

St Joseph's Catholic Primary School Student Behaviour Support Plan



School Mission and Vision - Teach Challenge Transform

St Joseph's Murgon,

Mission and Vision Statement



Our Mission

Our mission is to teach, challenge, transform and inspire a love of learning through providing a rich learning environment encompassing our Catholic identity, Indigenous heritage and rural location.

Our Values

Nurture - empowered by the Spirit and Catholic tradition, embrace the future with confidence and strive for excellence.

Respect - as people of faith, foster respectful relationships, advocating for and empathising with those at the margins.

Faith - as witnesses to the Good News of Jesus Christ, act justly.

Our Vision is enlivened by:

Celebrating our Catholic culture

Our faith makes a difference

We celebrate our faith, giving witness to God's hope of promoting the dignity of every person, by

- ◆ embodying a contemporary Catholic world-view
- ◆ nurturing a personal relationship with Jesus
- ◆ advocating equity and justice
- ◆ growing inclusion and diversity
- ◆ driving ecological action



Inspiring a love of learning

Success in learning and life

We inspire each learner to grow and succeed in a changing world, by

- ◆ maximising learning growth for each learner
- ◆ engaging learners in deep learning
- ◆ responding to learner voice
- ◆ developing young people as local and global citizens



Cultivating a connected community

Partnerships enrich experiences

We cultivate partnerships for the benefit of all members in the community, by

- ◆ engaging all families as partners
- ◆ prioritising wellbeing
- ◆ deepening school, parish and cultural partnerships
- ◆ partnering with external organisations
- ◆ Connecting students to country through leaders



Nurturing a professional workforce

Staff realise their potential

We nurture and grow staff to improve young people's learning experience, by

- ◆ developing staff through formation
- ◆ creating meaningful career paths
- ◆ building a collaborative culture
- ◆ enhancing teacher quality
- ◆ empowering leaders



Embracing change and continuous improvement

Creative and innovative solutions

We embrace change and drive continuous improvement for a thriving future, by

- ◆ pursuing innovative and high quality practices
- ◆ creating an environment responsive to change
- ◆ reflecting and evaluating performance
- ◆ focusing on sustainable resourcing



Our School Context

Saint Joseph's Murgon is a co-educational primary school with classes from Prep to Year Six. While being faithful to its Catholic ethos and traditions, the school accepts enrolments from families who support Catholic Christian values. This includes a number of families who are not Catholic, and others who have no religious affiliation.

The 2025 enrolment is 113 and this includes 70% Aboriginal and Torres Strait Islander children. The town of Murgon is situated in the South Burnett region approximately three hours drive from Brisbane. It is on the fringe of the Wide Bay electorate which is deemed to be the lowest socio-economic area in the state. There is a long history of pastoral development (cattle and cotton) of the area. Our school population is drawn from these farming families as well as from families that provide goods and services within the town. Tourism and wineries are also important industries in the region. There is a rich Indigenous presence in the area, and Indigenous culture is a feature of the school community.

A number of families from Cherbourg (7 kilometres away) send their children to Saint Joseph's. There are additional support structures in the school which support the needs of a number of children.

Consultation and Review Process

The St Joseph's Behaviour support plan is reviewed in detail every two years with a yearly review conducted to ensure currency. Key data sets which inform review include, student behaviour data in the St. Joseph's Engage database, including bullying and harassment incidents, the effectiveness of targeted and individualised responses to behaviour and the continued appropriateness of the Student Behaviour Matrix (Student Code of Conduct). An audit of this behaviour data is conducted by the school leadership team to inform possible changes to the Student Behaviour Support Plan. Further consultation with Brisbane Catholic Education, Education officer- Student Behaviour Support occurs as necessary during this document review process.

The St. Joseph's school community is informed of the School Student Behaviour Support Plan through the weekly Principal's Message, with parents invited to participate in discussion forums and readings of proposed changes to the plan. The School Student Behaviour Support Plan is also added to the agenda at the newly established St. Joseph's Parent Connect meeting as a discussion item during this review period.

Parent, Student and Staff Satisfaction – BCE Listens Survey

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction.

Performance Measure	
<i>Percentage of parents/carers who agree that:</i>	2022
Teachers at this school have high expectations for my child	94%
Teachers at this school notice and appreciate my child's efforts	94%
I am happy with the learning opportunities my child has at this school	94%
This school helps my child to develop their relationship with God	100%
School staff demonstrate the school's values	94%
There is effective leadership at this school	94%
This school supports my child's social and emotional development	94%
This school encourages awareness of Aboriginal and Torres Strait Islander people	100%
This school expects positive student behaviour	94%
My child is happy at this school	94%

BCE Listens Survey - Student satisfaction.

