

# School Student Behaviour Support Plan

Culture that Promotes Learning



School Website: [www.stjosephsbardon.qld.edu.au](http://www.stjosephsbardon.qld.edu.au)

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# SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

## School Mission and Vision - Teach Challenge Transform

- At St Joseph's School we will bring our vision alive by working together as a welcoming community which reflects Franciscan values and traditions
- We celebrate and value the gifts and talents of all students, parents and staff
- We strive to provide an inclusive and rich learning environment which gives opportunities and experiences to all student.
- We believe that God has given us the responsibility of stewardship through respect and care of Creation
- We dare to live with love, joy and humility
- As a Christ centred learning community, inspired by the Franciscan values of humility, respect and care, St Joseph's strives for equity and excellence in education



## Our School Context

St Joseph's is situated in the suburb of Bardon in Brisbane and caters for approximately 380 students from Prep to Year 6. Our inclusive community values authentic Parent engagement and embraces diversity. Each and every student is a unique individual valued for his or her identity, gifts and talents. Together as a team, we have one goal, joy-filled learning, where our students strive to achieve high expectations in a safe, happy environment fostering humility, care and respect.

We are committed to improving student performance academically, culturally, spiritually, physically and socially. We recognise we educate the leaders of our tomorrow. We stimulate curiosity, creativity, innovation, imagination, investigation, problem solving, making connections, collaboration and self -reflection. We build positive parent partnerships as we journey together in the excitement of learning.

**Learning is our work.** At Joseph's your child will thrive, be challenged, supported and encouraged to be more. Our school offers outstanding facilities, high quality educators and an extensive extra-curricular plethora of opportunities. Our dedicated staff include: 16 full time class teachers, 6 classroom school officers, 9 Specialist Teachers (STEM Education Officer, ICT Education Officer, HPE, The Arts: Music, The Arts: Dance, Drama & Visual Arts, Chinese, Intervention Student Support Teacher, Teacher/Librarian Prep to Year 4 and Teacher/Librarian Middle Years), 4 Administration School Officers, Guidance Counsellor, 2 Grounds men and Tuck-shop Convener. The Leadership Team consist of Assistant Principal Religious Education, Primary Leader of Learning, Support Teacher Inclusive Education and Principal.

## **Consultation and Review Process**



This document is the product of a consultative and collaborative process involving staff, parents and students of St Joseph's School. This Student Behaviour Support Plan reflects our beliefs and values about learning and promoting a culture of positive behaviours. Regular reference and review occur through staff meetings, Parents & Friends meetings and at school assemblies.

School staff utilize the Brisbane Catholic Education data base: ENGAGE to monitor and record data relating to school behaviour, incidents and attendance. This review of school data relating to

behaviour incidents informs this plan. On a weekly basis the Leadership Team (Principal, Assistant Principal, Support Teacher Inclusive Education and Guidance Counsellor) hold a Student Support Meeting where relevant information and plans for students are discussed. The plan was endorsed by the Principal, staff, parents and the Senior Leader of Learning and Identity. This plan will be reviewed every two years, with a high-level check performed annually.

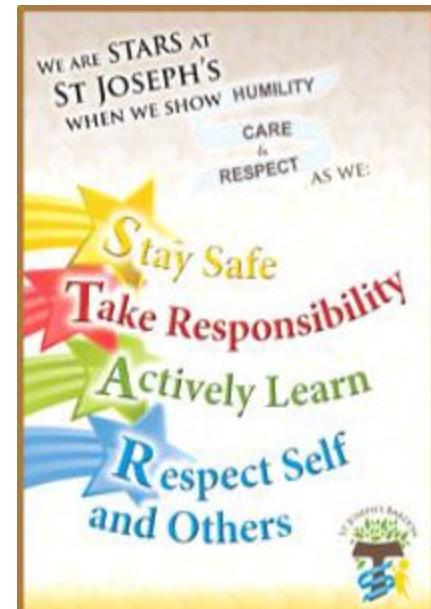
## **Section A: Our Student Behaviour Support Systems**

### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions. At St Joseph's School, all members of the school community will actively promote and encourage caring interactions through staying safe, taking responsibility, actively learning, and respecting self and others to build a Christian atmosphere where Gospel values are upheld. This is supported by the explicit teaching of the Personal and Social General Capability.

