

ST. JOSEPH'S STUDENT BEHAVIOUR SUPPORT PLAN



School Mission and Vision - Teach Challenge Transform

St Joseph's Mission

Our mission is to be an inclusive community, where children are educated in the Catholic faith, life and learning guided by the Sisters of Mercy tradition. We follow Christ through work and prayer.

St Joseph's Vision

As a Catholic community of faith, St Joseph's School North Ipswich inspires students to be lifelong, independent learners so that they may take their place as purposeful people with courage, wisdom and a will to shape and enrich our world.

Our School Context

St Joseph's is a Catholic Primary School situated within the Archdiocese of Brisbane and located in North Ipswich. The school has been part of the Ipswich area for more than 110 years. St Joseph's is a Parish school and enjoys close ties to the Ipswich Catholic Community. St Joseph's school population is over 400 students from over 300 families. The school is a growing school with three streams of Prep and Year 1 classes and two streams in Years 2 to 6.

The St Joseph's school staff consists of 54 staff, with the leadership team consisting of a full-time principal, a full time APRE and a PLL. Teaching staff consist of full-time classroom teachers alongside specialist teachers for PE, Drama, Art, Health and Technology.

St Joseph's school enjoys regular attendance by its students across all year levels, with our students generally being physically, socially and emotionally well.

Consultation and Review Process

St Joseph's staff developed the Student Behaviour Support Plan in consultation with the school community. Consultation occurred through a whole school audit, committee meetings, staff meetings, meetings with the school board, and distribution of the draft plan for comment and review.

A review of school data relating to disciplinary absences, behaviour incidents and attendance also continues to form the review of the Behaviour Support Plan. The St Joseph's Support Team meet regularly to review data collected. A formal review of the plan is to be conducted every 2 years.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

At St Joseph's we believe that the student behaviour support is at the core of business for all teachers. Effective learning and teaching is supported by a safe, positive and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student.

At St Joseph's, we believe that students learn best when:

- Students feel safe, in a warm, disciplined and supportive classroom environment where students and teachers have developed positive relationships.
- Students actively engage in the work provided for them by their teachers.
- They strive to do the best they can with the support of staff.
- They are self-regulated and self-directed in their learning.
- Recognition and encouragement is given to students.
- Learning is engaging and challenging.
- There are high expectations of behaviour and learning which are clearly articulated and reinforced.

The following beliefs reflect current literature in positive behaviour supports. Positive Behaviour for Learning is a process for teaching social and behavioural skills so their focus can be on teaching and learning. It is these beliefs about student behaviour, discipline and learning that direct our action in terms of the decisions we make, the practices we choose and how we interact with others.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students can learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned; therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.

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.

