



School Student Behaviour Support Plan

2024

**St Francis Xavier School,
Runaway Bay**

Brisbane Catholic Education



SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

St Francis Xavier School is a Catholic school following in the Ignatian tradition. St Francis was a man of faith and courage who inspired love and whose mission was to bring Jesus to the world. As patron he is a shining light and example for how we seek and find God in all things. Our hope is that our children will become more loving in their relationships with others, more courageous when faced with making choices in life, and more serving in their lifestyle, as was our patron St Francis Xavier.

Our vision is to:-

FOCUS – Be child Centred

Our children, empowered to succeed;
Our Children, developing integrity, endurance and skills;
Our Children, transforming their communities.

DEVELOP – Culture and Spirit

We welcome, we care and support
We celebrate and worship
We cultivate a sense of belonging and nurture our school family.

BE – Faith Driven

Jesus lives in and through us
Living the Gospel pastorally through our actions and teachings
Prizing our Catholic teaching, story, rituals and symbols
Respecting and valuing one another in our inclusive relationships.

LEAD – Quality Education

Quality learning is authentic, deep and life lasting
Contemporary learning – personal innovative and future-focused
Inspirational teaching – work of love, committed and enthusiastic
School environment – rich, varied and inviting.

NUTURE – Growth

One step at a time
Uniqueness is valued
Emotional wellbeing is treasured
Milestones are celebrated: Let the Journey Begin.



School Values

Lives lived out by St Francis Xavier and St Ignatius and so we strive to be:-

GOD CENTRED: We are created to praise, reverence and serve God

SPIRITUAL: Recognise that the initiative for all that happens in us is from God

GENEROUS: Generosity was one of the most important dispositions Ignatius looked for in individuals

COMPASSIONATE: Be compassionate as your heavenly father is compassionate

RESPONSIBLE: Seeking excellence in self and ready to encourage others

JUST: To act justly, to love tenderly and to walk humbly with our God

GRATEFUL: We give thanks to God

RESPECTFUL: Seeking and finding God in all

COMMITTED: To search for the truth in relationship with others

HELPFUL: Ignatius Loyola wanted us to help souls

LOVING: Love ought to manifest itself more in deeds than by words

CULTIVATOR OF VIRTUE: In self and others – Faith, Hope and Charity

REFLECTIVE: Engages in the Ignatian practice of reflection on experience leading to action

TEAM MEMBER: We belong to a community of faith with a single aim to be on Mission with Christ.

Rationale

Our plan aims at safeguarding the rights of teachers to teach and the rights of children to learn in a safe, supportive environment. The main objective is that pupils will accept responsibility both for their own behaviour and for the natural and logical consequences that flow from their behaviour choices. At St Francis Xavier Catholic Primary School, every child has the right to feel safe, and the responsibility to ensure that all others feel safe and secure. To achieve this we endeavour to create an environment within the classroom that is warm, encouraging and nurturing. We strive for a consistent approach when handling behaviour.

We endeavour to maintain constructive communication between school and parents/carers regarding their child's learning and behaviour. The St Francis Xavier Catholic Primary School mission statement emphasises the recognition of each person at St Francis Xavier Catholic Primary School to develop to his or her full potential.



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The school's behaviour management policy has been developed to provide a safe and supportive environment for all members. This acknowledges the rights of each individual and the associated responsibility of living within a school community.

Our plan seeks to establish behaviour management systems that produce harmonious and productive situations within the total school environment. This Behaviour Management Policy has been developed in the light of Gospel values as lived and taught by Jesus, which recognise the specialness of everyone. At St Francis Xavier Catholic Primary School our classrooms and playgrounds are learning and teaching environments.

If there are instances of "unexpected behaviours", they are recognised as "opportunities for learning". Corrections are logical consequences that teach children the skills required to participate fully in society. We recognise that corporal punishment is expressly prohibited at St Francis Xavier Catholic Primary School.

Our School Context

St Francis Xavier School is a parish school which provides a values-based education that fosters and applauds the talents and potential of each member of the school community. The school is part of the Holy Family Catholic Parish.

The school follows the Ignatian tradition and promotes St Francis as a man of faith and courage who inspired love and whose mission was to bring Jesus to the world. As patron, he is a shining light and example for how all school members seek and find God in all things. The story of St Francis and St Ignatius of Loyola's lives are recounted each year to keep the values of these Saints alive in our community. Awards are presented to students each year on St Francis Xavier Day who live and display these values in their lives.

St Francis Xavier School is situated on the northern end of the Gold Coast bracketed by South Stradbroke Island to the east and a canal system to the west. The school was opened in 1975 with an enrolment of 69 students and was guided by Mr Terry Ivey, Mercy Sister, Sr Assumpta Mary and two teachers. The children were taught in one building and the building remains on site. Mr Terry Ivey with the help of founding Parish Priest, Fr Basil Nolan built the St Francis Xavier Community. Mr Ivey sadly passed away in 1983 but his memory is still a part of our school community. The multipurpose building, the Terry Ivey Activity Centre, has been named after him along with a sporting house to ensure his memory is part of the St Francis Xavier community.

