



St Joseph's Primary School Kangaroo Point *Student Behaviour Support Plan* - 2025-



*In the same way, let your light shine before others,
so that they may see your good works.*

Matthew 5:16

St Joseph's Primary School Student Behaviour Support Plan



School Mission and Vision - Teach Challenge Transform

At St Joseph's, Behaviour Learning is an educational process by which students develop responsibility for their own behaviour and become aware of its association with learning, social competence and positive relationships. Our Mission is to strive, with the help of God, to educate all and to embrace challenges with faith, confidence and compassion. As a Catholic Christian community, we educate all to live the Gospel of Jesus Christ as successful, creative, confident, active and informed learners empowered to shape and enrich our world.

At St Joseph's, student behaviour support is considered to be an integral part of all learning and teaching experiences. Learning becomes rich, real and relevant when individuals, in all their diversity, experience connectedness and feel valued and safe.

It is acknowledged that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time. In light of these influences, at St Joseph's we seek to develop throughout the school community, right behaviours and respectful relationships that are infused with Gospel values.

The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students:

- Quality relationships and partnerships between all community members;
- A commitment to justice and service by identifying and eliminating barriers that hinder students' participation and achievement;
- Inclusive learning and teaching responding to the diverse needs of students;
- Formation in self-discipline, reciprocal responsibility and social conscience;
- Effective networks of care across the community;
- Whole school organisational structures to support student formation and redirection,
- grievances and appeals, reconciliation and restoration.

This Student Behaviour Support Policy is designed to create and maintain safe and orderly learning and teaching environments and facilitate positive student behaviour within our school community. 3 Our School Values St Joseph's School is a Christ-centred learning

community founded in the Josephite and Mercy traditions. Mercy Values invite members of the community to take up the challenge to develop fully our God given talents. St Joseph's Vision and Mission of the school serves to promote the dignity and uniqueness of each human person with the aim to foster the intellectual, spiritual, emotional, physical and social wellbeing of all community members.

Insert Vision and Mission poster image here

Our School Context

St Joseph's Primary School is a co-educational inner-city primary school that prides itself on being a friendly, vibrant and welcoming community. With supportive and involved parents and a commitment to providing safe and engaging learning environments, St Joseph's offers quality teaching and learning that supports personal growth based on Christian values.

At St Joseph's we believe that:

- Learning is inextricably linked with living life to the full;
- Learning is personal and relational;
- Learning is visible, active, and interactive;
- Every learner is a lifelong learner, with a desire to search for truth and do what is right, is accountable for choices and responsible for actions;
- Every learner can achieve success in life and learning where diversity is valued; and
- Shared wisdom contributes to decision-making that enriches and enlivens our world.

Consultation and Review Process

St Joseph's Primary School developed this policy in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board, and 4 distributions of the draft policy for comment and review. A review of school data, on the Business Intelligence Tool (BI Tool) and Engage, relating to school disciplinary absences, behaviour incidents and attendance, also informed the policy. The policy was endorsed by the Principal, the School Board, and the Senior Leader Learning and Identity, and will be reviewed at least every two years.

St Joseph's PB4L journey began in 2018 with a new Behaviour Support Plan designed in 2020 and embedded in the everyday practices of all staff by 2021.

2018: Introduction to PB4L began. School inquired about information regarding PB4L through a presentation by Mark Wakefield – Education Officer – Student Behaviour Support.

2019 – 2020: Review into PB4L practices and planning of St Joseph's Behaviour Support Matrix. Professional learning facilitated by Mark Wakefield led to the collaborative design of St Joseph's Way Behaviour Support Matrix to support learners with positive behavioural choices across designated areas of the school.

Feedback collated from teacher and student voice on language to use.

2021: Implementation of St Joseph's Way Behaviour Support Matrix across the school.

Collaboration and design on restorative practices to support students through the process to compliment positive behaviour for learning.

Positive Behaviour tickets designed and introduced to students as positive incentives for displaying behaviours which align with the school's values.

Presentation of draft to School Board for March 2021.

Regular monitoring of student supports required through analysis of ENGAGE data.

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.

Student behaviour support is at the core of business for all teachers. At St Joseph's, we believe effective learning and teaching is supported by positive learning environments. This starts in the classroom, with each individual student. We believe that:

- Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life;
- Every learner seeks to find meaning in life and learning;
- Every learner brings to the learning experience their own richly diverse life journey and we respond creatively, flexibly with a futures orientation to ensure dignity and justice for all;
- Teaching is relational, with a shared responsibility to educate for the common good;
- Teaching is visible, explicit and responsive, creating equality and excellence for all learners;
- There must be a welcoming, disciplined, safe and supportive classroom environment where students and teachers develop positive relationships;
- Teachers hold high expectations for students' academic achievement and behaviour choices;
- Teaching and learning occurs when learning is explicit, appropriately challenging, and encompasses deliberate practice aimed at attaining mastery of the goal;
- The teacher fosters effort, clarity and engagement in learning, where feedback is given to evaluate and improve outcomes to develop positive dispositions to learning;
- Students actively engage in clearly defined learning goals - both academic and behavioural;
- Students are always asked to do the best they can. The teacher's role is to facilitate and support this behaviour;
- Students can describe what they are learning, how well they are going and what they intend to do next; and

- Recognition and encouragement are given to those students who have done their best.

