipline is used, where teachers teach children the “what” and “how” of a desired behaviour. Each class has a set of resources for teachers to use to implement the program. The system incorporates a series of 'zones' outlined as follows:</p> <ul style="list-style-type: none"> • Rainbow / Guiding Lights: Children who are displaying exceptional behaviour and work habits are provided with positive feedback through their name being placed on the Rainbow. They are guiding lights like Nano Nagle. • Green Zone (Happy Face Prep – Yr 3): Children start each day with their name in this zone and continue to earn their place there by demonstrating appropriate behaviour. The student consistently makes strong contributions to the emotional and physical well-being of themselves, the class and school community. • Thinking Space: Children are asked to place their name here if they need to practise a social skill – they will be expected to use that skill, in context, within a short space of time. When a student displays appropriate/approximate behaviour they return their name to the Green Space • Yellow Zone (Sad Face Prep – Yr 3): Children are asked to place their name here if they are not able to demonstrate the appropriate social skill/behaviour within a short space of time. They may be asked to work in a designated place within the classroom. Records will be kept of these incidents. behaviour that is not contributing to the

	<p>emotional, academic and physical well-being of the class and school community. Successful restitution means returning to Green when the child displays strong choices that positively contribute to the well-being of themselves, the class and school community.</p> <ul style="list-style-type: none"> • Out Box: Children are asked to leave the room and move to the office if their behaviour continues to disrupt the learning of the class. Records will be kept of Out Box incidents. There is a grievance with behaviour i.e. The behaviour is severe/continues/escalates/persistent non-compliance. The student reflects on his/her behaviour by participating in the Behaviour Reflection sheet for Reflection, Repair and Restitution. i.e., child fixes their mistake through time out, reflection sheet, apology, Are You Ready? Re-entry Process. The class community will offer advice and notice strong decisions being made during teaching and learning moments. When a student displays appropriate/approximate behaviour and has participated in successful restitution they are able to move from the Out Box to Yellow first, then Green as positive behaviour becomes more consistent. All Reflection Sheets need to be copied and sent to the office for adding to the Engage database. Reflection Sheets that are not returned, signed by a parent the following day, require the student to spend a lunch break in time out/office. • The Steps Behaviour Process should remain consistent in process and language across the school e.g., specialist lessons, relief teachers and School Officers. This requires communication between specialists and class teachers. • Starting a new day means a Fresh Start - Teachers are to use the Are You Ready process and revise behaviour expectations.
<p>Problem Solving Process</p>	<ul style="list-style-type: none"> • Students should be encouraged to try and resolve their own behaviour issues before going to a teacher. Students are to be taught and reminded of the Problem Solving Process Poster and its steps regularly. See Appendix E

<p>What makes you a valuable member of our class and school Community?</p>	<ul style="list-style-type: none"> • Students are taught that every school member is a valuable member to the community. • In a Class Discussion the class community records things about each person that the community says makes them a valuable member of the class/school community • Warm and Fuzzies • Catholic Perspectives – Genuine Belonging, Human Dignity, Humans are Sacred and Social, Choices
<p>Are You Ready?</p>	<ul style="list-style-type: none"> • Before students enter the classroom after breaks, the teacher asks, “Are You Ready?” • The student responds with ‘YES’ and what they are ready to do e.g., try harder in Maths, talk kindly to xyz. • Students who are not ready are asked to wait outside the room, in view of the teacher, to prepare to make a strong decision that will contribute to the well-being of themselves and the children in the class. • A child who does not return to class may need to complete unfinished work at another time e.g., lunch break. • Leadership is advised of these students if they are out of the room for an extended period of time (10mins max). The strategy is used for a brief period of time. • Have a sign at the entry of the room, “Are You Ready?” • This process should be used after Reflection Sheets / Office Referrals.
<p>Logical Consequences: Earning back Trust & Respect</p>	<p>Logical consequences See Appendix D As part of reflection worksheet, student identifies what will be done to earn back trust and respect: e.g., washing walls, sweeping, picking up papers, cleaning desks, gardening</p>
<p>Scenarios</p>	<ul style="list-style-type: none"> • Provide students with scenarios. • Teach that behaviour is motivated by feelings. • Student pretends to be a character in scenario & completes: <ul style="list-style-type: none"> ○ Reflection Worksheet ○ Zones of regulations

