Star of the Sea
Catholic Primary School

Student Behaviour Support Plan

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

This Student Behaviour Support Policy has been developed to share with the wider school community the approaches adopted by our school in managing and supporting student behaviour within the school context. Its aim is to promote uniform and consistent behaviour education methodology amongst all school staff. Its vision is the development of positive and supportive relationships in order to establish an effective and inclusive learning environment.

School Mission and Vision - Teach Challenge Transform

Star of the Sea Catholic Primary School's Mission Statement

Star of the Sea Catholic Primary School embraces a community of faith, commitment and compassion through our links with St Joseph's Parish, Hervey Bay. A sense of family permeates throughout the school so that in the way of Mary, Mother of God, we live out our vision.

Star of the Sea Catholic Primary School's Vision Statement

Star of the Sea Catholic Primary School is committed to providing a dynamic learning environment, which strives to develop a culture of excellence in a faith-filled, inclusive community.

Our School Context

Star of the Sea Catholic Primary School is a co-education school with approximately 330 students from Prep – Year 6. We offer two streams in each year level, with specialist teachers from Prep – Year 6 in the Arts, Health & Physical Education, Science and Languages Other Than English.

Consultation and Review Process

Our School Student Behaviour Support Plan is reviewed every two years by the staff and School Board. Our Behaviour Committee meet regularly throughout the year to review behaviour data and provide any suggested feedback to staff.

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.

The appropriate behaviours required to uphold our vision and mission need to be explicitly taught and promoted by action and modelling. When inappropriate behaviours occur, these behaviours need to be reflected upon and re-taught so that their mistakes can be corrected. Thus, there exists a need for a range of noncoercive consequences, focussed primarily on reconciliation, to deal with inappropriate behaviours that arise, both in the classroom and outside the classroom.

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.
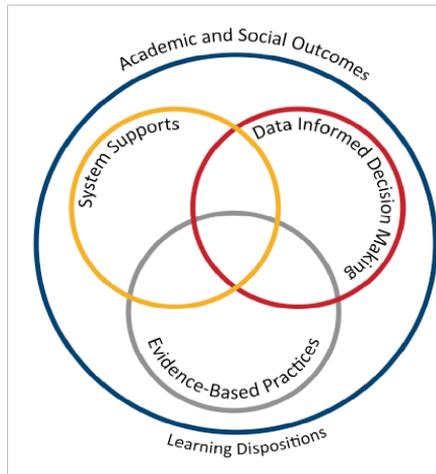

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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 prosocial behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.
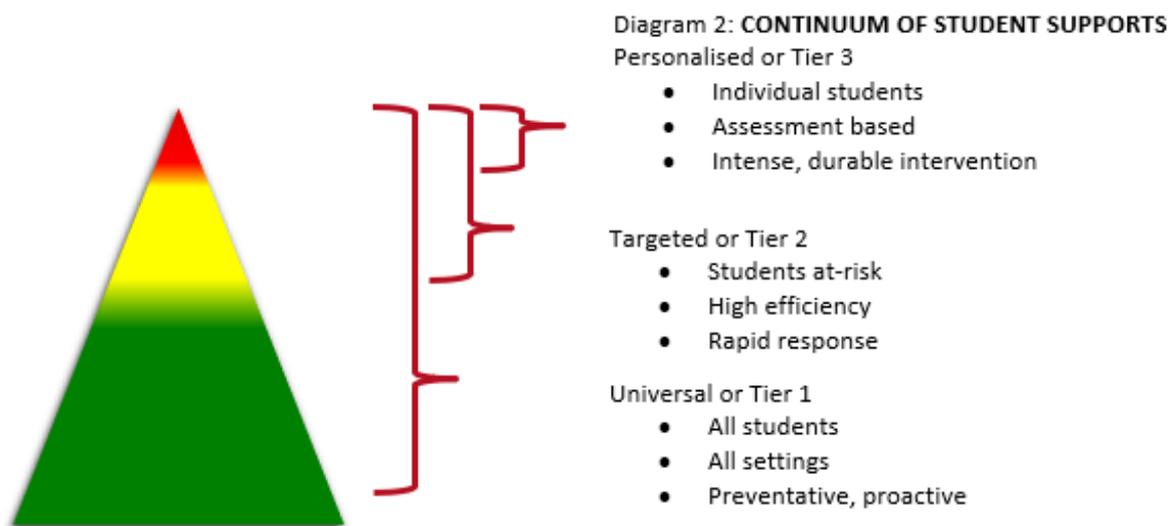
Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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

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

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

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

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

The school has a Behaviour Committee consisting of our Guidance Counsellor, Principal and classroom teachers. This team meet once a month to review student behaviour data and explore professional development required for teachers to ensure effective PB4L practices are maintained. All staff participated in onsite professional development by Ian Luscombe at the beginning of the school year.

