St Joseph's CORINDA
CATHOLIC PRIMARY SCHOOL
Justice • Love • Humility

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Introduction

At St Joseph's School we acknowledge that a diverse range of personal, social, cultural, family, and religious influences can impact on the relational and behavioural responses of our students at any given point in time. In light of these influences, we seek to develop, throughout the school community, right behaviours and respectful relationships that are infused with gospel values.

Vision

Enlivened by the Gospel and our rich Catholic story
we are an inclusive and welcoming learning community
who act justly, love tenderly and walk humbly.
Committed to enriching and transforming the lives of all
through engaging and inspirational learning, we strive
to make a difference in the world.

Mission

Inspired by the love of God revealed in Jesus at St Joseph's School:
We honour the past, by embracing the spirit of our Catholic heritage and legacy of the Daughters of Our Lady of the Sacred Heart.
We celebrate the present, by nurturing the faith, spirituality and wellbeing of all in our community. We foster resilience and engage in high quality teaching and learning to build a culture of success for all.
We inspire the future, by growing a vision of hope, a spirit of joy and an appreciation of others and a willingness to serve.

We embrace the words of the Prophet Micah (6:8),– justice, love, humility and faith and continue to live these core values today.

Our School Context

St Joseph's School was established in 1917 by the Daughter's of our Lady of the Sacred Heart. St Joseph's is a member of the Brisbane Catholic Education System in the Catholic Archdiocese of Brisbane. It is situated in the South-west Brisbane suburb of Corinda and caters for around 490 students from Prep to Year 6. Our dedicated staff comprise of: 30 teaching staff (includes specialist teachers, support teachers and membership of the leadership team), 11 non-teaching staff (School Officers, Ancillary staff) and a Guidance Counsellor.

It is a multicultural, coeducational school with a warm, welcoming community feel. We focus on building relationships and partnerships within the school, parish and wider community.

As a school community we recognise the role of the parent in the educative process and every effort is made to support the family, to foster communication and encourage parental involvement. We are committed to make St Joseph's a place of friendship, justice and unity where parents, staff and students respect and listen to each other.

Consultation and Review Process

At St Joseph's we believe the most effective way to support student behaviour is through a school-wide positive approach called *Positive Behaviour for Learning* (PB4L). PB4L is about people, practices and processes. It has a focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice. These are all integrated into the PB4L strategy.

Our program developed through surveying and consulting parent groups, staff and students. 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 Senior Leader – School Progress and Performance, and will be reviewed annually.
Inclusion of the document in the school newsletter will provide opportunity for the wider parent body to offer feedback and students in Year 5 and 6 are also invited to comment.

From this, three expectations were established for our students to follow:

- Be safe
- Be respectful
- Be a learner

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. Our school aims to develop the whole person – intellectual, emotional, physical, social and spiritual. This is undertaken in an atmosphere of care and support, with a concept that learning is enjoyable and motivates students. We believe that the learning environment we establish nurtures children's gifts. The St Joseph's vision for learning is that all students understand what it is to be an effective learner in order to achieve success. St Joseph's provides opportunities for students to be collaborative, creative, capable, reflective, active and informed learners in accordance with the Australian curriculum.

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.

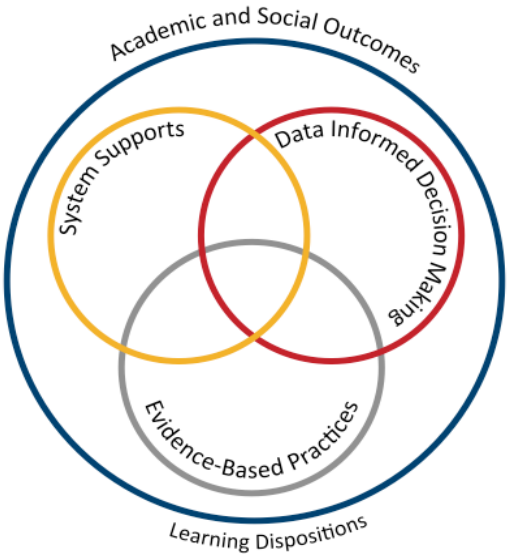


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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). Appendix B identifies strategies to manage minor behaviour.

