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# STUDENT BEHAVIOUR SUPPORT PLAN

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ST JOSEPH'S TOBRUK MEMORIAL CATHOLIC PRIMARY SCHOOL

2026

# A WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT

## Positive Behaviour for Learning

### School Mission and Vision - Teach Challenge Transform

St Joseph's Tobruk Memorial School is a Catholic learning community, inspired by the charisms of our founding traditions, inspiring future generations to create a preferred and hope-filled future. We believe in a high-quality education that nurtures a child's academic and personal growth. We strive for excellence in an engaging curriculum preparing children to become active participants and life-long learners in a rapidly changing world. We are a welcoming and inclusive community that nurtures respect and compassion in daily living.

### Courage

May the resilience and camaraderie of the Rats of Tobruk embolden us to face the challenges that lie ahead and give character and depth to our friendships.



### Faith

May the Spirit of St Mary of the Cross MacKillop, her trust, compassion, and sense of justice, infiltrate our hearts and transform us.

### Love

May the generosity, simplicity, dignity, and reconciliation of St Joseph keep us humble in our service.

### School Context

St Joseph's Tobruk Memorial is a Catholic Primary School situated within the Archdiocese of Brisbane and is located in the Logan suburb of Beenleigh. St Joseph's Tobruk Memorial is a co-educational Prep to Year 6 school located in the Catholic Parish of St Patrick's Beenleigh. St Joseph's Tobruk Memorial School was built in memory of the men who served at 'The Siege of Tobruk' in World War 2 and Monsignor Owen Steele's, Parish Priest of Beaudesert, of which the township of Beenleigh was part of in 1954, service as a chaplain in the armed forces during World War 2. In 1955, St Patrick's Parish was founded, and the church was built adjacent to the school. The school was opened in 1954 and The Sisters of St Joseph served the school as educators contributing greatly to the development and culture of our school. The school has a current enrolment of approximately 550 students.

### Consultation and Review Process

A Positive Behaviour for Learning Team (PB4L) was established in 2016 and the consultation process occurred with staff, parents, and BCE Personnel to develop an initial School Behaviour Support Plan (SBSP) and School Behaviour Matrix. In 2022, the school PB4L team consisting of classroom teachers, leadership members and Guidance Counsellor reviewed the SBSP and school wide practices and processes to refine practices and processes school wide. In 2024, the Behaviour Matrix was updated with student input into two matrixes for P-2 and 3-6 (Appendix A). Language and an extra line 'Respect Online' was added to this matrix. Ongoing consultation with parents/guardians, staff and students is planned for annually through Parent Engagement events, newsletters and school social communications, student leaders and staff meetings. A detailed review of St Joseph's Tobruk Memorial's SBSP will be every 2 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. They also direct decisions we make, the practices we choose and how we interact with others.



- Every student is encouraged and supported to be the best they can be, no matter where they live or what kind of challenges they may face to become confident and creative individuals, successful learners, and active and informed community members (Alice Springs [Mparntwe] Declaration).
- The student is at the centre of their education which has the power to transform lives (Alice Springs [Mparntwe] Declaration).
- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Learning is a partnership with parents/guardians and others in the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life (Alice Springs [Mparntwe] Declaration).
- Positive relationships with students and parents are central to the work of teachers.
- Student discipline is a collaborative effort. In partnership with parents/guardians, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement, and correction.
- Every day at school, students have multiple opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- Student discipline is best achieved through instruction, using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn and the educator with an opportunity to teach. We focus on restorative responses rather than punitive reactions.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships and foster a growth mindset through contemporary learning and teaching practices.
- An integrated system of school wide, classroom support and individual student supports can play a central role to improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

## 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.

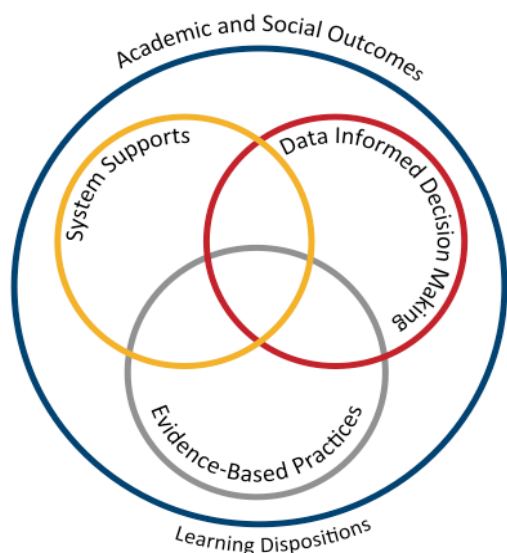


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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:

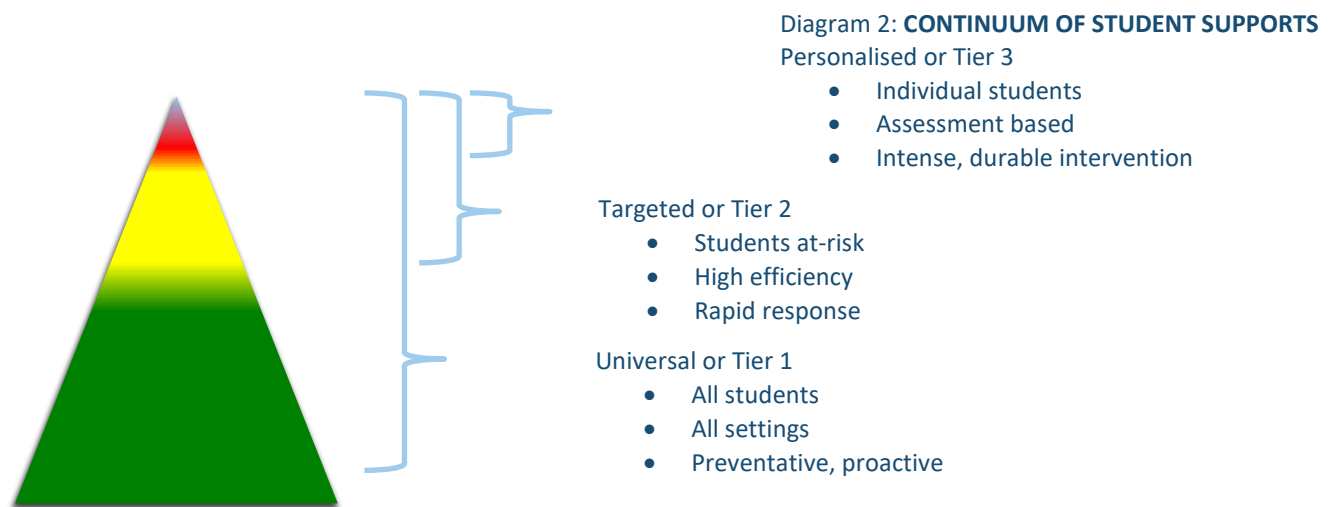
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 Tobruk Memorial School, there is a whole school approach to behaviour applying principles, practices and processes aligned with PB4L, Zones of Regulation, Berry Street Model and the Student Behaviour Support Plan. Student behaviour is managed in a variety of ways and is supported by the Leadership Team, Support Teacher-Inclusive Education (ST-IE) Primary Learning Leader (PLL) and Guidance Counsellor. All staff play a vital role within the school explicitly teaching and acknowledging positive behaviours and uploading relevant information to the Engage Student Support Data System.

The Student Support Team (Leadership Team, ST-IE, PLL, Guidance Counsellor, School Speech Pathologist) meet weekly. Every week a Request for Support meeting takes place in addition to the Support Team meeting (PLL, Guidance Counsellor, School Speech Pathologist and ST-I) and follow the school's Concerns for a Learner Process.

# REQUEST FOR SUPPORT PROCESS

## STAGE 1

Classroom teachers gather information, observations and data.



## STAGE 2

Parent meeting arranged to discuss barriers/ concerns and inform about Request for support process



## STAGE 3

Request for support referral is entered on **ENGAGE**



## STAGE 4

Request for Support Team meet to review current referrals, determine next steps and communicate back to classroom teacher



## STAGE 6

Classroom teacher reviews next steps and meets with parents and support staff if needed to discuss and implement next steps



## STAGE 7

Classroom Teacher and Team Teacher meet regularly to review suggested strategies and student progress. Notes regularly added to **ENGAGE - monitor and review**



## STAGE 8

School based Support Team to review actions and **ENGAGE - monitor and review** notes and graduate students where the functional impact has been addressed.