All behaviour incidents are recorded in Engage by witnessing teachers. This data is reviewed as part of the PB4L Committee's agenda and the Leadership Team's weekly meeting agenda.

At the commencement of each year staff engage in professional development around PB4L and our school's Behaviour Matrix. This is led by both Brisbane Catholic Education and members of the school Behaviour Committee.

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:

- **S**tay Safe
- **T**ake Responsibility
- **A**ctively Learn
- **R**espect Self and Others
-

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.

At Star of the Sea we listen, decide and act … … in the way of Mary

	Learning Spaces	Play Spaces	Eating Spaces	Community Spaces	Toilets
Stay Safe	Hands, feet and objects to yourself. Always walk. Follow adult instructions. Use equipment the way it is supposed to be used	Use equipment the way it is supposed to be used. Be sun safe. Walk on concrete. Hands and feet to yourself. Look out for others when playing	Remain seated while eating, in designated areas. Eat your food only. Walk on the concrete. Stay in designated area. Wait to be dismissed	Cross the road at the crossing. Walk on designated pathways. Enter and leave calmly. Follow adult instructions. Follow safety procedures	Walk at all times. Wash hands over basin. Use facilities the way they are intended
Take Responsibility	Be organised. Right place, right time. Be ready to learn. Work towards success criteria	Be a good role model for others. Be responsible for your own actions. Treat equipment with respect. Play in designated areas. Move on the first bell, to the gathering area	Put all rubbish in the bin. Clean up after yourself. Follow adult directions. Return lunch boxes to year level tubs	Wear uniform correctly. Be aware of your surroundings	In-do-wash-out. Use toilet at appropriate time. Return from toilet in a timely manner. Use toilet paper and soap for intended purpose. Turn off taps. Report any issues to an adult
Actively Learn	Whole body listening. Encourage and cooperate. Challenge yourself. Never give up. Show a positive mindset	Be a problem solver. Make good choices for you and others. Share equipment. Listen to adult instructions	Listen to adult instructions. Stay seated until asked to move	Be a positive community member. Listen to adult instructions. Participate in all activities	Use toilets for correct purpose
Respect Self and Others	Right voice, right environment. Listen to others. Be tolerant. Treat others the way you would like to be treated. Be inclusive. Use manners	Include everyone. Be a good sport. Accept the choices of others. Respect others' ability. Cooperate with others	Wash hands before you eat. Pick up rubbish, even if it is not yours. Use eating manners. Respect others' belongings	Be considerate towards members of the public. Wait your turn. Use facilities the way they are intended. Use manners	Flush the toilet. Close cubicle doors. Wait your turn. Use inside voice

A Brisbane Catholic Education School

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

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

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. In addition, direct teaching may be done using some or a combination of the following:

- • Beginning of school year orientation day
- • 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 noncontingent) 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 STAR Awards	Class encouragers
R.O.C.K. ticket in weekly draw	Class reward system

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.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Groups / Activities Room. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

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

behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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

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

In addition, de-escalation crisis prevention and support strategies may include:
- Withdrawal from the learning environment to another location in the school, under the supervision of a teacher
- Removal of school activities e.g. miss out on a play break
- Internal Suspension
- External suspension
-

5. BCE Formal Sanctions

Suspension process
Suspensions occur at the direction of a member of the school's Leadership Team. Suspensions are for any incident that is considered a major physical, incidents where the safety of the perpetrator or others is at risk, or for continued breaches of our school's behaviour policy. Students will spend time in the office under the direction of a member of the Leadership Team. Parents will be notified by a phone call.

Negotiated Change of School
Following a period of suspension, should the school feel they cannot support the needs of a child, parents will be called in for a meeting with the Leadership Team and Learning Support Team. Following a period of adjustments made by the school to support a child's enrolment, if behaviour does not improve the Leadership Team and Learning Support Team may recommend termination of a child's enrolment.

<u>Exclusion</u>
Exclusions occur at the direction of a member of the school's Leadership Team. Exclusions are for any incident that is considered a major physical or incidents where the safety of the perpetrator or others is at risk. Students will be excluded for up to a period of three consecutive days. Parents will be notified and students will not be able to return until a re-entry processed has been conducted.
For appeals, the school aligns to BCE processes.

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

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

Definition

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

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

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

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

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

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

Understanding Bullying and Harassment

Each year, staff engage in mandatory student protection training to help them understand bullying and harassment. Professional development is also offered each year to staff around our school's behaviour support plan. Students are regularly taught the expected behaviours of our behaviour support plan. Parents are also supported through the delivery of various bully and harassment presentations in our fortnightly newsletter throughout the year.

