



Mary Immaculate Primary School

ANNERLEY *Incline your heart*

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Mary Immaculate Primary School

School Mission and Vision - Teach Challenge Transform

School Motto

Incline your heart, to learn and act justly, to love and care tenderly, and to walk humbly with God. (Micah 6:8 Paraphrased)

Vision Statement

Mary Immaculate Catholic Primary School is a community of children, families and staff that supports members to be the best we can be and achieve great things together. Through fidelity to the Catholic faith and the recognition of other faiths, we embrace our diversity and celebrate as a unified community.

Mission Statement

Through the principals of Christian living, we promote and strengthen relationships that are inclusive, respectful, and based on trust.

We will:

- Foster our faith and relationship with God;
- Provide quality teaching that engages all learners;
- Maintain and further develop a safe and stimulating environment;
- Provide school leadership and management practices that are efficient, just, and responsive to community needs.

Our School Context

Mary Immaculate Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's inner-city suburb of Annerley is a small, inclusive and diverse Catholic school community. Our dedicated school staff numbers 14, with our Leadership Team consisting of a full-time Principal, a full time APRE/PLL and a full time Support Teacher: Inclusive Education (ST:IE) who participates as part of the team. Teaching staff consists of 3 full-time classroom teachers and 2 part-time

teachers in Prep. We have a specialist teacher working a 5-day fortnight to teach Technologies, The Arts and LOTE (Auslan). Our inclusion team consists of a fulltime ST:IE, a Guidance Officer (1 day per week), a Student Wellbeing Officer working 2 days a week and a Learning Enhancement Teacher working 3 days per week. Support staff include 2 part-time groundsmen, two office staff and 2 school officers.

Mary Immaculate has a rich tradition of providing an inclusive Catholic education to the families of Annerley and beyond. It is a school that has been blessed for many years through the dedication and teaching of the Sisters of St Joseph. Today we strive to carry on the legacy of Mary MacKillop and the Sisters of St Joseph, while bringing to it our own unique gifts and insights. Our learning community is gifted with families from diverse social and cultural backgrounds, as well as many faith traditions. Together, we seek to establish a life-long learning community that builds a more just world through quality education. We welcome and encourage the involvement of parents.

Consultation and Review Process

Consultation for the School Student Behaviour Support Plan was undertaken with staff and parent communities through meetings, feedback opportunities and review discussions, with relevant data sets including behaviour records, incident data and community feedback informing the plan. The plan undergoes a comprehensive review every two years, with a high-level annual check to ensure ongoing relevance, effectiveness and alignment with student and community needs.

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.

Student behaviour support is at the core of the teaching and learning process. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. Mary Immaculate's Vision for Learning captures the beliefs essential for effective learning and teaching:

- Learners are unique and have different ways of thinking and learning.
- Students' needs, backgrounds, perspectives and interests are reflected in learning and teaching.
- Learning in a nurturing environment supports and encourages all learners to be the best they can be.
- The traditions of our Catholic faith provide a strong foundation for learning and teaching.
- It is our belief that all students can be taught to be self-regulate and be self-directed learners. Teachers model, guide, share and apply this positive practice to develop inter-dependent skills and the General Capabilities.

Teachers provide quality learning activities to teach the approved curriculum to all students.

- Teachers promote and develop positive Ways of Working (WoW) as outlined in the Active Learner framework.
- Recognition, encouragement and feedback are given to all students regularly.
- Specific feedback regarding behaviour has strong evidence for improving outcomes and learning.
- Teaching of positive behaviour must be taught in context so that students are given clear success criteria about the specific behaviours that the setting or situation requires (e.g. sitting respectfully in the church, sitting when we eat) this increases the chance student behaviour success with positive behaviour for learning.

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.

