



# **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

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## School Mission and Vision - Teach Challenge Transform

The St Joachim's Holland Park Vision and Mission statement reflects the Archdiocesan Vision, which challenges Catholics to:

- Embrace the person and vision of Jesus
- Build Communion with God and others
- Engage in Christ's mission in our world

As St Joachim's is situated within the context of Brisbane Catholic Education (BCE), our Vision and Mission statement is also aligned with the BCE:

- **Vision:** We are a faith-filled learning community creating a better future.
- **Mission:** Teach, Challenge, Transform
- **Values:** excellence, integrity, justice, hope

Guided by the principles of the Alice Springs (Mparntwe Declaration). Our Vision and Mission outlines our philosophy and aims for our school's education program, our collaborative teams and learning environments and the organisational practices in the school. More information is available within the St Joachim's Alice Spring (Mparntwe Declaration) Document.

## Our School Context

St Joachim's School, Holland Park, is committed to high-quality learning and teaching for the students enrolled at our school.

Situated within the Archdiocese of Brisbane, St Joachim's School is founded on Christ and the Josephite Charism and is at the service of our students, families, society, and the Church. We are a system school under the administration of Brisbane Catholic Education (BCE).

## Consultation and Review Process

Under the guidance of the Principal and the School Leadership Team, the St Joachim's community support student behaviour through the creation of a positive learning environment. There are three whole school expectations at St Joachim's:

1. Be Respectful
2. Be a Learner
3. Be Safe

These expectations have been agreed upon by staff, students and parents and are outlined in the School PB4L Expectations Matrix, which was developed with the assistance of BCEO staff. This Matrix is displayed in all classrooms and common areas, as well as on large signs in the playground and across the school. To build a common language of behaviour across the school.

## **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. Our Vision for Learning and Teaching provides practical ways for us to live out the St Joachim's Vision and Mission. Within our teaching and learning spaces, we cultivate partnerships between students, staff and families in a spirit of shared ownership. Living out the vision of the Sisters of St Joseph, we respect the diverse learning needs of all students by providing a safe and caring environment and an opportunity for all students to achieve their potential. Knowing that we are all created in the image and likeness of God, we have high expectations of all stakeholders and provide opportunities for all to become life-long learners who make a difference in the world.