#### **Stay Safe**

- Each person has the right to be safe at all times
- Each person has a responsibility to maintain safe behaviours throughout the school environment



#### **Take Responsibility**

- Each person has the right to be accepted and to belong and has a responsibility to accept others and help them to belong
- Each person will accept responsibility for their own behaviour
- Each person will be responsible for their own belongings and environment
- Each person will work to promote a sense of compassion in all relationships that develop within the community

#### **Actively Learning**

- Each person has the right to learn
- Each person will work to the best of their ability and position to enable their own and the success of others
- The teaching staff will promote and encourage student learning and behaviour outcomes



#### **Respect Self and Others**

- Each person will recognise others' need for privacy of property, person and information
- Each person has the right to be respected and treated with dignity
- Each person will be addressed by their correct name
- Each person will use words and actions that promote and display good manners

The Student Behaviour Support Plan focusses on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour

Processes, rules and sanctions to deal with unacceptable behaviour and a way to monitor the needs of students who seek attention through negative behaviour.

Student behaviour support is a priority for all staff. Effective Learning and Teaching is supported by a safe, positive and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. At St Joseph's School, we believe that there are five conditions for quality learning outcomes:

- 1) There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
- 2) Students should actively engage in the work provided for them by their teachers. Students should seek to understand how learning material would benefit them. That is not to say that it must always be of immediate practical use, but may be of some future aesthetic, intellectual, artistic, or social use.
- 3) Students are always asked to do the best they can. The teacher's role is to facilitate this behaviour.
- 4) Students are asked to evaluate their own work and to improve it. It is our belief that all students can be taught to be self-regulated, self-directed learners.
- 5) Quality work should feel good. Recognition and encouragement should be given to those students who have done their best.

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

### **What is Positive Behaviour for Learning?**

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

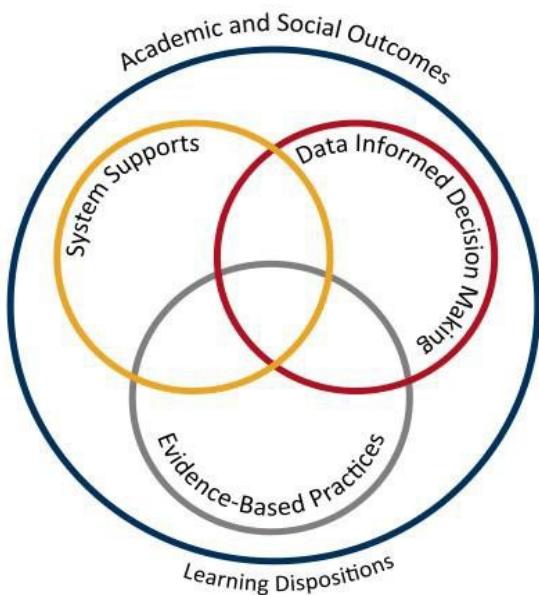


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### **Theoretical and conceptual characteristics**

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

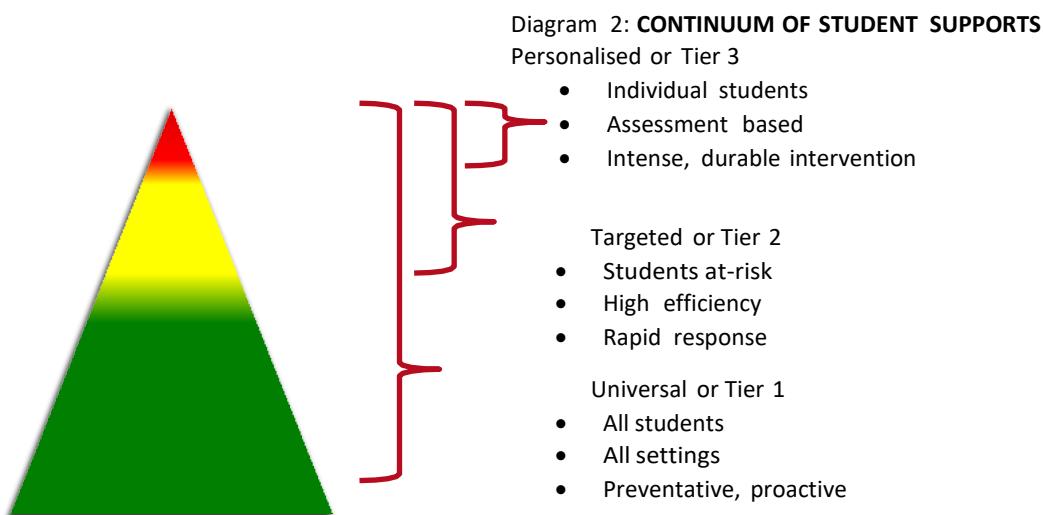
### **Continuum of support and key features**