The school's Tier 1 Student Engagement for Learning (SE4L) formerly known as PB4L team consists of teachers representing a cross section of year levels, Assistant Principals and Guidance Counsellor. This group meets twice a term to analyse and respond to student data uploaded into the Engage Student Support System, plan and communicate the focus areas for explicit teaching for the whole school program, and to review school practices and processes for behaviour, engagement and wellbeing. This group is focussed on building a common language, shared understanding and consistency in school wide practices and processes to explicitly teaching, learning, and responding to behaviours and regulation of emotions focused on the 4/5R's in the school's behaviour matrixes (Appendix A): Respect for Self, Others, Learning, Environment and Online.

The school's Tier 2 Team consists of Leadership, Guidance Counsellor, Support Teacher-Inclusive Education, and specific Team Teachers/Classroom Teachers working closely with students on check-in and check-out or behaviour support plans. This team is responsible for planning and leading further targeted and individual support to students in the classroom and or playground. This team meets once a term to review and monitor student progress.

The Tier 3 Team consists of Principal, Support -Teacher-Inclusive Education and Guidance Counsellor. This team consults with BCE personnel around specific behaviour support for individual students when required. This team meets at least 3-4 times at these times. Initial, Wrap Around (BCE & Parents), Monitor, Review.

Staff participate in ongoing professional learning, to build capacity with the implementation of PB4L, Zones of Regulation and Berry Street Model. Staff are modelled and actively supported to implement school wide expectations around PB4L, Zones of Regulation and Berry Street strategies and parents are educated and informed through school newsletters, socials, parent portal, parent engagement evenings and teacher emails.

Staff have and continue to participate in:

- Trauma Informed Practices PD (CYMHS Senior Psychologist Peta-Anne Burns)
- Early Career Teachers -The PB4L Eight Effective Classroom Practices and Responses
- Regular PD facilitated by ST-IE and PLL on the Engage Student Support System
- Berry Street Training for GC, Key Teachers in SE4L, APA and staff
- AIP Loose Parts Play PD
- Zones of Regulation PD
- Play is the Way PD

## **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:

- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for the Environment
- Respect Online (Years 3 – 6)

Our school-wide behaviour matrix es(Appendix A) are visual tools that outline 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.

Weekly explicit teaching of school wide expectations (PB4L) and Zones of Regulation happens on a Monday. Morning circle routines and check-in systems are in place in classrooms. In addition, the following supports are in place:

- Beginning of school year short cycle of planning focus in routines and transitions
- A school wide focus on 'Connection before Content' among staff
- Ongoing emphasis by all staff for transition practices around the school and in the shed at breaks
- Behaviour Matrixes, Major and Minor Behaviours and Student Behaviour Flow charts visual tools visible in every classroom and learning space
- Weekly explicit focus emails shared with all staff including links to lesson and resources
- Explicit focus and examples on assemblies/morning gatherings
- Daily morning circles and ready to learn plans in classrooms
- Daily check-in systems in classrooms for students to identify which zone they are in
- Calm spaces and resources in every classroom/student space/leadership space for students to utilise for regulation
- New student orientation
- Before school play and regular review of transitions throughout the school day
- Principal Award and Student of the Week Awards focus on Respect Expectations
- Staff handbook outlines expectations and practices for play spaces and times
- Annual staff walkabout for shared clarity of playground expectations and practices

## 3. Feedback: Encouraging Productive Behaviours for learning

### Tier 1 Universal Supports:

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

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

### **The encouragement strategies in place for school and classroom include:**

#### **School practices that encourage expected behaviours**

##### **Principal's Award**

Acknowledgement of students presented on Assembly by the Principal or Leadership team who have been exhibiting Respect Expectations

##### **Students of the Week**

Each class/team/specialist teacher give student/s certificates stating the positive learning and behaviours exhibited.

##### **Tobruk Tokens**

Students are given a Tobruk token when exhibiting the respect Expectations in the classrooms and playground, including specialist lessons. Each classroom will have a box in their room for teachers to collect tokens. Every Friday at 1:10pm, teachers draw 1 student from each class to receive an ice-block. All Tobruk tokens will be tallied and recorded and then sent home.