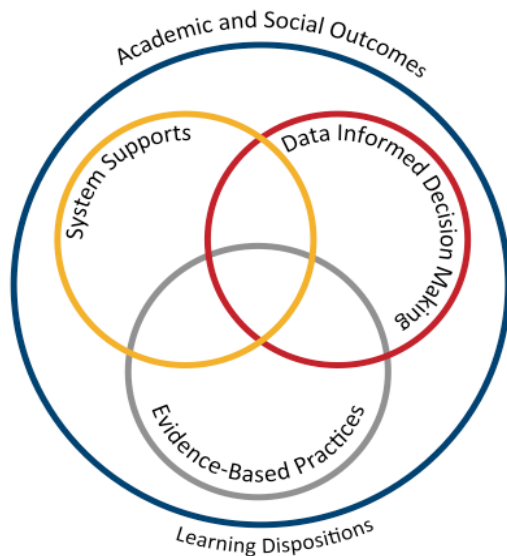


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

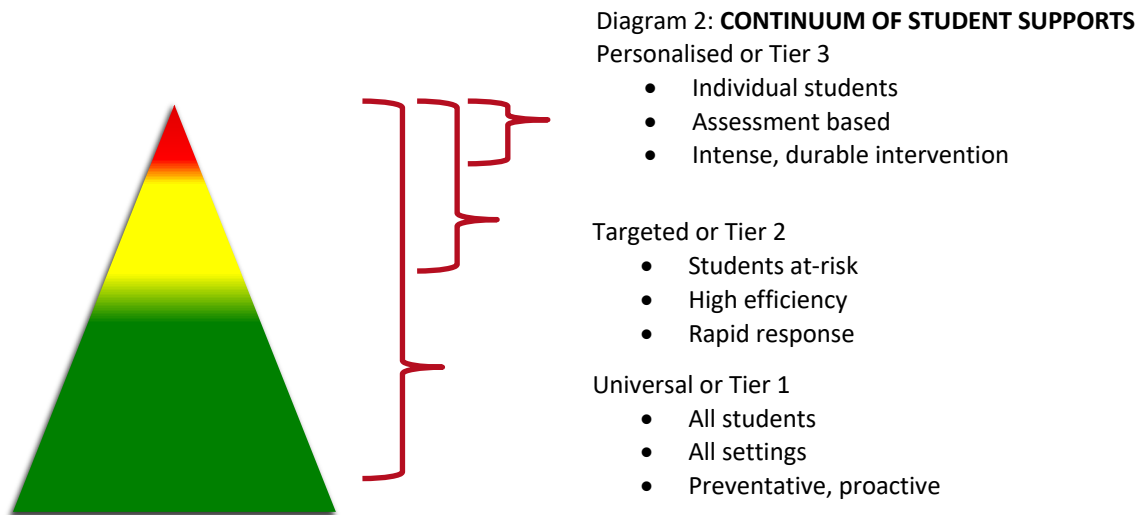
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Student Support Team

- The student support team consists of the Principal, APRE, ST:IEs, Guidance Counsellor and Primary Learning Leader
- This team meets fortnightly and has the following priorities:
 - Discussing any student concerns. This may be observations of the team looking at behaviour data and general class observations or via lodgement of 'Request for Support' on Engage from teachers.
 - Raising any teacher concerns and discussing best ways to support teachers
 - Addressing and revising tier 2 and 3 interventions
 - Releasing teachers to discuss concerns with the team as well as with parents
 - To monitor attendance data and plan for proactive interventions.

Professional Learning

St Joseph's school has partnered with Real Schools to create a school culture of Restorative Practices. Staff engage in high quality professional learning, in class support for teachers, parent engagement sessions, school leader mentoring, teacher coaching and practical resources including readings/videos/podcasts.

Staff are also involved in PB4L professional development opportunities throughout the school year.

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
- Be Safe
- Be a Learner
- Be Faith-Filled

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.

The St. Joseph's Way					
	Learning	Playing	Gathering	Moving	
Persistence	Actively participate Engage in task Have a go	Play fairly Respect others Be a good teammate or opponent	Show self-control	Respect the spaces around you Be calm and patient	Be Respectful Be a Learner Be Safe Be Faith-Filled
Collaboration	Listen respectfully (whole body listening) Cooperate with and include others Safe hands and feet Use encouraging words	Cooperate with and include others Solve problems respectfully Safe hands and feet Use encouraging words	Safe hands and feet Greet others Use manners	Greet others and use manners	
Organisation	Be responsible and ready Care for belongings Have the right belongings in the right place at the right time	Care for belongings Return borrowed equipment Be sun safe Respect equipment Be in the right place at the right time Play in supervised areas	Be in the right place at the right time Be on time	Move on time Enter and leave gathering spaces calmly and quietly	
Courage	Try my best Ask questions Ask for help Contribute ideas	Be fair and be kind Report issues right away Stand up for others Care for the environment Pick teams fairly	Make positive choices Report issues right away Consider your safety Care for the environment	Follow adult instructions Report issues right away	
Engagement	Listen respectfully (whole body listening) Follow directions immediately Use technology as instructed	Use equipment responsibly Follow directions immediately Display good sportsmanship	Listen respectfully Follow directions immediately Stay alert Acknowledge our faith Be prayerful and reverent Participate respectfully and actively	Listen respectfully Follow directions immediately	

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 3 weeks of the school year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- Student leaders support younger peers
- Individualised or small group focused support and practice

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.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
St Joseph’s Learning Awards and St Joseph’s Mercy Awards	Class encouragers
Super Joey Awards	Classroom rewards
Year 5 and 6 Awards Night awards	Visual reminders located in classrooms
	Feeling safe posters SPCs

Strategies to Support Minor Behaviour:

Technique	Explanation
Establishing routines and expectations	Each class has a clear set of expectations that are displayed, referenced by the teacher and explicitly taught. Routines are established and practiced for transitioning, group work, independent work etc. Images are used to support student understanding.
Giving instructions	Instructions are given clearly and with minimal wording. Where appropriate instructions are backed up with visuals. Instructions are few in number, short, clear and repeated. The use of visuals and non-verbals provide scaffolding and support to the instruction. Student behaviour can be redirected using positive, non-confrontational methods.
Volume/Tone/Intonation/Speed	Adults speak to students with an appropriate respectful tone and volume which sets the scene for a positive classroom environment.
Proximity	Staff move about or move to specific locations to encourage positive behaviour.
Waiting and scanning	Wait time is between 5-10 seconds after giving an instruction to give students time to process the direction given.
Signal/Non-Verbal Cues	Non-verbal cues include but are not limited to: eye-contact, hand gestures, card system, pictures cues. By using cues the student becomes aware that the teacher is aware of their behaviour choice and that they are being given some time to change it.
Positive Feedback	Positive feedback provides positive reinforcement of student behaviour and is also a prompt to the student/s who are making inappropriate behaviour choices. Positive feedback acknowledges the positive action the student is demonstrating.
Stored Responses	These are pre-planned, calm, and consistent phrases designed to be used when managing student behaviour choices. These statements redirect the students to the behaviour choice that is expected. E.g. "I can't speak with those calling out, but I can speak to those with their hands up."
Re-direct	When re-directing the staff member provides a very brief, clearly and privately stated verbal reminder of the

