

School Student Behaviour Support Plan

School Mission and Vision - Teach Challenge Transform

We are a faith-filled learning community creating a better future.

Our Vision

That every student, inspired by the Gospel, will be a successful, creative, confident, active, and informed learner, empowered to shape and enrich our world.

Our Mission

Through our commitment to shared ministry and a culture of growth, we seek to provide high quality, innovative, wholistic Catholic education, founded in the Josephite tradition.

Our School Context

As a Catholic school steeped in the Josephite tradition and the charism of St Mary of the Cross, we strive to make Jesus real through our values. Our school recognises the important role that our school values play in guiding all that we undertake here at St Joseph's. Our core values are:

- Respect
- Compassion
- Joy
- Justice

Our Student Behaviour Support Plan operates within the school's overarching *Wellbeing Framework*. We believe wellbeing is an ongoing experience of wholeness and hope integral to learning, overall health and life success. Wellbeing encompasses nurturing the self, giving to others, and building and celebrating community.

As a school community, we seek to positively influence student wellbeing through our programs and practices in the following components: Positive school community; Social and emotional learning for students; Working with parents and carers; Helping children with mental health difficulties; and Responding to Critical Incidents.

Our 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 school site activities can be effective and students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, assisting St Joseph's School to create and maintain a safe and orderly learning and teaching environment.

Consultation and Review Process


St Joseph's School developed this plan in consultation with our school community. Consultation occurred through staff meetings, surveys, and distribution of the draft plan for comment and review. A review of school data, on the Business Intelligence Tool and the Engage Student Support System, relating to school disciplinary absences, behaviour incidents, and attendance, continues to inform the policy and procedures. The Plan was endorsed by the Principal and the Senior Leader Learning and Identity. A detailed review is undertaken biannually, with a high-level check performed annually. The next review of our School Behaviour Support Plan is scheduled for January 2026.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about learning and teaching, unify us and direct our actions in supporting student behaviour and responding to students to meet their needs.

Our school Vision for Learning highlights those beliefs, principles and practices which bring about quality learning outcomes and is supported by the Brisbane Catholic Education [Learning and Teaching Framework](#).



St Joseph's Vision for Learning

VALUES	BELIEFS	GUIDING PRINCIPLES	PRACTICES
<i>Inclusiveness</i>	Diversity is a strength and everyone can achieve success.	<ul style="list-style-type: none"> Equity Dignity Self-Worth 	<ul style="list-style-type: none"> Understand and enhance student attributes and dispositions Establish learning goals for each student Record differentiation in weekly planning
<i>Joy</i>	A positive, joyful environment encourages a love of learning.	<ul style="list-style-type: none"> Optimism Encouragement Humorous Spirit 	<ul style="list-style-type: none"> Build positive student/ teacher relationships Create engaging classrooms Establish routines & transitions to support learning Teach social & emotional Learning
<i>Community</i>	Learning happens in partnership with the school, local and wider communities.	<ul style="list-style-type: none"> Hospitality Partnerships Shared Responsibility 	<ul style="list-style-type: none"> Create a welcoming community Work in partnership with parents as primary educators Utilise proactive communication with parents & caregivers Utilise resources from local & wider community Be lifelong learners
<i>Faith</i>	We celebrate God's love for us in many different ways.	<ul style="list-style-type: none"> Gospel Values Celebration Heritage 	<ul style="list-style-type: none"> Integrate the gospel values in all learning areas Promote connections to our Josephite traditions Develop religious literacy and celebrate religious life of school Recognise diversity of faith traditions
<i>High Quality Learning</i>	Rich, real and relevant experiences that engage, challenge and support the learner promote lifelong learning.	<ul style="list-style-type: none"> Connectedness Collaboration Differentiation 	<ul style="list-style-type: none"> Plan with approved curriculum Utilise appropriate real & life-like contexts Build on prior knowledge Establish clear learning intentions & success criteria Teach multiple ways of knowing and interacting Engage in high quality student dialogue & reflection Respond with feedback that moves learning forward Use data analysis to evaluate both learning & teaching
<i>Creativity</i>	Active participation, creativity and problem solving allow for discovery and expression.	<ul style="list-style-type: none"> Reflection Flexibility Innovation 	<ul style="list-style-type: none"> Plan for play based/ inquiry learning Negotiate aspects of student learning Explicitly teach higher order thinking skills Encourage risk-taking to move learning forward Engage students in creative expression through the Arts
<i>Stewardship</i>	We are responsible for ourselves, others and the world in which we live.	<ul style="list-style-type: none"> Responsibility Sustainability Citizenship 	<ul style="list-style-type: none"> Teach organisational skills Utilise resources in a sustainable manner Allocate roles & responsibilities in caring for others & environment Recognise & celebrate responsible behaviour Promote & model empathy