Emotions / Feeling Poster	<ul style="list-style-type: none"> • Most students only know 4 feelings: good, bad, happy, sad. • Use this poster to teach families/groups of emotions and broaden the range for students. • Help students to name and own their emotion. • Use this poster when teaching students scenarios. See Appendix G
Reflection Worksheet (Solution Evident)	<p>“Helping you be strong and take charge of your own behaviour”</p> <ul style="list-style-type: none"> • Teachers work through the sheet with students • Use for inappropriate behaviour in the classroom/playground. • Used to initiate an apology • Used to highlight the value of each community member and the necessity to repair relationships. <p>Logical consequences</p> <ul style="list-style-type: none"> • As part of reflection worksheet, student identifies what will be done to earn back trust and respect: e.g., washing walls, sweeping, picking up papers, cleaning desks, gardening • Send home for parents to sign and return • Used to inform parents and invite comment. • Enables Parent support to reinforce/teach the appropriate behaviour at home. • See Appendix H
Classroom Covenant	<ul style="list-style-type: none"> • At the beginning of the year each class creates a class covenant to identify what they will commit to, as a class, to ensure all students can come to school to work harmoniously and productively. The covenant is based on our School Mission and Vision, School Rules and is creatively displayed and presented during the Covenant Assembly in Term 1. • Classroom Covenant states ... ‘We come to school to live and work harmoniously and productively together. We will...’
Zones of Regulation	<ul style="list-style-type: none"> • When children are escalating and they are finding challenge with the regulation of their emotions teachers may use the Zones of Regulation to support identification of the emotion and possible strategies to reduce or control the emotion. • See Appendix I
Catastrophe Scale	

	<ul style="list-style-type: none"> • A 10-point scale, 10 is the worst thing that can happen to them, 1 the least. • With teacher assistance student positions the 'catastrophe' on the scale measuring against other 'possible' catastrophes. • Things that fall into the 0,1,2,3 area are called "GO GO": get over it and get on with it. • For students to understand that not everything that happens to them is a catastrophe.
Feedback	<ul style="list-style-type: none"> • Provide feedback to student about their behaviour • Report on student behaviour in semester reports using 'Affective Reporting Domain
Playground	<ul style="list-style-type: none"> • Time out • Logical Consequence – e.g., explain the rules of the game, say three nice things (words) about the other person. • Office referral for High Intensity behaviours. Use Emergency card in duty bags
Use adult voice	<ul style="list-style-type: none"> • Name....., I need you to ... • If you cannot make a strong decision, then you are asking me to make it for you. • If you make strong decisions, you get to be the boss. If you make weak decisions, then you are asking me to be the boss. • I am comfortable (uncomfortable) with ... • For me to be comfortable, I need the following things to occur... • These are the consequences of that choice/action ...

Essential Strategies to Support Minor Behaviour

Technique	Explanation
Establishing expectations	To clearly articulate and demonstrate the boundaries of pro-social behaviour. Class covenants which include 3-5 explicit statements of agreed behaviours for the classroom are created at the beginning of the year. These covenants are shared with the whole school community in Term 1 at an assembly.

Giving instructions	To give clear direction about what to do. Instructions need to be delivered only when all children are listening, few in number, short, clear and repeated. Instructions can be verbal and non-verbal. They can be used to redirect student behaviour using positive, non-confrontational methods.
Volume / Tone Intonation / Speed	/Voice can be extremely useful in setting the tone and culture of the classroom. Variation is able to bring excitement, encouragement interest and focus attention.
Proximity	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 their impulses by being near.
Waiting and scanning	Wait 5-10 seconds after giving an instruction, giving students time to process the direction. Waiting allows children to take responsibility as individuals and as a community to make strong decisions in relation to their own behaviour.
Signal / Non-Verbal Cue	Non-verbal cues include such things as eye-contact, hand gestures, card system, picture cues, 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 teacher and the non-verbal cues have been taught to the students.
Parallel Acknowledgement	This technique is based on the power of specific positive feedback. The feedback serves as an indirect prompt to for the misbehaving student/s and reinforces the appropriate behaviour with the intention of prompting another to follow suit.
Restitution / Logical Consequence	Involves having the student repair, restore the environment to its original condition or make amends to persons who were affected by the behaviour.
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 school rule. A re-direct emphasises the 'what' of the behaviour instead of the 'why'.
Re-Teach	Involves the re-teaching of the specific expectation and reminds the student of the procedures or routine for appropriate behaviour. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all

	instruction, the teacher labels the skill, teaches and shows and give the student immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when redirects 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. Provide time for choice to be made and provide positive feedback when student chooses wisely.
Student Conference / Reflection Sheet	Lengthier re-teaching of problem-solving opportunity when the behaviour is more frequent or intense.

Tier 2 Targeted Supports:

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

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

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

- Support from our specialist staff (i.e., Support Teacher Inclusive Education, Guidance Counsellor)
- Student Support Meetings
- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) 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.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Student – Student See Appendix E Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

School Behaviour Matrix

At St Catherine's, we believe that all children are capable of displaying positive behaviours that are appropriate in all areas of school life. We recognise, however, that children make mistakes in their behaviour and that it is important that we are clear and consistent in our responses. We also believe that children need to learn appropriate behaviours and we therefore take a proactive approach to behaviour in ensuring that desired behaviours are taught in context and with support.

Stage 1 : Minor Behaviour – Addressed at the time and place with Logical Consequences applied.