	expected behaviour. A re-direct emphasises the specific behaviour expectation and does not focus on the 'why'.
Re-teach	This involves the teacher re-teaching the specific expectation and reminds the student of the procedures or routine for the appropriate behaviour. The teacher labels the skills, teaches and shows the skill and then gives the student an opportunity to practice the skill.
Provide Choice	Providing choice is when two alternatives are provided – the preferred or desired behaviour or a less preferred choice. When options are paired in this way students will often make the preferred choice. Time must be provided for the student to make the choice and positive feedback is provided when the student chooses wisely.

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:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

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

Set limits Individual crisis support and management plan	Teacher – student – leadership conversation Circle architecture	
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Behaviour Management Procedure for St Joseph's

Step 1: Reminder of expectations, coaching and practice, classroom management to set students up for success

Step 2: Reminder of expectation and make any adjustments required to help the student succeed.

Step 3: Reset time in view of the teacher. On return-to-work teacher to set clear expectations and make adjustments to support student back into learning.

Step 4: Time in the Office and student completes a Reflection Think Sheet. On returning to class the teacher supports the student to transition back to the learning environment. Teacher to record on to Engage.

Step 5: If behaviour continues to escalate and the green zone cannot be achieved, parents/carers are contacted to come and collect their child.

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 endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 6 and include:

- **Detention process:** When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include timeout of the playground for a short time to reflect on their behaviour. If a student requires time out to reflect on their ongoing behaviour choices they are asked to sit in the Office and are supervised by a member of the Student Support Team. This time out may occur during class time and at lunch time. Parents are notified by a member of the Support Team when this occurs.
- **Suspension process:** A student is suspended as a disciplinary measure and is implemented to ensure the safety of other students and staff. A suspension may be for 1 day or more dependent on the behaviour concerns and the number of suspensions. A suspension is completed by the Principal or APRE and records the suspension in Engage. Parents are contacted by phone and an official suspension letter is emailed to parents. When a student returns from suspension the student and a parent must first come to a re-entry meeting that is held by either the Principal or APRE.

- **Exclusion:** In extreme circumstances, the Principal, in consultation with the Senior Leader, may make a submission to BCE to recommend the exclusion of a student. This occurs after all avenues of supporting the student at St Joseph’s have been exhausted. Parents are informed of the process at a meeting with the Principal.

Appeals Process

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

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

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

Definition

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

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

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or

has the potential to be repeated, over time (for example, through sharing of digital records).

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

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

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

1. Understanding Bullying and Harassment

Staff are involved in professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment.

2. Teaching about Bullying and Harassment

Teachers use the approved curriculum (ACRAR – 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.

3. Responding to Bullying and Harassment

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

St Joseph's School will not give parents/carers any of the personal details of other students involved or any details of consequences given to other students involved.

4. Preventing Bullying and Harassment

St Joseph's plans for a safe, supportive, and inclusive school to prevent bullying and harassment through a number of ways.

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
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.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this.
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.
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.
6. Explicit promotion of social and emotional competencies among students: This involves the explicit teaching of ACARAs General Capabilities – Personal and Social Capabilities.
7. With the support of parents, the wider community and the students themselves, we take proactive and preventative action to prevent bullying happening. We do this by placing a strong emphasis on teaching prosocial behaviours from the commencement of Prep. Our students are taught the

importance of communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.

8. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection.

-You Can Do It Education – Program Achieve

- Be You Programs Directory - Be You

- STEPS – STEPS framework (bullyingnoway.gov.au)

-Bullying No Way

Key contacts for students and parents to report bullying

Principal – Velma Erskine - 32016188

APRE – Tracy Gaddes – 3201 6188

PLL – Ruth Casey – 3201 6188

Guidance Counsellor – Bec Padgett – 3201 6188

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.