Behaviour Support is at the core of business for all teachers. Effective Teaching and Learning is supported by a safe, positive, and productive learning environment based on principles of consistency, fairness, and engagement. This starts in the classroom, with each and every individual student.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

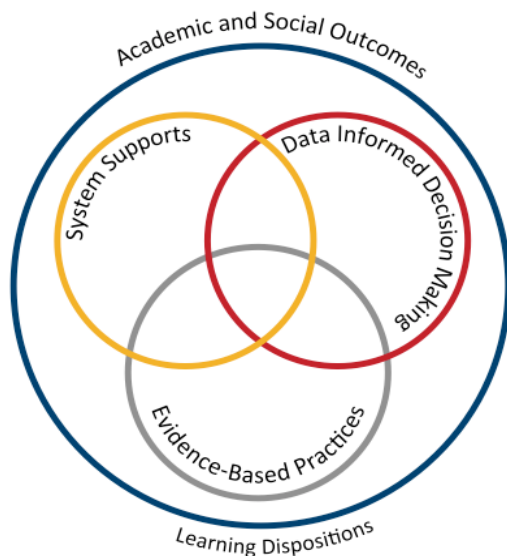


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have

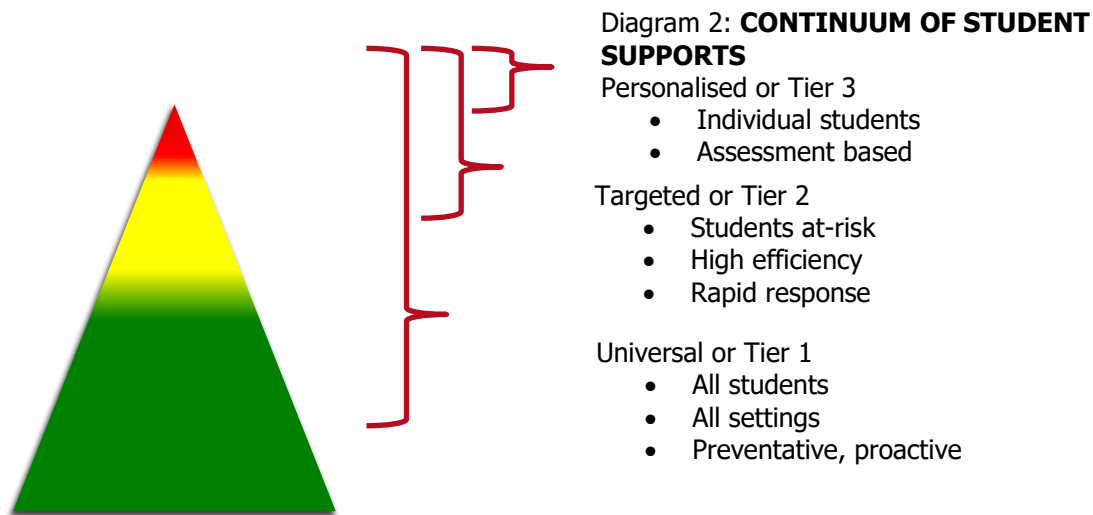
few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

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

At St Joseph's, all staff promote a school culture of learning by having clear and high expectations of all students to be engaged in learning, with dispositions that help students to demonstrate productive behaviours. They review universal school data each term during staff meetings to identify trends and determine necessary adjustments to procedures and practices to support positive behaviour.

