St. Joseph's Gayndah Student Behaviour Support Plan

St. Joseph's Gayndah

March 2024

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Our community of St. Joseph's, as part of Brisbane Catholic Education (BCE), values an inclusive approach to student support to enable students to successfully complete their studies. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

As Catholic educators, we hold fundamental beliefs that are foundational to our work with students, parents, colleagues and the broader community. As such we value:
- our Catholic Christian tradition
- dignity and justice for all
- Catholic Christian community
- High quality learning
- Collaboration and subsidiarity (shared wisdom)
- Creativity; stewardship
- A mutual accountability

(*Brisbane Catholic Education Strategic Renewal Framework 2012 -2015*)

In Catholic schools the goal of **formation in right behaviour** and **respectful relationships** occurs in a supportive community where students are provided with models of Christ-centred living and where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

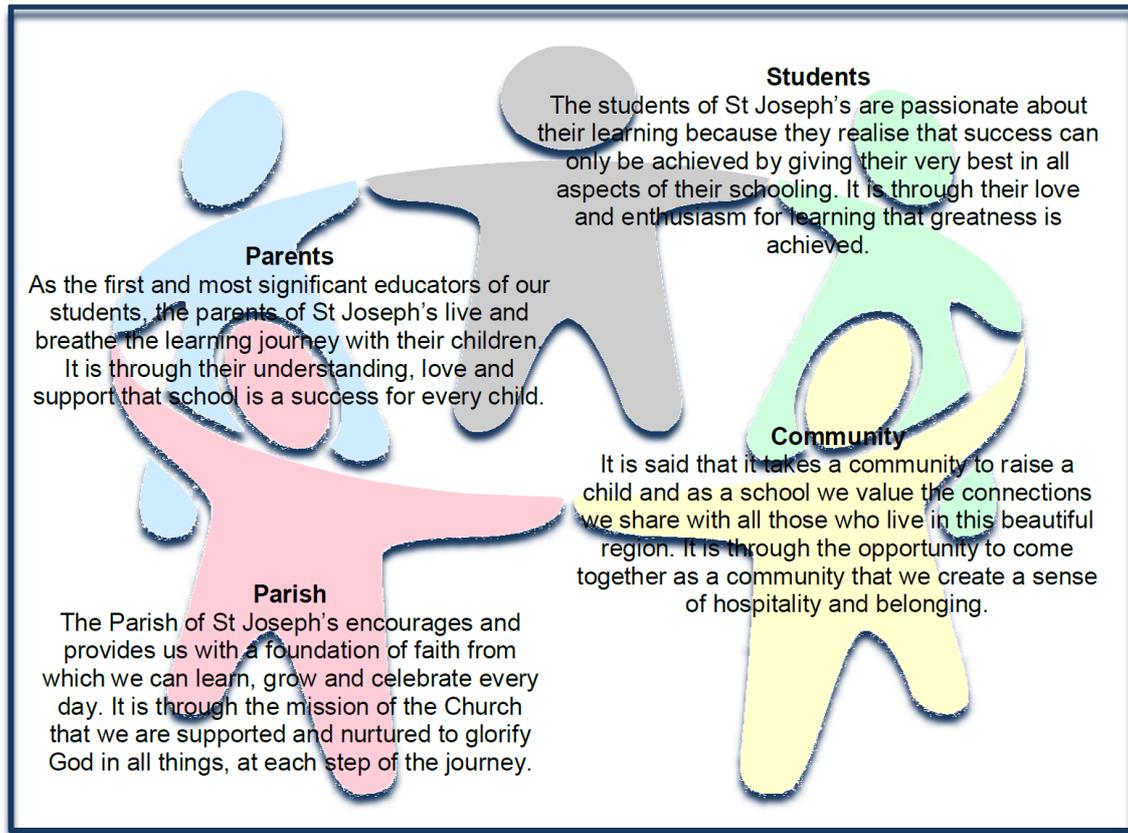## School Mission and Vision - Teach Challenge Transform

St Joseph's School Vision:
St Joseph's School, Gayndah, provides quality Catholic schooling. We are committed to nurturing and developing the faith and spirituality of individuals within the school community, and to providing a rich and meaningful learning environment. We are a community which embraces diversity and offers a place where staff and students feel that they belong and are valued. St Joseph's School is committed to maintaining strong and authentic relationships within our school and wider community.