Stage 2 : Repeated Stage 1 behaviours - Addressed at the time with Logical Consequences applied, incident recorded in ENGAGE and Leadership advised

Stage 3 : Repeated Stage 2 behaviours with intent to harm including Minor and Major Behaviours - Referred to Leadership to address and recorded in ENGAGE

STAGE ONE Addressed at the time and place.	STAGE TWO Addressed at the time, recorded in ENGAGE and Leadership advised.	STAGE THREE Referred to the Office for Leadership to address and recorded in ENGAGE.
<p>Example Behaviours</p> <ul style="list-style-type: none"> • Out of bounds/ playing in inappropriate areas • Being late to class from breaks. • Off task behaviour • Distracting others • Unsatisfactory completion of tasks • Unsafe play • Low level non-compliance. • Deliberately annoying other people • Rudeness • Not wearing a hat during play • Littering • Disrupting class lessons • Leaving classroom without permission • Back chatting / impolite language 	<p>Example Behaviours</p> <ul style="list-style-type: none"> • Repeated Stage One behaviours. • Swearing (indirect) • Teasing others • Aggressive/ intimidating behaviour • Repeated Pushing/ tackling/ fighting games • Vandalism/graffiti on school or others' property (minor) • Throwing/ kicking/ taking other people's property • Walking away from a teacher/ failing to respond • Offensive comments (incidental without realising the full connotations) 	<p>Example Behaviours</p> <ul style="list-style-type: none"> • Repeated Stage Two behaviours • • Fighting/ violence • Repeated intimidation or threats • Verbal abuse • Bullying (targeted & deliberate) – physical, social/ emotional, verbal, cyber • Purposeful racism/sexism • Theft • Repeated/ significant vandalism/ graffiti on school or other property • Behaviour causing injury to others • Cruelty to animals • Dangerous acts • Inappropriate/ sexualised behaviour • Serious breaches of internet and technology policy • Possession of weapon / illegal substance
<p>Possible Consequences</p> <ul style="list-style-type: none"> • Walk with/ sit with teacher • Time out • Redirected to another activity/ space • Determined within individual class 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Expected behaviour retaught and rehearsed (role play, etc). • Time-out • Buddy class 	<p>Possible Consequences</p> <ul style="list-style-type: none"> • Parents contacted/ meeting arranged • Withdrawn from playground/ classroom for period of time to be determined by leadership

management processes	<ul style="list-style-type: none"> • Teacher to contact parent for discussion • Loss of classroom privileges • Consequences to match the behaviour 	<ul style="list-style-type: none"> • Loss of school privileges • In-school suspension • At home suspension
<p>Response Ideas</p> <ul style="list-style-type: none"> • Logical Consequences See Appendix D • Restorative activity- apology, pick up the rubbish, fix the problem, complete task at another time • Stop & Remind • Model and reteach appropriate behaviour with reminders at the next opportunity • Intervene and mediate with students involved • Connect to class covenant • Circle time • 	<p>Response Ideas</p> <ul style="list-style-type: none"> • Social Story co-constructed • Restorative practices (apology, letter, conversation, etc) • Behaviour plan/ goal developed • Check-in/ Check-out process with focus on specific behaviour • Zones of Regulation discussion/ activities • Circle time <ul style="list-style-type: none"> • • 	<p>Response Ideas</p> <ul style="list-style-type: none"> • Individual behaviour plan developed and communicated with relevant personnel • Restorative practices/ conversations • Check-in/ check-out with leadership member • Meet with teacher to discuss support required. <ul style="list-style-type: none"> •

5. BCE Formal Sanctions

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. Taking into consideration their age and development, 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.

These sanctions apply across the year levels P – 6 and include:

- **Detention process**

Detention is any period where a student is required to remain at school, in a particular location, in 'non-class' time, such as recess / lunchtime. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System). The Leadership Team will nominate and supervise the detention (length, time, place). Parents will be notified through the school's Behaviour Reflection Sheet which is sent home to parents.

- **Suspension process**

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The Principal will nominate the suspension and inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The Principal will consult with the Senior Leader for suspensions of 5 to 10 days. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration. The Principal will record the suspension in Engage and provide official notification to the parents through a Suspension letter, supported by a phone call. All children returning from a suspension will be required to participate in a re-entry meeting with a parent prior to being welcomed back to their classroom. At the re-entry meeting the agenda will include an apology process, expectations/rule clarification and commitment and Are You Ready? Process. If the student displays an appropriate disposition that supports a successful re-entry the principal will return the child to class.

- **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been

specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Director – School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director – School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Exclusion would only be entered into after all other levels of support have been exhausted.

Appeals Process

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

Note: The fact that an appeal has been lodged does not suspend the operation of a suspension or exclusion.