### **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.

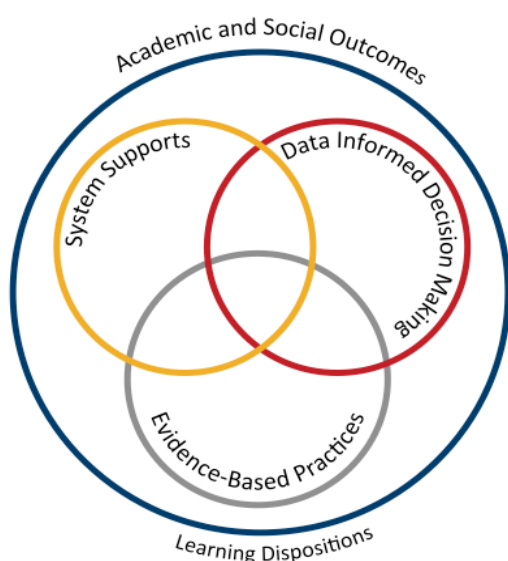


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

#### **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).

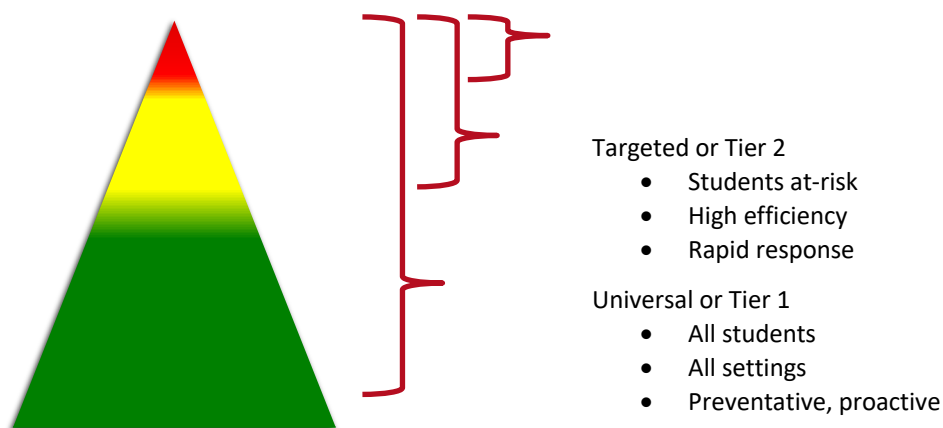
#### **Tier 3 Personalised Supports:**

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



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

Our PB4L Team consists of our School Principal, Assistant Principal, STIE, Guidance Counsellor and one classroom teacher from Prep and Year 5/6. This team supports classroom teachers and school officers with daily, consistent positive behaviour management strategies that effectively reinforce our behaviour expectations.

The St Joachim's PB4L team meet monthly to discuss the Engage Student Support System data and more regularly when teaching staff identify an increase in unproductive behaviours.

Team Member	Role
Principal	Communicate PB4L practices to the school community (newsletter & emails) Engage in the monthly PB4L team meetings and offer support to classroom teachers
APRE	Communicate the PB4L expectations to the students Organise PB4L professional development for the staff team Meeting agenda and minutes
STIE	Review the data on Engage Engage in the monthly PB4L team meetings Offer solutions to work towards achieving PB4L
Guidance Counsellor	Engage in the monthly PB4L team meetings and offer wellbeing support to classroom teachers
Classroom Teachers	Engage in the monthly PB4L team meetings and offer solutions to work towards achieving 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 A Learner
- Be Safe

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.



	Learning Spaces <small>Anywhere learning takes place</small>	Community & Play Spaces <small>Sporting days, camps, designated play areas, excursions, toilets</small>	Sacred Spaces <small>Church, prayer garden, anywhere liturgies or prayer takes place</small>	All Spaces
<b>Be Respectful</b>	<i>I listen</i> <i>I speak kindly</i> <i>I look after equipment</i>	<i>I include others</i> <i>I follow instructions</i>	<i>I am reverent</i>	<i>I listen to staff</i> <i>I speak kindly</i> <i>I am cooperative</i> <i>I care for the spaces</i>
<b>Be a Learner</b>	<i>I ask questions</i> <i>I keep trying</i> <i>I contribute</i> <i>I have a go</i> <i>I stay on track</i>	<i>I take responsibility for my words and actions</i> <i>I participate</i>	<i>I take part in rituals</i>	<i>I take responsibility for myself and actions</i>
<b>Be Safe</b>	<i>I follow instructions</i> <i>I walk unless told otherwise</i>	<i>I use equipment safely</i> <i>I wear my hat and be sun safe</i> <i>I stay with my group</i> <i>I respond appropriately</i>	<i>I enter and exit spaces calmly and quietly</i>	<i>I follow instructions</i> <i>I keep my hands and feet to myself</i> <i>I use equipment appropriately</i> <i>In, do, out</i>



*Faith - Respect - Service*

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](http://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
- Morning and afternoon routine periods, weekly throughout the year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

## **3. Feedback: Encouraging Productive Behaviours for learning**

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly Joey’s Brightest Star awards	Class Covenants
Golden ticket in weekly draw for students reflecting PB4L Response	Varied class reward systems
‘Joey Mascot’ Year level award	Raffle systems
Invitation to Principal’s Afternoon Tea	PB4L Matrix displayed

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

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

#### Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Process to Support Minor Unproductive Behaviour
- Process to Support Major Unproductive Behaviour
- Continuing concerns to Support Unproductive Behaviour
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

#### **4. Feedforward: Responding to Unproductive Behaviours**

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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours



