

**All Saints’ Catholic School**

**School Wide Positive Behaviour 4 Learning**

**Support Document**

**The Mission - Teach Challenge Transform**

In Catholic schools, it is acknowledged that a diverse range of personal, social, cultural, family, and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, Catholic schools seek to develop, throughout the school community, right behaviours and respectful relationships that are infused with gospel values. The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students:

Quality relationships and partnerships: fostering respectful interpersonal relationships among and between all community members

A commitment to justice and service: identifying and eliminating barriers that hinder students’ participation and achievement

Inclusive learning and teaching: welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties

Formation of self-discipline and responsibility: developing in students qualities of self- discipline and reciprocal responsibility, as well as a social conscience

Effective networks of care across the community: developing partnerships with the wider community, church groups, support services, respite care, and health services

**All Saints’ Mission Statement**

Gathered as a faith community we live our daily live inspired by Gospel Values.

Our Mission is to model and develop in our students the Catholic faith that reflects the life of Jesus Christ.

We seek to provide a balanced education that nurtures and values the uniqueness of each person.

We strive for excellence through a progressive curriculum that promotes lifelong learning enabling our students to contribute in positive ways to an interdependent world.

**Our School Context**

All Saints’ is a Catholic School community dedicated to helping students achieve their full potential as life-long learners. We promote and encourage this through a partnership between the staff, students, parents and the wider community. We are a mid-sized school that provides an education for students from Prep to Year 6.

You will find us in the beautiful township of Boonah, located on the corner of Oliver and Church Street: only a short walk from the town centre. We offer an exceptional educational opportunity to our students in a delightful rural setting within the Scenic Rim region.

Our school was founded in 1957 by the Sisters of Mercy. Ours is a learning community which draws on the values of Jesus, founded on the charisms espoused by Catherine McAuley, the founder of the Sisters of Mercy. It is a learning community where each individual is known respected and valued. We are dedicated to assisting all students achieve their full potential as life-long learners.

All Saints’ is staffed by quality, caring, motivated and dedicated Teachers, School Officers and Teacher Aides. They demonstrate a commitment to one another, to the students and to the parents, which then flows out into the wider community. There is a connectedness between all members of our community that nurtures the growth of young minds, hearts, bodies and spirits.

Consultation Process

All Saints’ School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal, the school board, and the Area Supervisor, and will be reviewed at least every 5 years.

**Our Beliefs:**

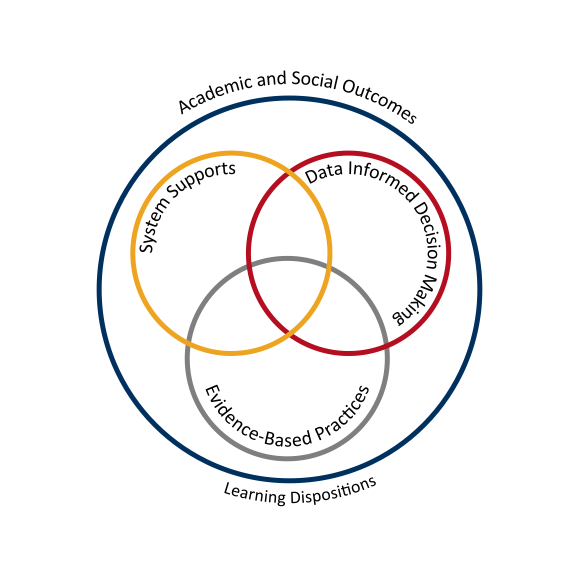
Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour supports.

* Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne declaration)
* 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, the educator with an opportunity to teach
* For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships
* Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student’s success.
* Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
* Students need and want high standards for their behaviour. Maintaining high expectations does not require “get tough” or punitive approaches.
* An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
* Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

**Our Approach – Positive Behaviour 4 Learning**

What is Positive Behaviour 4 Learning?