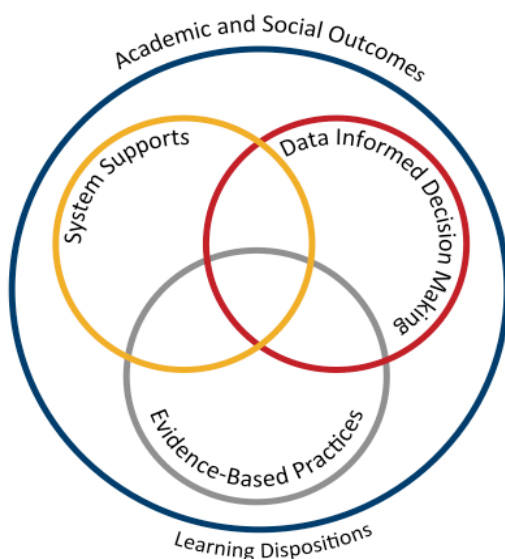


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

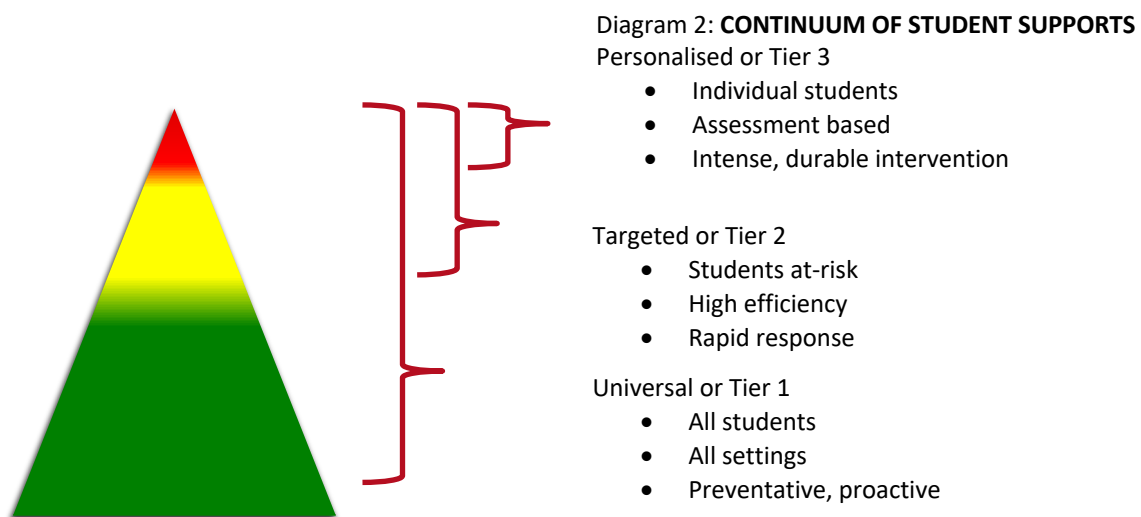
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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/College staff

The whole school staff team has participated in professional learning in the area of Positive Behaviour Support (PB4I) through a series of staff meetings and twilights to develop and implement the PB4L framework. This is ongoing work and will continue into the future. Due to the small nature of the staff group the whole staff form the Tier 1 support team.

Our Tier 2/3 team consists of of the Principal, STIE, APRE and Guidance Counsellor. The Tier 2/3 team currently meet as needed to support the individual students as part of our Student Support Team Meetings.

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:

- We are Safe
- We are Respectful
- We are learners

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.



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

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

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 the school year – First 20 days
- Explicit teaching of behaviour at assemblies and whole school gathering at the beginning and end of the day
- Weekly focus on a behavioural expectation
- Use of Ta Da cards to reinforce weekly behavioural expectations
- Reminders before special events or excursions

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:

Menu of reinforcers		
Frequent	Intermittent	Occasional
Specific Positive Feedback	iPad time	Lunch with the principal
Stickers	Sit on teacher chair	Active Learner award
Stamps	Chat to parent	Incline your heart award
Hi 5	Support Prep	VIP seating at assembly
Fist bump	Show work to principal	Special display for work (reception)
Gotcha’		
Class jobs-help the teacher		
First to move		
Line leader		
Choose a song (brain break)		

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.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- 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
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

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.