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

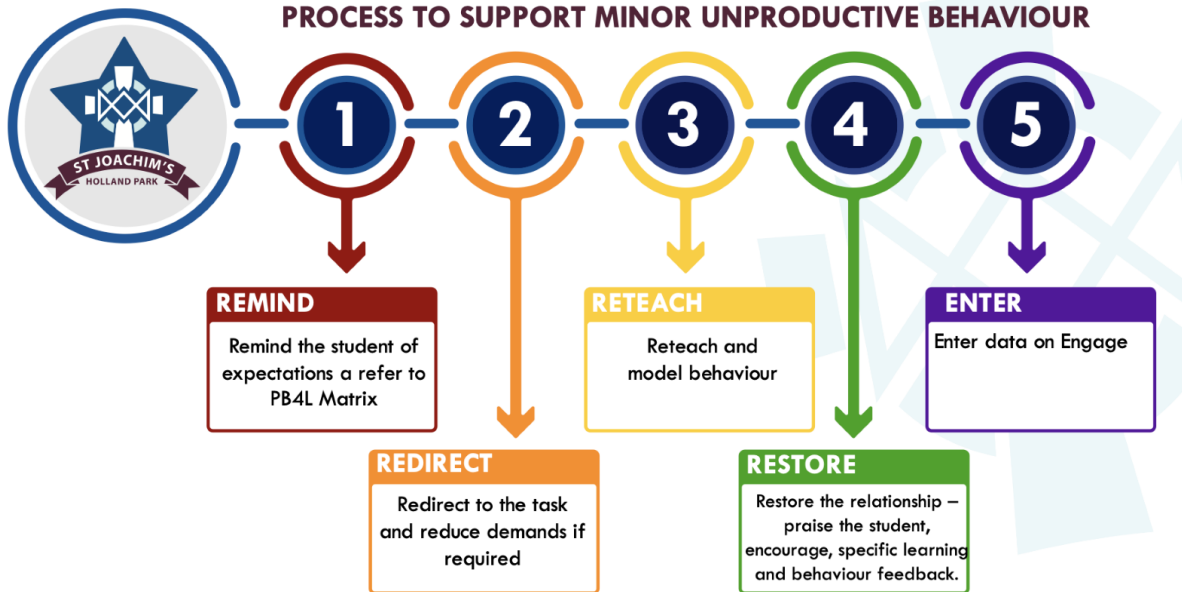
Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours.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

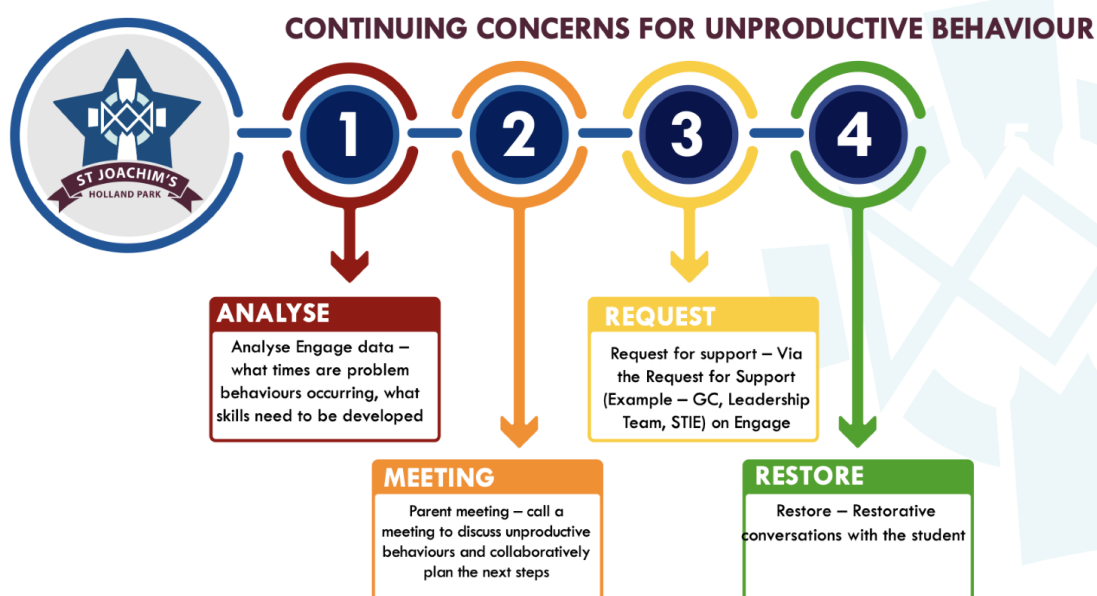
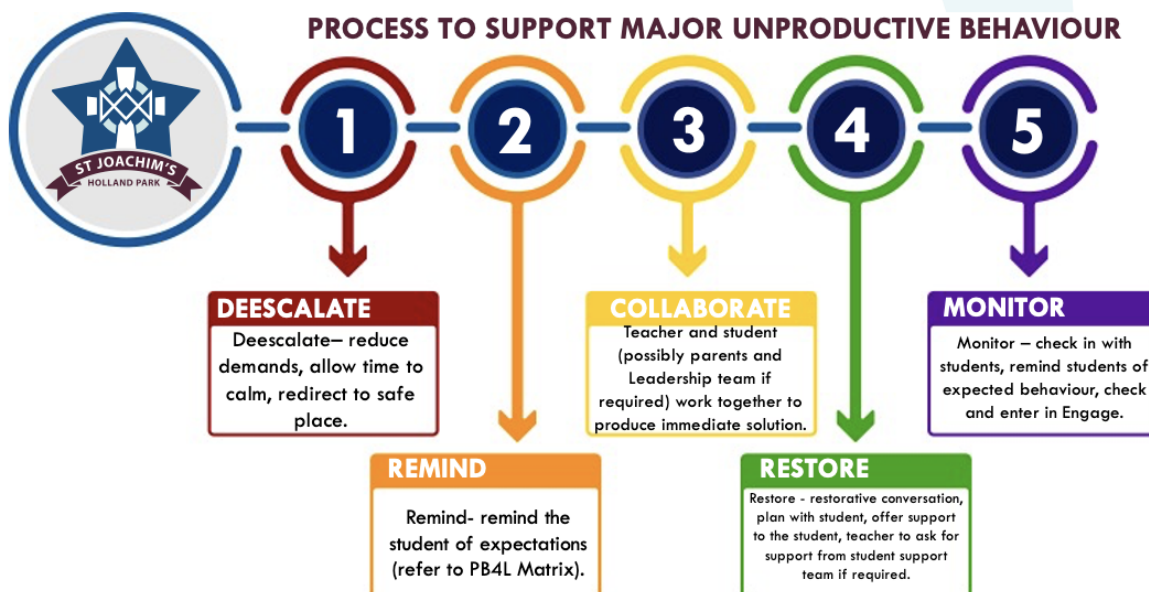
The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

