SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Mission

Founded by the Sisters of the Good Samaritan in 1925, St Joseph's School stands strong in its tradition and history within the parish of Nambour. We draw upon this history to constantly find new ways of nurturing and encouraging each member to seek God, to value the dignity of others and to promote the connectedness that belonging to both family and community offers. As a Catholic school, St Joseph's is committed to providing quality curriculum that nurtures the spiritual, intellectual, physical, social-emotional and creative development of our diverse learners. We value and encourage the different gifts, interests and abilities of our students as we aim to instil in them a zest for learning for life.

Vision

St Joseph, the father of Jesus, models the values of commitment, constancy, humility and hard work for the good of others. At St Joseph's school, we strive to have children who, upon leaving our school will be young people who have a positive sense of self, who as a result of their efforts, believe they can achieve, and who are seeking to positively contribute to our rapidly changing world.

Our School Context

St Joseph's Primary School is situated in the green, country setting of Nambour, a rural town nestled in the hinterland of the Sunshine Coast. The school community values our long history of educating children from the area and our reputation for being a family-oriented school, inclusive of all. This is a vibrant learning community, busy with the core business of providing a quality Catholic education for our 21st century learners. There is a strong emphasis on literacy and numeracy across the curricula as well as opportunities for participation and excelling in the Arts, sport and a range of activities beyond the classroom. The school's staff are highly competent professionals who work collaboratively to meet the pastoral and educational needs of each learner in our school. The development of positive behaviours and social and personal capabilities are essential in creating a safe and supportive environment where these values are promoted, and learning is central.

Consultation and Review Process

This plan was developed collaboratively with staff assisted by support from the BCE Education Officer Student Behaviour Support and through consultation with the wider community. It is revisited annually and reviewed every two years.

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.

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Children need a school environment where concerned teachers set firm, consistent, positive expectations while providing support and encouragement for their appropriate behaviour.

o Classroom and school processes must support the provision of an optimal learning environment as the learning environment is impacted by the behavioural choices of its members.

o As with all curriculum content, behaviour must be taught, not just 'caught'. Pedagogical and instructional practices that enable effective learning of behaviours are essential.

o Believing behaviour is a communication of an unmet need, there may be times when staff needs assistance from parents and other professionals in working towards understanding a child's behaviour.

o Responsive action following inappropriate behavioural choices work best if they are known because they have been previously negotiated and/or taught, are achievable, explicit and relate to the choice, and are consistently followed through.

o Respectful relationships with students, whereby speaking calmly, de-escalation and remaining curious strategies are used; provide a fast and fair way past the problem and acts as a model of self-regulation to students.

o We believe the process of Rule – Response – Fresh Start enables students to learn self-management and self-regulation of their behaviours and emotions, recognising that for some, this may take some time.

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

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of

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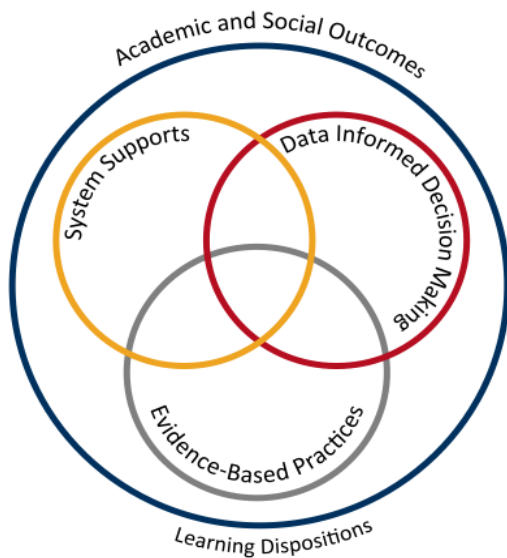