St Joseph's School fosters positive behaviours through effective learning in a safe, supportive and productive learning environment. Aligned with St Joseph's Vision for Learning, students will be supported to learn, grow and thrive by being safe, respectful and responsible.

St Joseph's Way Behaviour Support Matrix and St Joseph's RESTORE Process ensures expectations, consistency, fairness and engagement support all learners in their holistic development. Brisbane Catholic Education's Learning and Teaching Framework and Model 6 of Pedagogy, provide scaffolded frameworks to support teachers and students with beliefs and common philosophies about learning and teaching.

Insert Model of Pedagogy & Learning and Teaching Framework

As School Leaders we will:

- Establish and communicate clear expectations concerning the use of effective pedagogical practices throughout the school
- Demonstrate a strong conviction on teacher impact as having the greatest effect-size of improving student outcomes
- Actively promote evidence-based research into pedagogical practices in response to student need
- Support teachers with identifying levels of behaviours, including Tier 2 and Tier 3 supports • Working alongside teachers to collaboratively plan and implement supports to improve the holistic development of all students

As Teachers we will:

- Ensure positive relationships are at the core of everything that we do
- Take time to know our learners and how to best support their individual needs
- Teach the Australian National Curriculum and Religious Education Curriculum through current evidence-based pedagogical practices
- Create learning environments supportive and conducive to successful learning where our students feel nurtured and challenged to be confident and competent learners
- Work alongside students to build their self-efficacy and belief to see themselves as learners
- Explicitly teach and reinforce positive behaviours through modelling and discussion
- Use behaviour data to analyse and identify functional behaviour to assist in devising and implementing plans to support our learners
- Use ENGAGE to track and monitor student supports required
- Provide ongoing feedback to support students and articulate St Joseph's language on the St Joseph's Way Matrix and St Joseph's RESTORE Process to ensure consistency and clear expectations

Our Students will:

- Learn, grow and thrive by being safe, respectful and responsible
- Be engaged in their learning
- Take responsibility for their actions
- Act with care towards each other, exhibiting our Mercy Values
- Respect the environment
- Be able to articulate positive choices to support them with their learning
- Know, understand and demonstrate positive behaviours as modelled and discussed in St Joseph's Way Behaviour Support Matrix throughout the school

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.