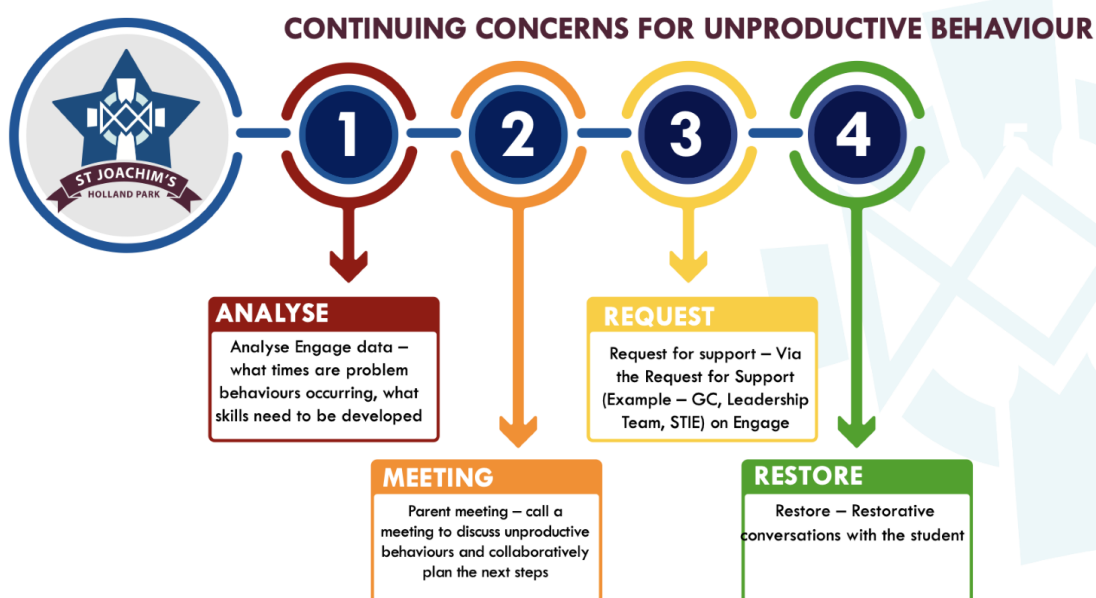
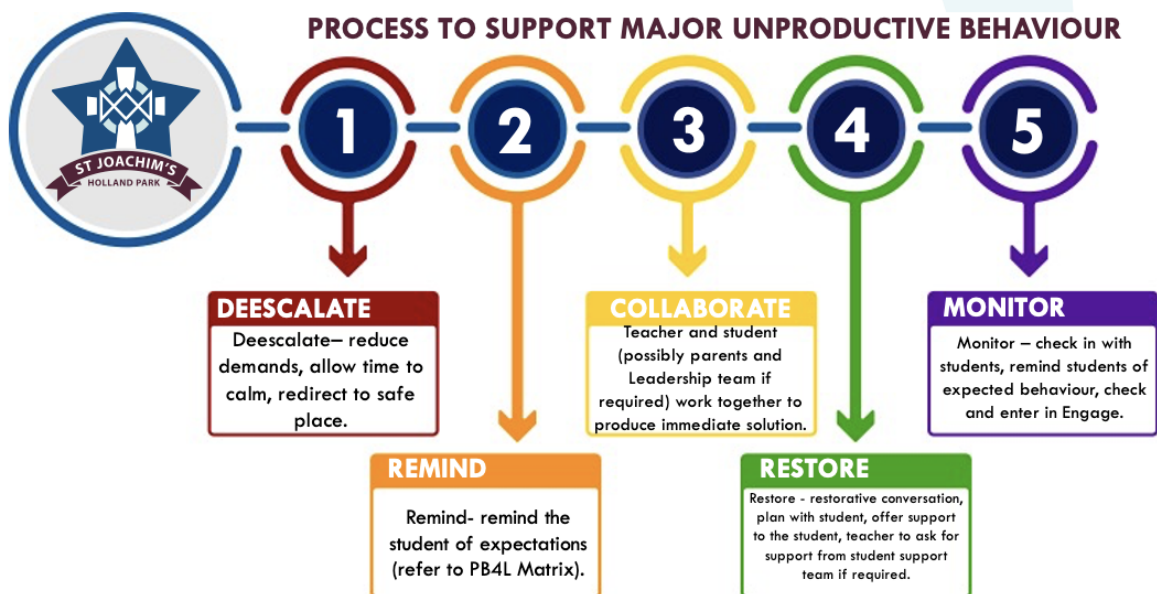
<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology
Supervised calm time in a safe space outside of the classroom	Work it out together plan – teacher and student	Student contributes back to 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

