



## St Joseph's Catholic Primary School Student Behaviour Support Plan

This Student Behaviour Support Plan is designed to support positive and productive behaviours so that learning and teaching in our school can be effective so that students can participate positively within our school community. This plan is supported by the Brisbane Catholic Education Student Behaviour Support Policy and Procedures.

### **School Mission and Vision - Teach Challenge Transform**

United in faith, our Vision is to –

- Nurture personal growth
- Inspire a passion for learning
- Build community and Encourage dreams

Our Mission as the community of St Joseph's Catholic School is to live our faith, recognising Jesus in each other. As such, we reach out in compassion, embracing the dignity and diversity of all. Within a supportive and caring environment, we aim to foster a love of learning as we strive for excellence in all that we do.

### **Our School Context**

St Joseph's is a Catholic School with an enrolment of over 700 students from Prep to Year 6. The school's motto of 'Jesus in each other' is central to the way in which we teach the children to relate to each other. We draw our enrolments predominately from the suburbs of Bracken Ridge and Bald Hills and the members of the school community have established good relationships both in and out of school. We cater for children from many and varied backgrounds, ability levels and cultures and offer them quality education within a safe and happy environment. St Joseph's also has a significant percentage of students with diverse needs. These students are supported by our Learning Support team, made up of support teachers and the Guidance Counsellor. Staff operate in 26 classes, and include specialist teachers in Art, Music, Japanese, PE, Instrumental Music, Primary Learning Leader and Leadership team, office administration and grounds staff. The Centre is administered through Centacare and has a strong working relationship with the school.

### **Consultation and Review Process**

#### **Section A: Our Student Behaviour Support Systems**

This plan has been developed in consultation with staff, students and parents within our school community and BCEO personnel. Consultation occurred through staff meetings, and meetings with our School Board and P&F for comment and review. The plan was endorsed by the Principal, the School Board and the Brisbane Catholic Education Senior Leader and will be reviewed at least every 5 years.

## **1. Our Beliefs and Common Philosophy about Learning and Teaching**

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

St. Joseph's Positive Behaviour for Learning is based on Gospel Values. Student learning is optimised in a safe and supportive environment where a high standard of behaviour is sustained by clear, consistent expectations, an awareness of individual responsibility, positive relationships and consideration of student voice.

Our positive behaviour support practices at St Joseph's are grounded in current research which states that:

- Education's role in supporting the wellbeing and mental health of young people and in building their capacity to be resilient; recognizing, adapting to, and managing change. (Alice Springs Education Declaration)
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each student's success.
- Behaviour is learned, therefore responsible behaviour can be taught using the same strategies used to teach academic learning.
- Students need and thrive when high standards for behaviour are expected.
- 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.
- An integrated system of school wide, classroom support and individual student supports play a central role in improving behavioural outcomes.