6. Bullying and Cyberbullying – information, prevention, and school/college responses

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

Definition

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

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

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and there is an imbalance of power. Bullying is continuing to 'pick on' someone, torment them or exclude them, so that the person feels helpless. Cyberbullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Catherine's School, we agree that a bystander who encourages bullying behaviours is also considered to be bullying. Students are also encouraged and supported to report bullying that they themselves have witnessed.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone

- Emotional: excluding, tormenting, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, images, information technology, intimidation

Bullying is not:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

2. Teaching about Bullying and Harassment

Anti-bullying practices and procedures consistent with the values expressed in our Mission Statement will be adopted throughout our school to support the implementation of this policy. In keeping with our Mission Statement, such action must itself be consistent with Christian principles and based on sound educational practices. It must also involve all members of the community – parents, staff and students and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Covenant, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents and carers, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment. It is the responsibility of staff, parents/carers and students to help make St Catherine's School bully-free.

This will happen by:

- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations.

At St Catherine's, we take proactive and preventative action to prevent bullying and harassment from happening in the first instance. We do this by

fostering opportunities to develop positive behaviours in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

We achieve this through:

- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- The establishment of play environments that foster active and friendly social engagement.
- Fostering relationships between children and children that promote commitment to community, service and the fulfilment of potential.
- The sincere pursuit of individual and communal goals.
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
- Ongoing professional development for staff about bullying/ cyber bullying awareness, prevention and response strategies.
- Ongoing awareness raising and education for the school community through school newsletter, parent information nights, anti-bullying events and focused teaching and learning experiences.

3. Responding to Bullying and Harassment

What Can Children Do If They Are Being Bullied?

- Talk about incidents of bullying with a teacher, parent or other responsible adult.
- The person receiving the complaint will report it to the Principal.
- Any report of bullying made to the School will be followed up sensitively and actions taken where necessary.
- If the bullying continues, Students/Parents are encouraged to report it again. It's important that bullies get the message that their behaviour will not be tolerated.
- Consider talking to the school counsellor for help in developing skills which can be useful in bullying situations.

How Can Children Help Someone Who Is Being Bullied?

Consider doing the following:

- If you know of bullying, tell a member of the School Staff, who will refer the matter to the Principal.
- Tell the bully that you and your friends strongly disapprove of his or her actions (a clear statement such as "you need to stop doing that; it's not okay").
- The person being bullied may be too scared or upset to tell anyone. Remember that NOBODY deserves to be bullied.
- Offer support to students who are bullied. Let them know they can do something about it.

Advice for Parents

- Be aware of St Catherine's definition of Bullying. If you think your child is being bullied, inform your child's Teacher or the Principal to work together to find a solution.
- Listen sympathetically to reports of bullying and be aware of the frequency of reports. Do NOT encourage your child to hit back or respond verbally.
- Support your child in developing their confidence and relationships by participating in extra-curricula activities, e.g., sports, speech and drama, ballet.

School Response to Incidents of Bullying

Our school community does not condone bullying or harassment and the following process has been established to help us deal with such unacceptable behaviour should it occur. Bullying requires schools and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students. Our second aim is to avoid the escalation of issues that will cause more harm.

This process will be implemented once behaviour meets the above definition of bullying.

In partnership with parents and carers, our procedures involve:

- support for the person who is being bullied and the person who is bullying;
- clear consequences (See Behaviour Support Matrix – Stage 1,2,3)
- recording of behaviour incident in the Engage Student Support System;
- student behaviour support plan;
- parent/ carer conferences;
- track and analyse behaviour incident data to detect patterns of bullying and harassment.

Staff Responses to Reports of Bullying

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

If a parent reports bullying:

- If they have not already done so, ask the parents/carers to talk with the year/class teacher in the first instance.
- If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with a member of the Leadership Team.
- At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
- Listen carefully and document the account.
- Refer to the school policy to discuss the definition of bullying, expectations of students and staff, responsibilities and implication.
- Inform the parents what you intend to do regarding their concerns.
- Let the parent/guardian know the name and contact details of the responsible officer for further contact.
- Provide suggestions and information about what parents/carers can do to support their child in the short term.
- Set a date for a follow up review and conclude the meeting.
- Record the incident/student contact in school's student data management system.
- Collect additional information from students and other personnel as appropriate.
- Notify appropriate school personnel.

- After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents/caregivers.
- Agree on a contact person for parents/caregivers while the action plan is implemented.
- Follow up with parents/caregivers and students at a designated time in the following weeks or months.