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



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

Theoretical and conceptual characteristics

The theoretical and conceptual understandings of PB4Learning are firmly linked to *Behavioural Theory* and *Applied Behavioural Analysis (Carr et al., 2002))*

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

**Continuum of support and key features**

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

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

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

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

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

Individual or Tier 3

* Individual Students
* Assessment Based
* Intense, durable intervention

Targeted or Tier 2

* Students At-Risk
* High Efficiency
* Rapid Response

Universal or Tier 1

* All students
* All settings
* Preventative, Proactive

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

**Universal supports**

***A relentless focus on learning for all students***

**Clarity: Our Expectations**

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

At ALL SAINTS’ SCHOOL our school-wide expectations are:

**Be Respectful**

**Be Responsible**

**Be Safe**

**Be a Learner**

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

***All Saints’ School Matrix: Appendix F***

In addition to our school–wide 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. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being, behaving and learning to live with others while Critical and Creative thinking is fundamental in students becoming successful learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

*ACARA website:* [*http://www.acara.edu.au*](http://www.acara.edu.au)



**Classroom Covenants / Vision**

Positive relationships are vital in the Teacher/Student relationship. At the beginning of each school year a great deal of time and effort is put into developing positive relationships in each class. Time is devoted in getting to know and the sharing of the ‘story’ of each member of a class. A class covenant or vision is formulated by each class and publically proclaimed at the beginning of the school year Mass. Covenants/Visions are displayed in the school foyer.

**Focus: Teaching expected behaviour**

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

With our older students we have found strong positive results when staff:

*Remind = S*tudents are regularly reminded of expected behaviours, procedures and routines

*Supervise =* Monitor student performance or compliance in all settings

*Feedback =* Provide feedback, non-contingent and contingent

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

* Beginning of school year orientation day
* Pastoral care period, weekly throughout the year
* Time built into the first weeks of schools and boosters later in the year
* Assemblies followed by group practice
* New student orientation when needed
* Student ambassadors may serve as orientation models for newly enrolled students

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas.

**Feedback: Encouraging Expected Behaviour**

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

At All Saints’ School there are several ways in which staff establishes the behaviour expectations of our students, including the following:

* Explicit teaching and consistent follow-up of school rules
* Modelling and role play methods used to teach and learn behaviours
* Reinforcing positive behaviours
* Displaying photos of positive behaviours
* Displaying the school and classroom rules clearly
* Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
* Applying appropriate consequences for not meeting behaviour expectations
* Explaining why a behaviour is expected or a consequence is necessary
* Empowering students to take responsibility for their actions
* Being flexible to allow for unforeseen circumstances or children with needs
  + - * Maintaining effective communication and sharing a common language about behaviour in our school community
      * Transitioning students from one year to the next especially as the encounter new teachers

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

**Awards:**

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school. The following All Saints’ School Awards outline the variety of awards available for teachers and other staff to use when acknowledging the achievements of students in our school. Criteria for these Awards can be found on Appendix E.

**In the classroom**

* Sticker charts
* Stamp books
* Tickets
* Stones in the jar
* Free time
* Homework free night

**In the playground**

* Teacher distributes coloured cards which the students can write their names on and place in the box in the office for the weekly draw

**Weekly awards**

* Shooting Star Award – Academic focus
* Shining Star Award- Citizenship/virtue focus

**Monthly Award**

* Early Years All Star
* Middle Years All Star
* Senior All Star

**End of Year award**

* Spirit of All Saints’ Award- perpetual trophy (donated by the Fassifern Falcons)

**Targeted Supports**

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

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

Some targeted intervention programs that are used at All Saints’ School include:

* Friends Program
* Virtues Program

**Individualised Interventions**:

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

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

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

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

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents
2. Observations in the classroom
3. Collaborative meetings to share information and plan effective intervention strategies
4. Teaching replacement behaviours
5. Creating routines and environments to facilitate success
6. Monitoring and evaluating the effectiveness of the behaviour plan.

**Responding to inappropriate Behaviours**

***The best defence is always a great offence***

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

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

**A continuum of Reponses**

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

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

Teachers typically address minor behaviours using best practices that include correction and re-teaching. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour.

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

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

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

As a staff we have developed a Continuum of Response (See Appendix C) to both classroom and playground behaviours. We have used the term ‘points’ not as a numerical system but to represent points of a star that is our symbol for Positive Behaviour for Learning.

**Learning-based consequences**

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though consequences for inappropriate behaviour are intended to be educational, the consequences may in fact be mildly unpleasant for the student involved. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

**Monitoring inappropriate behaviour**

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

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

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

Staff will also use a Behaviour Recording Sheet in class to monitor student behaviour (see Appendix D). These will be collected and collated and the data will be recorded in the Student Behaviour Support database.