## **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.

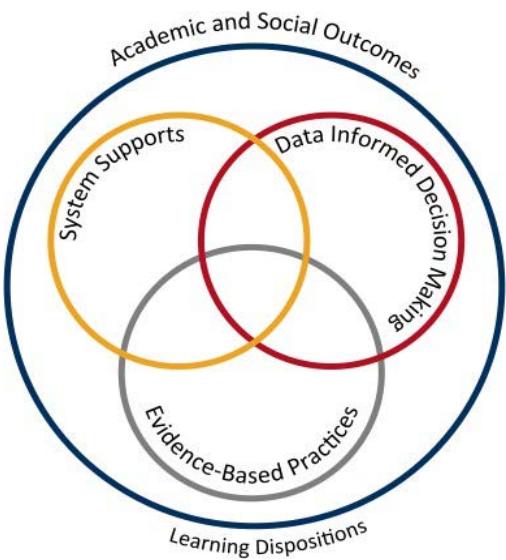


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

## 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:

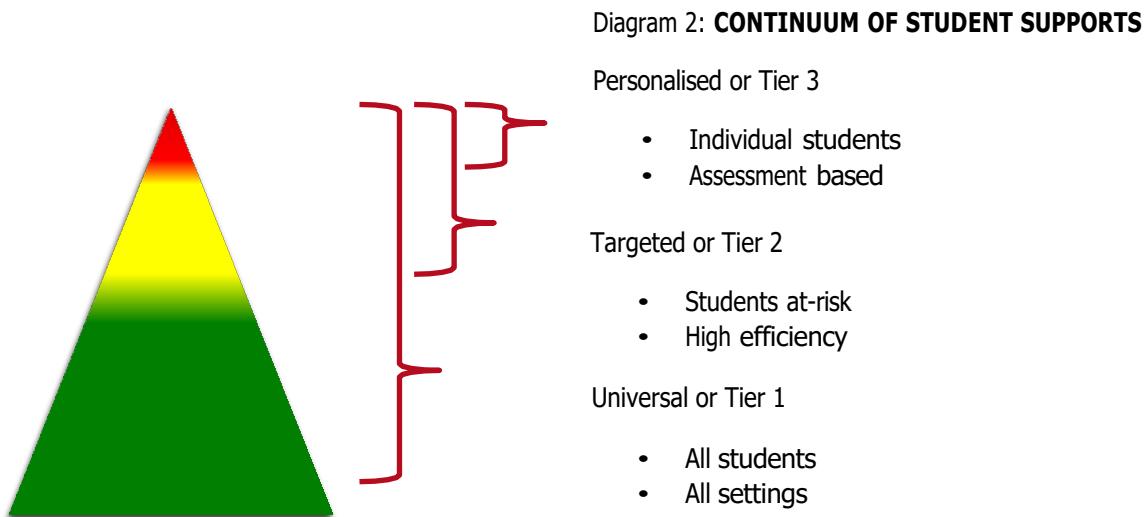
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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**

### **Section B: Our Student Behaviour Support Practices**

Staff participate in a variety of student behaviour support professional learning activities.

These include:

- Restorative Practices (School partner with Margaret Thorsborne)
- All staff engage in Professional Development and Responses (Effective Classroom Practices and Response Online Learning Webinars)
- Leadership monitors staff practices with respect to the implementation of the St Joseph's Way and CARE - Feed Forward matrix.
- PB4L Universal Supports
- PB4L Targeted Supports
- PB4L Individual Supports
- SBSS
- De-escalation Strategies (MAPA)

## 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.

Our expectations are:

- Care for people, places and things
- Act safely
- Respect self and others
- Engage in learning

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.



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](http://www.acara.edu.au)

## **2. 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.

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

- Behaviour expectations in the St Joseph's Way are explicitly taught by teachers and consistently followed up by all staff.
- Whole school teaching of expectations occurs at Assembly and is reinforced by teachers in classrooms.
- St Joseph's Way is visible and explicitly taught in all classrooms.
- Behaviour expectations visuals are present in each of the settings across the school. Modelling and role play methods are used to teach and learn behaviours.
- Providing clarity of expectations for student behaviour both within and outside the classroom
- The Peer Mediation Program provides these student leaders with the skills and opportunity to support the promotion of positive behaviours in the school.
- Transitioning students to new year levels and new teachers at the end of the school year for the following year through student support meetings and designated staff meetings

## **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 utilize

effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

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

- Assembly Merit Certificates
- Token/point/star systems (individual/group goal setting)
- Public display of work
- Individual class or year level rewards
- Whole school rewards aligned with our CARE matrix (CARE cards and bands) creating positive behaviour for learning
- Phone calls, emails or communication to parents
- Sharing work with others (Leadership Team other classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Articles in St Joseph's newsletter

### **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:

- 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.

- 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:

- Individualised Support Plan (ISP)
- Functional Behaviour Assessment (FBA)
- Specialist staff (Support Teacher, Guidance Counsellor)
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Involvement of outside professional personnel who have a vested interest in the student's welfare, Paediatrician, Psychologists
- Support from Speech Therapist, Occupational Therapist

### **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, redirecting 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	Teacher – student conversation	Student apology
Supervised calm time in a safe space outside of the classroom	Work it out together plan – teacher and student	Student contributes back to the class or school community
Set limits	Teacher – student – parent meeting	Restorative conversation
Individual crisis support and management plan	Teacher – student – leadership conversation	Restorative conference

There are three evidence-based approaches that we use at St Joseph's School to feedforward and respond to unproductive behaviours and the strategies:



## **BCE Formal Sanctions**

In incidents of continuing challenging behaviours or in response to serious incidents, formal sanctions authorised by Brisbane Catholic Education may be applied. These apply across all year levels and include:

## Time-out (Detention)

- Suspension
- Exclusion

Formal sanctions are implemented when all reasonable steps to deal with the situation have been taken. If the situation is serious or impacts the safety of others, immediate action will be taken. The planned action aims to address the best interests of the student and the safety of all members of our school community. Following any exclusion, re-entry meeting will occur with the student and parent/s to provide feedback and restorative action and support. Consultations and ongoing assessment could be undertaken in collaboration with support personnel.