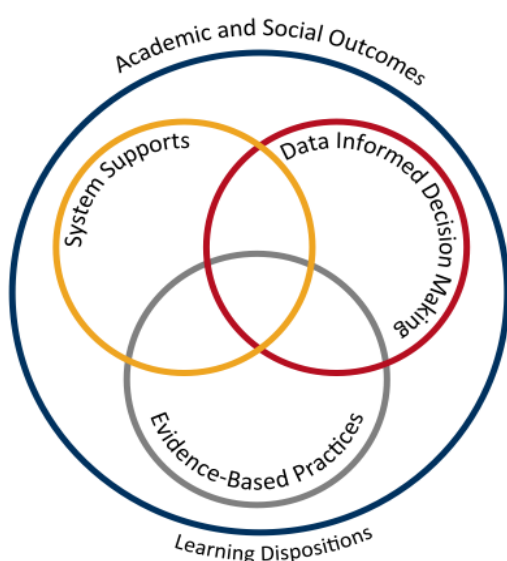


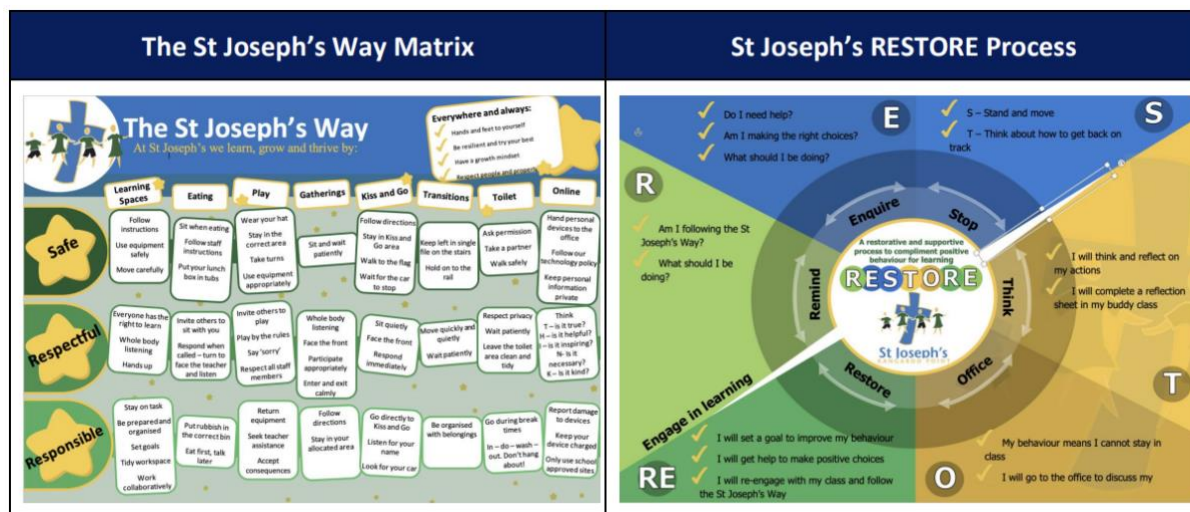
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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)

Positive Behaviours 4 Learning

Extensive consultation with all members of the community has occurred to implement St Joseph's Way Matrix and St Joseph's RESTORE Process. The matrix and RESTORE process is outlined below:



Continuum of support and key features

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

Tier 1 Universal Supports:

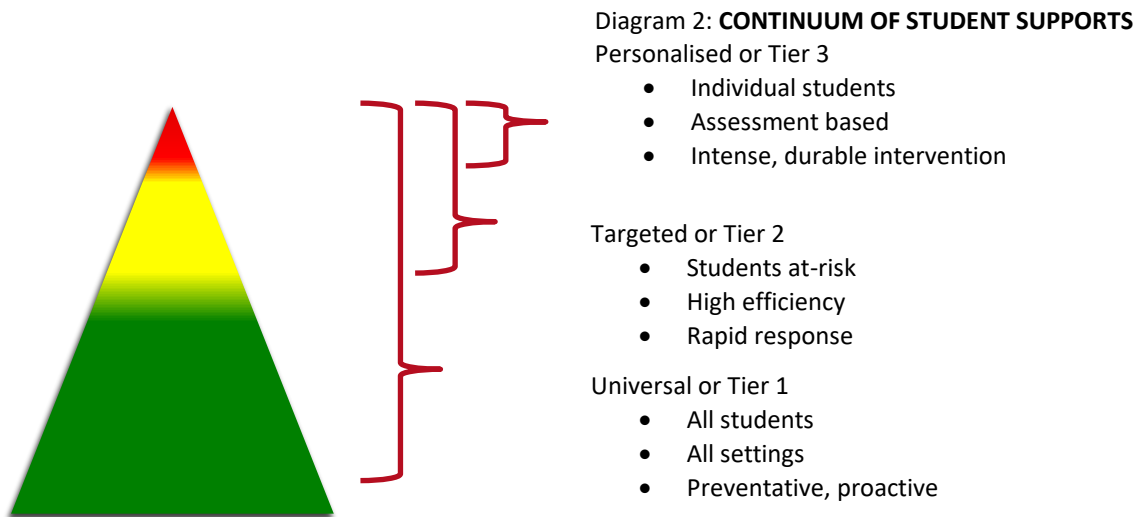
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

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

Targeted and Individual Supports Team

Student Support Team members meet regularly each week to monitor student supports required through analysis of data on ENGAGE and conversations with teachers. Formal Student Support Team forms are completed by teachers as the process to identify, discuss and make recommendations on further supports required. St Joseph's Student Support Team consists of the school Principal, APRE, PLL, ST:iE and Guidance Councillor.

Professional Learning

Regular professional learning is embedded into annual professional learning plans to ensure consistency and refine practices in supporting students.

A team from St Joseph's attended Universal Supports and Tier 1 and 2 supports Professional Learning provided by BCE. Our Student Support Team works closely with BCE Education Officer – Student Behaviour Support. The whole staff has been provided with Professional Learning through Professional Development Twilights presented by EO – SBS. Professional learning in the area of student behaviour support will continue as the need arises. Members of the PB4L team at St Joseph's worked directly with BCE staff to develop our PB4L Plan, relevant flow charts and Professional Learning needs.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

See Appendix C: St Joseph's Behaviour Support Matrix – The St Joseph's Way

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. ([Australian Curriculum V9](#))

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 expectations
 - Gradual Release of Responsibility
 - Implementation of the BCE model of Pedagogy
 - Implementation of St Joseph's RESTORE Model – a restorative wheel to assist students make good choices both in the playground and classroom (See Appendix B)
 - Review and Response meetings

