



ST. JOSEPH'S SCHOOL, CHILDERS

STUDENT BEHAVIOUR SUPPORT PLAN 2025

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school, and during related off campus activities can be effective and students can participate positively within our school community. The plan outlines the policies and procedures in place to support positive behaviour. Through our school plan shared expectations for student behaviour are clear for everyone, enabling St Joseph's School to create and maintain a safe and productive learning and teaching environment.

School Mission and Vision – Learning Together to Make a Difference

School Mission: As a faith-filled contemporary learning community inspired by the teachings of Jesus and life of St Mary MacKillop, we nurture, challenge and empower one another.

School Values: In our thoughts, words and actions we are committed to showing:

- Courage
- Compassion
- Creativity

Our School Context

St Joseph's School is a Catholic school situated within the Archdiocese of Brisbane and is under the administration of Brisbane Catholic Education (BCE). Our school is founded on Christ and the Josephite Charism, and is at the service of our students, families, society and the Church. We cater for children from many and varied backgrounds, ability levels and cultures, and offer them quality education within a safe and happy environment.

St. Joseph's School respects and values the dignity, self-esteem and integrity of every child and young person, based on our Christian belief that every person is made in the image of God and children and young people are entrusted to us by the love of God.

The founders of our school, the Sisters of Saint Joseph, lived Christ's message through action. Mary MacKillop, Australia's first Saint and co-founder of the Sisters of St



Joseph, stated “Never see a need without doing something about it.” Spirituality through action has its fulfilment in the unique ethos of St. Joseph’s School.

St. Joseph’s School, Childers is committed to high quality learning and teaching for the students enrolled at our school.

Consultation and Review Process

All policies and procedures outlined in this plan were developed in consultation with staff and parents within our school community. Consultation occurred through staff meetings, meetings with our School Board and distribution of the draft policies for comment and review. The Plan was endorsed by the Principal, the School Board and the Brisbane Catholic Education Senior Leader and will be reviewed at least every 2 years and will have a high-level check 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.

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 and every individual.

At St. Joseph’s School we believe there are five conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships.
2. Students should actively engage in the work provided for them by their teachers.
3. Students are always asked to do the best they can. The teacher's role is to facilitate this behaviour.
4. Students are asked to evaluate their own work and improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.
5. Quality work should feel good. Recognition and encouragement should be given to those students who have done their best.



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 the explicit teaching of behaviours that assist students to access learning – academically and socially - at all stages of development throughout their education.

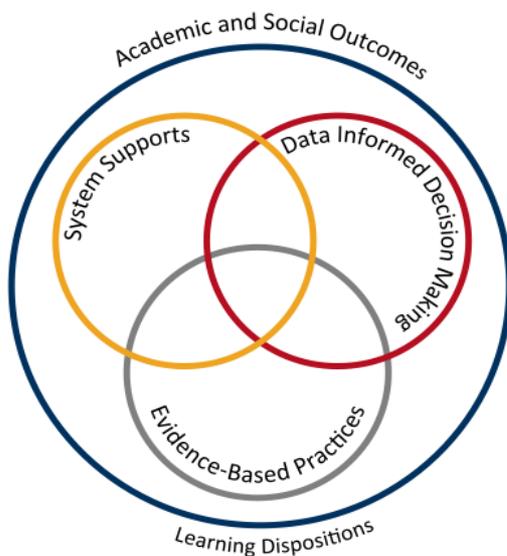


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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 the prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate



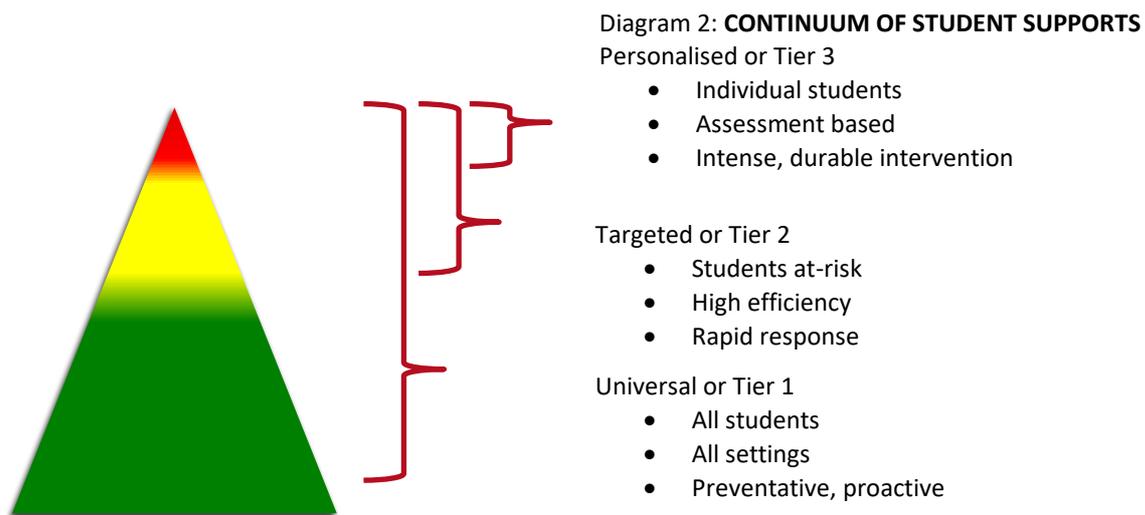
behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