10 tokens - Certificate

20 tokens – School Sticker

30 tokens – Joey's Wristband

40 tokens - Joey's Pencil

50 tokens – Joey's Certificate

60 tokens – Joey's Sticker

70 tokens – Joey's Handball

80 tokens – Joey's Pencil

90 tokens -Joey's Pencil Box

100 tokens – Lunch with leadership

#### **Classroom practices that encourage expected behaviours**

##### **Classroom**

Each classroom/specialist teacher will have their own class rewards system. These could include stickers/ stamps, prize box, free time, student-choice activities, etc.

### **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. Students who are not responding to school wide awards and tokens would be

supported in Tier 2 practices. If repeated minor/major behaviours continue, a letter/email is sent to parents/carers requesting a collaborative conversation to discuss appropriate support and actions.

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

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

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

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Management Plan
- Individual Crisis Management 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 calm, 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) as seen in Diagram 3. The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix B.



**Diagram 3 Minor and Major Behaviours Student Chart**

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 C includes a summary of practices that may be utilised.

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

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual Behaviour Management and Crisis 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

Appendix D is the school flowchart that students and staff use to problem-solve in supporting student behaviour and engagement.

## 5. BCE Formal Sanctions

St Joseph’s Tobruk Memorial School utilises a range of sanctions in response to the level, frequency, nature, and duration of both minor and major behaviours. Working in partnership with families during these responses is expected. The following formal sanctions can be applied across Prep - Year 6.

### Detention

Detention is any period when a student is required to remain in a location or in an activity, in ‘non-class’ time, such as recess or recreation time. Detention can be used as a deterrent to unproductive behaviours by indicating to the student the consequences of such behaviours. A detention may be used immediately (during the school day) or at an appropriate nominated time, by a class teacher or school leader to respond to an incident of unproductive behaviour. It must be supervised, constructive, age and developmentally appropriate. This time can be used to repair relationships, use restorative practices, make plans, and rehearse appropriate behaviours. All detentions are recorded in the Engage Student Support System. Parents will be informed by classroom teachers or leadership of the detention.

### Suspension

Suspension is the temporary, full-time, or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time. At St Joseph’s, suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregiver’s responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of the student.

The Principal or members of the Leadership Team may suspend full-time or part-time, a student from school for a period up to 5 school days or part thereof, if satisfied that the student has been demonstrating major inappropriate behaviours(s), or if the Principal/Leadership Team Member believes that the student’s attendance poses an inappropriate risk to members of the school community. In some circumstances, the Principal may determine that a student should be suspended immediately, due to reasons such as the safety of students or staff because of violence, threats of violence, the presence of weapons, verbal abuse, serious or concerning sexual behaviour or the possession of illicit substances. A suspension may take place in or out of school. In consultation with the Senior Leader – School Progress and Performance and with the Head of School Progress and Performance the Principal can suspend a child for a period of more than 6 days if satisfied that the student has been demonstrating major inappropriate behaviours(s) or believes that the student’s attendance poses an inappropriate risk to members of the school community.

The school staff and parents/caregivers will work together, with the aim of assisting a suspended student to re-enter and re-join the school community as quickly as possible. The Principal or Leadership Team Member will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student/caregivers will meet with the Principal /leadership Team Member and discuss the conditions relating to the suspension, their responses, and the details for the re-entry meeting on the student's return. The Principal/leadership Team Member will record the Suspension record in the Engage Student Support System.

On the student's return, the student and parent/caregiver meet for a re-entry meeting to check in, restate expectations for behaviours at St Joseph's and any plans to support the student's re-entry to school, learning and or play.

### **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend St Joseph's and school related functions, on the authority of the Executive Director. Exclusion could be considered where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans, and despite these efforts the student's behaviour has continued to be unproductive. Additionally, if a student commits a serious illegal act or a serious breach of the School Behaviour Support Plan, the Principal may impose an immediate suspension and make a recommendation to the Learning Services Executive through the Senior Leader – School Progress and Performance and Head of School Progress and Performance for exclusion. In such a situation the suspension will continue until such time as a decision is made in respect of the recommendation to exclude.

The purpose of exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

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 Catholics Education Schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education School. The Head School Progress and Performance, will, in turn forward this submission with his/her own recommendation to the Executive Director for decision. The students, parents/caregivers would be informed and involved throughout the process.

### **Process for Appeals**

For appeals, the school aligns to BCE processes as outlined in the following table.