St Francis Xavier School is a parish school and is a significant part of the Catholic precinct on the Gold Coast. The school is very close to the parish both geographically and in practice and is supported by our parish priest.

Many year levels are at capacity and our school community is inclusive of all, including indigenous students, verified students and students with English as a second language. We



have many students who have been identified with needs in a particular area and are offered extra assistance in the classroom with the help of our School Officers.

Consultation and Review Process

A consultative committee worked to develop this plan in consultation with our school community with significant input by stakeholders and supported by Brisbane Catholic Education. Consultation occurred through a collaborative working party, staff meeting, meeting with parent community and through staff professional development activities. A review of school data relating to behaviour incidents and disciplinary actions also informed the plan.

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.

Dr Ross Greene states that, "Behaviour communicates a need". The staff at St Francis Xavier believe students want to succeed and can be taught the necessary skills for success. Just as with children who struggle to read or write, the staff at St Francis Xavier have a strong belief in teaching, modelling and reinforcing positive behaviour in the classroom and playground. Teachers affirm student's positive behaviours through specific feedback and praise.

Student behaviour for learning is at the core of teacher business. Effective learning and teaching is supported by a safe, positive and productive learning environment based on the principles of high expectations, consistency, fairness and engagement. We are directed by the BCE Model of Pedagogy.





As School Leaders we will:

- Establish and communicate clear expectations concerning the use of effective teaching strategies throughout the school.
- Demonstrate a strong conviction that improved teaching is the key to improved student learning.
- Actively promote a range of evidence-based teaching strategies.
- Work with teachers to record all Tier 2 and Tier 3 incidences into Engage Incident Reporting
- Provide teachers with ongoing feedback on their classroom practices.
- Keep abreast of contemporary research on effective teaching and learning practices.
- Spend time working with teachers, providing feedback on teaching and where appropriate modelling of effective teaching strategies.

As Teachers we will:

- Use the National Curriculum set by ACARA to ensure best evidence-based teaching practices are relevant and current.
- Have classrooms and learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn.
- Work to build students' beliefs in their own capacities to learn successfully and develop their understanding of the relationship between effort and success.
- Set high expectations for every student to establish ambitious targets for improving classroom performances and behaviour expectations.
- Make connections between new material to past learning and assist students to see the continuity in their learning over time.
- Explicitly teach and demonstrate what students are to do, discussing this with students and then questioning and checking that learning is occurring.
- Explicitly teach and demonstrate positive behaviours for learning, discussing this with students and then questioning and checking that those behaviours are occurring.
- Use behaviour data to inform teaching practices.
- Build positive and safe classroom environments where positive relationships are promoted with all stakeholders.
- Emphasise underlying principles, concepts and big ideas that are developed over time thus promoting deep learning.
- Record Tier 2 and Tier 3 incidences into Engage Incident Reporting
- Evaluate the effectiveness of teaching and using these evaluations to adjust practice.
- Provide regular and timely feedback to students and parents that will make clear what actions learners can take to make progress in relation to their goals.
- Provide ongoing feedback to students that reinforces the positive productive behaviours.
- Use an integrated system of school wide universal supports and individual student supports to improve behaviour and learning outcomes.



At St Francis Xavier Catholic Primary School, we continually promote expected behaviours through teaching, practising, re-hearing, affirming, reminding and re-directing by referencing our Behaviour Matrix. Our STAR behaviour Matrix consists of Values, Settings and Positively Stated Rules.

Values

Our 4 values are summarised by the acronym S.T.A.R.



Settings

Our 4 settings on the matrix are:

When we learn

We are **STARs** and we let our lights shine

When We **Learn** We:

STAY FOCUSED ON LEARNING

- Actively listen
- Follow instructions
- Stay on task
- Participate and have a go

TAKE RESPONSIBILITY FOR OURSELVES

- Are organised and ready
- Manage our feelings
- Are in the right place at the right time
- Are safe online

ACT WITH CARE TOWARDS OTHERS

- Accept and include others
- Use kind words and actions
- Respect others right to learn and teach

RESPECT OUR ENVIRONMENT

- Keep our spaces tidy
- Use bins
- Wear correct uniform
- Are hygienic
- Report problems

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When we Play

We are STARS and we let our lights shine

When We Play We:

STAY FOCUSED ON LEARNING	<ul style="list-style-type: none"> Play by the rules Learn from our mistakes 	
TAKE RESPONSIBILITY FOR OURSELVES	<ul style="list-style-type: none"> Are in the right area Use equipment correctly 	<ul style="list-style-type: none"> Wear a hat outside
ACT WITH CARE TOWARDS OTHERS	<ul style="list-style-type: none"> Welcome and encourage others Use kind words and actions 	<ul style="list-style-type: none"> Solve problems and repair relationships
RESPECT OUR ENVIRONMENT	<ul style="list-style-type: none"> Bin rubbish 	<ul style="list-style-type: none"> Pack away equipment