**Targeted and Individualised Supports as a response to Problem behaviour**

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

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

**Suspensions**

At times, the actioning of a student suspension may be necessary. The decision to suspend a student will be made by the Principal or their delegate. Some actions that may warrant a suspension may include:

* Repeated defiance
* Inappropriate use of technology (including school internet, mobile phones, and other electronic devices)
* All forms of harassment such as repeated name-calling, teasing, ostracizing, derogatory comments (including through the use of technology: emails, social pages)
* Strong verbal abuse towards students and staff
* Stealing
* Physical and/or verbal aggression toward students and staff
* Smoking
* Intimidation and/or harassment of staff (including through the use of technology)
* Possession, distribution or accessing Pornography
* Vandalism
* Sexual harassment/misconduct

Once the decision has been made to suspend a student the following actions will be actioned:

* The length of suspension will be decided by the Principal (or delegate). The length of suspension will be determined by the severity the students actions. Suspensions up to 2 consecutive days can be actioned by the Principal (or delegate). Suspensions of more than 2 consecutive days the Principal must contact their Area Supervisor for approval.
* Parents/guardians of the child being suspended will be contacted by telephone. The reason for the suspension will be outlines and the parents/guardians will be required to come and collect their child. The student will remain in the principal’s office (or designated area) until the parents/guardians arrive at school.
* A letter will be given to the parents/guardians of the child being suspended. The letter will outline the reason for the suspension as well as the period that the student will not be allowed to attend school. The letter will be signed by the Principal (or delegate).
* At the end of the period of suspension a Re-entry Interview will be conducted. This will be organised by the Principal (or delegate) and will involve the Principal, the student and their parents/guardians. At the end of this interview the student will be escorted to class by the Principal.

In a school utilising Positive Behaviour 4 Learning processes, students who have been suspended or who are at risk of suspension would be candidates for a comprehensive functional behaviour assessment to inform an individualised behaviour support plan.

**Exclusions**

Recommendations to exclude a student from a Brisbane Catholic Education School can be made to the Executive Director of Brisbane Catholic Education. The Executive Director has sole responsibility of excluding a student. Actions of behaviours that may trigger a Recommendation for Exclusion may include:

* Extreme or continued behaviours that would warrant a suspension
* Possession of drugs
* Supply of drugs
* Possession of a weapon/Use of a weapon
* Violent assault
* Sexual Assault

Under the BCE guidelines “students will not normally be excluded unless a clearly documented range of strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example through a Functional Behaviour Assessment”. This process is reflected in the example flowchart in this plan for Targeted and Individualised Responses (Figure 2).

**Appeals**

Parents and Legal Guardians who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents and Legal Guardians may appeal a suspension of longer than three days to the Area Supervisor. Parents and Legal Guardians may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to:

1. The Principal of the school, about a decision to suspend a student for less than three days
2. The Area Supervisor, about a decision to suspend a student for more than three days from a particular school
3. The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

**Bullying and Cyber Safety**

1. Definition: Bullying is the *“repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons”* (Rigby, 1996). Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment, them or exclude them, so that the person feels helpless.

Cyber bullying 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 All Saints’ School we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, through your actions (or inactions) you are condoning this behaviour.

***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, ridiculing, humiliating, intimidating
* Racist: taunts, graffiti, gestures, intimidation
* Sexual: unwanted physical contact, abusive comments, intimidation
* Cyber: unwanted text messages, emails, information technology, intimidation

**Response**

***Investigating Potential Bullying***

When an investigation about bullying is required, the following procedures will be followed:

* All Saints’ School adopts a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school’s anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.
* If bullying is identified, leadership team members may choose to use the following methods with the children involved:
* Shared concern
* Mediation
* Individual counselling

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

Continued bullying would result in a further action plan being devised, appropriate consequences for the child and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan.

***Support for the target and perpetrator***

***We support the target in the following ways:***

* Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration;
* Informing the child’s parents;
* Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
* Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
* Taking necessary actions to prevent more bullying.

***We support the perpetrator in the following ways****:*

* Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying;
* Informing the child’s parents;
* Continuing to monitor the child’s behaviour and offering appropriate support
* Enforcing appropriate consequences that are directly linked to the child’s bullying behaviour. 