<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: (a) make the review decision within 5 business days after the application is made; and (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, and school/college responses**

St Joseph's Tobruk Memorial school community is committed to providing a safe and caring environment where learning is relevant, motivating, and meaningful. We foster respect for others and welcome positive interactions between families and school, where mutually respectful relationships are the defining features of a dynamic, Christ centred community. Bullying or harassment are not tolerated at our school.

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).

### **Definitions**

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

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

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

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

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

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

### **1. Understanding Bullying and Harassment**

Bullying can happen anywhere. It can happen at home, at work or at school. It can happen to anyone.

Bullying can occur between students, staff, and parents/guardians.

#### **Types of Bullying:**

Bullying is usually described by the types of behaviours involved, so we talk about verbal, social and physical bullying.

Bullying can happen in person or online settings.

Bullying can be easy to see, called overt eg physical actions such as kicking or punching or observable verbal actions such as name calling. Or it can be hidden from those not directly involved, called covert eg repeatedly using hand gestures, looks, turning your back or restricting where a person can sit.

Bullying has the potential to cause harm (although not all unwanted actions necessarily cause harm).

***Bullying may include:***

- Physical: hitting, kicking, punching, scratching, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Social: exclusion, ridicule, intimidation, humiliation, sharing information or images
- Racist: taunts, graffiti, gestures
- Sexual: unwanted physical contact, abusive comments
- Cyber: unwanted text messages, emails, information technology

**Bullying is not**

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

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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. It is essential that if a person is a witness to bullying behaviour, they report the incident immediately to a teacher or member of the School Leadership Team.

**Signs of Bullying:**

Each student who has been bullied or is bullying others will respond and act differently.

A student's behaviours and moods can change for a variety of reasons.

Teachers and parents/guardians need to be alert to the possibility that the change in behaviours and moods is related to bullying.

***Signs a teacher might notice include if a student:***

- becomes aggressive and unreasonable
- starts getting into fights
- refuses to talk about what is wrong
- drops in academic performance.
- is often alone or excluded from friendship groups at school
- is a frequent target for teasing, mimicking or ridicule at school
- changes their willingness to speak up in class
- withdraws from friends and activities they previously enjoyed
- appears insecure or frightened in the classroom.

***Signs a parent or carer might notice include if their child:***

- doesn't want to go to school or participate in school activities
- changes their method or route to school or is frightened of walking to school

- drops in academic performance
- changes in sleep patterns
- changes in eating patterns
- has frequent tears, anger, mood swings
- takes money from home
- has unexplained bruises, cuts, scratches
- loses or brings home damaged belongings or clothes
- arrives home hungry.


The signs of possible bullying online can be the same as signs of other bullying, but include other behaviours with phones and computers, for example:

- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly upset after using the computer or mobile phone, or suddenly avoiding it
- closes the screen, or hides the mobile phone when others enter the room
- spending unusually long hours online in a more tense, pensive tone
- receiving phone calls, emails, or packages.

## 2. Teaching about Bullying and Harassment

Everyone at St Joseph's Tobruk Memorial is responsible for taking an active stance against all forms of bullying behaviour. The Principal is responsible for the implementation of the PB4L policy and procedures. The Leadership Team, Guidance Counsellor, Student Support Team and PB4L Teams take appropriate steps to ensure that the school community is regularly made aware of the policy and procedures that are in place.

Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Conversations provide opportunities for students to raise issues that adults may not have noticed, and to discuss concerns before they become long-term and entrenched.

The [Australian Curriculum](#)  provides a framework for St Joseph's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues are explored in many curriculum areas. The sections specifically relevant to learning about bullying are:

- Personal and Social Capability (General capabilities)
- Health and Physical Education

Developing the personal and social capability supports students in becoming creative and confident individuals who, as stated in the Alice Springs Education Declaration (Mparntwe, 2019), 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing' (p. 5), with a sense of hope and 'optimism about their lives and the future'.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork, and feel positive about themselves and the world around them.

At St Joseph's we will:

- Openly talk about bullying: what it is, how it affects us and what we can do about it

- Take a positive, proactive approach to bullying by teaching the children problem solving strategies and actions they can take to be assertive and fair – Do the 5 TWIST Strategies



**Diagram 4 Do the 5 TWIST**

### 3.Responding to Bullying and Harassment

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Mission Statement, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents/guardians, staff, and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

It is the responsibility of staff, parents/guardians, and students to help make St Joseph’s Tobruk Memorial School bully-free.