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When we Transition

We are STARS and we let our lights shine

When We Transition We:

STAY FOCUSED ON LEARNING	<ul style="list-style-type: none"> Walk quietly and directly Ask permission before leaving class 	<ul style="list-style-type: none"> Return to class promptly
TAKE RESPONSIBILITY FOR OURSELVES	<ul style="list-style-type: none"> Are in the right place at the right time Follow instructions 	
ACT WITH CARE TOWARDS OTHERS	<ul style="list-style-type: none"> Respect personal space Care for others 	<ul style="list-style-type: none"> We are patient Respect privacy
RESPECT OUR ENVIRONMENT	<ul style="list-style-type: none"> Take our belongings 	<ul style="list-style-type: none"> Keep our areas clean

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When we Gather

We are STARS and we let our lights shine

When We Gather We:

STAY FOCUSED ON LEARNING	<ul style="list-style-type: none"> Are Reverent and prayerful 	<ul style="list-style-type: none"> Listen and respond
TAKE RESPONSIBILITY FOR OURSELVES	<ul style="list-style-type: none"> Are ready on time 	<ul style="list-style-type: none"> Show stillness
ACT WITH CARE TOWARDS OTHERS	<ul style="list-style-type: none"> Are calm and patient 	<ul style="list-style-type: none"> Are respectful
RESPECT OUR ENVIRONMENT	<ul style="list-style-type: none"> Enter and exit calmly and quietly 	

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These four settings acknowledges that our Values for student expected behaviour in different settings is explicitly taught for the setting that students are in.

Our School Motto: **"Let Your Light Shine"**, has been a guiding philosophy of our Student Behaviour Support Plan.

All practices at St Francis Xavier Catholic Primary School should be:

- Fair and just
- Purposeful and effective
- Clear and concise
- Regularly communicated
- Modelled and reviewed
- Used consistently
- Linked with reflective and restorative actions

St Francis Xavier Catholic Primary School 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.

We believe:

- School plays a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians – (Alice Springs (Mparntwe) Education Declaration 2019).
- Every day at school, students have opportunities to learn and practise social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student behaviour is best achieved through instruction rather than punishment.
- Student behaviour can be taught 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.
- For behaviour development to occur, we must use positive approaches that strengthen teacher-student relationships. We build teacher capabilities to pro-actively create effective classroom environments. (Grattan Report- Engaging students: Creating Classroom that Improve Learning)
- Student behaviour is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success and progress.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement, and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role in 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.

Foundational to our plan have been the concepts from Positive Behaviour for Learning (PB4L). The key components focus on 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. The theoretical and conceptual understandings of PB4L 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)

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.

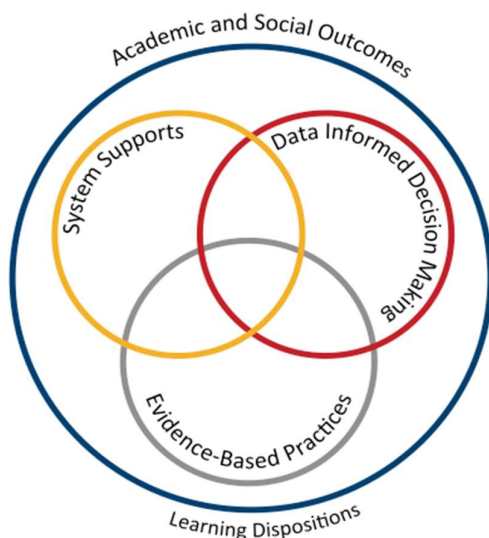


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis



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:

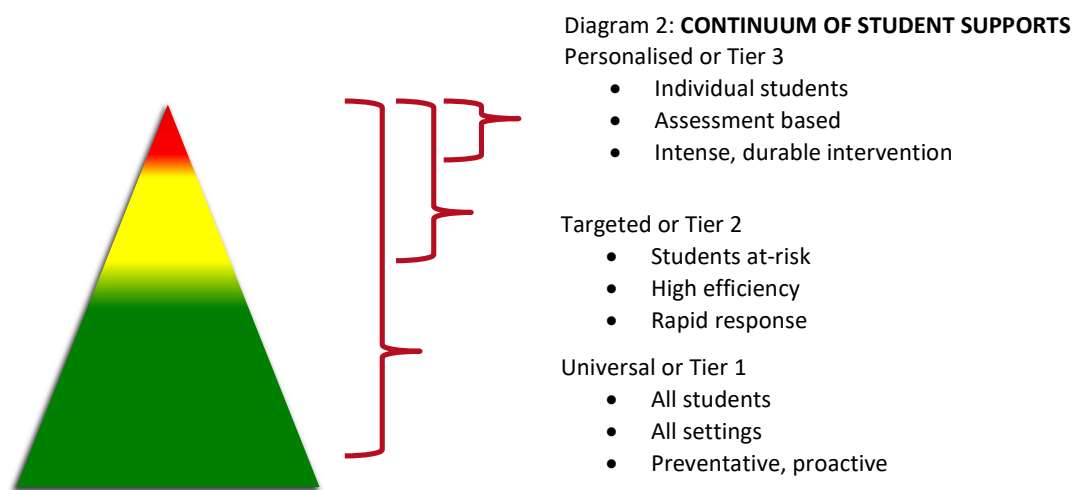
This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social 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.