In some cases of inappropriate behaviour, it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period. Collaboration amongst school staff, students and parents/carers is an important aspect of student behaviour support in Brisbane Catholic Education schools. All members should be fully aware of the procedures and of their place in the context of the St Joseph's Primary School Student Behaviour Support plan. In implementing these procedures, St Joseph's staff ensure that no student is unlawfully discriminated against and that their individual situations, such as age, individual needs, disability, and the developmental level of the student, are considered. When dealing with a student with a disability, consideration is given to the requirements of the Disability Discrimination Act 1992, the Education (General Provisions) Act 2006 Qld and the Anti-discrimination Act 1991 Qld.

### **Time-out (Detention)**

St Joseph's uses formal sanctions only after careful deliberation. At St Joseph's Catholic Primary School, formal sanctions are usually given for student behaviour that harms others physically or emotionally, damages school property, or disrupts others' learning in ways that cannot easily be managed in the classroom by teaching staff.

Students who require time-out may have this within their classroom or defined areas within the school. Students may require the support of a member of our Learning Support Team or a member of the Leadership Team depending on the nature of their behaviour. Time-out, including time at lunch and playtime, will be recorded in our Engage Database (Student Behaviour Support System). During a period of time-out, the students may repair relationships through restorative conversations and restorative practices; make plans for more appropriate behaviour.

## **Suspension**

There may be times when a student's behaviour is deemed a serious breach of the School Behaviour Support Plan. When this occurs, our St Joseph's staff continue to implement preventative and proactive individual supports. However, at times, in keeping with Brisbane Catholic Education policies, a suspension may occur. Parents are expected to support this decision and participate in discussion about the suspension.

Suspension is defined as the withdrawal of a student's attendance at school for a defined period. Suspension is most effective when parents/caregivers take an effective role, in partnership with the school, to support and modify the behaviour of a student.

A Principal may suspend a student for:

- persistent non-compliance: a student, who in his/her relationships with staff, is persistently disobedient, disrespectful or engages in verbal harassment and abuse;
- persistent disruption: a student who persistently disrupts and prevents the learning and teaching of others;
- intentional verbal or physical abuse and aggression: a student who is intentionally verbally abusive or intentionally physically aggressive
- a serious breach of our St Joseph's Way Expectations.

The decision to suspend a student at St Joseph's Catholic Primary School is taken very seriously. In most cases it will only be implemented after other behaviour supports have been tried in collaboration with the student's family and sometimes with external professionals who support the student. 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 concerning sexualized behaviours (to be reported in accordance with Student Protection Processes).

**St Joseph's support students after suspension** with a re-entry meeting conducted on the day of the student's return to school. Both student and parent/caregiver will be involved in this meeting. The Re-Entry Meeting is a key element of the suspension process, in order to:

- ensure that the student and the family understand the student's behaviour and the need for the formal sanction;
- confirm that authentic reflection and/or commitment to changed behaviour has taken place;

- confirm that any agreed actions as a condition of re-entry have been completed, such as the completion of agreed schoolwork, the engagement of outside specialists/professionals.
- support the student to engage in restorative conversation or action with the person or people who were harmed by their actions;

A Support Plan may be developed to describe the actions all parties will take to prevent the behaviour that led to the student being Suspended. This could include reduced task demands, extra support within curriculum areas that are difficult for the student, support during play breaks, check-ins with a trusted staff member, or providing a safe place within the school for the student to go. Support Plans are always shared with the student's family, and the family's input into the plan is always requested. If required, the school will collaborate with specialist stakeholders such as: - BCE staff (Education Officers for Inclusive Education or Wellbeing). Other specialists (Paediatrician, psychiatrist, psychologist, speech occupational therapist).

A suspension record is completed in the Engage Student Support System Suspension Register for all suspensions that are a full day or longer.

### **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a particular school. In extreme circumstances, where all other avenues to support a student to stay at St Joseph's have been exhausted, the Principal, in consultation with BCE, may recommend Exclusion. The Principal alone does not have the authority to exclude a student. Because Exclusion is a serious measure, there is a clear procedure that schools must follow if it is to be applied. Senior BCE staff are involved in this process.