**Professional Learning**

* Twilight meeting on Positive behaviour 4 Learning
* Positive Behaviour 4 Learning School Coaches network days X 2 each year
* Participation in the Positive Behaviour 4 Learning Initiative with BCEO staff
* Maintaining school capacity to do FBA and design individual plans by ensuring there are always two staff trained
* Maintaining a currency in effective pedagogy by participating in initiatives like Design Thinking, Visible Learning or the 3D approach. Staff that have effective pedagogy will have engaged students.





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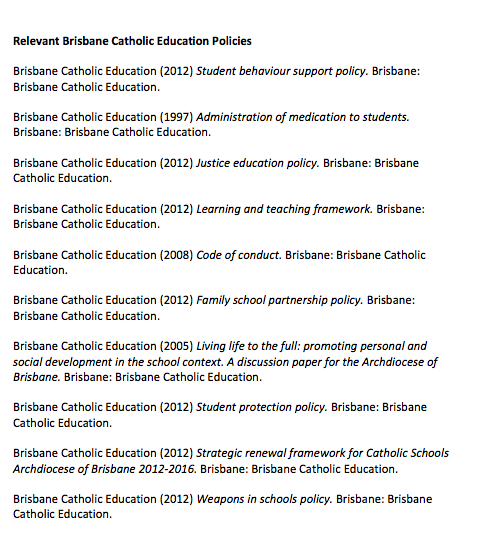
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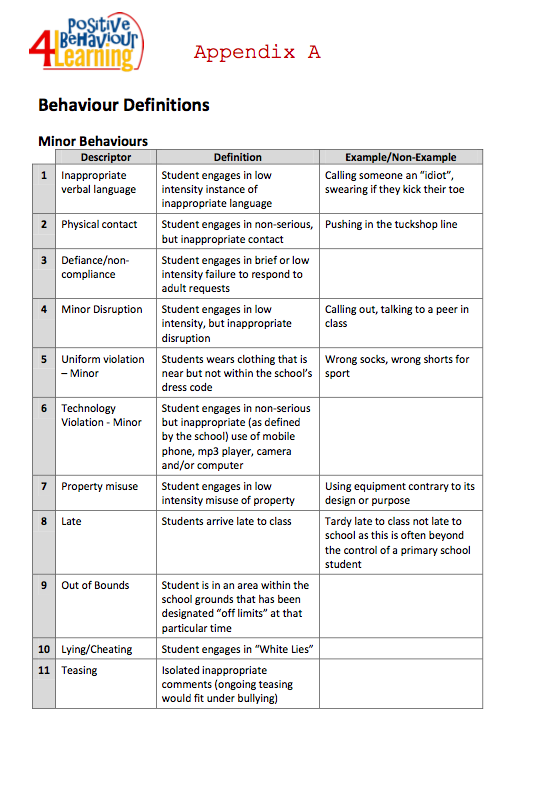
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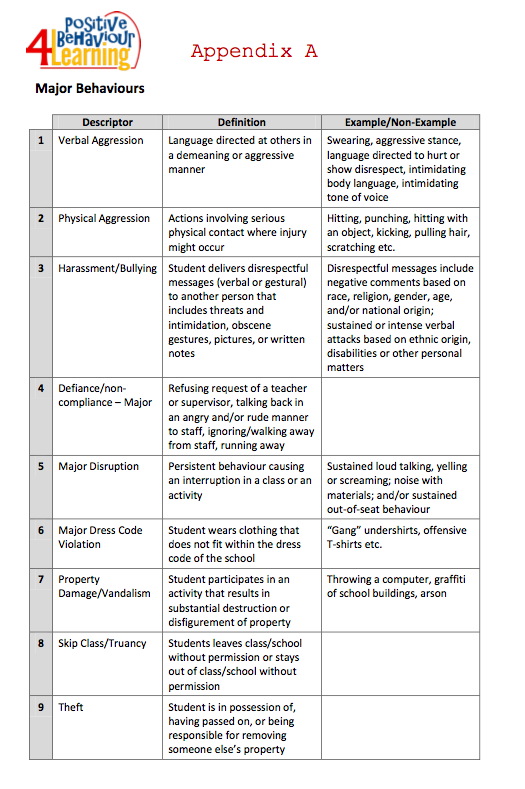
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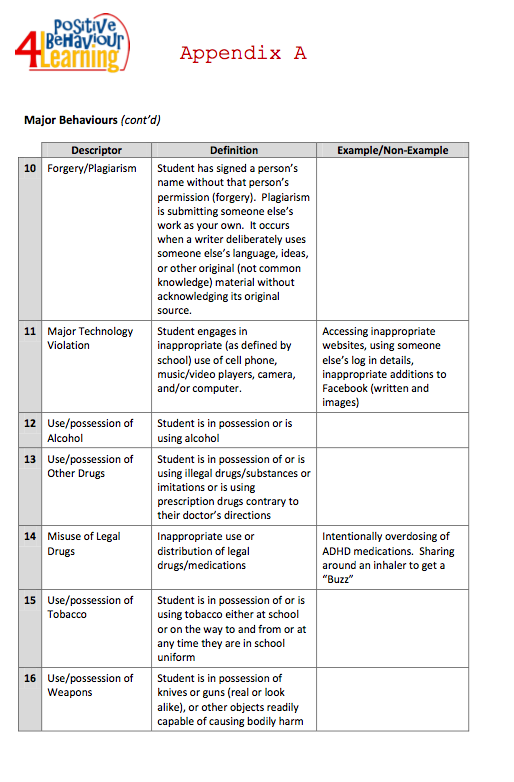
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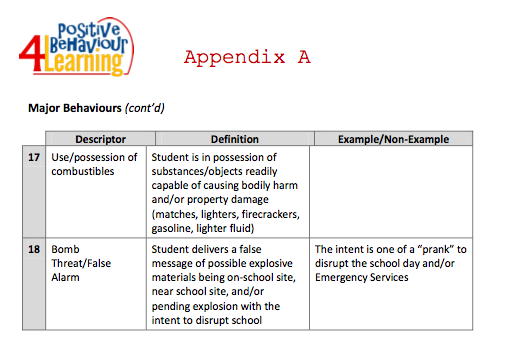
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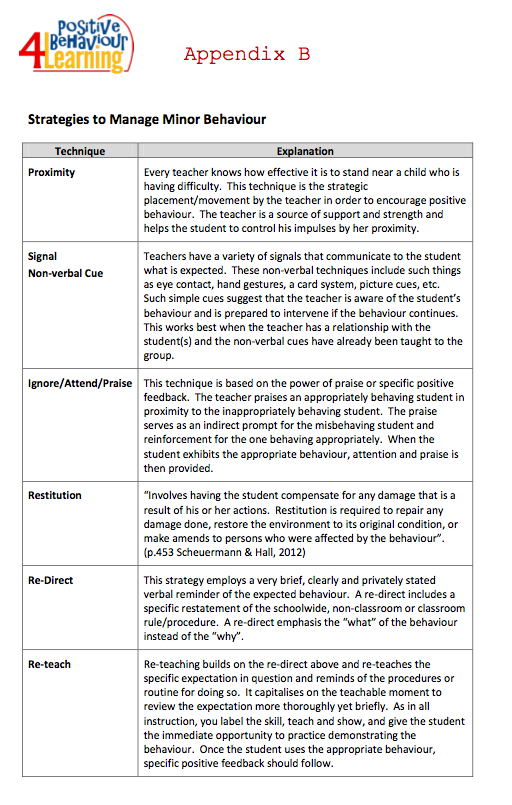