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.

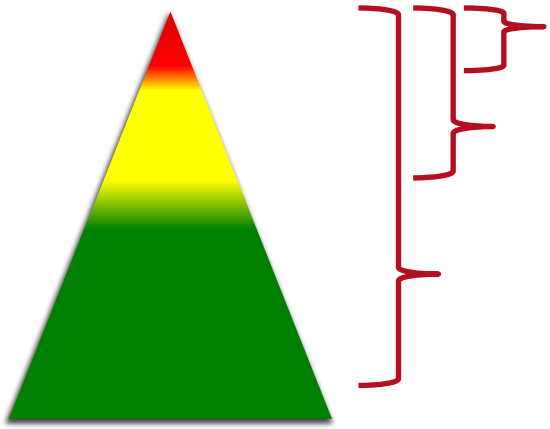


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised 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 to other contexts.

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

The PB4L Team is made up of teaching, non-teaching staff, leadership staff and the school guidance counsellor. The team meets each semester (and as required) to analyse and review data, respond to needs, and consider strategies to promote PB4L in the school. Each week a member of the team provides the behaviour focus for the week in response to data and whole school activities/events and how these expectations are enacted in our school. This is distributed to all staff on the Weekly Staff Bulletin and then used as a focus at assembly. Strategies and guidance are provided by the PB4L team to support continual professional learning.

The beginning of the year provides an opportunity for all staff to be introduced or refreshed in the PB4L approach at St Joseph's. PB4L is included as an agenda item on each administration staff meeting and further discussed in support team meetings throughout each term. This provides an opportunity to share the data and discuss strategies to respond and allow staff to share successes and ideas of how to promote PB4L in other ways.

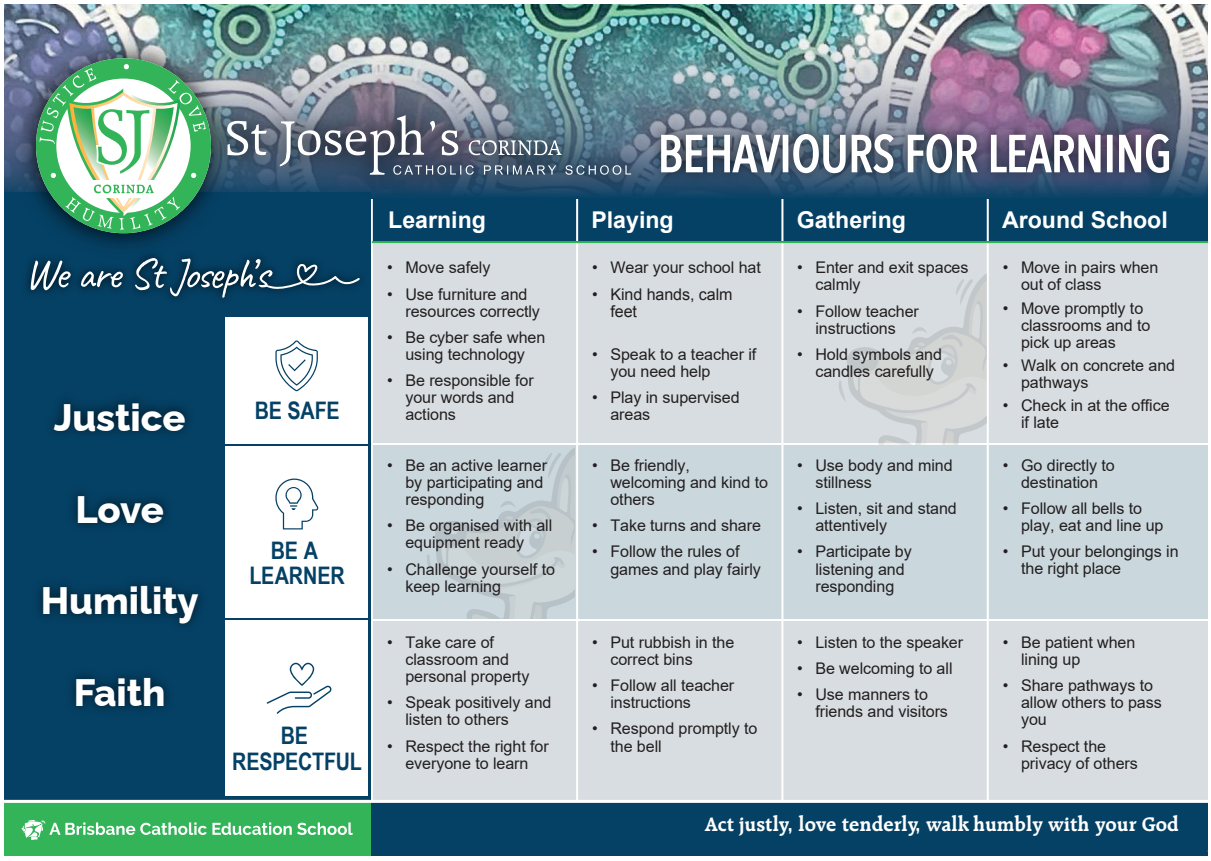
Section B: Our Student Behaviour Support Practices