St Joseph's School Mission states that … "through its ministry as a caring Christian community based on Gospel values, St Joseph's strives to provide a wholistic education for its students recognising the uniqueness and potential of each child who is made in the image and likeness of God."

Our community philosophy is:

Students
The students of St Joseph's are passionate about their learning because they realise that success can only be achieved by giving their very best in all aspects of their schooling. It is through their love and enthusiasm for learning that greatness is achieved.

Parents
As the first and most significant educators of our students, the parents of St Joseph's live and breathe the learning journey with their children. It is through their understanding, love and support that school is a success for every child.

Community
It is said that it takes a community to raise a child and as a school we value the connections we share with all those who live in this beautiful region. It is through the opportunity to come together as a community that we create a sense of hospitality and belonging.

Parish
The Parish of St Joseph's encourages and provides us with a foundation of faith from which we can learn, grow and celebrate every day. It is through the mission of the Church that we are supported and nurtured to glorify God in all things, at each step of the journey.

Our School Context

St. Joseph's, Gayndah, is a Catholic co-educational school from Prep to Year 6. St. Joseph's is a school in the Archdiocese of Brisbane and is part of Brisbane Catholic Education (BCE). As part of BCE, the school offers high-quality learning and teaching.

The school prides itself on the spirit that can be found in our students, staff, parents, sporting teams and approach to learning. In our beautiful environment on the banks of the Burnett River, students receive a wholistic education that supports their academic, physical, spiritual, and social/emotional development. Our 'Community of Learners' works together to provide the best possible learning outcomes for all students.

Consultation and Review Process

YEAR	PLANNING	WAY FORWARD
2022 Term 3	Survey	Parents, Students and Staff invited to participate in BCE Listens Survey
2023 Term 4	Survey	Staff participated in the BCE Culture Survey
2024 Term 1	PD Feb	Revision of Engage behaviour tracking system. Minor and Major behaviours discussed
2024 Term 1	Publish	Student Behaviour Support Plan published on school website and Parent Portal

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

At St. Joseph's Catholic Primary School, we are committed to providing the best possible educational opportunities for all of our students in an environment where all members of our community feel a sense of connectedness and belonging and where quality teaching and learning maximises educational, social, emotional, physical and spiritual outcomes for all.

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.

- 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)

- Positive student behaviour for learning is best achieved through instruction rather than punishment

- All behaviour is communication

- Student behaviour can be taught using the same strategies used to teach academics

- Inappropriate behaviour presents the student with an opportunity to learn, the educator with an opportunity to teach

- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.

- Positive Behaviour 4 Learning is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.

- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.

- Students need and want high standards for their Behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.

- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

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.
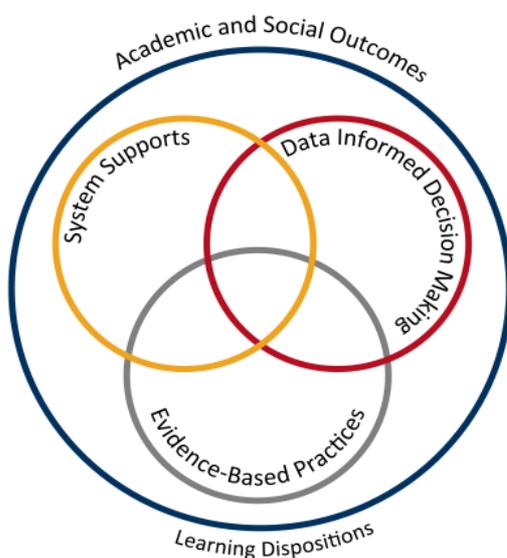