This will happen by:

- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations

Bullying requires the school and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students and avoid the escalation of issues that will cause more harm.

All staff must take all reports of bullying and harassment seriously and respond following the school process.

- Bullying or harassment incidents should be first reported to the classroom teacher. The classroom teacher will talk and **listen** to the student/s involved to **collect** all information and details of the incident. A ‘no blame’ approach will be followed.

- The classroom teacher will **contact** the Principal or a member of the Leadership Team of the incident to **determine** the nature of the incident, any immediate safety risks and how best to provide the appropriate support for student/s involved. If the incident does not meet the criteria for bullying or harassment, **record** as an incident or pastoral note in the Engage Student Support System.
- Discuss a **plan** of action with the student/s involved and inform what will be the **response** aligned to St Joseph's Respect Behaviour Matrix and the Student Behaviour Support Plan. Formal sanctions could be part of this **response**. Staff are committed to working towards a positive outcome and restoration of relationships. Suggestions on what to do if the behaviour occurs again are discussed.
- **Contact** parent/guardian to inform of the incident, the school's immediate response and how the incident will be followed-up with student/s involved. Discuss and **plan** for further support for student/s with families. A range of follow-up options will be considered depending on the nature of the situation. These may include mediation, time-out, restitution, targeted teaching and practice of strategies, a check-in and check-out process or counselling. Confidentiality and privacy are always maintained.
- A **record** of the incident, responses and follow-up actions will be completed in the Engage Student Support System.
- Support and monitoring of the student/s involved will be planned for and a **follow up** meeting or phone call will be set with parents/guardians to review how all is going in the immediate days and then again over a longer period of weeks/months, depending on the nature of the incident.

#### 4.Preventing Bullying and Harassment

At St Joseph's Tobruk Memorial School, we take proactive and preventative action to prevent bullying and harassment from happening in the first instance. We do this by fostering opportunities to develop positive behaviours in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community. We achieve this through:

- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- The establishment of play environments that foster active and friendly social engagement.
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
- Ongoing professional development for staff in evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour
- Regular staff meetings and discussions to develop a shared understanding of the behaviour expectations and consistency in responses to minor and major behaviours lead by the SE4L/PB4L Teams.
- Ongoing awareness raising and education for parents/guardians and the school community to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses forms of bullying behaviour through school and classroom newsletters, student work, School's Student Behaviour Support Plan, website, weekly assemblies, parent teacher meetings and parent engagement events.
- Weekly Student assemblies: Behaviour Expectations are explicitly presented and stated to promote a positive school culture where bullying is not accepted. Eg Behaviour Matrix
- 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 through staff induction processes.
- Explicit promotion of social and emotional competencies among students eg through programs like Play is the Way, Zones of Regulation, Berry Street strategies.



- Establishment of a relationship with the local Police through an Adopt-a-cop who is visible and present in the playground, classrooms and at assemblies throughout the year.
- Annual QPS Safety Presentations to students.
- Promotion of Safety messages around Roads, Beach, Online through school newsletter, socials and weekly PB4L lessons
- Annual participation and acknowledgement of National Day of Action Against Bullying, Harmony Day, Daniel Morcombe Day, Safer Internet Day.

- Annual Bravehearts presentation for years P-2 that focuses on personal wellbeing and safety.
- Annual Real Talk presentation for Years 5 & 6 that focuses on personal wellbeing, safety and personal development.
- Adoption of additional approaches and programs for specific needs using the STEPS decision-making tool or the Be You Programs Directory to select the most appropriate evidence-based approach for targeted goals.

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

<b>Principal</b>	Kevin Billion	<a href="mailto:kbillion@bne.catholic.edu.au">kbillion@bne.catholic.edu.au</a> 3287 2798
<b>Assistant Principal Administration</b>	Kate Campbell	<a href="mailto:klcampbell@bne.catholic.edu.au">klcampbell@bne.catholic.edu.au</a> 32872798
<b>Assistant Principal – Religious Education</b>	Kathryn O’Toole	<a href="mailto:kotoole@bne.catholic.edu.au">kotoole@bne.catholic.edu.au</a> 3287 2798
<b>Guidance Counsellor</b>	Shree Payne	<a href="mailto:Shree.Payne@bne.catholic.edu.au">Shree.Payne@bne.catholic.edu.au</a> 3287 2798

### Cyberbullying

Cyberbullying is treated at St Joseph’s Tobruk Memorial School with the same level of seriousness as direct bullying. It is important for students, parents, and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

All parents sign the Acceptable Use of Devices and Digital Resources Statement on enrolment and students in Year 5 and 6 sign this again at the beginning of each school year. The school has a **Student Personal Technology Policy** that outlines the responsibilities of parents and users of bringing and using technology (phones, wearable technology) at school.