Our Student Support Team (SST), which consists of the Principal, Assistant Principal, Guidance Counsellor, and Support Teacher Inclusive Education (ST:IE), make up the Tier 2/Tier 3 support team and meet fortnightly to analyse Engage Student Support

System data; discuss requests for support; and establish and review action plans to ensure the effective provision of targeted or personalised support.

Staff are regularly engaged in professional learning about explicit teaching of behaviours for learning, emotional regulation, social/emotional wellbeing, and behaviour management. In 2022-2024 this included training in:

- Zones of Regulation;
- Switch 4 Schools;
- Engage Student Support System;
- Friendology;
- Trauma informed classrooms

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 that we are:

- Safe
- Respectful
- Responsible

The St Joseph's Way is To Love, To Care, To Give in the traditions of St Mary Mackillop

General Apply at all times: Follow adult directions, helpful hands and friendly feet, right place, right time, right action, care for our environment and equipment.

Learning Spaces

- ✓ Use equipment safely
- ✓ Whole body listening
- ✓ Speak respectfully
- ✓ Value all opinions
- ✓ Be organised for learning
- ✓ Aim high and take learning risks

Play Spaces

- ✓ Wear a hat
- ✓ Walk on hard surfaces
- ✓ Include others
- ✓ Use kind and encouraging words
- ✓ Play fairly and follow the agreed rules
- ✓ Report to an adult when there's a problem

Digital Spaces

- ✓ Follow the e-Learning agreement
- ✓ Only access school approved apps/websites
- ✓ Communicate in a friendly way
- ✓ Respect the privacy of others
- ✓ Report inappropriate images, actions, or messages

Transitions

- ✓ Walk and move safely
- ✓ Be mindful of others who are learning
- ✓ Be on time
- ✓ Look after belongings
- ✓ Know and follow the routine

Eating

- ✓ Practice good hygiene
- ✓ Eat your own food
- ✓ Keep the area clean and tidy
- ✓ Sit in the right area

Toilets

- ✓ Ask permission and go with a buddy
- ✓ Walk directly to and from the toilet
- ✓ Respect people's privacy
- ✓ Do, flush, wash and go

Be Safe

Be Respectful

Be Responsible

"Never see a need without doing something about it" - Mary Mackillop

A Brisbane Catholic Education School

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.

Our [Student Code of Conduct](#) outlines the expectations of behaviours we expect all students and staff to learn, practise and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness, and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

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

- Beginning of school year – getting set up for success, class covenant
- Pastoral care lessons in classrooms, weekly throughout the year and reinforced incidentally on a daily basis
- Time built into the first weeks of schools and increased later in the year
- Assemblies focused on School PB4L Matrix followed by classroom practice
- Student leaders support younger peers
- Friendology program teaching linked to the Health curriculum and personal and social capability

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
Explicit teaching and consistent follow-up of school rules	Creation of a Class Covenant at the beginning of each new school year
Reinforcing positive behaviours	Modelling and role play methods used to teach and learn behaviours. PB4L raffle tickets given to students who demonstrate positive behaviours.
Identify Expected Behaviours (EB) alongside Learning Intentions and Success Criteria	Sharing stories of positive behaviours
St Joseph's 3 Rs signage	Using explanations of the classroom rules i.e. what do they look like, sound like, feel like.
Using explanations of the school rules i.e. what do they look like, sound like, feel like.	Displaying school and classroom rules clearly
Empowering students to take responsibility for their actions	Explaining why a behaviour is expected or a consequence is necessary
Being flexible to allow for unforeseen circumstances or children with needs	Applying appropriate consequences for not meeting behaviour expectations ("Mindfields of Behaviour" Step Process)
Effective communication and sharing a common language about behaviour in our school community	Use of visual timetables and visual prompts
Transitioning students to new year levels and new teachers at the end of the school year for the following year	Displaying photos of positive behaviours
St Joseph's Day Awards (annual)	Student of the Week Awards People of Action Week Awards
Mary MacKillop Award (annual)	Class reward systems

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:

- Debriefing sessions. (See the Behaviour Education Program *Check in-Check out* – Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment 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
- Debriefing sessions

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.

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 Decrease demands Individual support 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

In addition, de-escalation crisis prevention and support strategies include educating children about the Zones of Regulation, a framework designed to teach self-regulation.