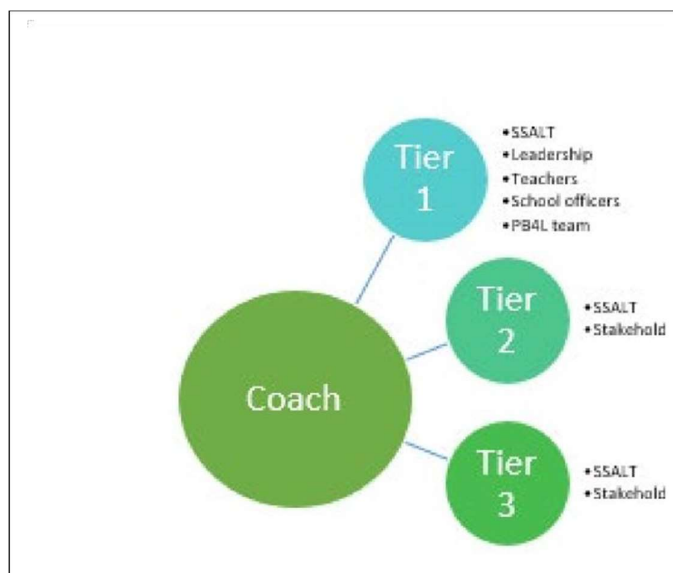


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By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase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

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



Universal Team

A Universal Team has been created which is sponsored by the Principal and made up of volunteer staff (mostly teachers) and a member of the Leadership Team. The team is allocated specific roles such as chair, minute taker, communicator, data collector etc. The team meets regularly to support a school-wide approach and areas that need response



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from the school data in relation to behaviours in terms of the frequency of the year level concerned, the location, time and subject area during which they occur, in order to allocate resources and put systems in place to support students in these areas. compiled, and minutes taken for each meeting and an Audit conducted. This information is kept on the Portal in Curriculum Provision – Student Support – PB4L.

Targeted and Individual Supports Team

This team is made up of SSALT members: Leadership, Guidance Counsellor, School Based Speech Pathologist, Student Support – Inclusive Education Teachers and the Primary Learning Leader. Team meetings occur once a week and include the monitoring of students needing targeted and individual support to connect with the curriculum and get along with others. Meetings are used to discuss referrals from classroom teachers, make recommendations and follow through to ensure supports are put in place. An agenda is formed, and minutes kept on the Portal in the SSALT Folder – Minutes/Agendas. ST -IEs are responsible for managing the case of referred individuals.

Professional Learning

All staff regularly undertake professional learning opportunities to build the capacity to implement the St Francis Xavier Catholic Primary School Behaviour Plan.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- S**tay Focused on Learning
- T**ake Responsibility for Yourself
- A**ct with Care Towards Others
- R**espect the Environment

Our school-wide matrix determines the social skills and 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 discipline.

In addition to our school-wide expectations our 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



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successfully in the twenty-first century. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. (www.acara.edu.au)

Personal and Social capability, Ethical Understanding and Intercultural Understanding focus on ways of being, behaving and learning to live with others while Critical and Creative Thinking is fundamental in students becoming successful learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

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. They are written and spoken about with clear direct language that states what students should be doing. For example, "Use Kind Words and Actions" is positively worded instead of "no swearing". Our rules say what students should be doing and allows teacher feedback and education to be targeted and specific.



We are STARS and we let our lights shine

	When We Learn We:	When We Play We:	When We Transition We:	When We Gather We:
S TAY FOCUSED ON LEARNING	<ul style="list-style-type: none"> Actively listen Follow instructions Stay on task Participate and have a go 	<ul style="list-style-type: none"> Play by the rules Learn from our mistakes 	<ul style="list-style-type: none"> Walk quietly and directly Ask permission before leaving class Return to class promptly 	<ul style="list-style-type: none"> Are Reverent and prayerful Listen and respond
T AKE RESPONSIBILITY FOR OURSELVES	<ul style="list-style-type: none"> Are organised and ready Manage our feelings Are in the right place at the right time Are safe online 	<ul style="list-style-type: none"> Are in the right area Use equipment correctly Wear a hat outside 	<ul style="list-style-type: none"> Are in the right place at the right time Follow instructions 	<ul style="list-style-type: none"> Are ready on time Show stillness
A CT WITH CARE TOWARDS OTHERS	<ul style="list-style-type: none"> Accept and include others Use kind words and actions Respect others right to learn and teach 	<ul style="list-style-type: none"> Welcome and encourage others Use kind words and actions Solve problems & repair relationships 	<ul style="list-style-type: none"> Respect personal space Care for others We are patient Respect privacy 	<ul style="list-style-type: none"> Are calm and patient Are respectful
R ESPECT OUR ENVIRONMENT	<ul style="list-style-type: none"> Keep our spaces tidy Use bins Wear correct uniform Are hygienic Report problems 	<ul style="list-style-type: none"> Bin rubbish Pack away equipment 	<ul style="list-style-type: none"> Take our belongings Keep our areas clean 	<ul style="list-style-type: none"> Enter and exit calmly and quietly

