SCHOOL 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 100 years. St Joseph's is a Parish school and enjoys close ties to the Ipswich Catholic Parish Community. St Joseph's school population is 378 students from 270 families. The school has two streams of each year level.

The St Joseph's school staff consists of teaching and school officer 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 HPE, Drama and Visual Art. The school runs an AUSLAN program for students in Years 4- 6.

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 with a high-level check performed annually.

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 the teacher.
- They are self-regulated and self-directed in their learning.
- Recognition and encouragement is given to those students who have done their best.
- 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 have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.

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.

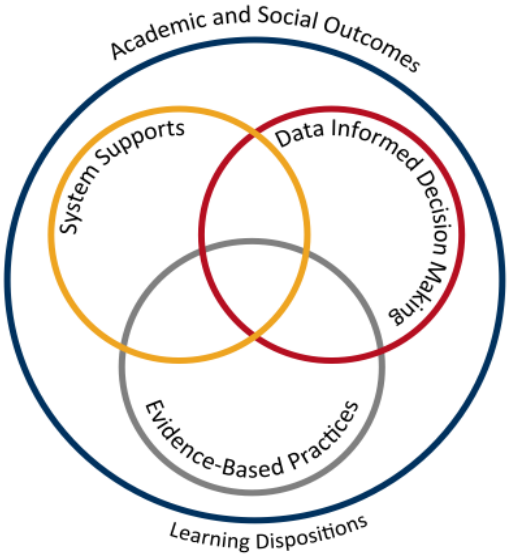

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.

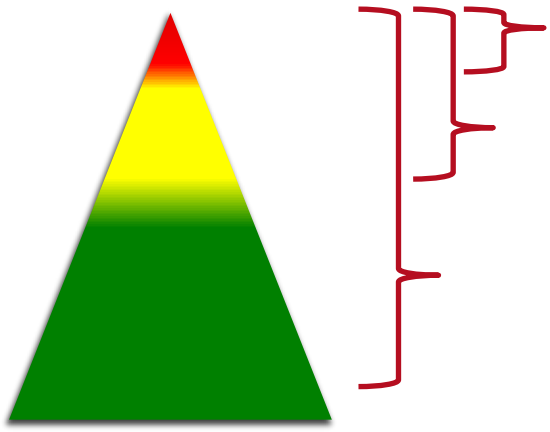

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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/College staff

Student Support Team

The student support team consists of the Principal, APRE, ST:IE, Guidance Counsellor and Primary Learning Leader. This team meets regularly 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 particular concerns with the team as well as with parents
- To monitor attendance data and plan for proactive interventions.

At the beginning of the school year, new staff are involved in an induction process. As part of this process professional learning about the schools SBSP and processes in place to support a deeper understanding prior to students arriving is delivered. All teaching staff are involved in a behaviour refresher professional learning opportunity at the beginning of the school year and staff are invited to complete additional online PB4L training opportunities via iLearn.

Tier 1 – St Joseph's Primary School Universal Supports:

Tier I – Universal Team consists of the APRE, the Guidance Counsellor, the Support Teacher Inclusive Education (STIE) and several Class Teachers representing all 3 areas of the school (Early, Middle, Senior School). The team meets regularly to promote Universal Tier 1 supports and systems and assist staff to embed these strategies and supports in their teaching practice. They assist in the presentation of staff professional development on PB4L. This team constantly reviews Universal Supports in the school and assesses their effectiveness. Trends in data entered on ENGAGE are shared (collected by Tier 2/3 team) and possible action identified. School documentation and systems are developed in consultation with this group before being presented to the wider staff and school community.

Tier 2 – St Joseph's Primary School Targeted Supports:

Tier 2 – Support Team consists of the APRE, Guidance Counsellor, Support Teacher Inclusive Education and when necessary other key staff are invited to attend to address a concern about a student. This teams meets regularly to discuss current behaviour concerns, review ENGAGE data, review current students on Targeted Supports, address requests for support from teachers for individual students and continue to develop Targeted Supports for students.

Tier 3 – St Joseph's Primary School Personalised Supports:

Tier 3 – This team consists of the same personnel in Tier 2 – Targeted Supports with the addition of other relevant staff members, and other allied health professionals when necessary. This team meets on a needs basis as the Tier 3 – Personalised Supports are accessed by a very small percentage of our school students.