5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 12 and include: detention; suspension; negotiated change of school; and exclusion.

Detention

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from the playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

Suspension

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal

that the student’s present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the responsibility of parents/caregivers for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible.

In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

Exclusion

Exclusion is the full-time withdrawal of a student’s right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, a Principal may, in consultation with the Senior Leader: School Progress and Performance, make a submission to BCE’s Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Process for Appeals

For appeals, the school aligns to BCE processes. The following processes of appeal can be used by parents/caregivers who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

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.
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Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

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

Bullying in any form will not be tolerated at St Joseph’s School. 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).

At St. Joseph’s School we show concern for all members of our school community. By following St Joseph’s Way, we respect the rights of all children to have a peaceful and happy existence, free from the concerns of bullying, harassment and teasing from other children.

We follow St Joseph’s Way when we

- Love, Care and Give
- Are Safe
- Are Respectful
- Are Responsible

We take all incidents of bullying and harassment very seriously. All hurtful and harmful behaviour, irrespective of whether it meets the definition of bullying, will be addressed by our school. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student academic and social outcomes and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community.

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!).

St Joseph's Catholic Primary School, Nundah Student Behaviour Support Plan
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 between students and both students want to find a solution to the conflict.
- A random act of hurt or harm against another 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 behaviours.
- Accidents where there is no intention to hurt or harm.

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.

At St Joseph's School we take a positive, proactive approach to anti-bullying by teaching positive strategies for dealing with inappropriate or bullying situations. This includes:

- Specific teaching of the St Joseph's Way (PB4L Matrix) at the appropriate level for students.
- School leaders take responsibility for promoting positive behaviours through assemblies and newsletters.
- Visual supports displayed in each classroom and around the school
- Revisiting strategies throughout the year at significant times e.g., Child Protection Week, National Day of Action Against Bullying and Violence

1. Understanding Bullying and Harassment

St Joseph's is a school that aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody. All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, will be addressed by the school. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Principal and responded to in line with BCE Student Protection processes.

St Joseph's takes the issue of bullying and cyber safety very seriously. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community.

The terms bullies and victims are not recommended as appropriate terminology to use when identifying, reporting, recording, and responding to incidents of bullying or harassment. More appropriate terms to use may include students who are bullied, students who bully and students who engage in bullying behaviour. This will ensure that the unproductive behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

Professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment is provided for staff during our annual Professional Developments Days which included reviewing the School Anti-Bullying Procedure and the Process Flowchart including reporting of bullying. Brisbane Catholic Education (BCE) annual mandatory Student Protection training also provides professional learning for staff. The school engages with the BCE Education Officer - Student Wellbeing to support teacher capacity building.

2. Teaching about Bullying and Harassment

We take an active approach to promoting positive behaviours at school, and respect for others and to addressing all forms of bullying – including prejudice driven bullying and cyber bullying. Our school, with the support of parents, the wider community, and young people themselves, must take effective action to prevent bullying happening in the first place. A proactive and preventative approach helps schools to safeguard the wellbeing of their students and staff and plays a part in creating a just society in which all treat each other with dignity and respect.

Brisbane Catholic Education provides schools with approaches and strategies for prevention of and responding to instances of bullying. The prevention and management of bullying is incorporated in the way our school engages with Behaviour Teaching and Learning.

Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Teaching about bullying is a part of the Australian Curriculum and BCE Religious Education Curriculum. 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: *The personal and social capabilities and Health and Physical Education*.

We promote the use of positive, inclusive language that supports the values of the Australian Student Wellbeing Framework and the Australian Curriculum (i.e. Civics and Citizenship, Health and Physical Education Curriculum and the General Capabilities-Personal and Social Capability). We talk about bullying in our schools with the understanding that students are growing and still learning how to be effective members of the community.

Parents sign an Acceptable Use of Technology document on acceptance of enrolment. Students participating in a 1:1 laptop program at St Joseph's will sign an agreement to accept their responsibility as a computer and internet user. The expected use of technology is supported by planned learning experiences regarding being a digital citizen and responsible device user.