4. Preventing Bullying and Harassment

- Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Each week a School Rule, Problem Solving Process, Apology, Classroom Steps, STC Dispositions are highlighted each week on assembly. Class Covenants are developed at the start of each school year.
- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Annual review of School Behaviour Plan, including termly data review of Engage incidents to allow for opportunities to problem solve ways to reduce incidents.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Each term the Feeling Safe Poster is discussed along with training in staff responses to bullying.
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. New staff are initiated into the school with an induction program that focusses on the STC Behaviour Plan.
- Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Regular reminders in the newsletter, coinciding with the assembly rule of the week, to educate parents about the behaviour processes at STC. Children who make mistakes will take home a Reflection Sheet, based on Restorative Practices, to support the child and family to discuss the inappropriate behaviour.
- Explicit promotion of social and emotional competencies among students e.g., PITW, Positive People Program.
- Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (STC will combine the use of the Be You Programs Directory and STEPS – a decision-making tool to help select appropriate and evidence-based anti-bullying programs)

Key contacts for students and parents to report bullying

Staff member Principal – Paul Mitchell – 3349 7188

Staff member APRE – Matthew Armstrong – 3349 7188

Staff member GC – Lynette Chan – 3349 7188

Cyberbullying

Cyberbullying is treated at St Catherine's with the same level of seriousness as direct bullying.

Cyberbullying involves the use of technology to harass, intimidate, humiliate, or threaten a child or young person. These technologies include social networks, instant messaging, and email. (eSafety.gov.au).

What does [cyberbullying](#) look like?

Cyberbullying can occur in many ways, including:


- Posting nasty comments
- Using intimate images to humiliate someone
- Threatening violence
- Misusing someone else's social media account
- Creating fake accounts to harass or intimate others
- Sharing upsetting images or videos
- Making unwanted and persistent contact with someone online.

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

St Catherine's responds to incidents of cyber bullying and harassment in the same way that it responds to direct bullying.

Resources

St Catherine's uses independent research-based evaluation to inform the school selection of any program i.e. [Be You Programs Directory](#) and [STEPS](#) – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

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

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant

to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

Engage Student Support System

Student behavioural data is used together with other data sources to make informed decisions about appropriate student supports. This information is used during PB4L Universal Support Team meetings and PB4L Targeted Support Team meetings to analyse and prioritise students requiring or enrolled in targeted or personalised supports. Analysis of data occurs during these meetings and feedback is provided during staff meetings, Senior Leadership, Universal Support and Targeted Support Team meetings.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - School Rules



APPENDIX B – School Rule Matrix

LIVE TO SERVE AT ST CATHERINE'S- FOLLOW THE RULES "STC"

SCHOOL RULES	Learning Spaces	Play Spaces and On the Go	Toilets	Eating Time	Community	Assembly Mass Liturgy
<u>SELF RESPECT</u>	<p>I listen and respond appropriately Follow directions promptly</p> <p>Respect equipment</p> <p>Walk at all times -begin and stay on task</p> <p>Set and achieve goals</p> <p>Be brave and participate Be ready and organised to learn I am responsible for my words and actions</p>	<p>I listen and respond appropriately Use equipment correctly</p> <p>Wear hats</p> <p>I walk safely on paths between areas</p> <p>I play in correct areas I move when the bell rings</p> <p>I am responsible for my words and actions I ask help from the teacher on duty I am sun safe I return promptly to the classroom I stay in the right area</p>	<p>I walk at all times</p> <p>I close doors gently</p> <p>I report equipment not working correctly</p> <p>I go in, do my business, wash hands and go out</p> <p>I wash my hands</p> <p>I do not use the toilets as a play area</p>	<p>Wait to be dismissed</p> <p>I only eat my own food I pack up my lunch box and water bottle at the end of eating</p>	<p>I listen and respond appropriately</p> <p>I lead by example</p> <p>I let my light shine like Nano</p>	<p>I am calm, listen and respond appropriately</p> <p>I participate and respond reverently and respectfully in rituals</p> <p>I am responsible for my actions</p> <p>I participate by learning responses and singing hymns</p>
<u>TREAT OTHERS WITH RESPECT</u>	<p>Respect other's right to learn Cooperate and encourage others to learn</p> <p>Listen to others</p>	<p>I move with care for others</p> <p>Follow adult directions promptly</p> <p>Include others in my play</p>	<p>I allow everyone privacy</p> <p>I go with a partner to the toilet and support them to</p>	<p>I use manners</p> <p>I talk respectfully with others during eating time</p> <p>I move promptly at the end of eating time</p>	<p>I welcome others</p> <p>I use my manners I respect everyone's right to listen and speak</p> <p>I contribute positively to</p>	<p>I allow others personal space</p> <p>I allow others to participate by not disrupting</p>

	<p>Take turns</p> <p>Speak kindly</p> <p>I use my hands and feet safely</p> <p>Helps others learn</p>	<p>I problem solve in the playground</p> <p>I support others to do the right thing</p> <p>Play fairly with others</p> <p>I wait my turn</p> <p>I use my hands and feet safely</p>	<p>make strong decisions</p>	<p>I do not share food with other children</p>	<p>learning for everyone</p> <p>I stay with my class</p>	
<p>CARE FOR THE ENVIRONMENT</p>	<p>I keep my classroom clean and tidy</p> <p>I respect others' property</p> <p>I only use resources that I need</p> <p>I use ICTs appropriately</p>	<p>Respect plants and gardens</p> <p>Use school property and equipment safely and respectfully</p> <p>I put rubbish in the bin or in my lunch box</p>	<p>I use facilities correctly to keep them clean and tidy</p> <p>Use water, soap and paper carefully</p>	<p>I always place scraps and rubbish in a bin</p> <p>Take uneaten food home</p> <p>I leave my eating area clean and tidy</p>	<p>I take care of my and others' property</p> <p>I use ICTs appropriately in the cyber community</p>	<p>I look after chairs and equipment during celebrations</p>