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.
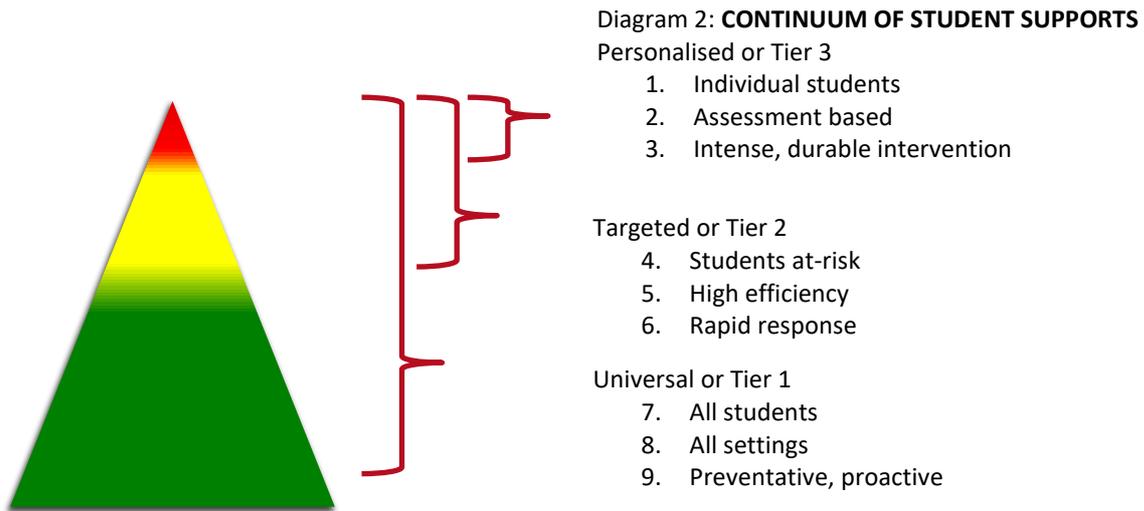
Tier 1 Universal Supports:

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
1. Individual students
2. Assessment based
3. Intense, durable intervention

Targeted or Tier 2
4. Students at-risk
5. High efficiency
6. Rapid response

Universal or Tier 1
7. All students
8. All settings
9. Preventative, proactive

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

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

All teaching staff are responsible for Student Behaviour Support. The school Positive Behaviour 4 Learning Team (PB4L) is made up of:

- Principal
- APRE
- Support Teacher Inclusive Education
- Guidance Counsellor

Informal meetings are held regularly with formal meetings as needed to support students in consultation with parents/caregivers. Engage Student Support System data is used to support these conversations.

Professional Learning for staff has been provided on:

- Positive Behaviour 4 Learning
- Effective Classroom Practices and Responses
- Engage Student Support System
- Making adjustments and catering to the specific learning needs of 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.
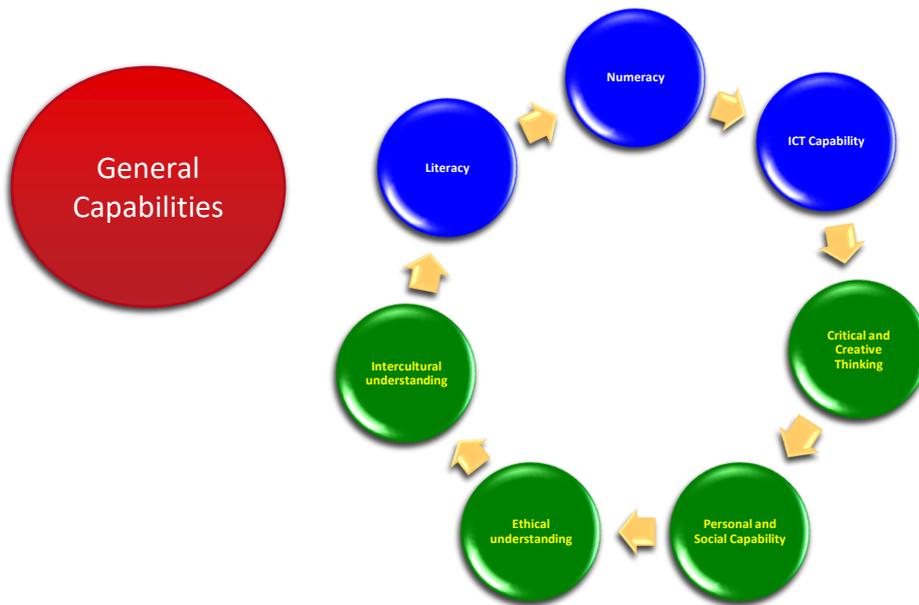
Our expectations are:
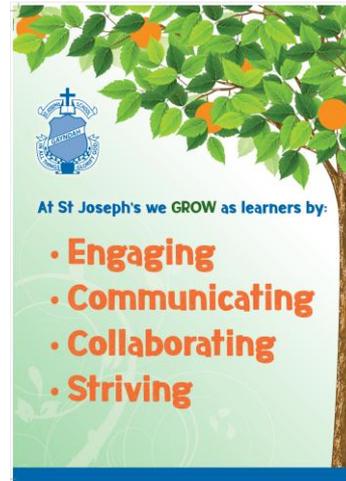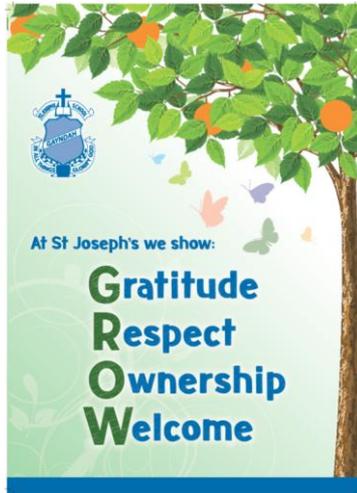
Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