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

**Tier 1 Universal Supports:** This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

**Tier 2 Targeted Supports:** This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

**Tier 3 Personalised Supports:** This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



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

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

At St Joseph's we embed the perspective, "*it takes a village to raise a child*". Our staff are committed to work as a collaborative team to wrap around students and partner positively with parents and caregivers. The school team consists of the class teacher, school officer, Support Teacher Inclusive Education (STIE), Guidance Counsellor (GC), Assistant Principal (AP) and Principal.

Over the past few years, members of our school staff have engaged in training and professional learning to build capacity to implement PB4L (*Positive Behaviours For Learning*). Our Leadership Team: *STIE, GC, AP and Principal* meet on a weekly basis to discuss, review data and information in relation to Student Behaviour Support within our school. The purpose of this meeting is to strategically prioritise resources and supports for students focused on a plan moving forward. Meeting agendas and minutes are recorded. Significant financial resources are prioritised within the annual school budget to adequately resource the Student Behaviour Support Plan. Teachers work in partnership with STIE and GC to

continually update *Engage Student Support Data System* on a regular, ongoing basis.

## **Section B: Our Student Behaviour Support Practices**

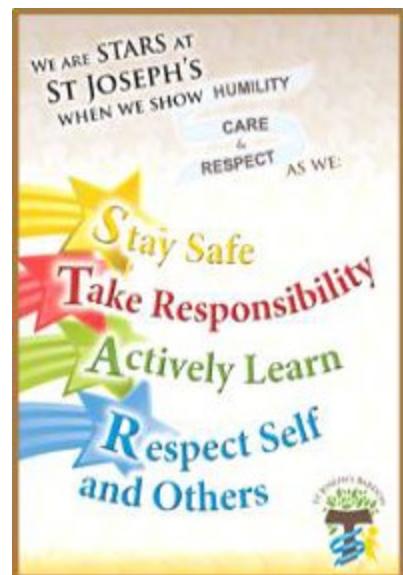
### **1. Clarity: Our Expectations**

Reference: Appendix for contextualized schools' resources: *STAR behaviours poster, STAR matrix, STAR award, STAR jingle, Actively Learn Poster, Actively Learn Matrix, Zones of Regulation, Steps to Rocket back to be a STAR etc*

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.

As a school community, we follow these **STAR Expectations**:

**Stay Safe**  
**Take Responsibility**  
**Actively Learn**  
**Respect Self and Others**



| WE ARE STARS AT ST JOSEPH'S WHEN WE: |   |   |   |  |
|--------------------------------------|---|---|---|--|
|                                      | In the classroom/ learning settings   | At the playground/ moving around the school   | Working inside/ school and home   | In the community   |
| <b>Stay Safe</b>                     | <ul style="list-style-type: none"><li>• help yourself</li><li>• be a good example</li><li>• keep safety in mind</li><li>• keep hands and feet to yourself</li><li>• running on the roads</li></ul>                      | <ul style="list-style-type: none"><li>• wear a hat</li><li>• play in correct areas</li><li>• walk on paths</li><li>• use equipment correctly</li><li>• do not play with others</li></ul>                | <ul style="list-style-type: none"><li>• follow instructions</li><li>• use equipment correctly</li><li>• keep feet and hands to yourself</li><li>• do not play with others</li></ul>   | <ul style="list-style-type: none"><li>• wear a hat</li><li>• do not play with others</li><li>• do not damage property</li><li>• do not damage equipment</li><li>• do not damage property</li></ul>                                       |
| <b>Take Responsibility</b>           | <ul style="list-style-type: none"><li>• take responsibility</li><li>• complete my tasks</li><li>• ask questions to clarify</li><li>• do my best work</li><li>• take all equipment with me</li></ul>                     | <ul style="list-style-type: none"><li>• give my best effort</li><li>• work quickly</li><li>• work in a team</li><li>• work on paths</li><li>• use equipment after use</li><li>• use a compass</li></ul> | <ul style="list-style-type: none"><li>• take all required belongings</li><li>• hand out for next person</li></ul>   | <ul style="list-style-type: none"><li>• be quickly and easily to serve</li><li>• put out rubbish bins</li><li>• do not share food</li><li>• ensure my litter bins are emptied</li></ul>  |
| <b>Actively Learn</b>                | <ul style="list-style-type: none"><li>• do your best work</li><li>• think to yourself</li><li>• do your homework</li><li>• ask questions</li><li>• engage in all curriculum areas to the best of your ability</li></ul> | <ul style="list-style-type: none"><li>• listen to teacher instructions</li><li>• work hard during class</li><li>• show equipment</li></ul>  | <ul style="list-style-type: none"><li>• listen to instructions</li><li>• answer what a teacher is asking</li><li>• answer publicly or privately</li></ul>   | <ul style="list-style-type: none"><li>• demonstrate appropriate behaviour</li><li>• demonstrate privacy and safety</li><li>• utilise ICT as directed</li><li>• accept encouragement of others</li></ul>                                  |
| <b>Respect Self and Others</b>       | <ul style="list-style-type: none"><li>• show respect to others</li><li>• respect property and ideas of others</li><li>• do your best work</li><li>• do your homework</li><li>• do not shout or tease</li></ul>          | <ul style="list-style-type: none"><li>• work quickly</li><li>• work in paths</li><li>• work quickly to demonstrate</li><li>• others with questions when prompted to do so</li></ul>                     | <ul style="list-style-type: none"><li>• show respect to others</li><li>• show courtesy to others</li><li>• keep hands and feet to yourself</li><li>• use litter bins correctly</li><li>• keep litter bins clean over the general public</li></ul> | <ul style="list-style-type: none"><li>• follow instructions</li><li>• take care of others</li><li>• respect my learning environment</li><li>• take care of my ICT equipment</li><li>• respect the individual privacy of others</li></ul> |

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.

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.

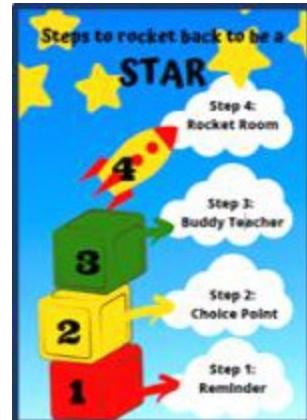
We use a four-step model to support students in identifying the expected behaviour. These prompts allow students to rocket back to be a STAR:

Step 1: Reminder

Step 2: Choice Point

Step 3: Buddy Teacher

Step 4: Rocket Room



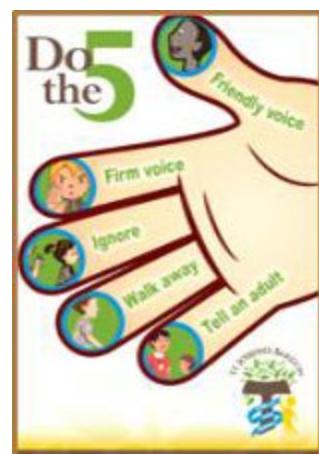
This four-step system, in conjunction with the explicitly taught language of “Zones of Regulation” and our “STAR” behaviours support each individual learner to demonstrate strategies and cues to correct behaviour. The goal is to successfully move back into the **GREEN ZONE** to maximise learning and de-escalate behaviour. At each step the learner has a clear understanding of what is required to regulate emotion and choice. Steps 1 and 2, involves more individual self-directed coaching whereas Steps 3 and 4, the learner is supported with an adult “coach” to further assist.

In addition, we actively encourage students outside the classroom to “*Do the 5*” as a prompt system to encourage peers to display expected behaviour. The whole school language is:

1. Redirect peer by using a Friendly voice
2. Continue to redirect peers by using a Firm voice
3. Ignore the inappropriate behaviour
4. Walk away from the peer displaying inappropriate behaviour
5. Tell an adult supervising play time or your class teacher

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

- Beginning of school year
- Explicit personal and social general capability lessons taught weekly throughout the year
- Time built into the first weeks of schools and continued throughout the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers: Active Student Council, Student Voice and Class/Year level Buddies
- Creation of Class Covenants
- Teachers reference, use resources and programs like Zones of Regulation, Daniel Morcombe Curriculum, Friendology etc.