Performance Measure	
<i>Percentage of students who agree that:</i>	2022
I enjoy learning at my school	87%
Teachers expect me to work to the best of my ability in all my learning	98%
I know what my school's values are	98%
This school helps me to develop my relationship with God	98%
If I was unhappy about something at school, I would talk to someone about it, like a teacher, guidance counsellor or school leader	91%
If I ever felt unsafe at school, I would know who to talk to at my school about that	92%
Teachers accept me for who I am	100%
My school teaches me about Aboriginal and Torres Strait Islander people and their culture	100%
Teachers at my school treat me fairly	94%
I am happy to be at my school	90%

BCE Listens Survey - Staff satisfaction.

Performance Measure	
<i>Percentage of staff who agree that:</i>	<i>2022</i>
I am willing to put in extra effort for this school	97%
My co-workers and I work well as a team	97%
School staff demonstrate this school's values	97%
This school encourages participation in spiritual and religious activities (e.g., social justice activities, wider church events, retreats)	96%
School staff demonstrate the school's values	94%
This school looks for ways to improve	100%
The person I report to encourages me to try new ways of doing things	97%
Discrimination is not tolerated at this school	100%
This school promotes reconciliation with Aboriginal and Torres Strait Islander people	100%
I enjoy working at this school	97%

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

The following beliefs reflect current literature in positive behaviour supports.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (The Alice Springs Declaration).
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- For behaviour changes to occur we must use positive approaches that strengthen teacher student relationships in a safe and supportive environment.
- Unproductive behaviours that hinder learning present the student with an opportunity to learn; the educator with an opportunity to teach.
- Fostering productive student behaviour is a collaborative effort. In partnership with parents and carers, we are committed to each student's success.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning dispositions for the students that we serve as well as contribute to the sense of efficiency and job satisfaction of our staff.

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.

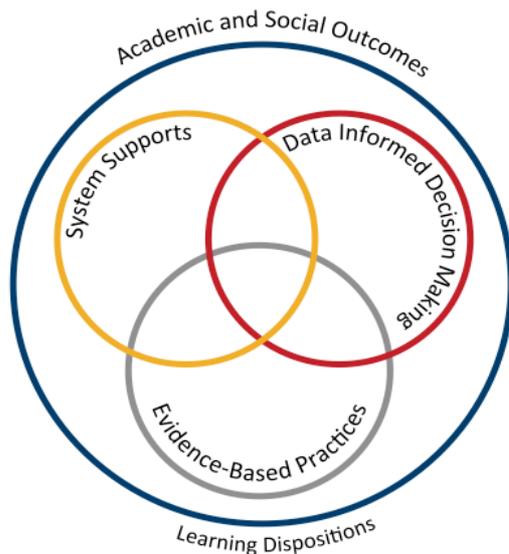


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

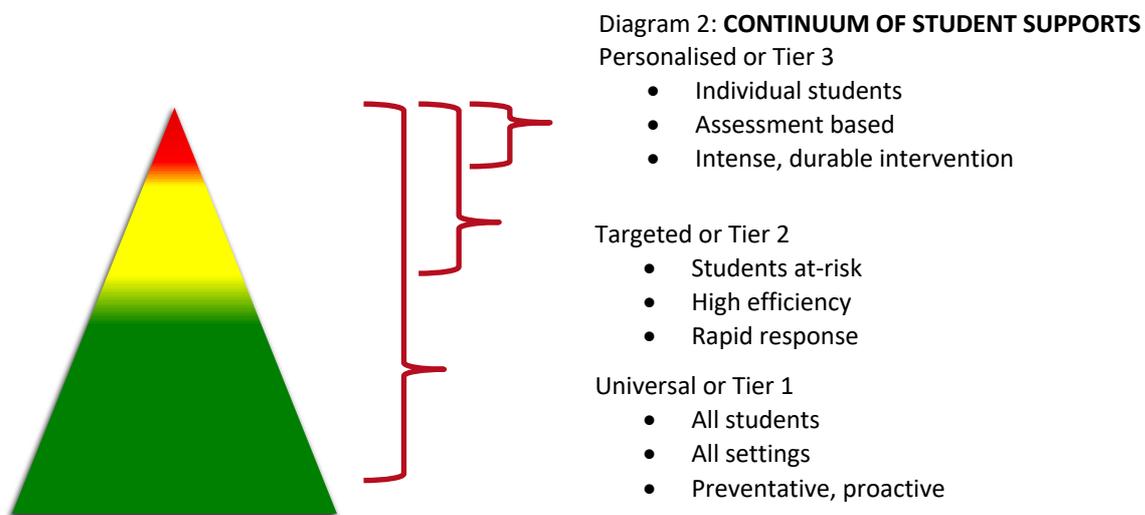
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