Definition of Cyberbullying

Cyberbullying is a form of bullying that is carried out through an internet service including but not limited to:

- Email
- Social networking
- Chat rooms
- Messaging services

Cyberbullying can happen in or out of school and at any time of the day. This may include:

- Being sent threatening emails
- Being teased or made fun of online
- Having rumours spread about you online
- Having unpleasant comments, pictures or videos sent or posted online
- Being sent unwanted messages
- Having someone use your screen name

Student Responsibilities:

- Tell someone
- Don't reply to the bullying messages
- Block the cyber bully
- Report the problem
- Keep the evidence
- Change your contact details and make sure your settings are private
- Keep your username and passwords secret
- Report to police if messages are threatening or serious.

St Joseph's Primary School provides education and prevention strategies related to cyber bullying and harassment by:

- Explicitly teaching and class discussion on what cyber bullying is and is not and ways to respond if cyberbullying occurs whether it be at school or home.
- St Joseph's User Agreement signed annually by parents and students
- Clear expectations around the use of technology

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.

St Joseph's Primary School use the following resources to further develop these personal and social capabilities:

- You Can Do It Education – Program Achieve
- Be you Programs Directory 23
- STEPS
- 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.

St Joseph's Primary School uses Positive Behaviour for Learning (PB4L) team reviews the 'Universal Tier 1 Supports':

- Responses to inappropriate behaviour
- Response phrases to be promoted and refined as required
- Whole school routines, procedures and transitions
- School wide positive reinforcement
- Playground equipment and activities
- Procedures: line up, moving around the school, play zones etc. to be refined and refreshed as required.
- Consistent data entry by teachers on Engage.

The St Joseph's Primary School Support Team meets fortnights to analyse Tier 2 and 3 data. The student support team consists of the Principal, APRE, PLL, ST:IEs and Guidance Counsellor.

This team has the following priorities:

- Analysing relevant behaviour data
- Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' through Engage from teachers.
- Raising any teacher concerns and discussing best ways to support teachers.
- Addressing and revising Tier 2 and 3 interventions.
- Releasing teachers to discuss concerns with the team as well as with parents.

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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	Responsible
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe	Teacher <i>Restorative chat</i>
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay	Teacher <i>Restorative chat</i> <i>Reset/reflection time</i>
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"	Teacher <i>Reset/cool down time</i> <i>Restorative chat</i> <i>Restate expectations</i>
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class	Teacher <i>Reminder of expectation</i> <i>Priming/parallel cueing</i> <i>Proximity</i> <i>Redirect</i>
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport	Teacher <i>Reminder to correct</i> <i>Parent notified</i>
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 Misuse of device Minor breach of Technology policy	Teacher Redirect to Leadership if needed
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose	Staff Member <i>Removal of equipment as appropriate</i> <i>Reteach of expectations</i>

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	Teacher <i>Reminder</i> <i>Reteach of expectations</i> <i>Parent contact</i>
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time		Staff Member <i>Reminder of expectation</i> <i>Notification to parent if before school</i>
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"	Teacher <i>Restorative chat</i> <i>Calm down time</i>
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune	Teacher <i>Reminder of expectations</i> <i>Reteach of expectations</i> <i>Restorative chat</i>
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours	Teacher Student Protection Team <i>Reteach expectations</i> <i>Pastoral note made</i> <i>Parent contacted</i>

Major Behaviours

	Descriptor	Definition	Example	Responsible
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	Staff member attempts de-escalation Contact Office

	Descriptor	Definition	Example	Responsible
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	Staff member attempts de-escalation Ensure safety of self and others Contact Office
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	Teacher to contact Office <i>Support team develop response with Parent involvement</i>

	Descriptor	Definition	Example	Responsible
			insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.	
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away	Teacher to contact Office
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	Teacher to contact Office <i>If unsafe class or student is moved</i>
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.	Staff member to contact Office
7	Vandalism/Property Damage	Student participates in an activity that	Throwing a computer,	Staff member to contact Office

	Descriptor	Definition	Example	Responsible
		results in substantial destruction or disfigurement of property	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	Teacher to contact Office
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	Staff member to contact Office
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.	Teacher to contact Office
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players,	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to	Staff member to contact Office <i>Removal of device and restrictions put in place</i>

	Descriptor	Definition	Example	Responsible
		camera, and/or computer	Facebook (written and images)	
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	Staff member to contact Office <i>Police contacted</i>
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	Staff member to contact Office <i>Police contacted</i>
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	Staff member to contact Office
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.	Staff member to contact Office
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public	Teacher to contact Office and Student Protection Team

	Descriptor	Definition	Example	Responsible
		inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.	
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	Teacher to contact Office
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	Teacher to contact Office

Approver: Principal

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