- Reinforcing positive behaviours
- Developing and teaching appropriate routines – First 20 Days of Schooling
- Displaying the vision for learning and mission statement clearly
- Displaying the school-wide expectations e.g. The St Joseph’s Way and St Joseph’s RESTORE Model for behaviour support
- Using explanations of the school and classroom rules (i.e., look like, sound like, and feel like) with reference to The St Joseph’s Way matrix.
- Giving appropriate feedback and feeding forward about unproductive behaviours
- Applying appropriate responses for meeting and not meeting behaviour expectations (Leadership intervention and Student Support Team Meetings as required) • Consultation with St Joseph’s Guidance Counsellor
- Filtering behaviour in terms of curiosity, development, age, individual needs
- 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 needs
- Maintaining effective communication and sharing a common language about behaviour with all members of the school community (parents/caregivers, teachers, school officers and support staff)
-

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 |
|---|--|
| Weekly Learning Dispositions Awards | Clear classroom expectations |
| Development of Class Covenants | Points system for class reward |

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:

- Check in-Check out with member of St Joseph's Leadership Team – (Principal, APRE, PLL, ST:IE). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, Leadership Team (Principal, APRE, PLL, ST:IE), and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups run by St Joseph's Guidance Counsellor. 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.

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:

- Designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process with students, teachers, parents and Leadership Team
- 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
- Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using

appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

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

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

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

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

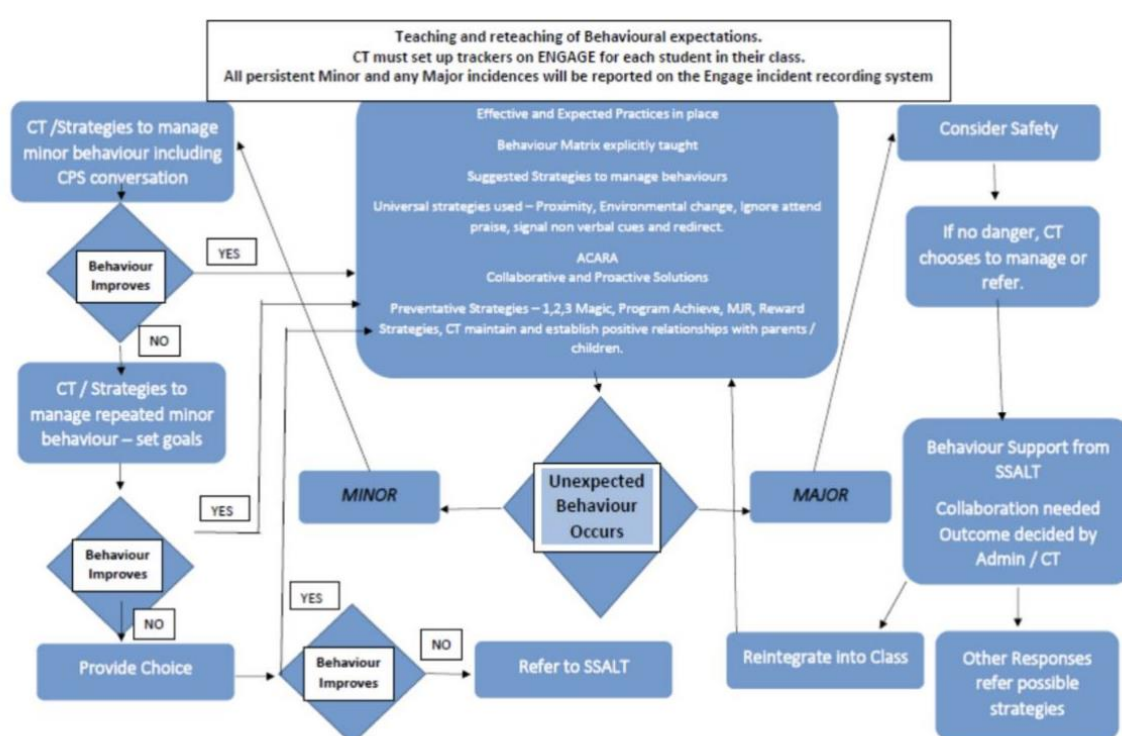
Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill, and making amends for behaviour that impacted others.

Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though responses for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting and the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'time out' is to provide an opportunity for a student to deescalate their own behaviour.

For Major Behaviours, including behaviour that: is more serious or a chronic disruption, raises concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership Team that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carers conferences.