## Process for appeals

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 <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a> .
Outcome of Appeal	<p>The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:</p> <p>(a) make the review decision within 5 business days after the application is made; and</p> <p>(b) as soon as practicable after the decision is made give the person written notice of the decision.</p>
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 the suspension or exclusion.**

## 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.

### 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.

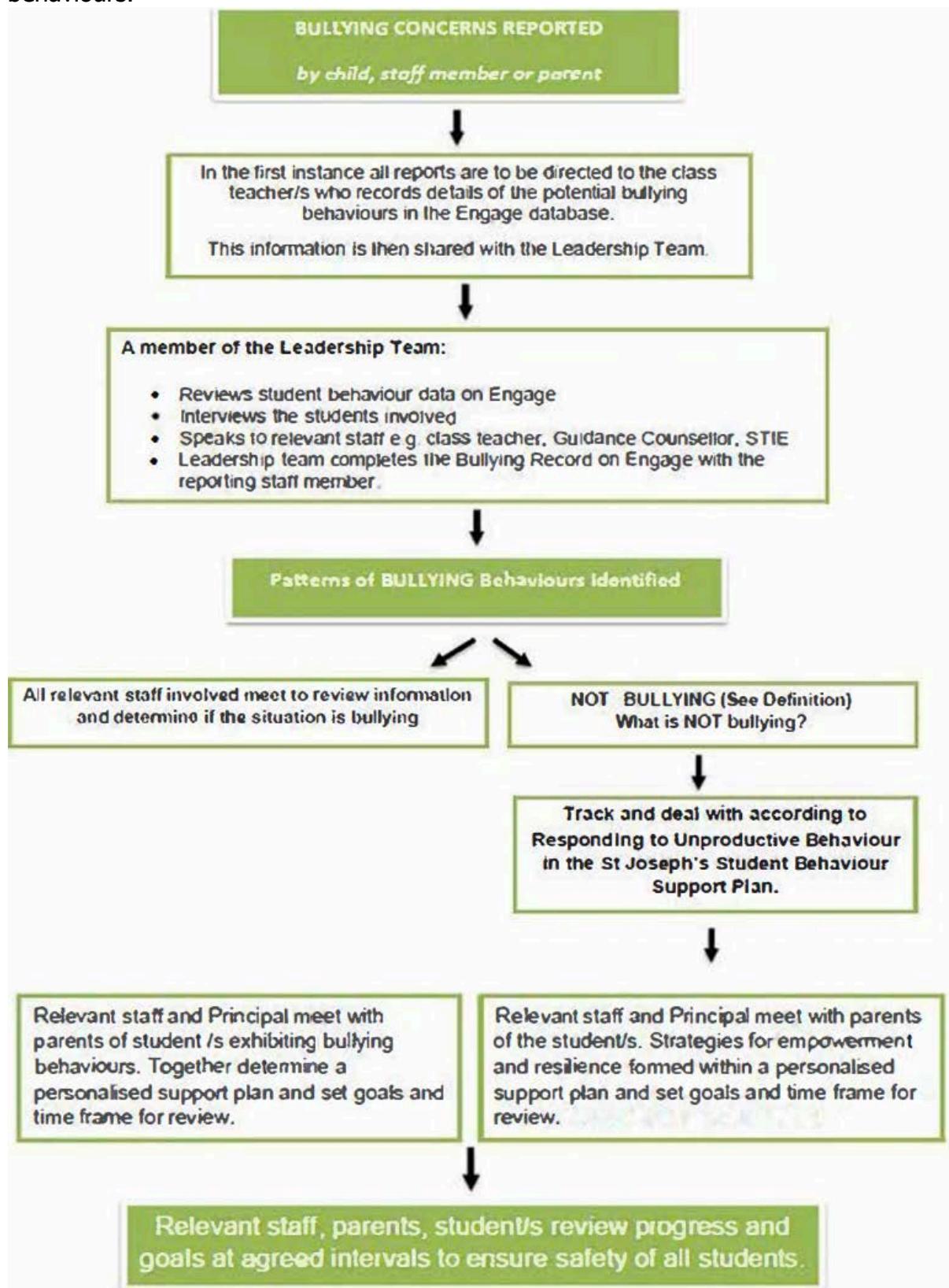
### **1. Understanding Bullying and Harassment**