PB4L Universal Team

All teachers and members of the leadership team form the Universal team due to the small nature of our staff. Teachers and leadership monitor student behaviour through the use of trackers on Engage and liaise with the PB4L leader when more targeted or individualised supports are required.

Targeted and Personalised Team – Positive Behaviour 4 Learning

Principal, APRE, PLL and GC work together to track and review student behaviour across the whole school. They meet fortnightly to discuss the need for students to be added to targeted or personalised supports. This is enhanced by monitoring all aspects of the student's wellbeing. Where necessary, support may be sourced from BCE EO: Behaviour support, BCE EO:Wellbeing and also from external agencies in the community including Laurel Place, CTC Youth Services, Cherbourg and Murgon Community Health psychologists.

Professional Learning Opportunities

Staff are engaged in ongoing professional learning that enables staff to build their capacity in the implementation of PB4L. Professional learning includes:

- Restorative practices professional learning.
- Induction processes to school PB4L processes and Student Behaviour Support Plan.
- Completion of modules in the BCE Spire resources in Effective Classroom Practices and Responses (ECPR).
- Maintaining a currency in effective contemporary pedagogy by participating in professional learning initiatives. Staff that have effective pedagogy will have engaged students.
- Engaged with MAPA – Non-violent crisis intervention training. Trauma-informed practices in classrooms.
- PB4L Coaches network days attended twice yearly by PB4L Coach (APRE).
- Members of Leadership including Principal, APRE and Guidance Counsellor are trained Student Protection Contacts.
- All staff complete mandatory training at the commencement of each school year, including Code of Conduct and Student Protection.
- Ongoing training is provided for ST:IEs and GCs in Prevent, Teach, Respond, in relation to the use of functional behaviour assessments and more strategic responses for students requiring higher levels of behaviour support.

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 bound to the three pillars of our school vision – Nurture, Respect and Faith:

- Nurture yourself and others – By acting responsibly
- Respect yourself and others – Through actions and words
- Faith in yourself, others and God – Through a love of learning

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.

St Joseph's School Behaviour Matrix – Appendix B

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

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

2. Focus: Teaching Expected behaviour

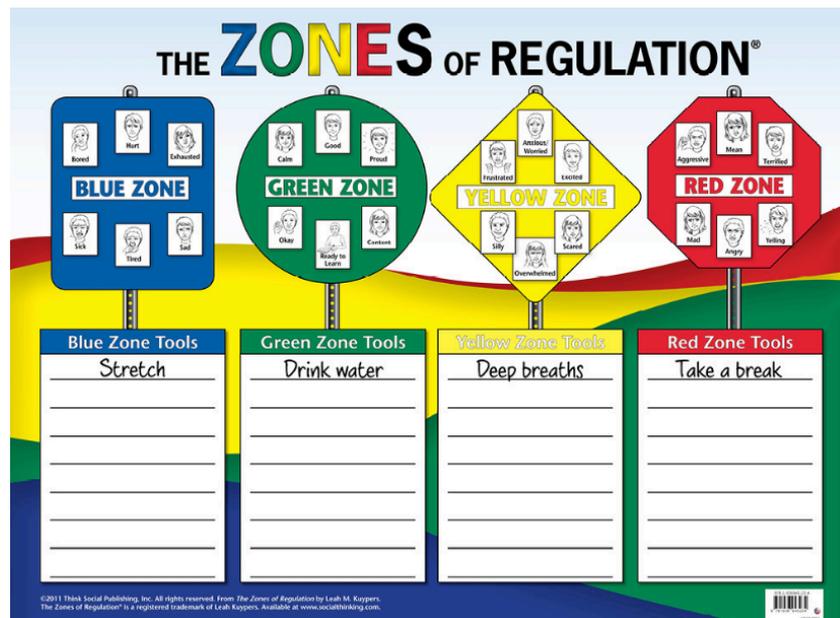
Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