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

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

The St. Joseph's School Student Support Team meets weekly to discuss students who require additional support and monitoring. The team currently consists of the Principal, ST:IEs and School Guidance Counsellor. The ST:IEs generally set the meeting agenda, and records and distributes the minutes of the meeting.

Each year, St. Joseph's School staff will participate in staff meetings focused on PB4L Effective Classroom Practices and Responses. This professional learning will be



facilitated by the BCE Education Officer: Student Behaviour Support or the leadership team.

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:

- We are Respectful
- We are Safe
- We are Learners

Our school Behaviour Chart is a visual tool that outlines the 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 for the Expected Behaviour Chart for students).

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:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying the school and classroom rules clearly
- Using explanations of the school and classroom rules i.e. what do they look like, sound like, feel like.



- Using appropriate consequences for not meeting behaviour expectations.
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with additional needs
- Effective communication and sharing a common language about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.

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
<ul style="list-style-type: none"> • Weekly “Student of the Week” awards (for Courage, Compassion and Creativity and/or demonstrating positive behaviours for learning) • Whole School Reward system – Joey raffle tickets • End of Term awards 	<ul style="list-style-type: none"> • Individual Class encouragers include: <ul style="list-style-type: none"> - raffle tickets - stickers - class/group points - signature cards - ‘You are Awesome’ Postcards - Prize box

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 interventions 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:

- **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, School Chaplain, Student Wellbeing Officer or Guidance Counsellor facilitates this type of group.
- **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.

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:

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

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:

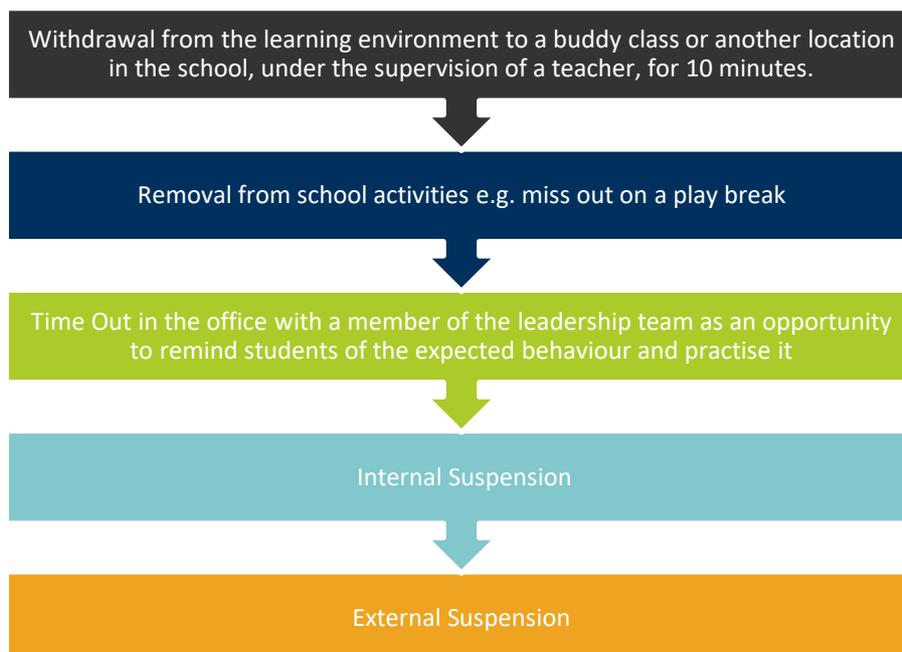
De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual crisis support and management plan 	<ul style="list-style-type: none"> • Teacher – student conversation • Teacher – student – parent meeting • Teacher – student – leadership conversation • Teacher – Guidance Counsellor-student conversations 	<ul style="list-style-type: none"> • Student apology • Student contributes back to the class or school community • Restorative conversation