3. Responding to Bullying and Harassment

St Joseph's requires parents, students, and staff to report an incident of bullying as soon after the incident as possible. This gives the school the best opportunity to document the incident, follow up on the incident, intervene, provide support and then continue to monitor for repeated incidents that constitute bullying. St Joseph's uses the Engage database to track behaviour and all high-level incidents are recorded in this database.

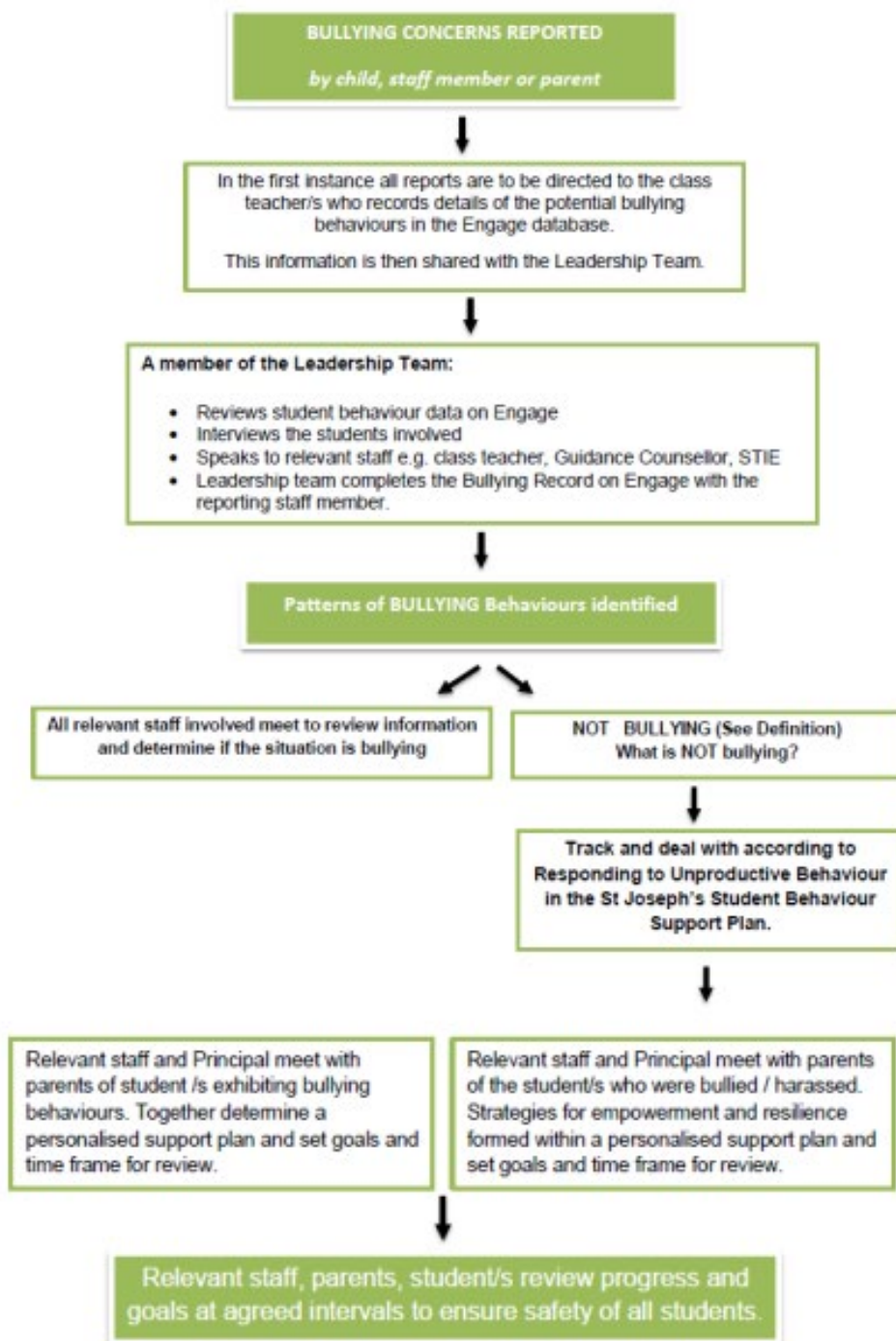
Student reporting

Student reporting systems are of value when students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse. Students should report issues to the classroom teacher; a leadership member or one of the designated Student Protection Contacts.