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

Our school behaviour matrix (Appendix A) 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.

	Be Safe	**Be Respectful**	**Be a Learner**
Classroom	• Use equipment responsibly • Walk inside • Use our hands and feet appropriately	• Listen • Use good manners • Take turns to speak • Follow staff directions • Care for property	• Actively participate • Have a go • Listen • Be organised, responsible and ready
Before/after School	• Be in the right place at the right time • Wait for the 8:15am bell before commencing play	• Listen to and follow staff directions	• Look after your own property
Play Areas	• Play by the rules • Be sun smart • Be in the right place at the right time • Use equipment correctly.	• Share space and equipment • Respond promptly to the bell • Include and encourage others • Be fair and just	• Problem solve • Learn the rules of the game
Toilets	• Be hygienic • In, do, out	• Use toilets appropriately • Allow for the privacy of others	• Return to class/playground as soon as possible • Go to the toilet during break times
Transition	• Walk • Keep left	• Walk quietly • Follow directions • Respect school property	• Be ready and organised

	• Be in the right place at the right time		
Assembly	• Quickly follow directions • Sit appropriately • Actively participate	• Enter and leave quietly • Actively listen	• Actively participate • Make positive choices
Eating Times	• Wait for the bell to walk to the eating area • Eat your own food • Place rubbish in the bin	• Place rubbish in the bin • Sit down and eat • Use manners	• Be allergy aware
Bus/Pick Up Areas	• Arrive promptly • Bus students to report to the teacher on duty • Ask the teacher for permission to leave the area • Stay alert and look for your lift • Wait in the designated area • Remain seated • Follow teacher directions to the bus or car	• Listen to staff • Wait responsibly in the designated area	• Be Responsible • Follow safety rules
Outside School Activities – Camps, sport, excursions	• Remain with the group • Act responsibly • Be sun smart • Travel safely • Wear appropriate clothing • Speak in a respectful manner using a respectful tone	• Right place, right time, right person, right attitude	• Actively participate

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 orientation day
- Visual displays of school rules and classroom expectations
- Classroom expectations are unpacked and students understand what this looks like in their classroom.
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers
- Positive feedback to students
- Tracking class/students data and responding to data trends highlighted on ENGAGE

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.

We believe that every student has a right to learn and that students learn best in safe, supportive environments. These environments are best developed through clear expectations and consistency of implementation. Positive environments are enhanced by positive staff/student relationships.

When a student has been taught a behaviour and/or needs support to use this behaviour effectively, the use of behaviour specific positive feedback (contingent attention) and tangible rewards will help them to develop and maintain these behaviours.

The encouragement strategies in place for school and classroom include:

School practices that	Classroom practices that

encourage expected behaviours	encourage expected behaviours
Weekly awards	Class encouragers
Acknowledgement of positive behaviours to student and parents	Acknowledgement of positive behaviours to student and parent

Zones of Regulation

Zones of Regulation supports the General Capabilities Curriculum (ACARA) and is geared towards helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Students learn how to use strategies or tools to stay in a zone or move from one zone to another. The Zones of Regulation aims to deepen students understanding of how to self-regulate, read others social cues, perspectives about how others see and react to their behaviour and insights into events that trigger less regulated states. Explicit teaching of Zones of Regulation occurs, and Staff regularly refer to the Zones language and strategies on a daily basis. Teachers implement additional Zones lessons in response to specific student needs and/or class data.

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

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

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 B.

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 C includes a summary of practices that may be utilised.

Minor unproductive behaviours must be documented on ENGAGE by the teacher. Persistent minor unproductive behaviours must also be documented on ENGAGE but may require support from the Leadership Team and/or a referral to the Support Team following the Concern for a Learner Process. When an unproductive pattern of behaviour has been identified in the class setting, it is the classroom teachers' responsibility to contact parents to discuss strategies to address the behaviour and

document this contact under the students personalised support page in ENGAGE (if they have one, if not document under 'Conversations' in ENGAGE).

In the event of a major behaviour requiring immediate Office referral, the teacher should attempt to make contact with a member of the Leadership Team. The teacher must log the behaviour in ENGAGE and a member of the Leadership Team will make contact with parents and document this contact.