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

		RESPONSES						
		TEACHER LED			LEADERSHIP LED			
		DE-ESCALATE	PROBLEM-SOLVE	RESTORATION	PROBLEM-SOLVE AND RESTORATION			
MINOR UNPRODUCTIVE BEHAVIOURS		<ul style="list-style-type: none"> Calm space Movement break Re-direct Self-regulation Sensory activity Work in buddy class Quiet time Positive feedback Acknowledge the student's feeling and being supportive 	<ul style="list-style-type: none"> Investigate and listen to all <u>perspectives</u> Problem-solving conversation with teacher/leadership Email to parents Meeting with parents and/or student Phone call to parent Reteach expectations 	<ul style="list-style-type: none"> Simple apology Make <u>amends</u> Restorative conversation Request for student support meeting Restorative actions Completion of missed task during break 	<ul style="list-style-type: none"> Apology and restoration Teacher phones leadership for support Problem-solving conversation with student/teacher/leader Restorative conversation Goal setting meeting with team and parents Student support meeting Individual behaviour plan Formal sanctions if appropriate decided by principal 		MAJOR UNPRODUCTIVE BEHAVIOURS	Teacher plus Leadership Managed
	Teacher Managed	TEACHER TO RECORD ON ENGAGE			LEADERSHIP TO RECORD ON ENGAGE			

If the support strategies listed above are not affective, the following flowchart displays consequences that are mildly aversive, leaving less incentive to repeat the inappropriate behaviour:





5. BCE Formal Sanctions

- **Time Out:** Students who need some time out to plan a new way forward or to calm down will be asked to spend a break time with a member of the leadership team, either in the office or whilst walking with the member of the team on duty, depending on the needs of the individual child. Parents are informed via phone or email if this takes place.
- **Internal Suspension:** Suspensions occur at the direction of a member of the school's Leadership Team. Suspensions are for any incident that is considered a major physical incident, where the safety of the perpetrator or others is at risk, or for continued breaches of our school's behaviour policy. Students will spend time in the office under the direction of a member of the Leadership Team. Parents will be notified by a phone call. The leadership team in consultation with teachers would decide on the age-appropriate response to each individual case. The leadership team would complete the Engage record and communicate the situation to parents. Re-entry back into the classroom begins with a meeting of students, parents and the leadership. A behaviour support plan will be put into place to support the individual needs of the student.
- **Exclusion:** Exclusions are for any incident that is considered a major physical, or incident where the safety of the perpetrator or others is at risk, or for continued breaches of our school's behaviour policy. Students will be excluded from an activity, or from school, for up to a period of three consecutive days. Parents will be notified and students will not be able to return until a re-entry processed has been conducted.

Appeals: An appeals process for any formal sanction is outlined in the table below.

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



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

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

At St Joseph's, staff and students are regularly provided with a range of learning opportunities to develop a clear understanding of bullying and harassment, along with effective ways to prevent and respond to such behaviours. Staff engage in a range of professional learning opportunities through the year, including staff meetings, twilight professional development sessions, PB4L meetings and, where appropriate, also engage with external providers/specialists. Staff are actively supported in responding to such behaviours by the Leadership and Student Support teams.



When responding to reports of bullying behaviours, it is important to understand that other forms of unproductive behaviours are often confused with bullying. Bullying is not:

- A 'one off' incident involving social isolation, conflict, random acts of aggression/intimidation or meanness.
- Conflict between two students where there is equal balance of power and both students want to find a solution to the conflict.
- Talking to a teacher or parent about something that someone has done.
- A random act of hurt or harm against another student without that student provoking the other.
- A random act of destroying property.
- Leaving someone out of an activity once because of different interests or skills.
 - Standing up for others and reporting bullying behaviour.
- Accidents where there is no intention to hurt or harm. A bystander is a person who is an onlooker to a bullying incident. If a bystander encourages bullying behaviours or witnesses bullying behaviours and does not report the incident, their behaviour contributes to bullying

Responsibilities of Children

- To have an understanding of bullying, bullying behaviours, bystanders and cyberbullying.
- To appropriately report incidents – if you believe you are being bullied; or are a bystander to a bullying incident.
- To work in partnership with the school and their family to resolve bullying incidents.
- To help someone who is being bullied.
- To not bully others