At St Joseph’s Catholic School there are several ways in which our staff establishes the behaviour expectations of our students, including the following:

- Explicit teaching and consistent check-ins utilising school contextualised resources (i.e. what they look like, sound like, and feel like)

- Modelling and role play methods used to teach and learn behaviours
- Reinforcing and celebrating positive behaviours
- Displaying visual cues, the use of social stories and exemplars to promote positive behaviours
- Visual stimulus around the school and classroom to promote positive behaviours
- Applying appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Being flexible to allow for unforeseen circumstances or children with needs
- Maintaining effective communication and sharing a common language about behaviour in our school community
- Transitioning students to a new year level and new teachers at the end of the school year for the following year.

Our overarching goal is to empower our students to be active, responsible learners who make positive choices to promote safety, inclusion and wellbeing in our St Joseph's community.

### **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:

| <b>School practices that encourage expected behaviours</b>  | <b>Classroom practices that encourage expected behaviours</b>  |
|---|--|
| Weekly STAR awards on school assembly   | Class point system for positive reinforcement  |
| Weekly STAR award recipients acknowledged in school newsletter  | Class reward system for positive reinforcement   |
| Positive reinforcement during eating and play time supervision: Teacher to student praise and feedback  | Teacher to student praise and feedback   |
| Positive reinforcement during eating and play time supervision: Student to student praise and feedback  | Student to student praise and feedback   |
| Year 6 leaders and student council members encouraging students with positive reinforcement and guidance  | Individualised Class Covenants that communicate the expectation and encourages an environment of safety for all              |
| Student buddies encouraging students with positive reinforcement and guidance   | Classroom climate that promotes a culture of learning where the teacher and student have a positive relationship and rapport |
| STAR “patch” as a symbol to recognise and positively reinforce appropriate behaviours. This is given out at both eating and play breaks. Students put these patches into a STAR box located a) Early Years area or b) Hall area. On weekly assembly, three students are chosen from each box to receive special recognition | STAR sticker as a symbol to recognise and positively reinforce appropriate behaviours.                                       |

|   |   |
|---|---|
| Leadership team providing structured play options         | Classroom visual prompts: posters and anchor charts that communicate expected behaviours        |
| Leadership team coaching students at Step 4: Rocket Room  | Sensory toolbox kits that provide scaffolding and support for self-regulation                   |
| Across school consistent use of language and expectations | Teachers explicit language around STAR behaviours and Actively Learn: Dispositions for Learning |

### **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 and 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 and/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:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004).
- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

## **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.

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 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   |
|--|---|---|
| <p>Remind and redirect.</p> <p>Use the “4 Step Model” as the process to provide the student the scaffolds to de-escalate.</p> <p>“Do the 5” process.</p> <p>Use the language and strategies of “Zones of Regulation” to reflect and self-manage.</p> <p>Visuals to cue and prompt.</p> <p>Clear, concise language of direction to set limits.</p> <p>Supervised calm time in a safe space in the classroom.</p> <p>If outside the classroom, supervised calm time in a safe space.</p> <p>Individual crisis support and management plan.</p> | <p>Teacher to student coaching.</p> <p>Growth Mindset language.</p> <p>Teach and re-teach.</p> <p>Use “4 Step Model” to provide the student with an opportunity to problem solve.</p> <p>Student to student conversation, coaching with growth mindset.</p> <p>Use “4 Step Model” to provide the student with a buddy teacher to problem solve together.</p> <p>Use “4 Step Model” to provide the students with a leadership team member to coach and talk through via Rocket Room.</p> <p>Collaborative Team Approach:</p> <p>Teacher, student, parent team meeting.</p> <p>Tools: Reflection sheet. Work it out together plan.</p> <p>Role play in context.</p> <p>Example/Non example.</p> | <p>Dignity of each student is prioritised.</p> <p>Use 4 Step Model to provide the student with the structure of the Rocket Room to formulate a plan based on restorative justice practices. To teach and re-teach. Describe the behaviour and talk through alternative approach behaviour.</p> <p>Tools: Reflection sheet. Work it out together plan.</p> <p>These restorative justice practices are based around a growth mindset and may involve: Student apology, feedback or action based on a restorative practice.</p> <p>Restorative conversation: student to student, student to teacher, team meeting: parent, student, leadership and or teacher.</p> <p>Goal setting. Remind. Practise. Check for understanding.</p> |

## **5. BCE Formal Sanctions**

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education maybe applied.