At St Joseph's there are many ways in which we provide professional learning and information to our community:

- Staff members participate in ongoing professional development relating to behaviour education to ensure a proactive approach is adopted.
- Community awareness to promote our school's response is a priority. This is achieved through various forms of communication.
- The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- As part of this Student Behaviour Support Plan we clearly outline appropriate responses to inappropriate class behaviours and inappropriate outside class behaviours.
- Classroom teachers will discuss and clarify our school's approach (St Joseph's Way) with the students at the start of each year and at regular intervals throughout the year as a priority.
- Our school curriculum will include the promotion of inclusion, acceptance, tolerance, love and friendship with strong anti-bullying messages and strategies.

## 2. Teaching about Bullying and Harassment

St Joseph's use the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.



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 reports.
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, provide 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 will 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.

### 3. **Preventing Bullying and Harassment**

At St Joseph's School we take a positive, proactive approach to anti-bullying by teaching positive strategies for dealing with inappropriate or bullying situations.

This includes:

- Specific teaching of the St Joseph's Way at the appropriate level for students.
- School leaders take responsibility for promoting positive behaviours through assemblies and newsletters.
- Visual supports displayed in each classroom and around the school
- Revisiting strategies throughout the year at significant times

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.

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.

Explicit promotion of social and emotional competencies among students: Utilising the General Capabilities of the Australian Curriculum and Whole school programs.

### **Key contacts for students and parents to report bullying**

St Joseph's Primary School – 07 3261 2858

Principal – Brett Kitchener

Assistant Principal – Kate Hutton

Assistant Principal – Anita Smith

Guidance Counsellor – Sarah Smith

### **Cyberbullying**

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

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.

### Leadership Team Responsibilities

- Assists in the creation of a positive school culture of respectful relationships where bullying or harassing behaviours are not tolerated and cannot flourish
- Ensures that responses to incidents of bullying or harassment that have been reported to the school are dealt with quickly and effectively
- Ensures that support will be given to any student who has been affected by, engaged in or witnessed bullying behaviour
- Ensures that staff are recording incidents in the Engage Student Support System
- Inform families and students of the opportunities provided to them for reporting of bullying and harassment

- Formulate a personalised support plan in consultation with the student, the student's parents and the class teacher.
- Oversee the implementation of the personalised support plan and ensure that there is follow up within a designated time frame.
- Communicate any updated information to the student's parents at this time.

### Staff Members' Responsibilities

- Model, educate and discuss appropriate behaviour conducive to fostering positive relationships.
- Monitor student wellbeing and detect changes in patterns of behaviour.
- Follow the procedures outlined in the CARE – Feedforward to respond to minor or major behaviour incidents that occur.
- Use the Engage System to record reported or observed incidents of concern about teasing, harassment or bullying.
- Meet with Leadership to complete Bullying/Harassment record in Engage.
- Use the record of incidents on Engage to help determine whether a bullying pattern exists.
- If a personalised support plan has been compiled in consultation with Leadership, Guidance Counsellor, parents and student, ensure that the agreed plan is being followed.
- Review the personalised support plan with Leadership etc. within a designated time frame.

### Resources

The Australian Curriculum provides the framework for St Joseph's 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. Other useful resources available to parents/carers and schools

- 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.

At St Joseph's we use behavioural data together with other data sources to make data informed decisions about student supports. This includes team meetings – universal team (consisting of teachers and leadership) meet to analyse universal school data and feedback to staff meetings, Targeted and personalised team (including teachers, STIEs, GCs & leadership) meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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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 - Behaviour Definitions

### Minor Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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

<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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 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,

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		Bullying involves the misuse of power by an individual or group towards one or more persons	gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may 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.
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy	Stealing school or personal property

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		or permanently deprive the person of it	
<b>10</b>	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
<b>11</b>	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)
<b>12</b>	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	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>13</b>	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
<b>14</b>	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
<b>15</b>	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.
<b>16</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside	Explicit sexual talk or play, persistent nudity,

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		<p>normal behaviour in terms of persistence, frequency or inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p>	<p>repeated exposing of private parts to others and/or in public</p> <p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</p>
<b>17</b>	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
<b>18</b>	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

Approver:	Principal	Issue date:	31/03/2025	Next review date:	31/03/2027
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