Responsibilities of Staff

- To model, educate and suggest appropriate, anti-bullying behaviours and supportive bystander behaviours
- To work in partnership with families to resolve bullying incidents
- To listen to all student reports and watch for signs of possible bullying
- To ensure that children are supervised adequately
- To respond to all reported and observed incidents of bullying as set out in this section

Responsibilities of Parents

- To support the information outlined in the St Joseph's Student Behaviour Support Plan
- To work in partnership with the school to resolve bullying incidents
- To model, educate and discuss appropriate, positive anti-bullying behaviours



- To watch for signs of changes in behaviour at home, which may be an indication of bullying and inform the child's teacher of these changes in a timely manner
- To encourage and support your child to inform a teacher if they are being bullied or witness bullying as a bystander
- Parents may need to be an advocate on their child's behalf about bullying with the class teacher or school leadership team members
- Under no circumstances should parents contact other parents or children regarding the issue

2. Teaching about Bullying and Harassment

At St Joseph's, students regularly engage in learning experiences that promote healthy and safe relationships, and positive behaviours. Through the implementation of the Australia Curriculum General Capabilities (in particular, Personal and Social Capabilities), Brisbane Catholic Education Religious Education curriculum, the Daniel Morcombe Child Safety curriculum and our school PB4L Chart, we empower students to respond appropriately to bullying and harassment.

This takes place through:

- Explicit teaching, discussion and role modelling of responses to relevant social situations (e.g. conflict, disagreement, teasing)
- Explicit teaching of the Personal and Social Capabilities of the Australian Curriculum
- Explicit teaching of the Health and Physical Education curriculum
- Restorative practices and collaborative problem solving
- Assemblies
- National days – Child Protection Week, National Day of Action Against Bullying, RUOK Day, NAIDOC Week, Harmony Day
- Ongoing and frequent teaching of school Behaviour Chart
- Utilisation of Bullying NoWay! Resources

3. Responding to Bullying and Harassment

At St Joseph's, all reports of bullying and harassment are taken seriously and are addressed by the staff listed in the 'Key contacts for students and parents to report bullying' section below. All staff must take all reports of bullying and harassment seriously and respond with a school team process. Staff at St Joseph's respond to such reports through the following process:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).



- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

At St Joseph's, we are dedicated to maintaining a positive and safe environment in which all students feel respected and welcome. This is accomplished through the embedding of the PB4L (Positive Behaviour for Learning) framework, in addition to the implementation of restorative practices and pedagogies.

The following practices also support us in preventing 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. For example, our assemblies which St Joseph's Learner Awards are presented, or the National Day of Action Against Bullying.
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. Staff at St Joseph's engage in mandatory annual training modules by BCE, and engage in a variety of professional learning opportunities regarding PB4L.



3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff at St Joseph's engage in professional learning regarding restorative practices and are supported by external specialists who come and run workshops with students.

4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour. The Leadership and Student Support teams engage with these staff to ensure their understanding of current supports and practices being implemented.

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.

Key contacts for students and parents to report bullying

In the first instance, all reports are to be directed the student's class teacher(s) who records details of the potential bullying behaviours in the Engage Student Support System. This information is then shared with the School Leadership team.

For ongoing concerns, the following staff may be contacted via the school office:

- Mrs Christina Day – Principal
- Miss Margaux Tarrier – Assistant Principal
- Dr Michelle Adamson– Guidance Counsellor

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.

Each year at St Joseph's, students engage in learning around our school "Technology Acceptable Use Agreement." All students are required to agree to these expectations and responsibilities that come with using school digital equipment. Students are encouraged to take a stand against cyberbullying and to speak out whenever they witness someone being mean to others online.



If a student is experiencing cyberbullying themselves, they are encouraged to:

- Block and report communication immediately
- Never reply to harassing messages
- Keep a record of any harassing messages
- Tell an adult that they trust. This could be a teacher, parent, older sibling or grandparent – someone that can help them to do something about it

Resources

The Australian Curriculum provides the framework for our 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. The Australian Government's Bullying NoWay! resource and the Office of the eSafety Commissioner are both highly recommended by our school.

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.

Our evidence-based practices for targeted and individualised supports have been described in section 3, "Feedback: Encouraging Positive Behaviours for learning." Throughout the decision-making process, data is used to guide us to ask the "right" questions. The right question, asked at the appropriate time, can deepen the dialogue from the concerns about an issue to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et al., 2009). The Leadership and Student Support team, which is made up of the Principal, APRE, and Guidance Counsellor, which together constitute the Tier 2 and Tier 3 teams, meet weekly to analyse and prioritise students requiring or enrolled in targeted or personalised supports.