### **Detention process** at St Joseph's:

Detention is referred to 'Rocket Room' which is a coaching session with a leadership member using the positive behaviour for learning restorative practices. Detention is any period where a student is required to remain at school, in a particular location or in an activity, in non-class time. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from the playground for a short time to reflect on their behaviour. All detentions, including non-class time at lunch and playtime, will be recorded in Engage (Student Behaviour Support System)

### **Suspension process** at St Joseph's:

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, fulltime or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time.

Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the responsibility of parents/caregivers for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

### **Exclusion** at St Joseph's:

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

## Process for Appeals

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

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

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

## **6. Bullying and Cyberbullying: information, prevention & school response**



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

### **Definition**

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

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

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

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

A bystander is a person who witnesses a bullying incident as an onlooker. At St Joseph's, we agree that, if

you are a bystander who encourages bullying behaviours, your behaviour is considered to be bullying as well. Any bullying behaviour that is witnessed should be reported to the appropriate authority.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

### What is not Bullying?

There are also some behaviours, which, although they may be unpleasant or distressing, are not bullying:

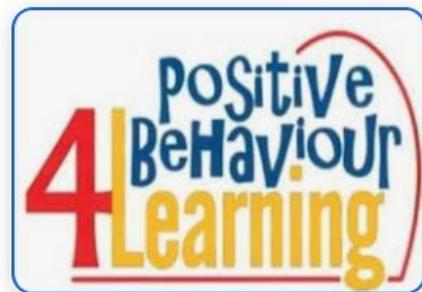
1. Mutual conflict –which involves a disagreement, but not an imbalance of power.
2. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
3. One-off acts of meanness or spite or isolated acts of physical aggression.
4. Aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
5. Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.



| MEAN MOMENTS   | TEASING   |
|--|---|
| On purpose<br>Does not happen often<br>Not smiling   | On purpose<br>Everyone is having fun<br>Smiling / Laughing  |
| CONFLICT   | BULLYING  |
| On purpose<br>Arguing – Complaining – Disagree<br>Unkind<br>The problem can be solved<br>Firm voices – Angry faces | On purpose<br>They know you won't like it<br>Has happened a few times<br>Un-equal power / size / position |

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

St Joseph's 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.



In line with these frameworks, St Joseph's is:

- committed to positive, proactive practices in support of student behaviour and wellbeing;
- ensure Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships;
- foster respectful interpersonal relationships among and between all community members;
- promote positive behaviour support as an integral part of all learning and teaching experiences;
- provide clear expectations in relation to bullying as part of our whole school Student Behaviour Support Plan;
- Work within the guidelines of BCE of the Preventing and Responding to Student Bullying in

Schools.

## 1. Understanding Bullying and Harassment

St Joseph's is a school that aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody.

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, will be addressed by the school. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Principal and responded to in line with BCE Student Protection processes.

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

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

## 2. Teaching about Bullying and Harassment

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

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

Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Teaching about bullying is a part of the Australian Curriculum and BCE Religious Education Curriculum. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are: The personal and social capabilities (General capabilities) and Health and Physical Education.

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

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

### 3. Responding to Bullying and Harassment

St Joseph's requires parents, students and staff to report an incident of bullying as soon after the incident as possible. This gives the school the best opportunity to document the incident, follow up on the incident, intervene, provide support and then continue to monitor for repeated incidents that constitute bullying.

St Joseph's uses the Engage database to track behaviour and all high-level incidents are recorded in this database.

#### Student reporting

Student reporting systems are of value when students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse.

Students should report issues to the classroom teacher; a leadership member or one of the designated Student Protection contacts.

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

#### Parent reporting

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

#### Responding to incidents of bullying and harassment

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

#### Procedural Steps in responding to bullying instances

- **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.

When bullying behaviour is reported/identified, we have clear processes that we follow.

These processes are based on Restorative Practices, an evidence-based framework, and include:

- Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.
  - When appropriate, a meeting between the students is facilitated by the class teacher or a member of the Leadership team. The goal of this meeting is to ensure the affected student has a voice in the process and communicates the impact the behaviour has had. The individuals are encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship and moving forward. Parents may also be involved in this process by supporting their child to form a verbal or written apology.
  - If there are concerns for either student to participate in a restorative justice process, support and feedback from parents or Guidance Counsellor will be sought.
  - The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.
  - Following this meeting, staff members involved in the process check in with the students to support the effective implementation of these plans/strategies.
  - Parents of both students are contacted and informed of the process.
  - Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Engage System (Student Behaviour Support Database). This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

## What is PB4L Restorative Practice?



**Students who are bullied**- it is important that appropriate support measures are documented and put into place for a student and reviewed to see if the support has been effective for the student to respond positively and have his or her personal safety improved.