PB4L Flow Chart – Demonstrating responses to unexpected behaviours



Possible Consequences for Unexpected Behaviour

Teacher present at time of unexpected behaviour is responsible for co-ordinating records on Engage.

| Behaviour may include but not limited to | Possible strategies to manage unexpected behaviour | Managed by |
|--|--|------------|
|--|--|------------|

Minor incidents of

unexpected behaviour may include:

- Ignoring instructions
- Lateness to class
- Littering, swearing, incorrect uniform, hat and jewellery transgressions
- Out of bounds
- Disrespect for school/others' resources
- Disruption of teaching and learning (*calling out, interrupting*)

- Re-direct - Reminder of expected behaviour – St Joseph's Way Matrix
- Re-teach
- Proximity
- Ignore/Attend/Praise
- Provide choice
- Student Conference
- Withdrawal from activity (*thinking/de-escalation time*)
- Signal non-verbal redirection
- Designated seating

Teacher

- Persistent unexpected minor behaviour may include:
- Repeated minor behaviours
- Repeated defiance
- Inappropriate use of technology – _any electronic device and school internet
- All forms of harassment (*including the use of technology*) – _repeated name calling, teasing, derogatory comments
- Strong verbal abuse towards students and staff

- Follow the RESTORE Wheel
- Student will return to class at the discretion of Leadership
- A monitoring program such as Behaviour Support Plan for the playground or Check-In Check-Out
- Restorative conversation between teacher/student
- Withdrawal from activity and/or co-curricular activity (*de-escalation/reflection time*)
- Parent contact
- Conversation with parents/carers recorded in ENGAGE
- Record on ENGAGE

Teacher/Parent Leadership Team

Leadership is to be informed of persistent minor incidents.

All repeated minor incidences need to be recorded into ENGAGE.

Major incidents – unexpected behaviours at this level could include:

- Continued behaviours above
- Stealing
- Physical and/or verbal aggression toward students or staff
- Intimidation and/or harassment of students or staff (including the use of technology)
- Vandalism
- Truancy
- Smoking
- Vaping
- Sexual harassment
- Pornography

- Phone call to the Office – Leadership to withdraw student from class.
- Student will return to class at the discretion of Leadership staff
- Collaborative conversation (Teacher/Support Team/Parent/Principal)
- Parent interview
- Review of Individual Behaviour Plan
- Withdrawal from, on and off campus activities (at Leadership discretion)
- Suspension
- Referral to outside agency
- On return from suspension a re-entry to school meeting occurs with student, parents/carers and School Principal
- Record on ENGAGE

Teacher/Parent Leadership Team

All Major incidences need to be recorded onto ENGAGE.

If above unexpected behaviour persists or includes:

- Extreme or continued behaviours above
- Possession of drugs
- Supply of drugs
- Possession and/or use of a weapon
- Violent assault

- Parent Interview
- Review of Individual Support Behaviour Plan – including outside agency where appropriate
- Withdrawal from, on and off campus activities (Leadership discretion)
- Suspension
- Police notification
- Recommendation for exclusion
- Record on ENGAGE

Teacher
Parent
Leadership Team
Outside agency

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.

The following formal sanctions at St Joseph's follow the BCE Student Behaviour Support Guidelines:

Detention Process

At St Joseph's, detention takes the form of time off the playground or time completing schoolwork outside of the classroom. During this time, students are supervised by a member of staff in a designated area that is age appropriate and suitable to the needs of the students at the time. It is an expectation that this time be used to repair relationships, use restorative practices and conversations, make plans for appropriate behaviour and rehearse alternative behaviours.

Suspension Process

Where a situation becomes serious or demands an immediate response, a student may be suspended for the shortest time necessary. Suspension is the temporary, full-time or part-time withdrawal of student's right to attend school and/or school related functions for a defined period of time. The school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focussed re-engagement strategies. The school and parent/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. A re-entry process led by the Principal/APRE takes place prior to the student returning to school.

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. 18

In extreme circumstances, the Principal may, in consultation with the Senior Leader – Progress and Performance, make a submission to the Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head of School Progress and Performance, will in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Appeals Process

| Sanction | Appeal process |
|--------------------|---|
| Suspension 1-5 day | Appeal made to the school principal |
| Suspension 6+ days | Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au . |
| Outcome of Appeal | The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: |

| | |
|-----------|--|
| | <p>(a) make the review decision within 5 business days after the application is made; and</p> <p>(b) as soon as practicable after the decision is made give the person written notice of the decision.</p> |
| Exclusion | An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion. |

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

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

St Joseph's School promotes a positive culture that enables all members of the school community to feel safe and supported, and free from the fear of bullying, harassment, intimidation and victimisation.

The reporting of bullying and harassments is actively encouraged by all staff members through presentations on assembly, communication through School Newsletters and Parent Evening Sessions. Regular open communication with parents and staff is encouraged and promoted.

Incidents of bullying and harassment is recorded in ENGAGE and dealt with by members of the Leadership team. Information is monitored by the Student Support Team and followed up.