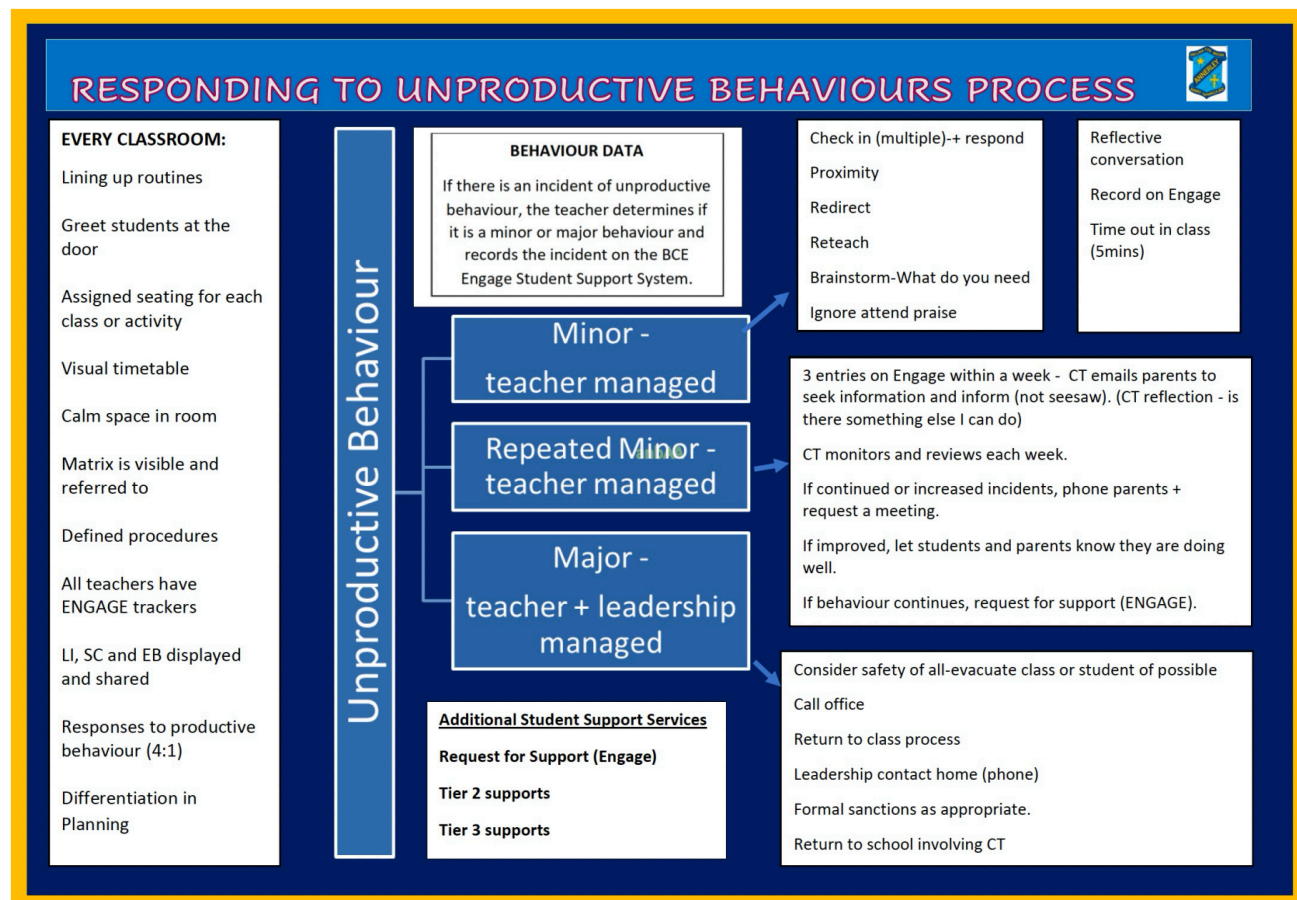
To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, 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	Teacher – student conversation Work it out together plan – teacher and student	Student apology Student contributes back to the class or school community Restorative conversation

Supervised calm time in a safe space in the Sunshine Room Set limits Individual crisis support and management plan	Teacher – student – parent meeting Teacher – student – leadership conversation	Restorative conference
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5. BCE Formal Sanctions

As part of our process for dealing with unproductive behaviour occasionally it is necessary to use formal sanctions. The following details how we use these formal sanctions at Mary Immaculate.

- **Detention process** - This is used in an informal way to address student behaviour. Detentions only occur during school time at breaks and for no more than ten minutes to discuss the behaviour of concern, set goals or reteach the expectation.
- **Suspension process** – Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student’s present behaviour is not acceptable. Suspension is defined as the temporary, fulltime, or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and 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.