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).
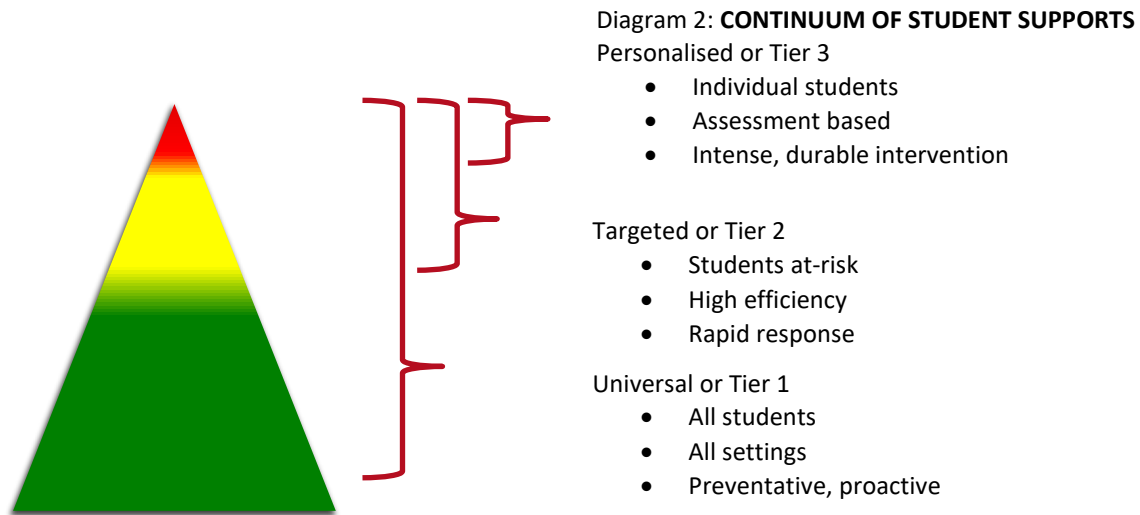
Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic,

to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

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

At St Joseph's our student support team is made up of the Principal, APRE, PLL, STIE, Guidance Counsellor and Learning Enhancement Teacher. This group meet weekly to monitor support across the school and records such as meeting minutes and professional resources are kept in our online sites. This group also regularly monitor and respond to entries recorded in the *Engage* system including requests for support from classroom teachers. Regular planning meetings to develop individual student goals and strategies in response to identified needs are co-ordinated by the STIE. Teachers are released to develop these plans which are then presented and discussed with parents and caregivers. Adjustments to and monitoring against individual student learning plans is supported through collaborative planning and review sessions co-ordinated by the PLL, GC and STIE as part of short term planning cycles. A wider team that also consists of representatives from the teaching staff work collaboratively to review and enact the school behaviour plan and to plan and enact professional learning opportunities to support the staff and build capacity in the implementation of PB4L.

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 an Active 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.

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation day or when a new student enrols in the class
- Teaching explicitly in an on-going way as part of regular classroom practice. Time is built into the first weeks of schools and continues throughout the year.
- Teaching explicitly in context as the opportunities present
- Assemblies followed by group practice
- Student leaders support younger peer
- Student Behaviour plan orientation is built into new teacher induction programs.

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.

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Twice termly commendation awards based on Benedictine values of hospitality, communication, stewardship and social justice	Heart of Learning student effort stickers that recognise active learning behaviours as they occur

The School Matrix is used to share common language across the whole school through regular school activities such as:
• Assembly
• Parent information sessions
• Organised year 6 activities including:
  ○ Buddy program
  ○ Committee groups
• Weekly Heart of Learning Awards based on the 5 named dispositions for learning
• Signage around school at specific locations
	The School Matrix is used as a tool to facilitate restorative practises
	• Problem solving conversations
	• Circles of Practice GC to provide a description below
	• Healing circles
	
	Staff utilise a mixture of extrinsic and intrinsic motivators.
	
	Staff use response strategies as listed on behaviour flow charts for non-productive behaviour.
	