See Appendix C: *Expectations Teaching Matrix*

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

General Capabilities

Numeracy

ICT Capability

Literacy

Critical and Creative Thinking

Intercultural understanding

Ethical understanding

Personal and Social Capability

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.

Process
Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

- Tell – introduce the expected behaviour and why it is important
- Show – demonstrate or model the rule
- Practice – role play expected behaviour in relevant contexts
- Monitor
    - Pre-correct
    - Supervise
    - Provide positive feedback
- Reteach – practice throughout the day/week/month/year (Teaching and reinforcing. Look at other ways of doing it).

Explicit Teaching
Explicit teaching provides a consistent approach across the whole school

- An agreed upon and common language approach to behaviour management
- The *Behaviour Expectation Matrix* of positively stated expectations for students and staff that is explicitly taught by teachers which is displayed throughout the school.
- Procedures for teaching the expectations
- A continuum of procedures for encouraging expected behaviours and discouraging inappropriate behaviours including;

- School wide reward systems
- Classroom reward systems – extrinsic and intrinsic

<u>Practices:</u>
Student behaviour is supported with evidence-based interventions and strategies by providing:
- Positive expectations; explicitly taught and encouraged
- Active supervision by ALL staff
- Pre-corrections and reminders
- Positive reinforcement and acknowledgements
- Contextual adjustments – alter environment to fit issues

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

- Beginning of school year orientation day – Pre-Prep Program
- Time built into the first weeks of schools and increased later in the year
- Social Stories
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

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*
Fortnightly GROW & Learner awards	Class encouragers
Well Being Weeks	Points system for class reward
	Student Goal Setting

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 and designing an 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 A.

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

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

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

5. BCE Formal Sanctions

St. Joseph's follows Brisbane Catholic Education's procedures for the following formal sanctions:

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

It is an expectation that formal sanctions (detention/suspension/exclusion) are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action appropriately balances the best interests of the student and the safety and the right to learn of other members of the school community. St. Joseph's follows Brisbane Catholic Education procedures that outline the rationale for using a suspension in its context, details about the

process, including parent notification and re-entry processes. As St. Joseph's is following Positive Behaviour 4 Learning processes, students who have been suspended or who are at risk of suspension *may be candidates* for a comprehensive functional behaviour assessment to inform an individualised behaviour support plan.

The processes involved in formal sanctions are intended to achieve the following objectives:

- To protect the rights of the students, staff and learning community;
- To help find ways to negotiate, with the student, a plan for change to acceptable patterns of behaviour;
- To keep the parents/caregivers of the student informed and, if possible, engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;
- To safeguard the right of teachers to be able to teach without inappropriate disruption;
- To safeguard the right of other students to learn without inappropriate disruption;
- To ensure that sufficient and accurate documentation is made and kept
- To indicate sources of assistance for schools;
- To provide the school community with an explicit statement of disciplinary sanctions and procedures; and
- To protect Brisbane Catholic Education and its schools against allegations of proceeding improperly.

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been fully informed about the school's Student Behaviour Support Plan and code of student conduct (School Expectations).
- Teachers are fully conversant with the school's process for formal sanctions
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified
- Adequate consultation has occurred with all stakeholders to best support the student.

Rules and Sanctions within our Student Behaviour Support Plan recognise pastoral care as the distinctive feature. These Rules and Sanctions:

- Are consultatively formulated, positive in orientation and purposeful
- Are just and reasonable and convey a sense of forgiveness
- Encompass a range of options that are related to the disruptive behaviour
- Are supported and enforceable
- Contribute to the development of justice in the class/school

- Foster responsibility for actions
- Positively contribute to changing, healing and restorative practices.