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.

Our expectations are:

- Be Respectful –through words and actions
- Be Safe – by acting responsibly
- Be a Learner – learning to love 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

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:

- Beginning of school year first three weeks focus on behaviour matrix
- Time allocated at the beginning of each term to refresh/remind students of behaviour expectations.
- Assemblies followed by classroom practice of weekly focus
- Clearly stated behaviour expectation for learning activities
- New student orientation when needed
- Student leaders support younger peers
- Student leaders modelling and demonstrating expected behaviours

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. Appendix B identifies a number of strategies used by teachers to promote expected behaviours.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	**Classroom practices that encourage expected behaviours**
Jumping Joeys awarded for students demonstrating expected behaviours	Various classroom rewards systems
Reinforcing positive behaviour through the Jumping Joey Awards	Modelling and role play methods used to teach and learn behaviours
Acknowledgement of Jumping Joey highest achievers at weekly assembly	Reinforcing positive behaviour through the Jumping Joey Awards
Displaying photos of positive behaviours	Displaying the class and school expected behaviours in each classroom
Students actively involved in demonstrating positive behaviours eg. Presenting one aspect of the expected behaviour at assembly	Using explanations of the school and classroom expected behaviours

Maintaining effective communication and sharing a common language about behaviour in our school	Explaining why a behaviour is expected
The Joey Trophy presented each term to……	Empowering students to take responsibility for their actions
	Being flexible to allow for unforeseen circumstances or children with needs
Family group system allowing student leaders to show positive and expective behaviours to younger students.	Teachers calling parents to identify positive behaviours and success within the classroom.

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.

Homework Club

The target group is students whose level of engagement is being adversely impacted because they are experiencing difficulties in completing homework tasks. Students learn organisational skills, how to break a task down into its components and how to manage their time so that homework tasks can be completed independently at home. This targeted support is also offered to those in need of pastoral care assistance. Specific details include:

- Once a week 8.00am-8.30am
- Invitation only
- Numbers capped to 10-15
- Rostered staff supervision

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.