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**
• Time out in classroom to help the student calm and regain control over own behaviour; • Time out in the Office or another supervised space; • Set limits, restrictions; • Individual supports; • Respectful conversations where the student has the opportunity to be heard.	• Practice appropriate behaviour; • Reflecting with the student on the unproductive behaviour and the alternative productive behaviour; • Teacher, student and parent meeting; • Teacher, student and leadership team meeting.	• Student acknowledgement of behaviour and plan forward; • Student contributes back to the class or school community; • Restorative conversation; • Restorative conference;

Effective staff responses result in greater student learning and often involve learning tasks or opportunities directly related to the unproductive behaviour.

Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Responses to behaviour should leave little incentive to repeat the unproductive behaviour. Responses are best when they fit the specific behaviour and setting, the frequency and severity of the behaviour.

Refer to Appendix D – Flowchart responses and the decision-making process for Minor and Major behaviours in both the classroom and the playground.

5. BCE Formal Sanctions

St Joseph's Primary School manages formal sanctions in accordance with the procedures set down by Brisbane Catholic Education.

In every case where a formal sanction is under consideration, the proposed action must address the best interests of the student's education and wellbeing, and the security, safety, and learning environment of other members of the school

community. The more serious the sanction under consideration, the more carefully the school must assess and decide whether all other reasonable responses to the situation have been taken, and whether the proposed action is, in fact, in the best interest of the student and the school.

When implementing any formal sanctions, school employees must ensure that no student is unlawfully discriminated against and that their individual needs, disabilities, and the developmental level of the student are considered.

- **<u>Suspension process at St Joseph's School:</u>**
  Suspension of a student is a de-escalation strategy. St Joseph's Primary School acknowledges that a suspension may help to: de-escalate an incident; give students a chance to reflect on their behaviour; give students a chance to calm, feel safe and respected; give the school time to assess a situation and develop appropriate supports; encourage all stakeholders to realise the gravity of a student's needs. Suspensions can occur externally or internally. St Joseph's provides appropriate learning for students when external and internal suspensions occur. If the suspension occurs externally, parents are responsible for keeping their child at home and monitoring their learning. If the suspension occurs internally, the student is supervised by a staff member and withdrawn from all class activities including break time to complete assigned learning.

  Suspensions can range from one to ten days. The length of the suspension is dependent on the severity and/or frequency of the behaviour/incident. BCE mandates suspension for a number of major behaviours including possession of weapons, serious violence or threat of physical violence.

  Suspensions take place when:
  - A student displays persistent non-compliance, who in their relationship with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse.
  - Persistent disruption occurs preventing the learning and teaching of others.
  - There is a serious breach of the School Student Behaviour Support Plan.
  - Students seriously break school expectations or display 'major' behaviours.

  The Principal/APRE nominates and completes the Suspension Record in Engage. Parents are notified via an official Suspension letter and phone call. The re-entry process is detailed in the suspension letter and/or via a phone call. St Joseph's holds a return to school meeting with parents, student and a member of the leadership team and on occasions a member of the support team. This meeting documents that concerns to be addressed as well as the outcome we are striving for, feedback from suspension, supports currently in place and supports moving forward. All attendees are documented on the meeting plan. This plan is uploaded to ENGAGE as a record of evidence.

- **<u>Negotiated Change of School at St Joseph's Primary School:</u>**

Negotiated change of school for a student may be an appropriate method to protect the wellbeing of a school community e.g., when a student's continuing presence poses a danger to that community's safety. A negotiated change of school offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

The following matters should be considered: the environment that best provides for the student's learning, personal, social, emotional, and spiritual needs, schools that provide an educational program suitable to the student's needs, abilities, and aspirations, the process by which the change is to be negotiated, the support required by the student and family to make the transition, document all considerations, determinations, and communications of the negotiated change of school.

These and other relevant matters are included in a documented record of negotiated change of school are kept in the student file. If a negotiated change of school cannot be achieved, the student remains enrolled at St Joseph's Primary School, unless the circumstances require a recommendation to the BCE Head of School Progress and Performance for exclusion. The BCE Head of School Progress and Performance may approve or reject a proposal for a negotiated change of school made by a Principal through the Senior Leader – School Progress and Performance.