At St Joachim's we look to define, teach, and support appropriate student behaviours, providing a safe and caring environment for all students. The theoretical and conceptual understandings of PB4L are firmly linked to Behavioural Theory and Applied Behavioural Analysis.

When unproductive behaviour is occurring, teachers follow the below flow charts to ensure we are facilitating opportunities for all students to achieve their potential. Our PB4L processes are aligned to our school's Vision and Mission, our Vision for Learning and Teaching and mandated expectations of the AITSL Professional Standards for Teachers.







## 5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and

immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community. Following segregation, re-entry consultation will occur with the student to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks.

However, in some cases of inappropriate behaviour, it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Detention, suspension, negotiated change of school and exclusion are options available to the school in these situations. Collaboration amongst school staff, students and parents/carers is an important aspect of student behaviour support in Brisbane Catholic Education schools. All participants should be fully aware of the procedures and of their place in the context of the school's Student Behaviour Support plan. In implementing these procedures, school staff should ensure that no student is unlawfully discriminated against and that their individual situations, such as age, individual needs, impairments, and the developmental level of the student, are considered. When dealing with a student with an impairment, consideration must be given to the requirements of the Disability Discrimination Act 1992, the Education (General Provisions) Act 2006 Qld and the Anti-Discrimination Act 1991 Qld.

## **Detention**

The Principal of a school, if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student. This authority may also be delegated to teaching staff in accordance with each school's Student Behaviour Support Plan. The use of detention as a method of managing student behaviour is at the discretion of each school.

### **Definition of 'Detention'**

A detention is any period when a student is:

- Required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time, after school, or non-school days.