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In addition to our school expectations, our effective 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:

- Orientation of new staff – explicit explanation of the matrix, it's significance and the expectation of explicit use in the classroom and playground
- Weekly Explicit teaching of each part of the Matrix in the classroom
- Focus on one section of the Matrix each fortnight during Monday Morning Muster
- Posters and visuals
- Explicit teaching of various strategies from the "Work It Out" Wheel, Zones of Regulation
- Revisit Matrix at Monday Morning Muster as necessary during the year
- Matrix forms the basis of class behaviour expectations, routines and transition. Language of the matrix is used for redirection and reminders of expected behaviours
- Year 6 students model and assist with getting along behaviours in the playground e.g Activity coordinators and Peer Refs.

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:

Affirming student's positive behaviour for learning is key to our Tier 1 supports. Specifically, our Star Virtues, St. Francis Xavier, Academic Excellence, Learning Growth and Diligence Awards. These aim to give students specific positive feedback and tangible rewards to help them learn.



At St Francis Xavier, the core programs and awards are listed below. In addition, we have several programs available to deliver a whole class or year level when needs are identified: including but not limited to: Social Thinking curriculum (e.g., Superflex, Social Detective), What's the Buzz, GoZen, GoStrengths On Task Training and Peaceful Kids. The Guidance Counsellor also offers support for specific needs at a whole school or whole class level.

Ignatian Spirituality/Making Jesus Real (MJR)

As a school that embraces Ignatian Spirituality we look for God in all things and believe in Making Jesus Real.

All staff and students practice the Examen, which is an opportunity to review our day, taking note of the impact we have had on others throughout and reflecting what we might do tomorrow.

Star Matrix

The Star Matrix is explicitly taught, modelled and practiced in every classroom and at Monday Morning Muster. These concepts and behaviours then are constantly revisited throughout the year.

Program Achieve

The language of Program Achieve is used, actively encouraged and modelled by all staff. The 5 Keys of success: Getting Along, Organisation, Confidence, Resilience and Persistence and the Blockers: Anger, Worry, Sadness, Laziness and Being a Nuisance are explicitly taught in class.

Celebration of Success

At St. Francis Xavier we celebrate the success of our students across a range of activities. This is done by highlighting achievements in the SFX communication channels such as School Newsletter, Facebook and Monday Morning Muster.

Star Virtue Awards

Star Virtue Awards are presented each week at Monday Morning Muster. All members of Staff can nominate a student to acknowledge his/her positive impact in the classroom or playground.

Learning Growth Awards

Learning Growth Awards are presented at the end of each term. Teachers nominate 2 students per class who have shown significant learning growth in the subject area targeted in our Strategic Goal. This is ascertained by collected data and teacher judgement.

Learning Excellence Awards

Learning Excellence Awards are presented at the end of each term. Teachers nominate 1 student per class who has displayed excellence in any subject. This can be for an exemplary piece of assessment or overall results in a subject area.



Academic Awards

Students who receive two 'Well Above' and a majority of 'Above' results in all subject areas are presented with an Academic Award Certificate. These awards are presented at Monday Morning Muster at the end of each reporting period. Award recipients are identified via SRS.

Diligence Awards

Students who achieve consistent effort in all areas of reporting receive a Diligence Award presented at Monday Morning Muster. Certificates are given at the end of each reporting period and recipients are identified via SRS.

These awards and way of proceeding enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

Attendance Award

Students who have achieved 100% attendance are recognised for this achievement at the end of each term.

Year 6 Activity Co-ordinators and Peer Refs

Year 6 students are all trained with mediation skills and problem-solving strategies to deal with /minor incidents. Students are timetabled daily to specific areas of the playground to monitor behaviour at break time. Teachers work in collaboration with Year 6 co-ordinators and refs to ensure more serious behaviours are dealt with by an adult.

Alternate Lunch Time Activities

Students are given the opportunity to participate in lunch time activities such as dance, yoga, art, meditation. Activities are led by a teacher and Year 6 leaders and alternate regularly throughout the year.

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:

Check in – Check Out

The Behaviour Education Program (Check in-Check out) – (Crone, Horner & Hawken, 2004). This program 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 ultimate goal is to move the student to self-management.

Check and Connect

The core of Check & Connect is a trusting relationship between the student and a caring, trained teacher/ mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student. At St. Francis Xavier, Check and Connect is available in individual cases if a student is identified by the Student Support Team as needing the support of a mentor.

Alternate Lunch Time Activities

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.

Individual Monitoring Tools

Individual tools that support expected behaviour goals. Each is designed to specifically meet the needs of the student and communicate with the staff on duty.