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!](https://bullyingnoway.gov.au/understanding-bullying) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

<https://bullyingnoway.gov.au/understanding-bullying>

1. Understanding Bullying and Harassment

Professional learning on bullying for students, parents and teachers outlines bullying as:

- A misuse of power
- Ongoing and repeated
- Behaviours that can cause harm

Regular discussions with students and modelled dramatisations provide students with the language and skills to identify and report acts of bullying. Professional Learning is scheduled into the annual Professional Learning Plan to support teachers with developing their knowledge and ways to effectively respond. Celebration of *Bullying No Way Day* occurs annually in March to promote awareness.

2. Teaching about Bullying and Harassment

Students are informed on how to identify if bullying occurs. Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- *one-off acts of meanness or spite*
- isolated incidents of aggression, intimidation or violence

However, these conflicts are addressed and resolved.

What do Bullies Do?

In supporting students, they are informed on how to identify an act of bullying as taking many forms including:

Verbal:

- *put downs, name-calling, threatening others, teasing, gossiping, racist remarks, hurtful or ongoing phone calls.*

Physical:

- *hitting, kicking, pushing, holding, tripping, non-verbal, taking or damaging belongings, extortion, spreading nasty rumours, excluding others from the group.*

3. Responding to Bullying and Harassment

What can students do when they are bullied?

Students at St Joseph's School are explicitly taught to respond to bullying by:

- Ignore it and walk away confidently and calmly
- If this doesn't work, ask the person or group to stop - *Be assertive but not aggressive*

If it continues, REPORT IT! You can report it to:

- parents
- friends
- class teacher
- a teacher you are comfortable with
- an older student
- Principal
- APRE
- PLL
- ST:iE
- Guidance Counsellor

Feeling Safe Posters are displayed around the school as reminders to support students in reporting any incidents of bullying and identifying who they can turn to for support.

St Joseph's Student Protection Contacts Poster



What will the School Do?

Social capabilities are taught as part of the implementation of the Australian Curriculum throughout all learning opportunities. Parents, students, and staff are encouraged and supported to report any forms of bullying to the Leadership Team.

All reports of bullying will be dealt with and recorded using the ENGAGE Program. All staff will be responsible for recording all instances of bullying which they are involved with monitoring.

When a report occurs, the following procedure will be followed:

1. *At St Joseph' School, a "no blame" approach and process will be used in the first instance. Those involved will be interviewed and made aware of the bullying and the school's policy on bullying. At this stage, there may not be any punishment and parents may not be notified.*
2. *Continued bullying would result in the student or students being involved in specific explicit support and consequences set dependant on the age of the student. Parents would be notified, and the Support Team would also be involved.*
3. *A further incident may result in a period of suspension and the establishment of a behaviour contract with the student or students on their return.*
4. Further instances may result in exclusion from the school.

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

At St Joseph's Primary School we plan for a safe, supportive and inclusive school to prevent bullying and harassment. For example:

1. *Student Whole-School Assemblies:* Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. *Staff Communication and Professional Learning:* Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. This includes eSafety Commission Virtual Classroom webinars and Be an eSafe kid: connect, reflect, protect.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. As part of the Staff Induction Process, new staff are educated on St Joseph's Way Matrix, St Joseph's RESTORE Wheel, and Student Support Contacts. Scheduled professional learning occurs throughout Staff Meetings, supporting consistent practices and updating staff on correct policies and procedures. ENGAGE training and data analysis, Functional Behaviour Analysis, and RESTORE processes are continuously reviewed.
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 parents' understanding of how our school addresses all forms of bullying behaviour.

Key contacts for students and parents to report bullying

| | | |
|------------------|---------------------|----------------|
| Nicole Cole | Principal | (07) 3391 5397 |
| Leree Mazzer | APRE | (07) 3391 5397 |
| Laleisha Banks | PLL | (07) 3391 5397 |
| Raelene Campbell | Guidance Counsellor | (07) 3391 5397 |

Cyberbullying

Cyberbullying is treated at St Joseph's Primary School 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.

Cyberbullying involves the use of technology to harass, intimidate, humiliate, or threaten a child or young person. These technologies include social networks, instant messaging, and email.

Cyberbullying can occur in many ways, including:

- Posting nasty comments
- Using intimate images to humiliate someone
- Threatening violence
- Misusing someone else's social media account
- Creating fake accounts to harass or intimate others
- Sharing upsetting images or videos
- Making unwanted and persistent contact with someone online.

Brisbane Catholic Education schools are committed to ensuring the young people in our schools are safe and protected from harm of all kinds, including self-harm such as sexting.