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

- Beginning of school year as part of establishing school and class expectations and routines
- Time built into the first weeks of schools and increased later in the year.
- Assemblies followed by whole school or group practice.
- New student orientation when needed.
- Student Leaders may serve as orientation models for early years students and newly enrolled students.
- Revision of expected behaviour within class, throughout the term
- Productive behaviours are reinforced through whole school and classroom reward systems, including weekly and term awards.
- Matrix posters in settings visible around the school.
- Revisit of school expectations before specific school events ie. Mass, Sports Days, Excursions

Zones of Regulation

St Joseph's Catholic Primary School uses the Zones of Regulation Program to support students in understanding and regulating their emotions and behaviours. These lessons are conducted by the school Guidance Counsellor weekly and reinforced by classroom teachers.



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:

- Non-contingent adult attention including staff greeting, smiling, and having conversations with students any time during the school day.
- Contingent adult attention provided based upon the performance of an identified behaviour e.g. positive comment, thumbs up, meeting with the teacher to acknowledge positive behaviour and discuss the progress of a student's behaviours for learning over time.
- Teachers use specific positive feedback to recognise the demonstration of expected behaviours.
- Individual, group or whole class rewards for positive behaviour.
- Contact parents via phone or email to acknowledge positive student behaviour.
- Visit to school leaders to acknowledge positive student behaviour and academic progress.
- Circle time proactive activities each morning
- Student of the Week awards based on school values of Respect, Nurture and Faith
- Term Awards linked to school Marist charism
- Attendance raffle tickets for a full week of attendance at school
- Whole school tokens for positive behaviours in classrooms and playground.
- Teachers have a 'Restorative Chat' card in the duty folder, with prompt questions to assist the teacher to engage children in restorative processes when required.

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 interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

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

- **The Behaviour Education Program (Check in- Check out)** – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- **Social Skills Clubs/Groups.** This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.
- **Lunchtime Club** Students can gather as a small group to interact with peers and the Guidance Counsellor through lunchtime games and sport, including Robotics and Lego. Social skills and skills of fair game play and interaction with others at lunchtime are taught and practiced.
- **Senior leadership activities** Students can gather as a small group to interact with peers and adults through lunchtime games and sport. Social skills and skills of fair game play and interaction with others at lunchtime are taught and practiced, with the help of our senior students.

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

4. Feedforward: Responding to Unproductive Behaviours

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

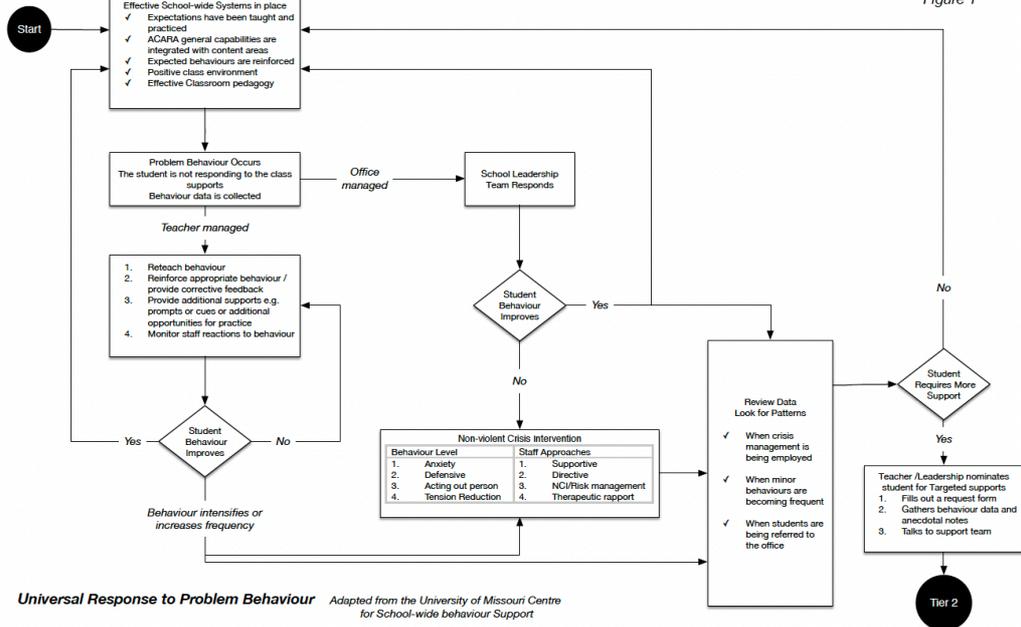
To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum,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