St Joseph's Primary School acknowledges a negotiated change of school is an extremely rare response. St Joseph's Primary School seeks to work in partnership with parents, external stakeholders, staff and students to achieve the best possible outcomes for all students in our care.

- **Exclusion at St Joseph's Primary School:**
  Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions approved by Executive Director or delegate. The purpose of exclusion is to: signal that the student's behaviour is no accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees, remove the student from an established environment in which unproductive behaviour patterns have become entrenched, provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs. Exclusion from one BCE school does not prohibit the enrolment of the student in another BCE school, unless the BCE Learning Services Executive has specifically prohibited the student from attending all BCE schools.

  The Principal must:
  - Consult with the BCE Senior Leader – Progress and Performance
  - Place the student on suspension for a maximum period of ten school days pending the outcome of the decision-making process. This action is to be taken irrespective of any action by another agency.

- Notify the student and the family that the initial period of suspension will be for ten school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing 7 school days for the student and family to respond.
- Provide the family with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses).
- Remove the names or others identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude.
- Request a meeting with the student's family member to outline the process and the reasons for the recommendation.
- Provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present.
- Consider any response from the student and their family before formulating a recommendation to exclude to the BCE Learning Services Executive.
- Forward the recommendation to the BCE Head of School Progress and Performance via the BCE Senior Leader – School Progress and Performance, detailing the reasons, the action taken to moderate the students' behaviour (where appropriate) and a copy of all required documentation and any response from the student and/or family.

For appeals, the school aligns to BCE processes.

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 access professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment through professional learning opportunities, school twilights, BCE led professional learning and external agencies (e.g. Cyber safety Workshop). Students and families also receive information about bullying through class activities and newsletter items.

2. **Teaching about Bullying and Harassment**

St Joseph's Primary School have implemented the following resources and strategies to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviour in alignment with ACARA, including the personal and social capabilities and the BCE Religious Education Curriculum:

- Explicit classroom teaching and use of relevant literature
- Zones of Regulation
- School Behaviour Matrix
- Restorative Practices
- School Assemblies

3. **Responding to Bullying and Harassment**

All staff must take all reports of bullying and harassment seriously and respond with a school team process. In situations where bullying behaviour is alleged, staff at St Joseph's will follow the steps below:

- **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 Primary 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.

If a parent or carer suspects or your child has reported, they are being bullied follow the steps below:

- Stay calm and help your child to identify the bullying behaviour and ask them:

  What has been happening?

  Who has been involved?

  Where have the incidents occurred?

  Han anyone else seen the bullying behaviour?

- Discuss with your child some immediate strategies. Make a plan to deal with the bullying. Encourage them to:

  Firmly say 'Stop' whatever the action is being done

Walk away to de-escalate the situation

Talk to the teacher or a trusted adult

- Contact St Joseph's School to check that your child has spoken to someone about the problem and to arrange a meeting to find out what the school will do to address the situation. Never let the situation go unattended.
- Stay in contact with St Joseph's Primary School staff to let them know if things improve or if there are further reports of bullying.

4. Preventing Bullying and Harassment

St Joseph's Primary School plan for a safe, supportive and inclusive school to prevent bullying and harassment. St Joseph's Primary School do the following bullying and harassment:

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.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour. This is achieved through an induction process as well as having access to our Student Behaviour Support Plan and our Professional Learning.
5. Communication with parents: St Joseph's provides 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. This also includes the explicit teaching of Zones of Regulation and may include Play is the Way activities.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection.

   Be You Programs Directory

   STEPS – STEPS framework (bullyingnoway.gov.au)

   Bullying No Way

St Joseph's employs a proactive focus on educating and empowering bystanders of bullying through focused and planned interventions. St Joseph's recognise the importance of bystanders and their role in the prevention of bullying as research has demonstrated bystanders are present most of the time (85%) where adults are rarely present.

Key contacts for students and parents to report bullying

Staff member: Principal, Mr Nic Constable, 32016188

Staff member: APRE, Mrs Tracy Gaddes, 32016188

Staff member: Guidance Counsellor, Mrs Rebecca Padgett, 32016188

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.