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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- 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
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Student 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	
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 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"	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	
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 a learning task, continuing a task, or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing 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	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's 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.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of 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	Use/possession of Alcohol	Student is in possession or is using alcohol	

	Descriptor	Definition	Example/Non-Example
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	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
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Appendix B: Strategies to Manage Minor Behaviour

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

Approver: Principal

Issue date:

Next review date:

January, 2026

Appendix C:



Act JUSTLY



AT ST JOSEPH'S SCHOOL WE ARE "LEARNING TO MAKE A DIFFERENCE" THROUGH COMPASSION, CREATIVITY AND COURAGE

CLASSROOM/ LEARNING SETTINGS	PLAYTIME/MOVING AROUND SCHOOL	OUTSIDE SCHOOL ACTIVITIES/CHURCH	TOILETS	EATING AREAS
<p>We</p> <ul style="list-style-type: none"> ✓ Share and respect equipment and resources ✓ Give everyone a turn ✓ Encourage our peers ✓ Speak kindly and use manners ✓ Keep hands and feet to ourselves ✓ Listen to the teacher 	<p>We</p> <ul style="list-style-type: none"> ✓ Follow the game rules ✓ Include others in games ✓ Walk on the concrete ✓ Speak kindly and use manners ✓ Play fairly ✓ Keep our feet and hands to ourselves 	<p>We</p> <ul style="list-style-type: none"> ✓ Follow instructions ✓ Stay together ✓ Wear hat and sunscreen ✓ Sit on bus and wear seatbelts ✓ Treat surroundings with respect ✓ Act safely ✓ Speak kindly and use manners 	<p>We</p> <ul style="list-style-type: none"> ✓ Walk to the toilet quietly ✓ Respect others privacy ✓ Knock on the door before entering 	<p>We</p> <ul style="list-style-type: none"> ✓ Eat our own food ✓ Take our uneaten food home ✓ Follow all instructions from the staff ✓ Speak kindly to each other
<p>We</p> <ul style="list-style-type: none"> ✓ Follow instructions ✓ Are ready to learn ✓ Ask for help when needed ✓ Focus on and complete tasks ✓ Move between learning spaces quickly and quietly ✓ Accept feedback positively 	<p>We</p> <ul style="list-style-type: none"> ✓ Wear our school hat ✓ Move safely and quietly ✓ Seek the teacher's help when necessary ✓ Respect school property ✓ Return school equipment ✓ Line up quietly ✓ Follow the school rules 	<p>We</p> <ul style="list-style-type: none"> ✓ Look after our belongings ✓ Respect public spaces and people ✓ Look after each other ✓ Wait quietly in lines for the bus 	<p>We</p> <ul style="list-style-type: none"> ✓ Close the toilet door ✓ Flush the toilet after use ✓ Turn off taps ✓ Keep the toilets clean ✓ Use soap and toilet paper correctly ✓ Respect school property 	<p>We</p> <ul style="list-style-type: none"> ✓ Sit in the designated eating area ✓ Place our lunch boxes in the correct place ✓ Respect school property ✓ Pick up any rubbish and place in the bin
<p>We</p> <ul style="list-style-type: none"> ✓ Set individual goals ✓ Are focused on our learning ✓ Listen to others ✓ Try our best and give things a go ✓ Keep trying even if tasks are challenging 	<p>We</p> <ul style="list-style-type: none"> ✓ Listen to the game ideas of others ✓ Respond to staff instructions in a timely manner ✓ Share equipment 	<p>We</p> <ul style="list-style-type: none"> ✓ Listen to instructions ✓ Focus on what is happening ✓ Are quiet and respectful in Church 	<p>We</p> <ul style="list-style-type: none"> ✓ Follow the safety rules ✓ Return to class promptly for learning 	<p>We</p> <ul style="list-style-type: none"> ✓ Listen and wait for teacher instruction ✓ Move from our eating area to our play area safely
<p>I</p> <ul style="list-style-type: none"> ✓ Complete my work to the best of my ability and own my actions, thoughts and behaviours ✓ Understand that we have different ways of learning 	<p>I</p> <ul style="list-style-type: none"> ✓ Own my actions and behaviours outside of the classroom 	<p>I</p> <ul style="list-style-type: none"> ✓ Take pride in my appearance by wearing my uniform correctly ✓ I always use my manners and keep my hands and feet to myself 	<p>I</p> <ul style="list-style-type: none"> ✓ Respect my own and others privacy 	<p>I</p> <ul style="list-style-type: none"> ✓ Keep my school tidy



Take OWNERSHIP



Be ENGAGED



Be PROUD OF YOU