### Response to Incidents of Cyber-Bullying

1. The Principal or a member of the Leadership Team is informed of an incident who will follow the school process.

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

## Resources

The Australian Curriculum  provides the framework for your school's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

- Bullying NoWay
- Office of the eSafety Commissioner

## SECTION C: OUR STUDENT BEHAVIOUR SUPPORT DATA

### 1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data in The staff at St Joseph's Tobruk Memorial School use this system. 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. School teams (SE4L, PB4L, Leadership Team and Support Team) review this data to identify student trends in time, location, and behaviours to inform the weekly school explicit teaching focus. Students who require further support are identified and referred to Request for Support Process.

Tier 2 Teams support gathers student voice, plans for check-in and checkout processes to be established for a nominated period of time, monitor and reviews progress. All intervention is recorded in the Engage system. Classroom teachers and support staff are involved and communication with parents is regular. If a student requires further intensive support due to escalating behaviours in frequency and intensity, the student is referred to the Tier 3 PB4L Team.

The Tier 3 PB4L Team reviews the data and in consultation with parents, leadership and classroom teachers, and an Individual Behaviour Management Plan and/or Crisis Management Plan for the student is created. If required, through the Principal further advice and support from BCE Partners is sought and implemented. The team closely monitors and reviews the student's progress and is in regular consultation with Leadership and parents.

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.

In addition to the PB4L Teams, at St Joseph's Tobruk Memorial, data in the Engage Student Support System together with other data sources eg Attendance, BI Data is used to analyse and inform decisions about universal/explicit teaching focus and student support with behaviour, social emotional or academic support in weekly leadership and student support meetings, fortnightly team teacher meetings, cohort short cycle planning (twice a term) and staff meetings.

If individual student data indicates a frequency, intensity and duration which presents as a concerning pattern in major behaviour categories, parents / carers will be contacted by a member of the leadership team with possible sanctions applied.

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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 - St Joseph's Tobruk Memorial Behaviour Matrix – 4R's**

### **Early and Upper Years**

# Joey's PB4L Matrix Prep - Year 2

At St Joseph's we go with Courage, Faith and Love



	<b>RESPECT FOR SELF</b>	I am in the right place at the right time.	I take responsibility for my behaviour and learning.	I use strategies to help me stay calm and ready to learn.	I take care of my belongings in the classroom and the playground.
	<b>RESPECT FOR OTHERS</b>	I follow instructions promptly and do what I am asked.	I speak and act with kindness and respect.	I play safely.	I am a role model for others.
	<b>RESPECT FOR LEARNING</b>	I listen actively and with my whole body.	I am ready to learn and manage distractions.	I have a go! I try my hardest and persist with my learning.	I use devices safely and responsibly to learn.
	<b>RESPECT FOR ENVIRONMENT</b>	I respect and care for all the places in our school.	I move around the school with safety and respect for myself and others.	I care for all of God's creation – people, places & animals.	I show respect for Sacred Spaces

# Joey's PB4L Matrix Years 3-6

At St Joseph's we go with Courage, Faith and Love



	<b>RESPECT FOR SELF</b>	Display pride in uniform and school	Take ownership of learning	Have courage and resilience	Make safe, healthy and smart choices
	<b>RESPECT FOR OTHERS</b>	Be responsible for your actions	Be a positive and calm upstander	Speak with kindness and respect	Consider the viewpoints of others
	<b>RESPECT FOR LEARNING</b>	Be prepared, organised and ready to learn	Have a growth mindset and strive to do your best	Listen and participate	Co-operate and include others
	<b>RESPECT FOR ENVIRONMENT</b>	Take ownership of rubbish and belongings	Care for creation and school environment	Use equipment and resources appropriately	Display respect for Sacred Spaces
	<b>RESPECT WHEN ONLINE</b>	Maintain a friendly and positive environment for all	Show integrity for self and others	Be responsible for device and follow school ICT agreement	Protect your privacy