Guidance Groups

The Guidance Counsellor works with staff and students in class to build specific skills for a targeted group relating to the Social and Emotional Capabilities. Examples of this are SuperFlex, What's the Buzz, Fun Friends, Brave and Confident, Revved Up, M Power.

Social Skill Training

Teachers, school officers and SSALT work collaboratively to create social stories relevant to individual skill training. This training is specific to the needs of each child.

Student Support Meeting

Student Support Meetings involving members of the Student Support Action Learning Team GC, ST-IE, Leadership, Classroom Teacher, School Officer, PLL and parent involve sharing information to help support a student having difficulties with persistent unexpected behaviour.



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:

- Individual Behaviour Support Plans for the classroom and playground
- Pro-active Collaborative Problem Solve process (Dr Ross Greene)
- Guidance Counsellor support services (staff and students)
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- Tier 3 Meetings involving GC, ST-IE, Leadership, Classroom Teacher, School Officer, PLL
- Individual Break Time Plans are developed to meet the needs of students who have difficulty interacting with peers in a positive manner in the playground
- Companion Duty is provided for individual students who have not responded to an Individual Break Time Plan. An adult is allocated to help support the student to develop the social skills necessary to foster positive interactions and strategies to negotiate conflict
- Check and Connect is also implemented as a Tier 3 support
- Student Support Meetings are also a Tier 3 support

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



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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 time-out in a safe space in the classroom	Teacher – student conversation (Collaborative Proactive Solutions)	Student apology
Supervised time-out in a safe space outside of the classroom	Work it out together plan – teacher and student	Student contributes back to the class or school community
Set limits (timeframes) Individual Crisis Support and Management Plan	Referral to SSALT (Student Support Action Learning Team)	Restorative conversation
	Teacher – student – parent meeting	Restorative conference
	Teacher – student – Leadership Team conversation & Guidance Counsellor support	

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based approaches. Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though responses for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting and the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

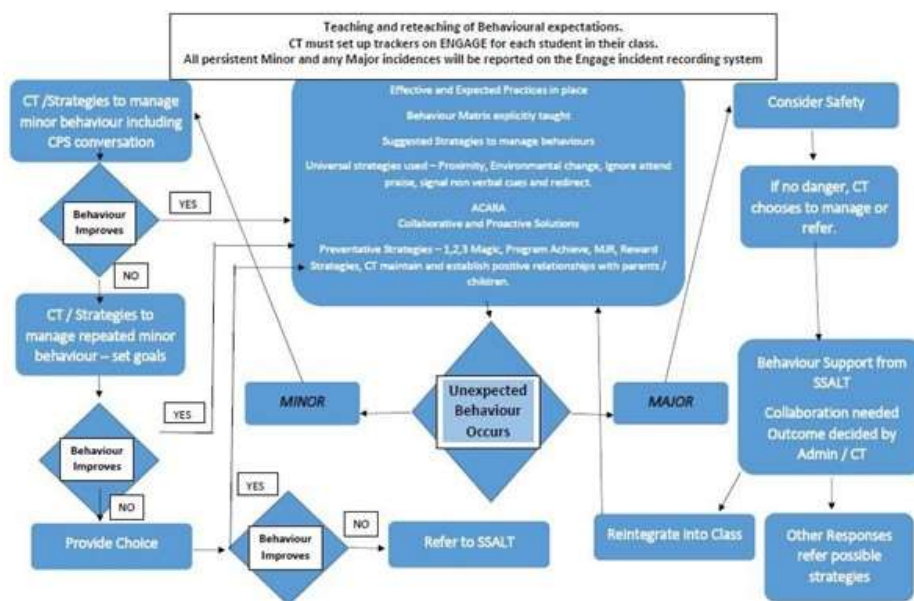
Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'time out' is to provide an opportunity for a student to deescalate their own behaviour.

For Major Behaviours, including behaviour that: is more serious or a chronic disruption, raises concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership Team that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carers conferences.



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PB4L Flow Chart – Demonstrating responses to unexpected behaviours



Possible consequences for unexpected behaviour. Teacher present at time of unexpected behaviour are responsible for co-coordinating records on Engage

Behaviour may include but not limited to	Possible strategies to manage unexpected behaviour	Managed by
<p>Minor incidents of unexpected behaviour may include:</p> <ul style="list-style-type: none"> Ignoring instructions Lateness to class Littering, swearing, incorrect uniform, hat and jewellery transgressions Out of bounds Disrespect for school/other's Resources Disruption of teaching and learning (calling out, interrupting) 	<ul style="list-style-type: none"> Re-direct - Reminder of expected behaviour – Star Matrix Re-teach Proximity Ignore / Attend / Praise Provide choice Student Conference Withdrawal from activity (thinking/de-escalation time) Signal Non-verbal redirection Designated seating 1,2,3 Magic Strategy - To stop behaviours Count up (1,2,3) to start behaviours count back from 5. Restitution 	Teacher
<p>Persistent unexpected minor behaviour may include:</p> <ul style="list-style-type: none"> Repeated minor behaviours Repeated defiance Inappropriate use of technology – any electronic device and school internet All forms of harassment (including the use of technology) – repeated name calling, teasing, derogatory comments Strong verbal abuse towards students and staff 	<ul style="list-style-type: none"> Phone call to the Office – Leadership / Support Team to withdraw student from class (Behaviour Support from SSALT) Student will return to class at the discretion of Leadership/ support staff A monitoring program such as Behaviour Support Plan for the playground or Check in Check Out (Individual Behaviour Plan) Collaborative conversation between the teacher / student (Dr Ross Greene) Restorative justice meeting Withdrawal from activity and/or co-curricular activity (de-escalation/reflection time) Parent contact Referral to SSALT (Student Support Action Learning Team) Record on ENGAGE 	<p>Teacher Parent Leadership Team</p> <p>Leadership is to be informed of Persistent minor incidences</p> <p>All repeated minor incidences need to be recorded onto Engage</p>