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

- Explicit teaching and class discussions on what cyber bullying is and is not and ways to respond if cyberbullying occurs (at school and at home)
- St Joseph's Primary Students Device and Internet Resource Consent Form
- Students and parents sign terms and conditions of Technology Use annually
- Students hand in mobile phones to the class teacher each morning and collect in the afternoon
- Clear expectations of technology use (e.g. iPads, Laptops)
- Class information sessions from external professionals
- Parent information sessions from external professionals
- Staff information sessions from external providers

Resources

The Australian Curriculum provides the framework for St Joseph's Primary 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 uses the following resources to further develop these personal and social capabilities:

- Bullying NoWay
- Office of the eSafety Commissioner
- STEPS
- Play is the Way

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 use behavioural data together with other data sources to make data informed decisions about student supports. This includes the PB4L Universal Team (consisting of teachers and leadership) meeting to respond to behavioural concerns and termly analyse school data and feedback to staff meetings. Twice a year this data is shared at a whole school staff meeting to identify patterns and implement relevant responses to behaviour needs. In addition, the Tier 2/3 Team meet to prioritise students requiring or enrolled in Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies

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

Appendix A – School Matrix

	Be Safe	Be Respectful	Be a Learner
Classroom	• Use equipment responsibly • Walk inside • Use our hands and feet appropriately	• Listen • Use good manners • Take turns to speak • Follow staff directions • Care for property	• Actively participate • Have a go • Listen • Be organised, responsible and ready
Before/after School	• Be in the right place at the right time • Wait for the 8:15am bell before commencing play	• Listen to and follow staff directions	• Look after your own property
Play Areas	• Play by the rules • Be sun smart • Be in the right place at the right time • Use equipment correctly.	• Share space and equipment • Respond promptly to the bell • Include and encourage others • Be fair and just	• Problem solve • Learn the rules of the game
Toilets	• Be hygienic • In, do, out	• Use toilets appropriately • Allow for the privacy of others	• Return to class/playground as soon as possible • Go to the toilet during break times
Transition	• Walk • Keep left • Be in the right place at the right time	• Walk quietly • Follow directions • Respect school property	• Be ready and organised
Assembly	• Quickly follow directions • Sit appropriately • Actively participate	• Enter and leave quietly • Actively listen	• Actively participate • Make positive choices
Eating Times	• Wait for the bell to walk to the eating area • Eat your own food • Place rubbish in the bin	• Place rubbish in the bin • Sit down and eat • Use manners	• Be allergy aware

Bus/Pick Up Areas	• Arrive promptly • Bus students to report to the teacher on duty • Ask the teacher for permission to leave the area • Stay alert and look for your lift • Wait in the designated area • Remain seated • Follow teacher directions to the bus or car	• Listen to staff • Wait responsibly in the designated area	• Be Responsible • Follow safety rules
Outside School Activities – Camps, sport, excursions	• Remain with the group • Act responsibly • Be sun smart • Travel safely • Wear appropriate clothing • Speak in a respectful manner using a respectful tone	• Right place, right time, right person, right attitude	• Actively participate

Appendix B – Minor and Major 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 work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