Appendix C - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	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, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers 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	Making a mobile phone call in breach of school's policy
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 or 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"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate,	Green light behaviours

		spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

Note: Filters = frequency, sustained and consistent behaviour, impact on class/learning, age-appropriate, intensity / intent of behaviour,

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may

	Descriptor	Definition	Example
			include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable 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	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission	Using someone else's ideas or writing without acknowledging the

	Descriptor	Definition	Example
		(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.	source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including 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	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
15	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
16	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. May include pulling a fire alarm or written or verbal bomb threat.
17	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
18	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix D

Logical Consequences – reteach, rehearse, relearn positive behaviour

“A mistake is always a mistake, or so I’ve heard them say. Until it becomes a lesson and then it goes away.”

Self- Respect

Not trying your best

- Rule reminder – STC
- Repeat request allowing take up time
- Positive reward system
- Highlight peers good example / cueing with parallel acknowledgement
- Model the expected behaviour
- Role playing
- Y chart
- Student takes photographs of correct behaviour
- Find out what the student is having difficulty with / Functional behaviour assessment
- Modify the lesson or expectations to meet the child's needs
- Give student an achievable goal to reach
- Praise and recognise for any type of effort – find student doing something approximately right

Not completing school work

- Student to complete ‘Reflection Sheet’
- Discuss why the work was not completed. Ask child ‘What was happening?’
- Positive reinforcement for students who complete tasks
- Give them an achievable goal so they can experience success i.e. set ‘Must Do's’
- Monitor the frequency of it so that the data can be shown to the child and parents
- Use own time to complete unfinished work
- Creation of possible alternative in-class times for homework / work completion
- Contact with parent if ongoing / frequent

Giving Up

- Functional Behaviour Assessment - Find out why the child is choosing to give up
- Set manageable and achievable goals i.e. set ‘Must Do's’

- Offer support either internally or externally to help them realise their goals
- Praise and recognition for the completion of achievable goals

Not working quietly

- Non-verbal reminder
- Use 'talking stick' as tool for class discussions
- Refine class seating plan
- Movement to reflection time
- Define expectations clearly before starting lesson – recap expectations during lesson
- Investigate why the child is seeking a need to make a noise
- Set clear expectations for behaviour right from the start of the year – remind at start, during and end of lessons
- Praise others around them for working quietly – Cueing with parallel acknowledgement
- Model correct expectations

Not listening:

- Repeat request allowing take up time
- Use a non-verbal cue
- show photograph of child sitting and listening
- what does listening look like (Y-chart)
- use other child as positive model
- praise individual child and whole class
- change the "learning spot" on mat
- stand next to child who is not listening
- Remind students of expectations before and during the lesson

Not following instructions:

- Write a list of what the instructions are meant to be
- Make instructions short and simple
- Repeat instruction (to clarify) for that child
- Check for understanding after explaining instructions
- Ask a peer to explain to the child a second time
- Repeat instructions in small parts
- Ask child to repeat instructions
- Give child a time frame to do required task
- Present instructions orally and visually

In the wrong place at the wrong time:

- Student to draw a map of the safe play areas also identifying out of bounds areas
- Student to write an explanation of the dangers of out of bounds areas
- Remind students of acceptable play areas before break

- Rewards: raffle tickets for first comers
- Ask child where they should be
- ask child why they are not in the right place
-

Not being responsible with belongings:

- Help to tidy the class room & identify ways to care for the class belongings
- Research to find the cost of replacing the damaged/lost items
- Ask student to write a list of ways to care for belongings
- Practise using equipment responsibly
- Write list of required items in student diary
- Allow set time to clean and organise desk/personal area
-

Treat Others with Respect

Not being courteous to others (Manners etc)

- Ask student to find three nice things to say to the other child
- talk about discourteous behaviour and how it feels for you
- discuss why the negative behaviour occurred
- model appropriate talk and direct it to the individual who was the target of the disrespectful behaviour
- Model correct behaviour ourselves
- Discuss appropriate behaviour with class especially feelings
- Role play situation
- Refer to Class Vision
- Affirm courteous behaviour in a positive way

Not including others in play / not following rules

- Talk about the reasons why this occurred
- Discuss ways of inclusion without forcing friendships
- Refer to class vision
- Teach appropriate ways of dealing with those we do not wish to join or have join us
- Affirm positive examples of inclusion
- Teacher reinforcing playground rules in class and prior to playground time