	Zones of Regulation (see below)

Circles of Practice

The Zones of Regulation framework designed to assist students to gain skills in the area of self-regulation. The Zones refer to states of alertness for the body and emotions. The lessons and learning activities are designed to help students to recognise when they are in different states called 'zones', with each of the four zones represented by a different colour. In the activities, the students learn how to use strategies to stay in a zone or move from one to another. Students learn calming techniques, cognitive strategies and sensory supports so they have a toolbox of strategies to use to move between the zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognise a broader range of emotions, perspective on how others see and react to their behaviour, insights into events that trigger their less regulated states and when and how to use tools and problem-solving skills.

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:

- Social Skills Clubs. This type of intervention involves direct teaching of 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. Our GC facilitates this type of group activity in contexts such as gardening, cooking, chess and running.

- Friendship Club – a daily social/emotional club for students who are offered a settling time in a quiet space before school

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
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix 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 outside of the classroom • Teacher to be directive, using a calm voice. • Sensory break • Calming down time with teacher or member of leadership or GC • Providing supportive and regular check-in's	**Teacher & student problem solving conversation.** • Student and teacher problem solving conversation • Student/parent & teacher conversation • Leadership team involvement supporting the problem-solving conversation • Teach/re-teach social learning • Teach/re-teach academic learning	**Student contributes back to the class or school community** • Regular communication with the family and student • Making it right action with teacher and student • Restorative practice conversation – student/teacher/leadership/GC • A supported apology • Regular check-in's

5. BCE Formal Sanctions

• Detention – student is removed from break time interactions with peers. This may look like time in a designated play area, library or leadership team member office. --This involves a reflective period about the choices made and how relationships might be best restored.
• Suspension – in consultation with parent, the child is removed from the classroom or school setting for an agreed period of time. In school suspensions require the child to remain out of class in a supervised setting with regular class work to complete
• Negotiated Change of School

- Exclusion

For appeals, the school aligns to BCE processes.

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

A Definition of Bullying Behaviour:

Bullying is when a child or a group of children deliberately and repeatedly upset or hurt another child. Such children have some form of power of the child they are targeting. This may be physical or psychological and may take many forms.

Types of bullying There are three broad type of bullying.

1. Direct physical bullying – hitting, tripping, pushing or damaging property.
2. Direct verbal bullying – name calling, insults, put downs , scape-goating or verbal abuse.
3. Indirect bullying – this form is harder to recognise and is often carried out behind the target's back. It is designed to harm their social reputation and/or cause humiliation. Indirect bullying includes –
    · Lying and gossiping about someone
    · Mimicking and playing nasty jokes designed to humiliate and embarrass
    · Socially excluding someone
    · Cyber-bullying (use of face book, text messages and other forms of information technology intended to cause distress and humiliate)

What bullying is not

Though unpleasant and often require teacher intervention and management, many distressing behaviours are often named as 'bullying' and by definition, are not. There are three socially unpleasant situations that are often confused with bullying:
    1. Mutual conflict – there is an argument or disagreement but not an imbalance of power. If unresolved, mutual conflict may develop into a

bullying situation if one of the persons repeatedly becomes targeted for retaliation in a one-sided way.

 2. Social rejection or dislike – unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

3. Single episodes of nastiness or meanness, or random acts of aggression or intimidation – these are not the same as bullying though certainly undesirable. If a student is verbally abused or pushed on one occasion they are not being bullied.

While all these behaviours are not deemed to be bullying, the school has a duty of care to address them given we aim to provide our students with a safe and supportive school environment.

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.

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Our whole-school approach to preventing and responding to student bullying and harassment

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

PB4L – staff training

BCE schools use Positive Behaviour for Learning (PB4L) – a framework for creating positive, safe and supportive school climates where students can grow and learn. Our school communities work together to establish expected behaviours and teach them to all students.
All BCE schools have a Student Behaviour Support Plan available on their public site.