In formulating these Rules and Sanctions, St. Joseph's has considered the following:

- The age and stage of development of the students and their developmental needs;
- The capacity of students to understand what is required of them and why;
- The particular life circumstances the student is currently experiencing;
- The need for adequate supervision of students and the health and safety of staff and students;
- The implication for various options for the physical and psychological wellbeing of students;
- The implication for various options for the physical and psychological wellbeing of staff;
- The degree and extent to which parents/caregivers have been informed of the student's behaviour and progress.

However, in some cases of inappropriate behaviour, it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Detention, suspension, negotiated change of school and exclusion are options available to the school in these situations.

Detention: A detention is any period when a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time and/or excursions. The detention is an appropriate response to the behaviour.

During a detention, the time may be used to:
- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- complete classwork
- rehearse alternative behaviours.

Suspension: The Principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school for a period of up to 10 school days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

Principals may suspend, consistent with these procedures, where behaviour includes the following:

- Persistent non-compliance: Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse;
- Persistent disruption: Students who persistently disrupt and prevent the learning and teaching of others; and
- Breach of school's Student Behaviour Support Plan: Students who seriously breach the school's published rules and regulations.

St. Joseph's is not obligated to provide a student with schoolwork during suspension. Parents/caregivers have responsibility for their child/children while they are under suspension. Therefore, parents/caregivers need to know that their child/children, may not attend school or school–related functions.

Suspension Re-entry:
As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parents/caregivers to discuss transition and the basis of maximising successful reintegration into the school, before the student returns to school. The aims of parental conference are to…

- Ensure that the parents understand the seriousness of the student's behaviour and the need for disciplinary action
- Encourage a mutually supportive position between the school and the student's parents for the action that the school is taking, and
- Outline the re-entry plan, conditions, and follow-up evaluation for the student's re-entry to school.

Re-entry is conditional on this process taking place. Re-entry may be deferred until such a meeting takes place or until a resolution is reached.

Negotiated Change of School:
In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support the student's wellbeing and/or learning needs. Such a change offers the student a fresh start in an environment more suited to the student's needs and circumstances.

Exclusion:
In extreme circumstances, a Principal may, in consultation with the Senior Leader Progress and Performance, make a submission to the Head of School Progress and Performance, recommending the exclusion of a student from a school. The Head of School Progress and Performance must forward this submission with their own recommendation to the Learning Services Executive for decision.

The Learning Services Executive may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans, and despite these efforts the student's behaviour has continued to be unproductive.

Exclusion Purpose:
The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the safety and wellbeing of other students or staff.
- Remove the student from the established environment in which inappropriate behaviour patterns have become entrenched
- Provide the student with an opportunity for a fresh start in a new school, which may prove to be better suited to the student's needs, and
- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

For appeals against the processes above, the school follows Brisbane Catholic Education guidelines and 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 in 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.

Bullying has three main features:
- *It involves a misuse of power in a relationship*
- *It is ongoing and repeated, and*
- *It involves behaviours that can cause harm.*

(https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying)

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

Bullying may include:

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

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

• Emotional: excluding, tormenting, ridicule, humiliation, intimidation

• Racist: taunts, graffiti, gestures, intimidation

• Sexual: unwanted physical contact, abusive comments, intimidation

• Cyber: unwanted text messages, emails, information technology, intimidation.

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict, which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation
- single episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

2. Teaching about Bullying and Harassment

Positive, Proactive Anti-bullying Approaches:

At St Joseph's School, we take a positive, proactive approach to bullying by teaching the strategy below to all students in the school. The strategies are as follows and are displayed on posters throughout the school:

1. Speak confidently
2. Say "Stop that! I don't like it"
3. Walk away
4. If it continues, tell a teacher.

St. Joseph's uses the Australian Curriculum V9 as well as the BCE Religious Education Curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviour. Teachers apply these documents to develop student understanding of possible conflict situations and teach strategies to solve problems and conflict.

3. Responding to Bullying and Harassment

The primary aim of the school's response is to restore a positive learning environment for all students. Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community. A 'no blame' approach is taken.

St. Joseph's uses the response to bullying as a learning opportunity for everyone involved. A second aim of the school's response is to avoid escalation of issues or causing more harm.