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan Decrease demands Conference with First Nations school officer Supportive check in Teacher/Student conversation	Pastoral/Circle Time Explicit reteach Remind and reteach Small group circle Student/Leadership conversation Teacher/parent conversation Teacher/parent/leadership conversation	Student/student restorative conversation Student/Teacher restorative conversation Daily Circle Time Student contributes back to the class or school community

Targeted Response to Problem Behaviours



Universal Response to Problem Behaviour Adapted from the University of Missouri Centre for School-wide behaviour Support

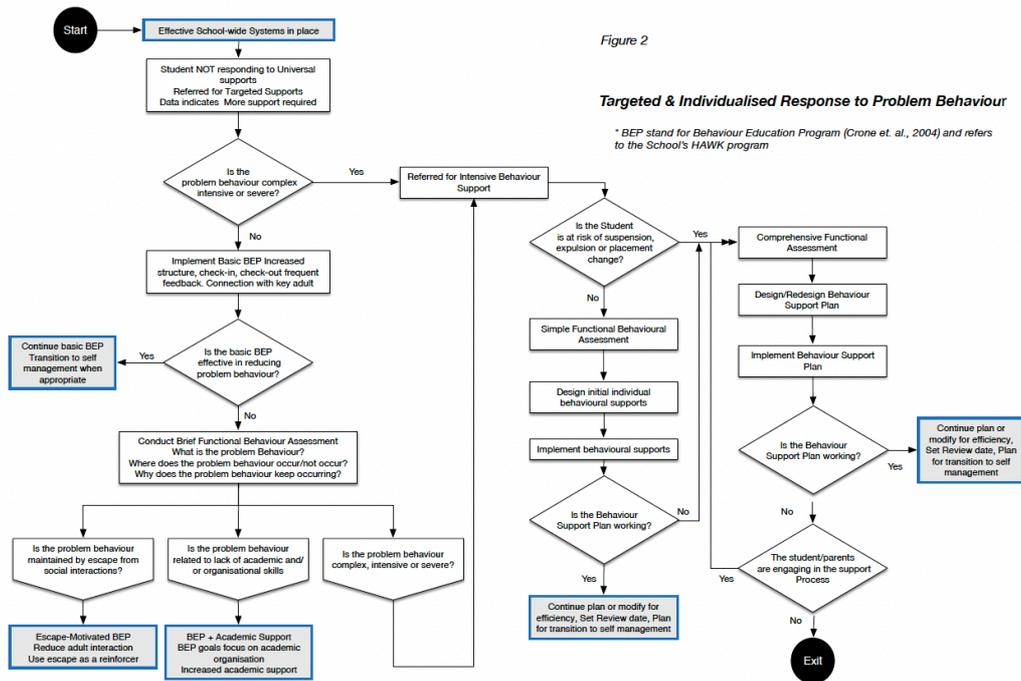


Figure 2

Targeted & Individualised Response to Problem Behaviour

* BEP stand for Behaviour Education Program (Crone et al., 2004) and refers to the School's HAWK program

5. BCE Formal Sanctions

Under the BCE Student Behaviour Support Policy and related documents, Formal Sanctions for responding to unproductive behaviour are Detention, Suspension and Exclusion.

It is expected that formal sanctions will be imposed only **when all other reasonable steps** to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

- **Detention process**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as during playtime, lunchtime, after school or non-school days. At St Joseph's detentions are only used during play and lunchtimes. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

- **Suspension process**

Suspension of a student from St. Joseph's Primary School will only be used when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. The principal of the school (or their delegate), shall refer to Brisbane Catholic Education's Student Behaviour Support: Guidelines, Regulations and Procedures to implement this and other formal sanctions.

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. A student should be suspended for the shortest time necessary, and 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 reengagement strategies. The principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school for a period up to 10 school days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

The principal will inform the student and parents/caregivers of the details of the suspension, including the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the

opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration. Students who have been suspended or who are at risk of suspension are considered as candidates for a comprehensive functional behavioural assessment to form the shaping of an individualised behaviour support plan. The school will seek to work with parents/caregivers, with the aim of assisting a suspended student to rejoin the school community as quickly as possible.