The increasing incidence of sexting or image-based abuse illustrates what happens when students lack the ability to make judgements about what constitutes right behaviour. The ability to know right from wrong, and to make sound ethical decisions, does not arise intuitively or happen by accident.

Teaching young people how to make responsible decisions is embodied in the Church's teaching that, *"the dignity of the human person implies and requires uprightness of moral conscience (Catholic Church, 1976). For, "at the heart of all Catholic moral and social teaching is a single fact: the respect given to an individual human person must always be first and must govern every law and action so that the person's life and dignity is always and everywhere protected and defended" (Kagan, 2012).*

Brisbane Catholic Education 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.

Cyber Safety School Response Process

The online world is now a part of our education and entertainment environment, but it needs to be a safe and secure place for our students.

Staff can assist by promoting discussions about the importance of online behaviours and protecting a student's digital footprint and by reporting cyberbullying and getting inappropriate material removed.

The steps below are a general guide for a response process for incidents of reported cyberbullying:

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Ensure that the student is safe.
3. Collect additional information/evidence and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the ENGAGE Student Support System.
4. Contact appropriate school personnel (*may include the school Guidance Counsellor*).
5. Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour affecting themselves or another student? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If you are uncertain whether the incident is a criminal offence, contact the Legal Counsel team at BCE.
6. Report the incident to the police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. If the matter is not urgent use the reporting facility on the eSafety Commissioner site, or Australian Cybercrime Online Reporting Network's (ACORN) reporting tool. The incident may also be entered into the Student Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.
7. Respond and provide supports. This may include assisting the student to have the inappropriate behaviour removed. For assistance with this see the resources at the social media safety centre and/or involve school or BCE Information Services staff.
8. Contact the parents informing them of the incident and your course of action.
9. Follow up with parents and students at a designated time in the following weeks or months.

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.

Regular, scheduled analysis of ENGAGE data supports teachers to track, monitor, and add proactive supports to provide students, teachers, and parents with appropriate supports needed. Informed decisions regarding student supports are made during weekly Student Support Meetings, involving the Principal, APRE, PLL, ST:iE, Guidance Councillor, and classroom teachers. St Joseph's School values the importance of parent and school partnerships to work together to support each student. Parents are included in the behaviour support process. Prioritised students are provided with Targeted and/or Personalised supports.

ENGAGE data analysis occurs across the school at Staff Meetings to ensure consistent practices in St Joseph's Behaviour Support. Behavioural Transition Plans are created in response to support the student, classroom teachers, and parents as required. Regular communication between the school and home is encouraged to work in partnership to support student needs.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

| | Descriptor | Definition | Example |
|----|-------------------------------|--|---|
| 1 | Inappropriate verbal language | Student engages in low intensity instance of inappropriate language | Calling someone an “idiot”, swearing if they kick their toe |
| 2 | Physical contact | Student engages in non-serious, but inappropriate contact | Pushing in the tuckshop line, horseplay |
| 3 | Disrespect/non-compliance | Student engages in brief or low intensity failure to respond to reasonable adult requests | Saying “No”, “Not going to do it”, “I don’t want to do that” |
| 4 | Disruption | Student engages in low intensity, but inappropriate disruption | Calling out, talking to a 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 or late to class not late to school as this is often beyond the control of a primary school student |
| 9 | Out of Bounds | Student is in an area within the school grounds that has been designated “off limits” at that time | |
| 10 | Lying/Cheating | Student engages in “White Lies” | “I came first”, “It wasn’t me!”, “I didn’t do it” |
| 11 | Teasing | Isolated inappropriate comments (ongoing teasing would fit under Bullying) | Laughing at someone’s misfortune |
| 12 | Sexual Behaviour | Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation. | Green light behaviours |

| | | | |
|-----------|------------------|--|--|
| 13 | Incomplete tasks | Student has failed to complete a set piece of work in a clearly specified time frame | Has difficulty starting learning task, continuing on task or completing learning tasks |
|-----------|------------------|--|--|

Major Behaviours

| | Descriptor | Definition | Example |
|----------|---------------------|---|--|
| 1 | Verbal Aggression | Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear | Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice |
| 2 | Physical Aggression | Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear | Hitting, punching, hitting with an object, kicking, pulling hair, scratching |
| 3 | Bullying/Harassment | <p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p> | <p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.</p> |