Reporting for students should include confidential and varied ways in which they are able to report instances of bullying. However, if a student's safety is at risk, school staff cannot keep the information confidential and must report to the appropriate authorities. This information is referred to Student Protection.

Parent reporting

Parents are frequently the ones to report bullying incidents to the school. It is important that school staff are sensitive to the emotional needs of parents when they make contact with the school and that parents have confidence that staff will act promptly, take the concern seriously and report back on progress on the issue to parents.



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

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

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

4. Preventing Bullying and Harassment

All staff must take all reports of bullying and harassment seriously and respond with a school team process. When a bullying incident is reported or observed the following steps will be taken. This process may be accelerated according to student age and the seriousness of the incident.

No method of addressing bullying has been reported as 100% effective and no one intervention is appropriate in all circumstances of bullying. However, promoting a school culture where bullying is unacceptable, disclosure is encouraged, and prompt intervention is taken by staff, increases its effectiveness. The school team should decide on the appropriate combination of interventions for the individual circumstances of bullying behaviour. Prevention builds on protective factors that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences) and refers to strategies specifically designed to prevent bullying behaviours.

At St Joseph's we plan for a safe, supportive and inclusive school to prevent bullying and harassment. We undertake the following:

- Student assemblies: Student behaviour expectations will be discussed, and information presented to promote a positive school culture where bullying is not accepted.
- 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.
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.

- 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.
- Explicit promotion of social and emotional competencies among students during circle time, class meetings and promoted every week during notices.
- Restorative Practices is an intervention practice that assists a student displaying bullying behaviours to take steps towards restoring damaged relationships.
- Explicit teaching of the Friendology Program
- The Buddy System promotes friendship between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.

Key contacts for students and parents to report bullying.

Staff member: Mrs Renae Collier- Principal

Staff member: Miss Kristen Garrett- Assistant Principal Religious Education

Staff member: Mrs MariaRosa Mallardo- Guidance Counsellor

Cyberbullying

Cyberbullying is treated at St Joseph's, Nundah 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.

Cyber bullying is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with offline bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).

St Joseph's has a responsibility to intentionally foster the capacity of young people to know how to: respect themselves and others; connect with others in just and loving ways; make decisions based on an informed conscience; and manage the changing states of relationships that in no way diminishes themselves or others. This learning offers young people a moral and ethical framework that can guide them in making responsible, loving and just choices, including how to use and not misuse the technology that they are surrounded with.

Resources

The [Australian Curriculum](#) provide the framework for anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues are more commonly explored in the Health and Physical Education Curriculum as well as the Personal and Social Capability as a General Capability. In selecting resources, St Joseph's reviewed the [Be You Programs Directory](#), [Office of the eSafety Commissioner](#) and [Bullying No Way!](#)

Section C: Our Student Behaviour Support Data

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.

Data stored in the Engage Student Support System is reviewed regularly, providing feedback for teachers and the Student Support Team on school pedagogy, behavioural support practices and systemic issues. Analysis of the data by the Student Support Team, personalised/targeted support teams and teaching teams informs decision-making about actions needed to ensure a positive learning environment for all students. Use of the BI Analytics tool provides additional information to support the identification of student behaviour patterns; the selection and prioritising of students requiring Targeted or Personalised supports; and the development and review of action plans to ensure the effective provision of targeted or personalised support.

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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	Saying "No", "Not going to do it", "I don't want to do that"
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer 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 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

	Descriptor	Definition	Example
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 on 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	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

	Descriptor	Definition	Example/Non-Example
			combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance – Major	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; 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 etc.
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	Student is in possession of, having passed on, or being responsible for removing someone else's property	

	Descriptor	Definition	Example/Non-Example
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of 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	Explicit sexual talk or play, persistent nudity,

	Descriptor	Definition	Example/Non-Example
		normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

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 Decrease demands Individual support 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

In addition, de-escalation crisis prevention and support strategies include educating children about the Zones of Regulation, a framework designed to teach self-regulation.