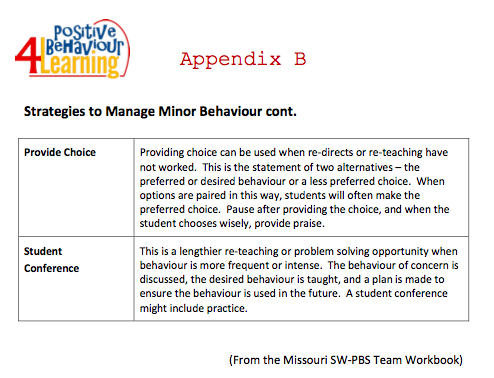






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**Appendix E**

**Criteria for All Saints’ Awards**

**Shooting Star Award**

* Working to the best of your ability or potential
* Engaging the majority of the time
* Willing to accept new ideas and share thoughts
* Accepting challenges that arise
* contributing consistently
* Putting in the extra effort
* Academic excellence if appropriate
* Going above and beyond to achieve
* Homework completed to satisfactory standard
* Tasks completed on time
* Positive attitude and application to study
* Significant improvement in one or more KLA’s
* Strives to be the best they can be

**Shining Star Award**

* Is polite and uses manners at all times
* Is respectful and considerate of the feelings of others
* Pastoral care attitude to others
* Happy, kind nature
* Tries their best at all times
* Works to the best of their ability
* Follows the classroom and school rules consistently
* Positive attitude

**All Star Award**

* Strives to do their best both socially and academically
* Contributes actively within the classroom and around the school
* Exhibits politeness and courteousness to teachers and other students
* Follows the school rules and is a positive example to other students
* Shows initiative
* Is engaged and working to the best of their ability

**Spirit of All Saints’ Award**

* Throughout the school year demonstrated in all aspects of their school the true “ Spirit” of All Saints’. Nominations will be put forward by staff and a staff decision will be made on who is given this award.
* **To Be A Learner At All Saints’...**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rule** | **Before school** | **Eating time** | **Toilets** | **At the office** | **Tuckshop** | **At Play** | **Lining up/**  **transitions** | **Stairwell/**  **Hallways** | **Bus/After school** | **Outside school grounds** |
| **...Be Respectful** | Remain seated in designated areas until dismissed  Use talking voices | Sit in the designated eating areas  Keep your area clean  Look after your belongings  Wait for permission to leave | Respect others’ privacy  Practise good hygiene  Use facilities for their purpose only | Wait your turn  Be patient  Be quiet and courteous | Use manners when speaking to tuckshop staff  Use only your money  Line up and wait your turn | Share equipment and friends  Take turns- actions and speaking  Follow the rules of the game  Look after equipment and return it to the proper place  Use appropriate language  Respect wildlife  Be mindful of personal space | Move quietly  Stay in line  Be in the right place at the right time | Stay to the left  Use talking voices  Walk at all times | Line up/wait in the correct place  Be patient and wait quietly  Follow the directions of the teacher on duty  Follow directions of bus driver | Wear the correct uniform  Follow the school rules and teacher direction |

* **To Be A Learner At All Saints’...**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rule** | **Before school** | **Eating time** | **Toilets** | **At the office** | **Tuckshop** | **At Play** | **Lining up/**  **transitions** | **Stairwell/**  **Hallways** | **Bus/After school** | **Outside school grounds** |
| **...Be Responsible** | Come ready to learn  Bring what you need each day  Ensure you are wearing your uniform correctly  Sit in the designated place until the appropriate time  Look after your belongings | Put all rubbish in the bin  Take care of your belongings | Use toilets correctly  Report damages or inappropriate behaviour  One person per cubicle  Leave toilet door unlocked after use | Wait your turn  Be patient  Be quiet and courteous | Wait patiently  Be in control of your money  Use only your own money | Take care of equipment  Use equipment correctly  Remain in the correct area | Be on time  Wait patiently  Move quietly  Stay in line  Be in the right place at the right time | Stay to the left  Use talking voices  Walk at all times | Be in the right place  Bus children remain in lines | Follow school rules |

* **To Be A Learner At All Saints’...**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rule** | **Before school** | **Eating time** | **Toilets** | **At the office** | **Tuckshop** | **At Play** | **Lining up/**  **transitions** | **Stairwell/**  **Hallways** | **Bus/After school** | **Outside school grounds** |
| **...Be Safe** | Remain seated until dismissed by teacher  Look out for younger and or smaller children  Play on top oval and under covered area once dismissed  Play designated games | Stay seated whilst eating  Eat and drink only what is yours  Throw any rubbish in the bin  Wear your school hat at eating time | Walk to and from the toilets  Practice hygiene- flush and wash hands  Use paper and water sensibly  Return promptly  Play free zone | Only injured person and 1 friend to attend  Walk to and from  Wait your turn | Line up correctly and remain in line  Buy only your own food and drink | Use equipment appropriately  Put lunch boxes on stools  Play in designated areas  Watch wildlife from a distance  Wear your school hat  Keep shoes and socks on  Report injuries to teacher on duty | Stop play when bell goes  Walk promptly to the toilets and water bubblers  Sit in class lines  Refrain from sitting on stools  Use talking voices | Keep to the left going up and going down stairs  Keep left walking along hallways and paths | Follow directions of the teacher on duty  Walk to and from bus lines  Remain seated on stools or in line  Remain seated on the bus | Follow the directions of staff at all times  Sit down while on buses  Obey road rules |