- A collaborative meeting involving the student, parents/caregiver, class teacher and a member of the school leadership team is held upon re-entry to school following a suspension. This meeting highlights the parents'/caregivers' responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

- **Exclusion**

In extreme circumstances, the principal may, in consultation with appropriate Brisbane Catholic Education (BCE) personnel, make a submission recommending the exclusion of a student from a BCE school. Students will not normally be excluded unless a clearly documented range of strategies had been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example through a Functional Behaviour Assessment. 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 for serious non-compliant behaviours will be considered only as a last resort.

- **Appeals**

Students, parents and caregivers are entitled to a process of appeal. Appeals are to be made in writing. Appeals are required to be directed to the relevant person as outlined below.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: <ol style="list-style-type: none"> 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.
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For appeals, the school aligns to BCE processes the details of which may be obtained from the principal.

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).

St Joseph’s Catholic Primary School fosters an open, welcoming interaction between families and school, inviting contribution and involvement with each other in a respectful, caring and appropriate manner.

What is Bullying? Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Within our Engage Student System Major bullying behaviours are recorded in the following categories:

- Physical bullying/harassment
- Verbal bullying/harassment
- Cyber bullying/harassment
- Social bullying/harassment

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).

Bullying is not:

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

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.

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

St Joseph's Catholic Primary School is committed to ensuring our school community, staff, students, parents and wider community understand appropriate terminology in regards to bullying, signs of bullying, types of bullying and research about bullying and harassment.

Appropriate Terminology

Brisbane Catholic Education promotes the use of positive language that supports the values of the National Safe Schools' Framework 2011 and the Australian Curriculum (i.e. Civic and Citizenship, Health and Physical Education Curriculum and the General Capabilities). The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to incidents of bullying.

More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

St Joseph's School employs a Guidance Counsellor on-site full-time. The Guidance Counsellor coordinates social-emotional and wellbeing programs within the school and is available to assist students involved in bullying incidents by providing counselling support.

Staff engage in professional learning in relation to student wellbeing and bullying, including, but not limited to:

- BCE Mandatory Training
- Positive Behaviour for Learning Training
- Be You Wellbeing Modules
- Student Behaviour Support Training – including Engage and definitions of bullying

2. Teaching about Bullying and Harassment

Bullying and Cyberbullying Proactive and preventative strategies include

- Tier 1 Universal Supports
- Whole school Zones of Regulation Program
- Participation in Be You program
- Play Is The Way incorporated into Guidance Counsellor Class sessions
- Bullying No Way Day
- Religious Life of the School, Religious Education Curriculum and Catholic Perspectives across all learning areas build an understanding of inclusivity and foster positive interactions
- Digital Skills Specialist Lessons

o Each year students participate in a series of digital skills lessons where they develop skills to effectively and safely use devices, including computers and iPads. Students are educated on the importance of password safety and appropriate use of technology. Students are taught about the risks involved in using social media and preventative measures that they can take to ensure their social and mental well-being is not compromised by their use of these tools. Students are encouraged to regularly seek assistance from a responsible adult when they experience unsafe cyber interactions or observe a peer inappropriately using technology or social media. –

- Structured lunch time play opportunities
 - o Additional supervision is provided at each break time to allow students to participate in a wide variety structured and unstructured play opportunities. For example, Robotics, Lego, Dance, Table Tennis, playground, oval. This additional supervision also ensures student safety is more closely monitored and students can more readily seek support. It is also a proactive strategy aimed at preventing potential social incidents arising. Where necessary this also allows for targeted support for those students needing additional assistance with navigating social skills at school or explicitly teaching appropriate behaviours.

3. Responding to Bullying and Harassment

Investigate the allegation and establish if bullying has occurred.

Students who are bullied

- Protect and support the student who has experienced the bullying behaviour
- Offering an immediate opportunity to talk about the experience with their class teacher, another teacher or member of administration if they choose.
- Inform the parents/carers of the student
- Document the support measures provided for the student
- Review the support to ensure it has been effective for the student to respond positively and have his or her personal safety improved

Students who demonstrate bullying behaviour

- Ensure the student alleged to be engaged in bullying behaviour has a complete understanding that their behaviours and communications are considered as bullying and therefore that these must cease
- Inform the parents/carers of the student exhibiting bullying behaviour • Document the support measures provided for the student
- Review the support to ensure that it has been effective to reduce the student's bullying behaviour

Students who are bystanders

- It is important that all students be taught to recognise bullying, report bullying and have the opportunity to practice safe ways to effectively intervene, maintaining personal safety, when bullying occurs
- Students who witness bullying as a bystander may be called upon to contribute to investigations of alleged bullying