Not keeping hands and feet to self / playing rough

- Model correct behaviour ourselves.
- Affirm positive examples of self-control when playing
- Teach game rules
- Refer to Class Vision
- Teacher reinforcing playground rules in class and prior to playground time

- Discuss appropriate ways of dealing with frustration, anger and game playing

Teasing / Picking on others

- Ask student to think of and say three nice things to the other child
- Model correct behaviour ourselves by not singling out children when their behaviour is inappropriate – deal with in private
- Affirm positive examples of children caring for the feelings of others
- Discuss and brainstorm appropriate responses to irritation or frustrating situations
- Teacher reinforcing school rules in class and prior to playground time
- Refer to Class Vision

Care for the Environment

Running/Playing in gardens:

- Ask student to walk along the path again follow the school expectations
- Redirect children to tidy the gardens (pick up rubbish in it) during play time instead of running through it
- Involve children in planting and taking care of gardens by watering plants – giving them hands-on opportunities to understand how they are connected to God's creation and have a responsibility to take care of it
- Encourage children to join the R-Team where they are allowed to walk in the gardens!
- Discussion on appropriate behaviour from STC matrix
- Acknowledge and praise children for appropriate behaviour
- Give them ownership of the gardens e.g. Water, weed etc
- Establish and identify rules
- Visual prompts
- Ask the children to leave the garden and congratulate them on taking care of God's creation
-

Dropping Rubbish

- Ask child to make the area clean and rubbish free.
- Follow Mr Mitchell's example of modelling appropriate behaviour and picking up the rubbish while saying "We can't leave rubbish lying around our school – I'm going to pick that up."

- Establish a consistent No-Bin day where children are encouraged to either put their fruit scraps in compost/worm farms or take their rubbish home
- Verbally acknowledge and praise children for picking up rubbish
- Reward children with Playground Awards when they pick up rubbish
- Discussion on appropriate behaviour from STC matrix
- Positive comments about keeping a clean environment
- Teacher modelling behaviour/ rule
- Nude food day
-








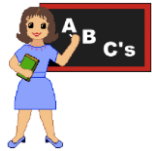
Using Equipment incorrectly (sport/classroom)

- What happens if? Discussion – What happens if we don't use our equipment appropriately? Enrol students in possible consequences (equipment breaks, it doesn't get replaced, we like it when people take care of our own personal stuff and school equipment is used by everyone so we need to take care of it) – Ask children to make the choice once they know the consequences
- Discussion on appropriate behaviour from STC matrix
- Encourage and praise children who are using equipment appropriately
- In severe cases, children might need to be personally responsible for apologising to other children or to teachers/school officers
- Demonstration of how equipment is used by other students – discuss and then replicate
- Explanation of why we wouldn't do something
- Reward systems for those that do use equipment correctly
- Ownership of equipment
- General conversation after play
-

Not caring for Flora and Fauna

- Write a letter to God about how to care for all God's creatures
- Involve children in planting and taking care of gardens by watering plants – giving them hands-on opportunities to understand how they are connected to God's creation and have a responsibility to take care of it
- Encourage children to join the R-Team where they are allowed to walk in the gardens!
- Discussion on appropriate behaviour from STC matrix
- Acknowledge and praise appropriate behaviour
- Establish and identify rules
- Visual prompts
- Ownership of the environment
- Treat animals with respect

Appendix E - Problem Solving Process: Steps to Solve a Problem

Step	Looks like	Sounds Like
1	<p>Use Words</p> 	<p>Stand up straight, eyes looking towards the person and use '<u>I statements</u>' respectfully:</p> <p>"Please stop! <u>Barney</u> I don't like it when you <u>take my hat</u>. Please don't take my hat." <i>Older students might add</i></p> <p>"I would prefer it if... (e.g. you played tag with me)".</p>
2	<p>Ignore</p> <p><u>Action:</u> Respectful hand up, close to your body.</p> 	<p>Quiet, no sound or attention given to the person.</p> <p><u>Ignore by:</u></p> <ul style="list-style-type: none"> Not listening  Not looking  Not speaking  Not laughing Turn your body away
3	<p>Walk Away</p> 	<p>Continue to ignore the person and move away to a different area.</p>
4	<p>Ask a Friend to Help</p>  <p>A good friend is calm and listens well.</p>	<p>Say: "I have asked <u>Barney</u> not to <u>take my hat</u> because I don't like it. Please can you help me solve the problem."</p> <p>Friend says: "Yes let's go and talk to <u>Barney</u>."</p> <p>Friend says to <u>Barney</u> respectfully: "Please think about the right thing to do and <u>give the hat back</u>, people don't like it when you <u>take their hats</u>."</p>
5	<p>Ask a Teacher or Leader to Help</p> 	<p>Friend helper and Student go to teacher or a Year 6 leader.</p> <p>Teacher/leader says: "Tell me what you have done to solve the problem". Prompt students to describe the 5-step problem solving process.</p>

Appendix F

Learning to Give and Receive an Apology

Every day children and adults make mistakes and as a result need to apologise. As a parent, teacher, leader and friend we have all needed to give an apology. An apology is a gift if it is presented the right way.