When PB4L is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced problem behaviour

- increased time focused on instruction

- improved social-emotional wellbeing

- positive and respectful relationships among students and staff

- better support for teachers to teach, model and respond effectively to student needs

- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

2. Teaching about Bullying and Harassment

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3. Responding to Bullying and Harassment

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│       Report received       │
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              │
              ▼
┌─────────────────────────────┐
│         Investigate         │
│ Listen to all parties       │
│ including bystanders, get    │
│ all the facts, observe and   │
│ give your full attention.    │
└─────────────────────────────┘
        │                 │
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┌──────────────────────────────┐   ┌──────────────────────────────┐
│ **If allegation is validated** │   │ **If allegation is not validated** │
└──────────────────────────────┘   └──────────────────────────────┘

If allegation is validated	If allegation is not validated
1. Administration notified.	1. Address issues with those involved.
2. Parental involvement	2. Name the behaviours for what they are.
3. Intervention strategies determined.	3. Involve parents if pattern identified.
4. Support for all parties (including parents).	4. Continue to monitor.
5. Guidance involvement (if required).	

Strategies for Bullying Intervention

- Shared Concern approach. This involves several stages, during which no blame is assigned. Bullies and bystanders meet individually with the teacher and brainstorm ways they can help to improve the bullied child's situation, and commit to acting upon this improvement. At subsequent meetings, which may eventually include the child who was bullied, the bullies and bystanders are asked to check on progress and to discuss the impact of bullying.

- Circle time or discussion groups. This can be used with whole classes and groups across grade levels to build skills of listening, empathy, respect for others and acceptance of difference. General case studies of bullying, its effects, and possible solutions and consequences can be discussed as a whole class.

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**

In this section, outline how you plan for a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Principal regular discussions during Friday school assemblies about expected behaviours. School based student of the week awards are based on the school's dispositions which reflect expected learning behaviours.
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. Weekly bulletin to the staff communicating ways of working with St Joseph's students in a positive manner. Staff have had professional learning in the **'Zones of Regulation'** which is a curriculum designed program to foster self-regulation and emotional control.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this. St Joseph's have a trained QLD police officer come to give a presentation to the students about cyberbullying.

4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Staff induction course with Principal and Assistant Principal.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This is reflected in our newsletters and Hands on Hearts parent committees.
6. Explicit promotion of social and emotional competencies among students:
7. School based student of the week awards are based on the school's dispositions which reflect expected learning behaviours. Students are supported by teachers, resources and visual icons.
8. Whole school programs ie: Daniel Morecombe program, Rock and Water program, Child Protection Week, National Day of Action against bullying and violence, National Harmony Day.

Key contacts for students and parents to report bullying

Staff member Principal – Michelle Young – 0438 933 615

Staff member APRE – Donna Gordon – 0400 551 425

Staff member GC – Renee Kenning – 0438 361 625

Cyberbullying

Cyberbullying is treated, at St Joseph's, with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

At St Joseph's, we respond to incidents of cyberbullying and harassment using the BCE processes and protocols

https://mybcecatholicedu.sharepoint.com/policies-and-procedures/ResourceStore/Forms/AllItems.aspx?CT=1587609471826&OR=OWA-NT&CID=7315cea4-cedf-3b07-f00d-d6c8b18a4229&id=/policies-and-procedures/ResourceStore/Preventing and Responding to Student Bullying and Harassment procedure.pdf&parent=/policies-and-procedures/ResourceStore

We work through restorative process. Including:

- Investigation of incidents
- Teacher discussions
- Leadership involvement
- Parental conversations

Resources

This section include links and references to the independent research-based evaluation conducted to inform the schools selection of any program (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs).

The Australian Curriculum ⬈ provides the framework for your school's anti-bullying teaching and learning activities.

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

- Bullying NoWay
- Office of the eSafety Commissioner

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.

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Teachers observe and record student behaviour into the student behaviour data base (ENGAGE). The APRE regularly reviews this data and presents findings at weekly Student Support Team meetings. Patterns and trends are analysed along with student leaning data and the collection of information from referrals to prioritised students requiring Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

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

Major Behaviours

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

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

	Descriptor	Definition	Example
		without acknowledging its original source.	
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, 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.

	Descriptor	Definition	Example
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