Support for students who demonstrate bullying behaviour

1. The school will respond to incidents in a reasonable, proportionate and consistent manner.
2. Apply the appropriate support for the student/s who has engaged in bullying behaviour and ensure that there is a positive outcome, adequate follow up and that relationships are restored for all involved.
3. The parents/guardians/carers of the student who is being bullied, and the student who is bullying, are informed.
4. The student demonstrating bullying behaviour may be excluded from the playground at break and/or play times for a period of time deemed appropriate. The

student will be assisted to reflect on their behaviour and consider/learn more appropriate responses.

5. Students may be placed on an individual Positive Behaviour Support plan and are required to 'check in' with an appropriate member of staff.

6. If a student does not stop bullying, after been officially warned and supported, an "in school" or "out of school" suspension is considered.

Responsibilities:

Principal

- Assists in the creation of a positive school climate of respectful relationships where bullying behaviours are not tolerated and cannot flourish.
- Consults with school staff (and if required, Brisbane Catholic Education School Services and Student Wellbeing personnel) and uses professional judgment to determine the appropriate response strategy for a specific behavioural issue. The BCE Student Behaviour Support Guidelines, Regulations and Procedures provide a set of factors to consider in determining the appropriate level of response.
- Takes responsibility for the implementation of the school's bullying procedures.
- Identifies patterns of bullying behaviour and initiates school action to address them.
- Ensures the development, implementation and evaluation of education and prevention strategies to promote student safety and wellbeing.
- Responds to incidents of bullying that have been reported to the school quickly and effectively.
- Ensures that support will be given to any student who has been affected by, engaged in or witnessed bullying behaviour.

School Staff

- Support the school in maintaining a safe and supportive learning environment.
- Model and promote appropriate right relationships and behaviours.
- Respond in a timely manner to incidents of bullying according to the school's student behaviour support plan.
- Support students to be effective bystanders while maintaining their own safety.
- Know the school's student behaviour support plan and anti-bullying procedures and reporting structures.
- Promote a school culture where bullying is not acceptable.
- Teach students to identify, react, report and respond to bullying at school and online.
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

Parents/Caregivers

- Keep the school informed of concerns around behaviour, their child's health and wellbeing issues or other matters of relevance
- Communicate in a respectful manner with school staff about issues of concern.
- Support their children to become responsible citizens and to develop responsible online behaviours.
- Support their children in developing supportive bystander behaviours.
- Work collaboratively with the school to resolve incidents when they happen.

Students

- Are respectful towards other students, staff and members of the school community.
- Understand what bullying is, what is not bullying and how to report bullying.
- Behave as responsible digital citizens.
- Communicate with an appropriate adult if bullied or harassed or if they are aware someone else is being bullied or harassed.

- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.

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

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

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. GC and staff speak regularly on assembly and daily line up about student protection, what is bullying and who you can go to for help; Year 6 leaders promote respect through assembly

presentations; Daily Circle Time and prayer provide opportunities for students to express concerns and inclusivity; student voice box available at office.

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.
 - BCE Mandatory Training
 - Positive Behaviour for Learning Training
 - Be You Wellbeing Modules
 - Student Behaviour Support Training – including Engage and definitions of bullying
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Teachers are encouraged to access resources from Be You, Bullying No Way and the e-Commissioner as listed in resources in this document.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways: Mandatory training with GC; Induction processes.
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. This is communicated through the school newsletter, parent portal, social media, at school assemblies where parents are present, at school information afternoons/evenings.
6. Explicit promotion of social and emotional competencies among students: Including whole school focus on Zones of Regulation, through the HPE curriculum and personal and social capabilities.

Key contacts for students and parents to report bullying

Principal – Justin McCarthy – 4168 1627

Guidance Counsellor – David Francis – 4168 1627

Cyberbullying

Cyberbullying is treated at St Joseph's with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Cyber 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 online that could be deemed as a criminal activity? If you are uncertain whether the incident is a criminal offence contact the BCE Legal Counsel team.
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 and students at a designated time in the following weeks or months.

Resources

The Bullying No Way! Website provides a wide range of information and resources for parents and school communities on managing bullying. All Saints School is

registered for the Bullying No Way initiative and celebrates the National Day of Action Against Bullying each year. For more information, visit: www.bullyingnoway.gov.au and go to the parents' portal.