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Behaviour may include but not limited to	Possible strategies to manage unexpected behaviour	Managed by
<p>Major – unexpected behaviours at this level could include:</p> <ul style="list-style-type: none"> Continued behaviours above Stealing Physical and/or verbal aggression towards students or staff Intimidation and/or harassment of students or staff (including the use of technology) Vandalism Truancy Smoking Vaping Sexual harassment Pornography 	<ul style="list-style-type: none"> Phone call to the Office – Leadership /Support. Team to withdraw student from class. Student will return to class at the discretion of Leadership/support staff Collaborative conversation (Teacher/ Support Team / Parent / Principal) Parent interview Review of Individual Behaviour Plan Withdrawal from on and off campus activities (at Leadership discretion) Suspension Referral to outside agency Restorative conference on return from suspension Record on ENGAGE 	<p>Teacher Parent Leadership Team Support Staff</p> <p>All Major incidences need to be recorded onto Engage</p>
<p>If above unexpected behaviour persists or includes:</p> <ul style="list-style-type: none"> Extreme or continued behaviours above Possession of drugs Supply of drugs Possession and/or use of a weapon Violent assault 	<ul style="list-style-type: none"> Parent interview Review of Individual Behaviour Support Plan – including outside agency where appropriate Withdrawal from on and off campus activities (Leadership discretion) Suspension Policy notification Recommendation for exclusion Record on ENGAGE 	<p>Teacher Parent Principal Leadership Team Support Staff Outside agency</p>

5. BCE Formal Sanctions

The following formal sanctions at St Francis Xavier follow the BCE Student Behaviour Support Guidelines.

STAR ROOM / TIME OUT

At St Francis Xavier, detention takes the form of time off the playground or time completing schoolwork outside of the classroom. During this time, students are supervised by a member of staff in a designated area that is age appropriate and suitable to the needs of the students at the time.

It is an expectation that this time be used to repair relationships, use restorative practices and conversations, make plans for appropriate behaviour and rehearse alternative behaviours.

Suspension

Where a situation becomes serious or demands an immediate response, a student may be suspended for the shortest time necessary. Suspension is the temporary, full-time or part-time withdrawal of student's right to attend school and/or school related functions for a defined period of time.



The school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible.

A re-entry process led by the Principal takes place prior to the student returning to school.

Negotiated Change of School

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

Exclusion

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

Appeals

Students, parents and caregivers are entitled to a process of appeal. Appeals are to be made in writing. This process is outlined in the BCE Behaviour Support guidelines.

For appeals, the school aligns to BCE processes.

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

At St. Francis Xavier we promote a positive culture that enables all members of the school community feel safe and supported and free from the fear of bullying, harassment, intimidation and victimisation.

The reporting of bullying and harassment is actively encouraged by teachers through presentations at Monday Morning Muster, communication through the SFX School Newsletter and class emails. Regular open communication with parents and is encouraged and promoted by staff.



Incidents of bullying and harassment are recorded and this information is monitored by the St. Francis Xavier Support Team. Incidents are followed up with stakeholders by the Leadership Team.

Monitoring and Checking In

As a Catholic School, we are called to live by the values of the Gospels and with Jesus as our model. Jesus calls us to "love one another as I have loved you" and to "love your neighbour as yourself".

Our School Vision Statement proclaims that our school works in partnership with parents and the community to develop Christian character and individual excellence. Therefore, at St Francis Xavier, we believe that all members of our school community should develop a high standard of courtesy and care for each other. Each member of our school community should be:

- treated with dignity and respect
- able to feel safe
- able to learn free from anxiety and fear.

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

Definition

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

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

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

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



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

Our school uses the PB4L framework and the Australian Education Authorities resource [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 has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.
<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts will be addressed and resolved.

2. Teaching about Bullying and Harassment

- Bullying can take many forms. It can be:
 - Verbal**
Put downs, name-calling, threatening others, teasing, gossiping, racist remarks, hurtful or ongoing phone calls.
 - Physical**
Hitting, kicking, pushing, holding, tripping
 - Non-verbal**
Taking or damaging belongings, extortion, spreading nasty rumours, excluding others from group.