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) - *Assessment of Lagging Skills and Unsolved Problems* (ALSUP)
- 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

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 B 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 Work it out together plan – teacher and student	Student apology Student contributes back to the class or school community

Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan Supervised support provided by a member of the leadership team	Teacher – student – parent meeting Teacher – student – leadership conversation Referral to the Positive Thinking Room	Restorative conversation Restorative conference Completion of the reflection sheet in the Positive Thinking Room

In addition, de-escalation crisis prevention and support strategies may include:

- Time out provided by a member of the Support Team – STIE, Guidance Counsellor
- Time out and opportunity to discuss incident with a member of the leadership team
- Positive Thinking Room Referral provides an opportunity for students to be supported in their learning of expected behaviours through one-to-one teacher directions.

5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions and procedures endorsed by Brisbane Catholic Education may be applied. These apply to all students from Prep-Year 6 and include:

- **Detention**
  Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as lunch, afternoon tea, after school or non-school days. 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 detentions could include exclusion from the 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). Parents will be informed by the teacher who has issued the detention.

- **Suspension**
  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 and must change. 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/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. Suspensions are issued by a member of the leadership team in collaboration with teachers involved in specific incidents. The Engage record and notification to parents will be completed by the leadership team member. The official suspension letter will be provided to parents following a phone call outlining the details of the suspension. The student and parents will be

required to meet with a member of the leadership team prior to re-entering the school.

- **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. The decision to consider this sanction would involve personnel from Brisbane Catholic Education, school staff and parents. Formal meetings and written notification would be provided.

For appeals, use the following guidelines:

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School 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.

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

Policy

At St Joseph's School every child has the right to personal safety, and to live and learn in a safe and happy environment. This is a core value which underpins our Behaviour Learning Program. Bullying is a breach of the respect and safety of an individual. Bullying is a serious matter and is not an acceptable practice within St Joseph's School. This applies to all members of the school community – not just children.

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).

Bullying/Harassment is a Major behaviour. Bullying is a systematic and repeated abuse of power (Rigby 2010). Bullying is intentional and there is an imbalance of power. Bullying occurs when someone repeatedly gains power over another person by hurting or harming that person.

Bullying is the repeated use of any of the following forms of oppression:

Physical: hitting, kicking, any form of violence, threat of intimidation that could cause physical harm

Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone

Emotional: excluding, tormenting, ridicule, humiliation, intimidation that could casue emotional harm

Racist: taunts, graffiti, gestures, intimidation

Sexual: unwanted physical contact, abusive comments, intimidation

Cyber: unwanted text messages, emails, facebook posts, twitter, Instagram images

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**

All staff undertake annual professional learning which focusses on understanding bullying and harassment and how to respond. Proactive attention is given to Positive Behaviour for Learning to ensure staff are focussed on developing the whole child. Teachers openly talk about bullying – what it is, how it affects us and what we can do about it.

2. **Teaching about Bullying and Harassment**

Classroom and specialist teachers embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours through a number of key learning areas. Students are taught skills which will build their self-esteem and empower them to take responsibility for themselves and their actions to reduce opportunities of bullying behaviours. Wellness Week each term (Week 7) is used as an explicit teaching opportunity.

A particular focus is provided during Health and Physical Education learning experiences. Teachers in Year 5 and 6 use extra-curricular experiences such as camps and retreats to focus on positive behaviours needed for successful participation in these events.

3. Responding to Bullying and Harassment

1. The school will respond to incidents in a reasonable, proportionate and consistent manner;
2. The school will apply the appropriate support for the student/s who has engaged in bullying behaviour and ensure that there is a positive outcome, adequate follow up and that relationships are restored for all involved;
3. The parents/guardians/carers of the student who is being bullied, and the student who is bullying, are informed;
4. The student demonstrating bullying behaviour may be excluded from the playground at break and/or play times for a period of time deemed appropriate. The student will be assisted to reflect on their behaviour and consider/learn more appropriate responses;
5. Students may be placed on an Individual Behaviour Support plan and required to "check-in" with an appropriate member of staff as per support strategies in St Joseph's Behaviour Support Plan; and
6. If a student does not stop bullying, after being officially warned and supported, an "in school" or "out of school" suspension is considered.