The Office of the eSafety Commissioner is a government initiative developed to support schools, students and parents navigate online issues, including cyberbullying. The website provides practical tips for preventing and managing cyberbullying and has an online tool for reporting cyberbullying. For more information, visit: <https://www.esafety.gov.au/esafetyinformation/esafety-issues/cyberbullying>

The Daniel Morcombe Safety Curriculum and Keeping Kids Safe resources have been impeded within classroom teaching, as part of the Australian Curriculum. Our Grade 1 students undertake specific safety lessons as part of their Semester Two health unit. These lessons include how to react and report when something makes a student feel unsafe or uncomfortable. The whole school participates in the Day for Daniel each year, which involves use of the Keeping Kids Safe resources. These resources also include a unit on identifying and managing bullying. For more information, please go to the website: <https://www.danielmorcombe.com.au>

The Student Wellbeing Hub was created in 2018 as a resource to assist schools to ensure everyone in the school community is feeling safe and supported. The resources available on the Student Wellbeing Hub help to create learning communities that promote student wellbeing and the development of respectful relationships. Links to information and tip sheets can be found here: <https://studentwellbeinghub.edu.au>

The Be You website also includes a wealth of information about student wellbeing strategies for support. <https://beyou.edu.au/>

The Australian Curriculum provides the framework for our school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

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.

All teachers and members of the leadership team form the Universal team due to the small nature of our staff. Teachers and leadership monitor student behaviour through the use of trackers on Engage and liaise with the PB4L leader when more targeted or individualised supports are required.

Targeted and Personalised Team

Principal, APRE, PLL/STIE and GC work together to track and review student behaviour across the whole school. Data sets are analysed by school leadership and PB4L team to recognise patterns of behaviour for individuals and groups across our school setting. This team meet fortnightly to lead this work across Tiers 1, Tier 2 and Tier 3. Classroom teacher, parents and other stakeholders and experts are informed and consulted as appropriate. This is enhanced by monitoring all aspects of the student's wellbeing.

Where necessary, support may be sourced by BCEO EO: Behaviour Support, BCE EO: Wellbeing and also from external agencies in the community.

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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

Appendix B – St Joseph’s Behaviour Matrix




	ALL CLASSROOMS	EATING AREA	PLAYGROUND	CHURCH AND GATHERINGS	BUS
<p>NURTURE yourself, others and the environment</p> <p><i>By acting responsibly</i></p>	<p>Be on task, independently and together</p> <p>Share and listen</p> <p>Kind hands and feet</p>	<p>Sit and eat in eating areas before you play</p> <p>Put your rubbish in the bin</p> <p>Walk to and from the play area</p>	<p>Wear your hat to play</p> <p>Walk on concrete and pathways</p> <p>Play safely and by the rules</p>	<p>Welcome others</p> <p>Participating in rituals</p> <p>Still body and mind</p>	<p>Stand and wait in the bus line</p> <p>Wear seat belts</p> <p>Sit still on the seat</p> <p>Look after bus equipment</p>
<p>RESPECT yourself and others</p> <p><i>Through actions and words</i></p>	<p>Say 'Yes!' to learning</p> <p>Speak positively and listen to others</p> <p>Look after classroom and personal property</p>	<p>Clean up eating area</p> <p>All rubbish in the bin</p> <p>Wait for teacher to send you to play</p> <p>Speak positively and wait patiently for tuckshop</p>	<p>Speak positively and listen to others</p> <p>Make everyone part of your fun</p> <p>Respond promptly to music (bell)</p>	<p>Participate by singing and responding</p> <p>Listen to speakers</p> <p>Join in prayer</p>	<p>Speak respectfully to bus driver and others</p> <p>Listen to bus driver and others</p>
<p>FAITH in yourself, others and God</p> <p><i>Through a love of learning</i></p>	<p>Have a go and never give up</p> <p>Challenge yourself and be confident</p> <p>Ask for help</p> <p>Show thanks to God, for your gifts and talents</p>	<p>Eat healthy food</p> <p>Eat your own food or take it home</p> <p>Drink water throughout the day</p>	<p>Be friendly and kind to others</p> <p>Use Wheel of Choice when problems arise</p> <p>Try new activities</p>	<p>Show gratitude to God and our community</p> <p>Commitment to school charity</p> <p>Celebrate together</p>	<p>Show gratitude to the driver</p> <p>Be friendly and kind to others</p> <p>Lead by example</p>