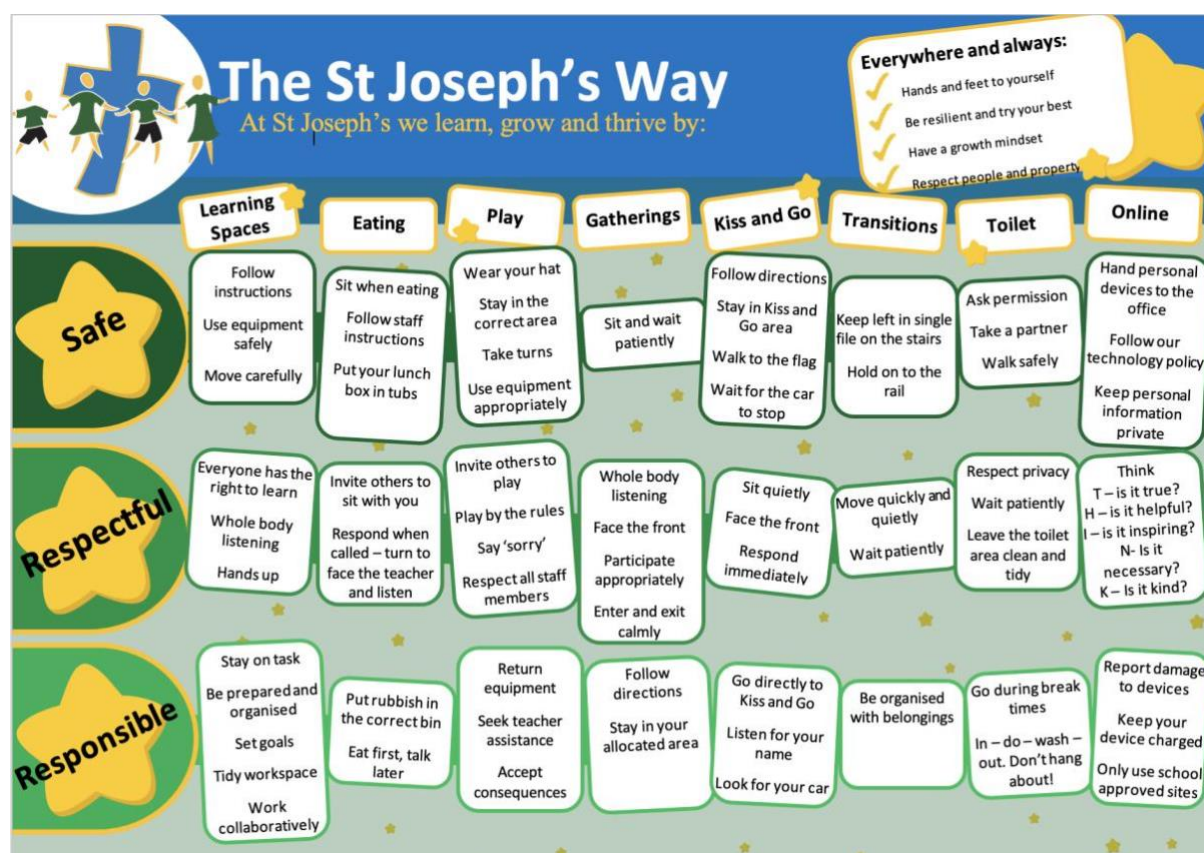
| | Descriptor | Definition | Example |
|----|---------------------------|---|--|
| 4 | Defiance/non-compliance | Failure or refusal to comply or obey directions, a resistance to authority | Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away |
| 5 | Disruption | Persistent behaviour causing an interruption in a class or an activity | Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour |
| 6 | Dress Code Violation | Student wears clothing that does not fit within the dress code of the school | "Gang" undershirts, offensive T-shirts, steel capped shoes. |
| 7 | Vandalism/Property Damage | Student participates in an activity that results in substantial destruction or disfigurement of property | Throwing a computer, graffiti of school buildings, arson |
| 8 | Truancy | Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory | Students leaves class/school without permission or stays out of class/school without permission |
| 9 | Theft | Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it | Stealing school or personal property |
| 10 | Forgery/Plagiarism | Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source. | Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document. |
| 11 | Technology Violation | Student engages in inappropriate (as defined by school) use of school technology including cell | Accessing inappropriate websites, using someone else's log in details, inappropriate additions to |

| | Descriptor | Definition | Example |
|----|--------------------------------|---|---|
| | | phone, music/video players, camera, and/or computer | Facebook (written and images) |
| 12 | Drug-use or Possession | Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions | Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment |
| 13 | Weapons Use or possession | A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm | Knife, toy gun, gun |
| 14 | Combustibles Use or possession | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage | Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid |
| 15 | Bomb Threat/False Alarm | Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school | The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat. |
| 16 | Concerning Sexual Behaviour | Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading | Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |
| 17 | eCrimes/Cyber exploitation | Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another | Stealing someone's identity and impersonating them online, sending sexually explicit images |
| 18 | Academic Disengagement | Student does not complete and/or submit summative assessment pieces or avoids exams | Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time |

Appendix B – St Joseph’s RESTORE Model



Appendix C – The St Joseph’s Way – Behaviour Support Matrix



Approver: Principal – Nicole Cole

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