Giving an apology is a complex social skill which, like all other social skills requires modelling, practice and feedback. Equally there is skill in being able to accept an apology as well.

A good apology has four parts:

1. **“It was my fault.”** The first step is taking ownership for your actions by admitting what you have done wrong. At this stage it is important not to make excuses, blame the other person or downplay the behaviour, as this negates the second step.
2. **“I am sorry for”** Saying sorry can be the hardest part and needs to be genuine rather than forced. Forcing someone to apologise rarely has the desired affect of the person learning the lesson or changing their behaviour. A genuine apology comes with being able to understand the consequences of your actions, how it is perceived by the other person and a degree of empathy.
3. **“What can I do to make it right?”** The third step is to be accountable, responsible for your actions and ask what you can do to fix the problem. Asking “What would Jesus do?”, “What would Nano do?” helps us to reflect on the Gospel values and teaching of Jesus. This is a time to ask for God’s help to change and seek to heal our relationship. It is only through Love, Gratitude and Forgiveness that we can truly build relationships.
4. **“I will show you I can be trusted again.”** The last step is to listen and then attempt to repair the relationship by going out and creating change for a better world. This means you won’t make the same weak decision again. Rebuilding trust takes time for you to show the other person that you have changed your behaviour. Be patient and give them time to trust you again.

**“NEVER
RUIN
AN
APOLOGY
WITH
AN
EXCUSE.”**

Remember that apologising doesn't always mean that you were wrong or the other person was right. It means that you value your relationship more than your ego. Of course, the apology does not mean anything if you keep doing what you are sorry for.

Being on the other end of an apology also requires skill to be able to accept it gracefully, while also not letting the person 'off the hook'. Often the default response is “It’s OK”; however, it was not okay, or an apology would not be

required. "It's OK" minimises and trivialises the apology. So how do you accept an apology? Again, a good acceptance of an apology has 3 parts.

1. **"I appreciate your apology."** This acknowledges that it may have been difficult for the other person to give the apology and conveys your gratitude that the person has made the effort to make amends.
2. **"I was hurt (physically, emotionally) because...."** Step two is to be honest about your emotions and explain to the other person how you felt when they behaved badly. Be clear and direct about how you felt when the other person behaved badly.
3. **"Thank you for saying sorry, please do not do it again."** The final step is to accept the apology and forgive the person. You might choose to comment on how you understand why they did what they did. Tell the person you want to continue a positive relationship and move on, which means building trust again.

Accepting an apology in no way means your hurt feelings suddenly stop or that you are now best friends again. It is, however, a step towards healing and moving forward.

THE FIRST TO APOLOGIZE
IS THE BRAVEST. THE FIRST
TO FORGIVE IS THE
STRONGEST. THE FIRST
TO FORGET IS THE
HAPPIEST.

- Unknown

Appendix H



Behaviour Reflection I am taking control of my behaviour

Student: _____ Date: _____

What was my weak decision? What rule did I not follow?	What would have been a better choice/strong decision?
How did my decision make _____ feel?	How can I fix my mistake and repair my relationships?

Additional Staff Member Comment:

Staff Member: _____ Signature: _____



Behaviour Reflection I am taking control of my behaviour

Student: _____ Date: _____

What was my weak decision? What rule did I not follow?
What would have been a better choice/strong decision?
How did my decision make _____ feel?
How can I fix my mistake and repair my relationships?

Additional Staff Member Comment:

Staff Member: _____ Signature: _____

Parents/Guardians, PLEASE:

- Discuss with your child what they could have done differently i.e strong decisions
- Sign the form (and provide additional information below, if required).
- Ensure your child returns the signed Reflection Sheet to school the next day.

Your child has worked with a staff member to discuss and reflect upon a weak decision made at school today. **This is not a punishment**, rather a recognition that all actions have consequences and we need to spend time reflecting on our actions to help us make stronger decisions in the future.

Consequences for school behaviours are not required at home.

We treat all behaviour mistakes as an opportunity to learn.

If you require clarification or would like to share concerns about the incident, you are encouraged to leave a response below.

Parent/Guardian Comment:

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Appendix I

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Green Zone
I am good to go.

Happy Calm Reedy Okay

I can do these:

Learn Listen Work hard Expected behaviors

Blue Zone
I am running slow.

Sad Tired Bored Sick

I can try these tools:

Take a break Talk to an adult Ask for a hug Listen to music

Yellow Zone
I need to take caution.

Worried Nervous Annoyed Upset

I can try these tools:

Take a break Get a drink Walk Inner coach

Red Zone
I need to STOP.

Mad Yelling Mean Hands on

I can try these tools:

Deep breaths Size of problem Run Take a break