3. Responding to Bullying and Harassment

- Ignore it and walk away confidently and calmly.
- If this doesn't work, ask the person or group to stop - Be assertive but not aggressive.
- If it continues, REPORT IT. You can report it to:
 - parents
 - friends
 - class teacher
 - a teacher you are comfortable with
 - an older student
 - Principal
 - APA
 - APRE
 - Guidance Counsellor



***At St. Francis Xavier we promote:
Keeping it to yourself only makes it worse.
You must tell someone if you want it to stop.***

What will the School Do?

Social capabilities are taught as part of the implementation of the Australian Curriculum. Parents, students and staff are encouraged and supported to report any forms of Bullying to the Leadership Team.

All reports of bullying will be dealt with and recorded using the Engage Program. All staff will be responsible for recording all instances of bullying which they are involved with monitoring.

When a report occurs, the following procedure will be followed.

1. At St Francis Xavier, a “no blame” approach and process will be used in the first instance. Those involved will be interviewed and made aware of the bullying and the school’s policy on bullying. At this stage, there may not be any punishment and parents may not be notified.
2. Continued bullying would result in the student or students being involved in specific explicit support and consequences set dependant on the age of the student. Parents would be notified, and the Support Team would also be involved.
3. A further incident may result in a period of suspension and the establishment of a behaviour contract with the student or students on their return.
4. Further instances may result in exclusion from the school.

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.



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- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

Preventing Bullying and Harassment

- 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.
- 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.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
- 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.
- 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.
- Explicit promotion of social and emotional competencies among students: eg. Zones of Regulation, Social Emotional Learning & "Unthinkables"

Key contacts for students and parents to report bullying

Classroom Teacher: 5537 2633

Student Protection Contacts - Ronan O'Mahony (Principal), Donna Hourigan (Guidance Counsellor and Jen Craig (APRE): 5537 2633

Principal – Ronan O'Mahony: 5537 2633



Cyberbullying

Cyberbullying is treated at St Francis Xavier School, Runaway Bay, 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.

Cyberbullying involves the use of technology to harass, intimidate, humiliate, or threaten a child or young person. These technologies include social networks, instant messaging, and email.

Cyberbullying can occur in many ways, including:

- Posting nasty comments
- Using intimate images to humiliate someone
- Threatening violence
- Misusing someone else's social media account
- Creating fake accounts to harass or intimate others
- Sharing upsetting images or videos
- Making unwanted and persistent contact with someone online.

Brisbane Catholic Education schools are committed to ensuring the young people in our schools are safe and protected from harm of all kinds, including self-harm such as sexting.

The increasing incidence of sexting or image-based abuse illustrates what happens when students lack the ability to make judgements about what constitutes right behaviour. The ability to know right from wrong, and to make sound ethical decisions, does not arise intuitively or happen by accident.

Teaching young people how to make responsible decisions is embodied in the Church's teaching that "the dignity of the human person implies and requires uprightness of moral conscience" (Catholic Church, 1976). For, "at the heart of all Catholic moral and social teaching is a single fact: the respect given to an individual human person must always be first and must govern every law and action so that the person's life and dignity is always and everywhere protected and defended" (Kagan, 2012).

Brisbane Catholic Education has a responsibility to intentionally foster the capacity of young people to know how to: respect themselves and others; connect with others in just and loving ways; make decisions based on an informed conscience; and manage the changing states of relationships that in no way diminishes themselves or others. This learning offers young people a moral and ethical framework that can guide them in making responsible,



loving and just choices, including how to use and not misuse the technology that they are surrounded with.

Cyber Safety School Response Process

The online world is now a part of our education and entertainment environment, but it needs to be a safe and secure place for our students. Staff can assist by promoting discussions about the importance of online behaviours and protecting a student's digital footprint and by reporting cyberbullying and getting inappropriate material removed.

The steps below are a general guide for a response process for incidents of reported cyberbullying:

1. 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).
2. Ensure that the student is safe.
3. 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.
4. Contact appropriate school personnel (may include the school Guidance Counsellor).
5. 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 you are uncertain whether the incident is a criminal offence contact the Legal Counsel team at BCE.
6. Report the incident to the police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. If the matter is not urgent use the reporting facility on the eSafety Commissioner site or the Australian Cybercrime Online reporting Network's (ACORN) reporting tool. The incident may also be entered into the Student Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.
7. Respond and provide supports. 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.
8. Contact the parents informing them of the incident and your course of action.
9. Follow up with parents and students at a designated time in the following weeks or months.

Resources

<https://www.youcandoiteducation.com.au/>

www.esafety.gov.au

[Definitions of bullying, harassment, discrimination and violence \(bullyingnoway.gov.au\)](http://bullyingnoway.gov.au)



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.

Our evidence-based practices for targeted and individualised support have been described in the Feedback: Encouraging Productive Behaviours for Learning section. Throughout the decision-making process, data is used to guide us to ask the “right” questions. The right question, asked at the appropriate time can deepen the dialogue from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009).



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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	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, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time