## Appendix B - 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, mp3 player, camera and/or computer	Making a mobile phone call in breach of school’s policy
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated “off limits” at that particular time	
<b>10</b>	Lying/Cheating	Student engages in “White Lies”	“I came first,” “It wasn’t me!,” “I didn’t do it”
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone’s misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted, and easily diverted experimentation.	Green light behaviours
<b>13</b>	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

## Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates, or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling, or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial	Throwing a computer, graffiti of school buildings, arson

	Descriptor	Definition	Example
		destruction or disfigurement of property	
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power, or ability Red behaviours - Sexual behaviours that are problematic or harmful,	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		forceful, secretive, compulsive, coercive or degrading	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

## Appendix C - Strategies to Manage Minor Behaviours

Strategy/Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the nonverbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	"Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour." (p.453 Scheuermann & Hall, 2012)
Re-Direct	This strategy employs a very brief, clearly, and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, no classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why."
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach, and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

(From the Missouri SW-PBS Team Workbook)

# Appendix D – Staff and Student Flowchart when Responding to Behaviour



## St Joey's Positive Behaviour Flow Chart

### Minor Behaviours

**Remind and Reconnect.....4RS**



**Reflect and Redirect  
Time in Class  
Discuss with teacher  
Time to model expected behaviour.**



**Refocus  
Time in Behaviour PB4L Partner  
Return to Class**



**Further Reflection in Office  
Major behaviour**

- We ensure that expectations have been taught and practised.
- We integrate the Personal & Social Capabilities from the Australian Curriculum in our content areas and school-wide explicit teaching of behaviour.
- We reinforce expected behaviours.
- We provide a positive and supportive environment.

### Major Behaviours

**Reflect with Leadership**



**Response and Re-establish  
Discuss behaviours and consequences.  
Setting goals with Leadership,  
Student, Teacher and Parents**



**Restore  
Re-engage in Class**



**Review and follow-up support**



# Appendix E – The Joey’s Way



## The Joey’s Way – Student Engagement Support Process

### Remind & Reconnect

- Engage with student and check in
- Is there something concerning them?
- Ask 'Are you ok?' 'What are you feeling?' 'What do you need?' (break, extra support, quiet time)
- Refer to behavior matrix (4R's) and remind the student of the specific expected behaviour
- Discuss/teach/model behaviour
- Encourage and provide positive feedback

### Reflect & Redirect

- Time to reflect/reset (Calm Space in class)
- Ask "What zone they are in and why?"
- Offer a choice of a strategy that is consistent with that zone (Zones of Regulation Box)
- If a circuit breaker is required this could be supported by School Officer, Team Teacher
- Discuss/reteach appropriate expected behaviour
- Teacher and student set goals and what success looks like referring to Behaviour Matrix - 4R's
- Encourage and provide positive feedback
- Record behaviour on Engage

### Re-Focus

- Be explicit and direct with behaviour expectations
- Time to reflect/reset (PB4L Partner Class)
- If a circuit breaker is required this could be supported by School Officer, Team Teacher, Leadership
- Teacher and student set goals and what success looks like referring to Behaviour Matrix - 4R's
- Encourage and provide positive feedback
- Record behaviour on Engage
- Parent/Guardian contacted by class teacher if repeated and ongoing

### Response & Re-Establish

- Contact leadership for support
- Time to reflect/reset (Base Camp/Office)
- Discuss/teach specific expected behaviours using school matrix – 4R's
- Leadership, teacher and student set goals and what success looks like referring to Behaviour Matrix - 4R's
- Extra targeted support and check in with set specific goals
- Parent/guardian contacted by Class Teacher and or leadership
- Record behaviour/conversations/actions on Engage (Leadership &/or classroom teacher)
- Encourage and provide positive feedback

### Restore & Re-Engage

- Restorative conversations – student, teacher, parent/guardian, leadership
- Leadership, teacher and student set goals and what success looks like referring to Behaviour Matrix - 4R's and strategies to encourage engagement and success
- Leadership support re-entry into classroom which may involve re-engaging with extra support/check in (Leadership, Guidance Counsellor, Team Teachers)
- Record behaviour/conversations/actions on Engage
- Encourage and provide positive feedback

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