### **Detention purpose**

To clarify, the form of 'detention' that is used in schools is not related to that in formal detention centres / systems. The opportunity exists during a detention to use that time to repair relationships, use restorative practices, make plans for appropriate behaviour and rehearse alternative behaviours. The processes associated with detention may be couched within frameworks such as the 'Responsible Thinking Process'. A detention should be constructive and age-appropriate. Detention can signal to a student that their inappropriate behaviour will be met with an immediate consequence. That is, detention can be a deterrent to inappropriate behaviour.

## **Detention guidelines:**

A member of the teaching staff should supervise detentions, especially if curriculum is being taught.

## **Suspension**

Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. A student should be suspended for the shortest time necessary, and 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 focused re-engagement strategies.

The Principal of St Joachim's primary school may suspend, full-time or part-time, a student from that school for a period up to 10 school days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school. In the absence of the Principal of the school, the Acting Principal may exercise the authority to suspend. The Principal may delegate this authority to other members of the school's leadership team in his or her absence.

## **Definition of 'Suspension'**

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible.

Suspension may occur, if so decided by the school principal, after he/she has:

- Ensured that other appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that other appropriate support personnel available, both within the school system and externally (BCE Senior Leader) , have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and those involved in the incident, regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension
- Recorded all action taken in ENGAGE

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

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

Principals may suspend immediately any student whose behaviour includes the following, but is not exclusive to:

- Possession of alcohol or a suspected illegal drug: Brisbane Catholic Education states that schools must be places that are free of illegal drugs. Suspension may occur immediately if the substance is alleged by the student to be an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE's Medication to Students: Routine, Emergency and over the counter Guidelines and Management of Drug Related Incidents in Schools).
- Violence or threat of serious physical violence: Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with Student Protection processes.
- Concerning or serious sexual behaviour: The matter should also be reported in accordance with Student Protection Processes.
- Possession of a weapon or knife: Any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter should be reported to the police. (Refer to the BCE Guideline – Management of Weapons in Schools).
- Verbal abuse: Principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.

### **Suspension purpose**

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

- Signal that the student's present behaviour is not acceptable.
- Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources, and also set in motion a plan for assisting the student to demonstrate appropriate behaviour.

- Establish a negotiation process for the student's re-entry to the school, based on the student achieving some explicit goals related to improved behaviour.
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry.
- Protect the rights of staff and students to establish environments that promote a positive learning environment for all.

### **Suspension decision**

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as assessment.

### **Re-entry process**

The re-entry conference will usually take place in the school and will be facilitated by the Principal. In instances where there has been a problematic relationship between a parents/caregivers and the school, the Principal may find it beneficial to call upon a third party such as the Senior Leader or Guidance Counsellor, to facilitate the meeting.

If, despite the school's requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal should refer the matter to the Senior Leader. Alternative options may need to be considered to facilitate the student's return to school. Alternatively, the Senior Leader, in consultation with the Executive Director or Delegate, may consider commencing proceedings for exclusion.

### **Negotiated change of school**

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). The Principal should provide the parents/caregivers with an opportunity to discuss the implications of the negotiated change of school and provide information about why the change is being proposed.



## **Exclusion**

In extreme circumstances, a Principal may, in consultation with the Senior Leader, make a submission to the Executive Director or Delegate, recommending the exclusion of a student from a Brisbane Catholic Education school.

### **Definition of '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.

### **Exclusion purpose**

The purpose of exclusion is to:

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

For appeals, the school aligns to BCE processes.

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

We believe our students have the right to learn in a supportive, caring and safe environment without the fear of being bullied. A safe and supportive school is described in the following way: "In a safe and supportive school..... diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing".

### **Definition of Bullying:**

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**

#### **Teaching about Bullying and Harassment**

St Joachim's Primary School utilises a range of education programs and strategies to promote positive behaviours including reporting of bullying and preventing bullying behaviours.

- PB4L – whole school positive behaviour approach which encourages students to engage in affirmative actions
- Sugar and Spice – social skills program with guidance counsellor to raise awareness of appropriate interactions
- The Bullying No Way! Website provides a wide range of information and resources for parents and school communities on managing bullying. For more information visit: [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au) and go to the parents' portal.
- The National Safe Schools Framework (NSSF) <http://www.safeschoolshub.edu.au>
- Support the aims of the General Capabilities, Health and Physical Education and the Technologies Curriculum in the school

### **2. Responding to Bullying and Harassment**

Our school supports victims of bullying in the following ways:

- Offering an immediate opportunity to talk about the experience with their class teacher, another teacher or member of administration if they choose.
- Informing the parents/guardians of the student who was bullied.
- Offering continuing support.