**Students who bully** – it is important that the student alleged to be engaged in bullying behaviour has a complete understanding that their behaviours and communications are considered as bullying and therefore that these must cease. Appropriate support measures are documented, put into place with the student and reviewed to see if the support has been effective to reduce the student’s bullying behaviour.

**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.

#### **4. Preventing Bullying and Harassment**

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

#### **Some points to consider:**

- Bullying prevention must be part of a comprehensive, cohesive, and integrated school wide system of learning that supports and creates a culture of safety, connectedness, acceptance and support.
- Prevention and response to bullying must use evidence-based strategies and resources that are developmentally appropriate.
- Interventions need to be matched to the particular incident
- More than one intervention will usually need to be implemented
- No one intervention is appropriate in all circumstances of bullying
- Not all hurtful behaviours are bullying, but schools need to address inappropriate behaviours whether or not it meets the definition of bullying
- Bullying behaviours that appear to involve illegal (e-crime) activities such as violence, threats, intimidation, and inciting violence should be reported to the Principal and can be reported to the police.

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

We undertake the following:

1. Student assemblies: Student behaviour expectations will be discussed, and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.
4. 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.
5. Explicit promotion of social and emotional competencies among students during circle time, class meetings and promoted every week during notices.
6. Restorative Practices is an intervention practice that assists a student displaying bullying behaviours to take steps towards restoring damaged relationships.
7. The Buddy System promotes friendship between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community
8. The practice of Mediation assists students involved in incidents of bullying to resolve their differences and helps them to find a peaceful win-win solution or compromise. Mediation is a suitable intervention only when the imbalance of power between the students involved is not great and when each party has something to gain and to concede. It should always be voluntary and should never be used in cases of major disputes, serious bullying or assault.

9. Reflective Process: this is a form of conference with the student and is usually completed with a leadership member. The reflection sheet provides a discussion platform to identify the issue and to identify how to improve behaviour. The reflection sheet is sent home to parents so they can continue the discussion around behaviour. The form is then stored in Engage.

10. Schools are encouraged to use the Australian Government site Bullying. No Way! [STEPS](#) process to examine programs and approaches to determine the best resources to use in the school context. The BeYou searchable [Programs Directory](#) can assist to find the right program for your school.

## Key contacts for students and parents to report bullying

Staff member Principal: Carol Seagar

Staff member APRE: Michael Stokes

Staff member PLL: Cecilia De Aguiar

Staff member STIE: Belinda Mastrioianni

Staff member Guidance Counsellor: Andrea McCarthy



## 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.

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.

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

## Resources

The [Australian Curriculum](#) provides the framework for your school's anti-bullying teaching and learning activities.

[Be You Programs Directory](#) and Bullying No Way. [STEPS](#) is a decision-making tool to help schools select

appropriate and evidence-based anti-bullying programs.

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 No Way](#) and the [Office of the eSafety Commissioner](#) are good resources to support the teaching and learning plan.

## 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.

Data stored in the Engage Student Support System is reviewed regularly, providing feedback for teachers, the Student Support Team and leadership on where targeted support, ongoing support or review of school priorities is needed.

Analysis of the data by the Student Support Team, personalised/targeted support teams and teaching teams informs decision-making about actions needed to ensure a positive learning environment for all students. Use of the BI Analytics tool provides additional information to support the identification of student behaviour patterns; the selection and prioritising of students requiring Targeted or Personalised supports; and the development and review of action plans to ensure the effective provision of targeted or personalised support.

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## Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- 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

|          | <b>Descriptor</b>             | <b>Definition</b>  | <b>Example</b>   |
|----------|-------------------------------|--|--|
| <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, | Making a mobile phone call in breach of school's policy      |

|           |                  |  |   |
|-----------|------------------|--|---|
|           |                  | mp3 player, camera and/or computer   |   |
| <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                    |

## 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 may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; |

|           | <b>Descriptor</b>         | <b>Definition</b>  | <b>Example</b>  |
|-----------|---------------------------|--|---|
|           |                           | Bullying involves the misuse of power by an individual or group towards one or more persons  | Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards. |
| <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 | 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>  |
|-----------|--------------------------------|---|---|
|           |                                | without acknowledging its original source.  |   |
| <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<br>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<br><br>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |
| <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   |