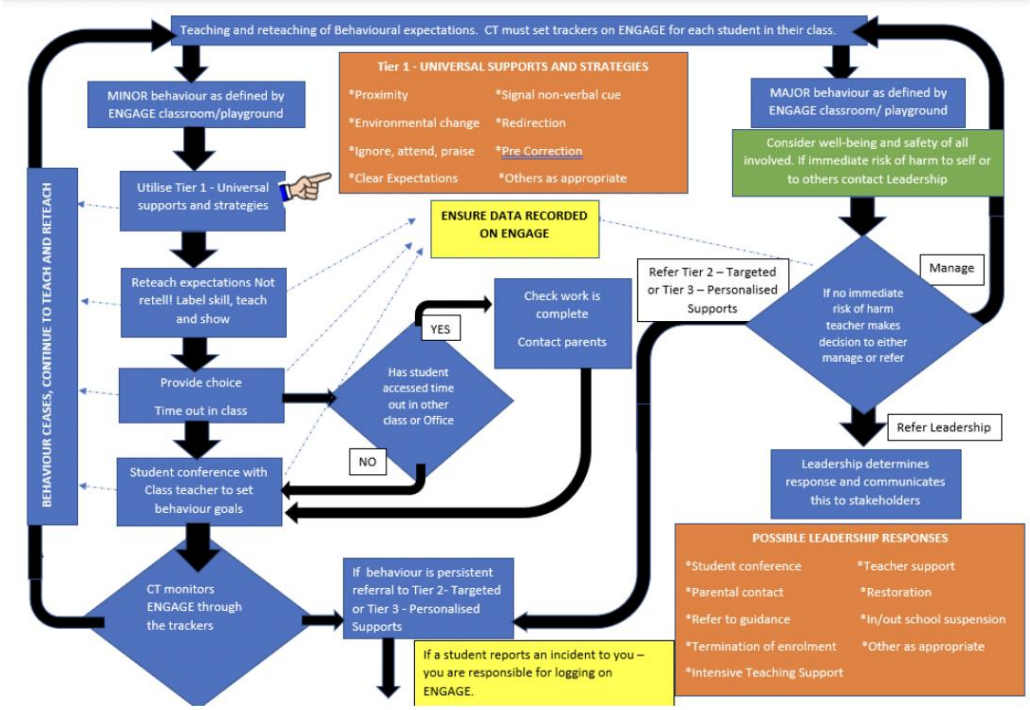
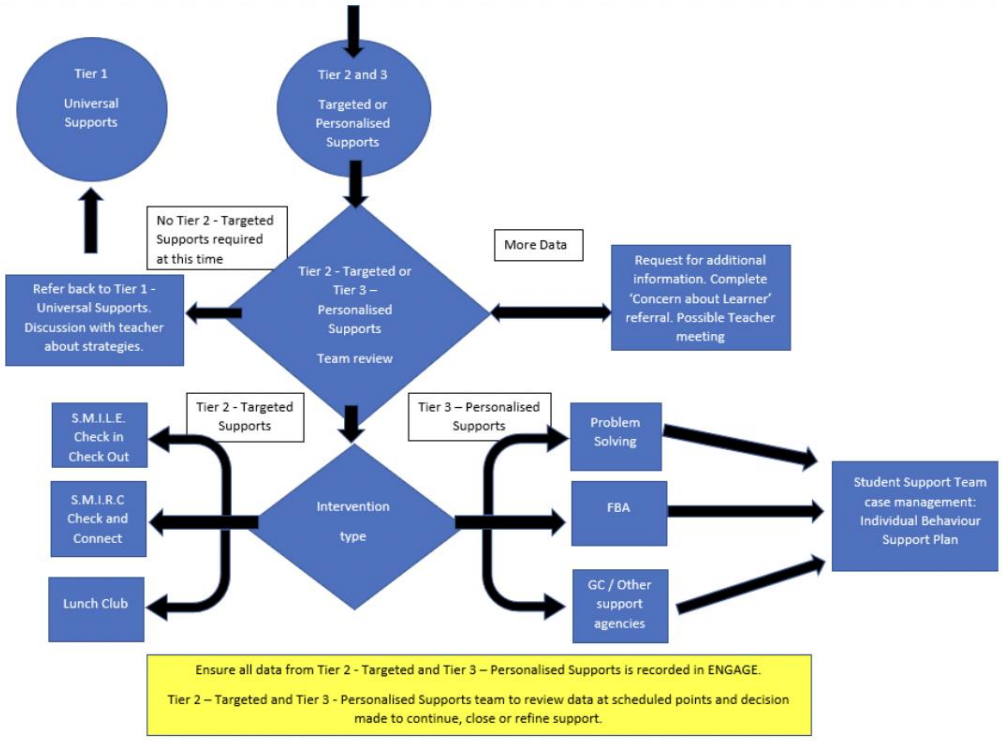
	Descriptor	**Definition**	**Example**
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating 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,	Hitting, punching, hitting with an object, kicking, pulling hair, scratching

	Descriptor	Definition	Example
		distress coerce or cause fear	
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.
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

	Descriptor	Definition	Example
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)
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	Knife, toy gun, gun

	Descriptor	Definition	Example
		through its use is capable of causing bodily harm	
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 c – Strategies to Manage Minor Behaviours

Technique	Explanation
Proximity	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/her impulses by his/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 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.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the school wide, 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 skills, 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 positive reinforcement.

Appendix D – Flowchart