Students who are bystanders - it is important that all students be taught to recognise bullying, report bullying and have the opportunity to practice safe ways to effectively intervene, maintaining personal safety, when bullying occurs. Students who witness bullying as a bystander may be called upon to contribute to investigations of alleged bullying.

Although our school disciplines students who may have bullied, we also try to help these students in the following ways:

- Talking about what happened, to discover why they became involved.
- Informing the parents of the student who is bullying.
- Continuing to work with the students in order to eliminate prejudiced attitudes as much as possible.

Disciplinary steps when a bullying incident occurs:

- Students who bully are officially warned to stop offending.
- The student demonstrating bullying behaviour may be excluded from the playground at break and/or play times for a period of time deemed appropriate.
- Students may be placed on an individual behaviour management plan and are required to 'check in' with an appropriate member of staff.
- If a student does not stop bullying, after been officially warned, an "in school" or "out of school" suspension is considered.

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

At St Joachim's, our school team's process is to:

- **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.

### 3. Preventing Bullying and Harassment

At St Joachim's there are a variety of ways we actively prevent bullying behaviours:

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. This is presented by the Year 6 leaders and Principal, outlining our rules and values at the weekly assembly.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Staff engage in the Bully Bulldozer professional development program.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff engage in BCE Mandatory training including our Code of Conduct, Child and Youth Risk Management and Student Protection training.
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:
  - Orientation Days
  - Staff Handbook
  - Mandatory Professional Development

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. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students: Give examples.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (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)

### **Key contacts for students and parents to report bullying**

APRE – Mel Quincey – (07) 3397 9087

Principal – Dan Hodge – (07) 3397 9087

### **Cyberbullying**

Cyberbullying is treated at St Joachim'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.

### **Covert bullying:**

Covert bullying is a subtle type of non-physical bullying which usually isn't easily seen by others and is conducted out of sight of, and often unacknowledged by, adults. Covert bullying behaviours mostly inflict harm by damaging another's social reputation, peer relationships and self-esteem. Covert bullying can be carried out in a range of ways (e.g. spreading rumours, encouraging a third party to engage in bullying behaviour, conducting a malicious social exclusion campaign and/or through the use of internet or mobile phone technologies).

### **Cyber bullying:**

Cyber bullying is a term used to describe bullying that is carried out through internet or mobile phone technologies. It is often combined with offline bullying. It may include a combination of behaviours such as pranking (i.e. hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or

implementing social exclusion campaigns in social networking sites. It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others). It is important to recognize that cyberbullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyberbullying cases through their existing Whole School Student Behaviour Support Plan.

### **Cyber safe behaviours:**

Cyber-safe behaviours are defined as the safe, respectful and responsible use of internet and mobile phone technology.

### **Cyber harassment:**

Cyber harassment is a single episode of aggression (e.g. an insult, threat, nasty denigrating comment) against a specific student carried out through internet or mobile phone technologies.

### **Discrimination:**

Discrimination occurs when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.


### **Harassment:**

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act. It may be directed randomly or towards the same person/s. It may be intentional or unintentional (i.e. words or actions that offend and distress one person may be genuinely regarded by the person doing them as minor or harmless). Harassment is unacceptable and needs to be addressed as part of creating a safe school but it would not be considered bullying if any one or more of the following three features were present.

- It occurred only once and was not part of a repeated pattern
- It (genuinely) was not intended to offend, demean, annoy, alarm or abuse.
- It was not directed towards the same person/s each time.

### **Resources**

In this section include links 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.

### **Targeted Supports**

Targeted supports should be timely and responsive and use similar strategies and social curriculum across a group of students. Students are identified proactively, either through discipline data, attendance data, and 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.

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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
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

<b>13</b>	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
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### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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 social networking sites. Can also include 'flaming'

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	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)
<b>12</b>	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
<b>13</b>	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
<b>14</b>	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
<b>15</b>	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.
<b>16</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>17</b>	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
<b>18</b>	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

Approver: Principal

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