Teaching about Bullying and Harassment

In their term planning, teachers address the Australian Curriculum's Social and Emotional Capabilities to help embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Our school, under the direction of our Guidance Counsellor, also run several anti-bullying 'campaigns' each classroom throughout the year.

Responding to Bullying and Harassment

STAGE ONE:
Make an appointment to meet with the relevant teacher. The best way to do this is to contact the office and leave your contact details for the teacher to call you back. Alternatively, you may contact the teacher via their Brisbane Catholic Education email address.

Ensure you provide details to the teacher on what your discussion will be about prior to the meeting time.

Stay calm when discussing your problem. Even if you do not feel it, staying calm will assist you in expressing your concern more clearly than if you are upset or angry.

Allow 5 school days for the issue to be addressed and for the teacher to contact you with the outcome.

If, after your initial contact / reasonable time, you feel the problem has not been resolved you may make arrangements to meet with the Principal (STAGE TWO)

If your initial complaint is about a teacher you may make arrangements to meet the Principal (STAGE TWO)

** **The response to a grievance will depend on the nature of grievance, time initial contact was made and the period needed for possible investigation / intervention i.e. behaviour plan implementation, participation in Friendship Group Program**

STAGE TWO:
Make an appointment to meet with the Principal. The best way to do this is to contact the office and ask to speak to the Principal**.** Alternatively, you may contact the Principal via their Brisbane Catholic Education email address.

Ensure you provide details to the Principal on what your discussion will be about prior to the meeting time.

Ensure you have your concern clearly written / documented and give this to the Principal.

Allow 5 school days for the issue to be addressed and for the Principal to contact you with the outcome.

If the issue is about another member of staff, a right of reply will be offered to that staff member.

Where appropriate, a mediation process between the parties may be offered.

If, after your meeting / reasonable time, you feel the problem has not been resolved you may contact Brisbane Catholic Education (STAGE THREE)

If your initial complaint is about the Principal you may contact Brisbane Catholic Education (STAGE THREE)

STAGE THREE:

Contact Brisbane Catholic Education

Ensure you have your concern clearly written / documented and be prepared to present this to Brisbane Catholic Education.

Allow a reasonable time for the issue to be addressed.
All staff must take all reports of bullying and harassment seriously and respond with a school team process.

> **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

> **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

> **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up.
> Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

> **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

> **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

> **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

> **Plan** the response with the student/s and their families to provide support, teaching and strategies.

> **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Preventing Bullying and Harassment

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. Give examples.
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. Give examples.

3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this. Give examples

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. Give examples.

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

Principal – Nathan Wilson – 4125 1220
Assistant Principal Religious Education – Claudine Dank – 4125 1220

Cyberbullying

Cyberbullying is treated at Star of the Sea 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.

Incidents of cyber bullying are dealt with in a similar way to other incidents of bullying. Parents and/or students are to follow our normal reporting process.

Resources
- The Australian Curriculum
- PB4L
- Bullying No Way
- Office of eSafety Commissioner

Section C: Our Student Behaviour Support Data

Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

The Leadership Team meet every week to analyse universal school data and feedback to staff meetings. The Support Team meet every week to review data and prioritise students requiring or enrolled in Targeted or Personalised supports.

References

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behaviour Support: Evolution of an applied science. Journal of Positive Behaviour Interventions, 4, 4-16.

Christenson, S., Stout, K. & Pohl, A. (2012). Check and Connect- Implementing with Fidelity. University of Minnesota.

Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). Responding to problem Behaviour in schools. New York: Guilford Press.

Greene, R.W. (2014). Lost at school: Why our kids with Behavioural challenges are falling through the cracks and how we can help them. New York: Scribner.

Horner, R. H. & Sugai, G. (2005) School-wide positive Behaviour support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), Positive Behaviour support (pp359-390). New York: Guilford.

Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), Handbook of Classroom management: Research, practice and contemporary issues (pp833-854). New York: Lawrence Erlbaum.

Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) Handbook of positive Behaviour support (pp. 551-580). New York, NY: Springer

Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). Handbook for positive Behaviour support. New York: Springer Science and Business Media.

Sprague, J. & Golly, A. (2005). Best Behaviour: Building positive Behaviour support in schools. Boston, MA: Sopris West Educational Services.

Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. Child and Family Behaviour Therapy, 24. 23-50.

Witt, J. C., Daly, E. J., & Noell, G. (2000). Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems. New York: Sophis West.

Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions Minor Behaviours

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

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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking any form of violence; Verbal: name calling, sarcasm, spreading t 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 o 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. |

	Descriptor	**Definition**	**Example**
4	Defiance/noncompliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Student leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property

10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

		Descriptor	Definition	Example
11		Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12		Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13		Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14		Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15		Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.

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