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 Positive Behavior for Learning (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

At Mary Immaculate Primary School we provide professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment in the following way:

- Staff handbook
- Staff induction processes
- Professional development days – January
- Yearly Online modules
- Week Ahead staff newsletter
- Anti-bully days

In supporting Tier 2 & 3 students, professional development is identified as a strategy and professional development is offered for staff working with these children. Staff may access BCE approved and offered learning opportunities or other outside organisations.

2. Teaching about Bullying and Harassment

The school embeds the teaching of healthy relationships and positive behaviours through the approved ACARA curriculum, including the Personal and Social Capability, and the Brisbane Catholic Education Religious Education Curriculum, with a strong focus on dignity, respect and right relationships.

The Positive Behaviour for Learning (PB4L) framework explicitly teaches expectations around respectful behaviour through the school matrix and targeted lessons, supported by participation in National Bullying No Way Day and the Reboot program to address bullying behaviours, and SchoolTV resources to educate and support students and families in relation to bullying and harassment.

3. Responding to Bullying and Harassment

Students report perceived issues of bullying to either their class teacher or one of the child protection contacts as noted on the posters around the school. These have photos of the child protection contacts so that they can easily recognise who to report to. If parents contact to report an incident of bullying this should be to the class teacher. The person contacted will then follow the procedure outlined below and refer on to the leadership team to continue the investigation and make appropriate decisions based upon their findings.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

The following strategies are used to create a safe, supportive and inclusive school which prevents 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.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.
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.

6. Whole school programs to prevent and address bullying include; PB4L (Positive Behaviour for Learning) Bullying No Way! and ReBoot.

Key contacts for students and parents to report bullying

Staff member: Acting Principal – Jessica Mutton 3848 8965

Staff member: Assistant Principal: Religious Education – Marisa Seipel 3848 8965

Staff member: Support Teacher: Inclusive Education – Alison Smith 3848 8965

Cyberbullying

Cyberbullying is treated at Mary Immaculate Primary 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.

Mary Immaculate Primary School takes a preventative and educative approach to responding to incidents of cyber bullying and harassment. Students have access to iPads for school use only, with restricted access settings, explicit lessons on appropriate and responsible use, and participation in an annual iPad Boot Camp prior to device allocation; each device displays the student's photo and agreed rules for use on the lock screen as a constant visual reminder.

Where incidents of cyber bullying or harassment occur, they are addressed in line with school procedures through investigation, restorative conversations, education and support for students, and communication with families as required. Incidents of cyber bullying are dealt with in the same manner as incidents of physical bullying and the procedure outlined above.

Resources

Wellness Week: Mary Immaculate hold a Wellness Week once a term with activities planned for both staff and students. These are kept on the school portal under Health and PE in the Wellness Folder. Staff share the planning of these activities e.g. Class wellness assembly, meditation, yoga, mandala colouring.

Daniel Morcombe Child Safety Curriculum: At Mary Immaculate we teach the Daniel Morcombe Child Safety Curriculum. The Department of Education, in

partnership with the Daniel Morcombe Foundation, has developed the Daniel Morcombe Child Safety Curriculum for Queensland students. The Curriculum consists of classroom lessons across 3 phases of learning: Prep to Year 2, Years 3 to 6, and Years 7 to 9. The Curriculum is aligned with the Australian Curriculum: Health and Physical Education and is available through Scootle. It aims to teach children about personal safety.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

At Mary Immaculate we recognise the importance of using behaviour and academic data to determine appropriate courses of action. All staff are expected to enter behavioural incident data into Engage and have received training as part of the PB4L implementation process in understanding the importance of this. In a PB4L system an increase in students' unproductive behaviour is used to indicate a need for increased support. To enable staff to respond to this each teacher has placed trackers on the members of their class so that should a student be involved in an incident they are informed of this and can take actions to address this. We use behavioural incident data as part of our referral process for minor unproductive behaviour. If a student receives 3 incident reports in a week this triggers staff actions as per the responding to unproductive behaviour process.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

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

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material 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	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	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	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
14	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
15	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
16	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.
17	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
18	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
19	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

/Approver: Principal	Issue date: 28/07/2025	Next review date: 28/07/2028
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