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

The steps to follow when a student reports bullying (including online bullying) are:

1. **Listen** carefully and calmly, and document what the students report. (*Clarify if there are immediate safety risks and let the student know how you will address these).*
   a. Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders.
   b. Listen to student's account fully first and then ask questions to get more detail.
2. **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Plan** the response with the student/s and their families to provide support, teaching and strategies.
8. **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Support Strategies:

Support for the target and perpetrator:

We support the target in the following ways:

• Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher or member of leadership team.

• Informing the child's parents.

• Suggesting and role playing appropriate, positive anti-bullying behaviours with the child

• Offering continued support when they feel they need it and encouraging immediate reporting of incidents.

• Taking necessary actions to prevent more bullying.

We support the perpetrator in the following ways:

• Talking immediately with their class teacher, another teacher or member of leadership team about what has happened and the behaviours the child has been displaying.

• Informing the child's parents.

• Continuing to monitor the child's behaviour and offering appropriate support.

• Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

4. Preventing Bullying and Harassment

Staff at St Joseph's actively plan for, and implement, a safe, supportive and inclusive school environment to prevent bullying and harassment. This is achieved by the following:

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 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.

Key contacts for students and parents to report bullying

Principal – Martha Hill – 4161 2655

AP/RE – Cara Connors – 4161 2655

ST:IE – Marna Toms – 4161 2655

Guidance Councillor – David Francis - 4161 2655

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.

Incidents or reports of cyberbullying will follow the same investigation process as those involving bullying or harassment.

Resources

The Australian Curriculum ↗ provides the framework for St Joseph's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The

Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

St. Joseph's uses data collected in the Engage Student Support System to identify patterns of behaviour that may assist in developing a support plan for the student/s identified. The school PB4L Team (Principal, APRE, STIE, Guidance Counsellor) along with the parents, and possibly the student, collaborate on a support plan to ensure the student engage positively in their learning and behaviour.

Further support from Brisbane Catholic Education: Education Officer Student Well-Being may be sought to assist the development of an Individual Behaviour Support Plan.

Data may also be used at staff meetings to discuss whole school behaviour processes.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious,	Green light behaviours

		mutual, light-hearted and easily diverted experimentation.	
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, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private

	Descriptor	Definition	Example
			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
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,	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.

	Descriptor	Definition	Example
		ideas, or other original (not common knowledge) material without acknowledging its original source.	
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 through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful,	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

	Descriptor	Definition	Example
		forceful, secretive, compulsive, coercive or degrading	phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B: Strategies to Manage Minor Behaviour

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

Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

Appendix C: St Joseph's School Expectations Matrix

St Joseph's Primary, Gayndah
Expectations Teaching Matrix — GROW

Expectation	Learning Spaces	Play Spaces	Prayer Spaces	Eating Spaces	Community Spaces
Gratitude	We are grateful we are unique learners. We are grateful for the support of others. We are thankful for all learning opportunities	We are friendly and let others join in. We take turns. We are kind and care for each other. We are active to stay fit and healthy	We join in with singing and responses. We participate. We give thanks to God. We give thanks for each other	We eat healthy food. We give thanks for the food we eat. We eat our own food. We give thanks for our healthy bodies	We are grateful for the support of our community. We join together as one school and Church community
Respect	We listen to others. We speak positively. We collaborate with others to learn. We care for our belongings	We care for our environment. We play fair and agree on the rules. We appreciate and look after our playground	We are reverent. We are still in body and mind. We speak and act appropriately	We keep the area clean and tidy. We reduce rubbish. We look after ourselves to stay healthy	We use manners. We engage positively with others. We acknowledge traditions and symbols
Ownership	I engage in my learning. I strive and persist to challenge myself. I set goals and work towards them	I play in the right area. I take turns. I ask others to join in	I participate. I sing and respond. I listen with the ear of my heart	I take care of my lunch box and drink bottle. I clean up the eating space. I eat all of my lunch. I wash my hands	I show pride in myself and my school. I serve others. I care for the school environment
Welcome	We communicate about our learning. We collaborate to solve problems. We welcome and listen to other's ideas	We include everyone. We encourage each other	We greet and welcome each other. We ask others to join in. We offer service to others	We sit with each other to eat. We invite others to join us	We show hospitality to all. We contribute to our community. We offer service to others