All staff must take all reports of bullying and harassment seriously and respond with a school team process. This process includes the following actions:

- **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.

4. Preventing Bullying and Harassment

At St Joseph's we implement the following actions to respond to bullying:

1. Student assemblies: Student bullying and expectations about student behaviour is discussed and information presented to promote a positive school culture where bullying is not accepted. In Wellness Week (Week 7) each term it is used as a whole school focus.
2. 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. Incidents of bullying are discussed at staff meetings so that teachers are aware of behaviours and how they are being responded to at St Joseph's.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. The professional learning days at the beginning of each year provide an opportunity to focus on responses to bullying. A focus on cyberbullying is included in the 1:1 device orientation for students from Year 3 to 6.
4. 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. A copy of the School Student Behaviour Support Plan is included in Relief Teacher folders to ensure they have information available.
5. 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. The school newsletter and Principal reports at PAG and Board Meetings will be used to provide information to parents.
6. Explicit promotion of social and emotional competencies among students includes a weekly focus on PB4L at assembly identifying the expected behaviour and what that looks like in action.
7. *Bullying No Way!* (https://bullyingnoway.gov.au/resources) is a whole school program to prevent and address bullying. Teachers use resources to promote the understanding of bullying and how to seek support if needed.

Responsibilities of staff to reduce opportunities for bullying behaviour:

- To model appropriate behaviours at all times
- To deal with all reported and observed incidences of bullying
- To ensure that children are supervised at all times
- Staff to be punctual to classes and duties
- Classroom rules and expectations clearly stated and reinforced
- To report incidences of bullying to the relevant stakeholders

Responsibilities of children to reduce opportunities for bullying behaviour:

• To show support for a person being bullied i.e. take action as bullying occurs by saying 'leave him/her alone'
• Report the incident to a member of staff as soon as you can
• Enlist the help of older students if needed
• Refrain from bullying students

Responsibilities of parents to reduce opportunities for bullying behaviour:

• Provide positive role models for their children around the issue of bullying
• To watch for signs that their child may be bullied or is being bully
• To speak to someone on staff at the school if their child is being bullied, or if they suspect that it is happening
• To instruct their children to tell a trusted adult if they are bullied

Key contacts for students and parents to report bullying

Principal – Kim Davis – 33796937

Assistant Principal Religious Education – Bryan Malone – 33796937

Assistant Principal-Administration – Lisa Cannon – 33796937

Guidance Counsellor – Marlies Rodriguez – 33796937

Cyberbullying

Cyberbullying is treated at St Joseph's School 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.

Notifications of cyberbullying are taken seriously, and teachers and leadership team members will respond to each case. Students will be supported to understand the impact of their behaviours and actions will reflect the school's student behaviour support plan. Where possible, St Joseph's would work towards a positive outcome to restore relationships. Formal sanctions could be part of this response.

Resources

Further information, strategies and ideas to address bullying and prevention can be found at the *Bullying No Way* website.

The Australian Curriculum provides the framework for St Joseph'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 contained in the Personal and Social Capability (General capabilities) and Health and Physical Education.

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.

The St Joseph's School PB4L team meets each semester to analyse and discuss student behavioural data. Decisions are made to respond to this data and priority is given to students requiring targeted support. Expert assistance is sought as required depending on needs of students. The leadership team works in collaborative partnership with teachers and parents to share, reflect and review data informed decision making. Tracking of behaviours is undertaken through use of the ENGAGE system and teachers make direct contact with parents to support students displaying unproductive behaviours.

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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

	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, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of	Has difficulty starting learning task, continuing on

		work in a clearly specified time frame	task or completing learning tasks

Major Behaviours

	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 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.

	Descriptor	Definition	Example
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 (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.
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)

	Descriptor	Definition	Example
12	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
13	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
14	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
15	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.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	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
18	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 B: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.