

St Kieran's Student Behaviour Support Plan



THE MISSION – Teach, Challenge, Transform

The **Mission** of St Kieran's School is to encourage students to have a growth mindset so that they achieve their potential and become lifelong learners. Together we value the role each member of our school community plays. Founded by the Canossian Sisters, we continue to reflect their values by giving our best, having courage, doing the small things well, working as a team and never giving up. We live our motto 'Strength Through Caring' so that our students become successful members of society.

OUR SCHOOL CONTEXT

Our school community provides high quality, inclusive Catholic education for children from Prep to Year 6 in a co-educational setting. We are proud of our caring, welcoming atmosphere which is reflected in our school motto – Strength through Caring. At St Kieran's Primary School we are a child-centred Catholic faith community where there is excellence in teaching and learning and where we value the development of the whole child and ensure every student progresses and grows academically, emotionally, spiritually and physically.

CONSULTATION AND REVIEW PROCESS

Our Student Behaviour Support plan has been developed in consultation with our professional and school community and is guided by Brisbane Catholic Education's Student Behaviour Support Policy. The Student Behaviour Support Plan is revised every two years. This process involves whole school surveys, Engage data analysis and Brisbane Catholic Education Policy review.

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.

St. Kieran's is a PB4L school and use a system approach to positive behaviour support for all students. School-wide expectations encourage consistent communication and establish an effective verbal community for all staff and students and across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At St Kieran's our school-wide expectations are: **Safe actions; Act respectfully; Include everyone; Learning focussed.**

Our school-wide matrix is guided by our Catholic values so that, when lived out through our behaviour, we will be beacons of light for each other. In naming these behaviours, we teach proactively to provide students and parents with a positive message about how we live out our school motto, 'Strength through Caring'.

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.

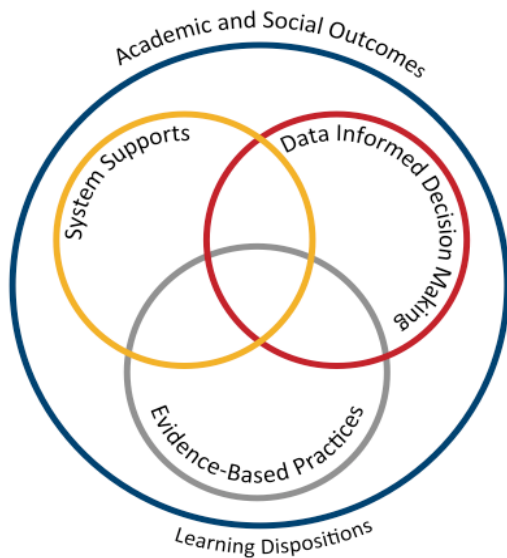


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).

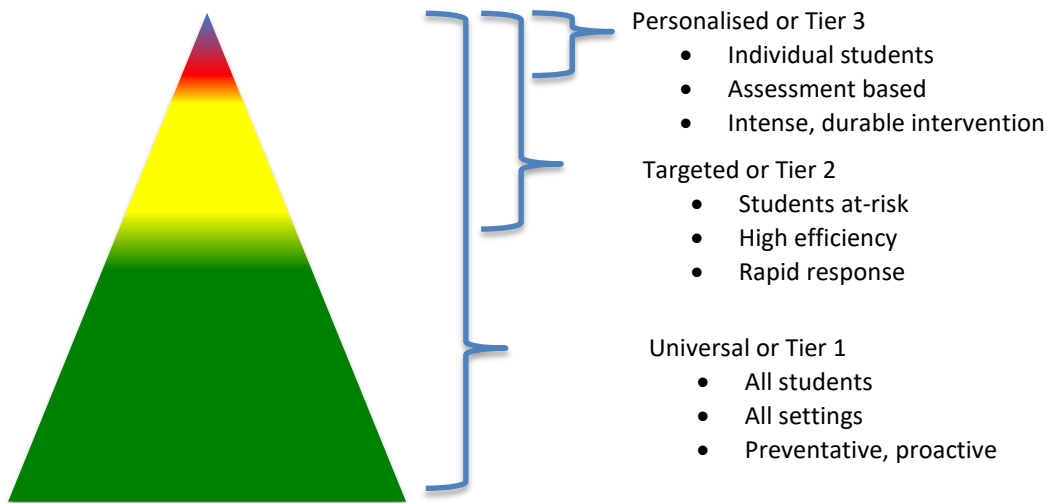
Tier 2 Targeted Supports:

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.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



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

At St. Kieran's we have clear Student Behaviour Support structures. Our PB4L team meets twice per term and consists of teachers, ST:IE, school officers and leadership. The meeting agenda comes from both data analysis from Engage Student Support System and issues raised in Learning Support and weekly staff meetings. They are responsive meetings which are used for communicating, problem solving, planning, implementing and promoting positive behaviours for Learning as a whole school. Professional and shared learning around PB4L is a part of our Professional Learning days in January and revisited throughout the year at staff meetings and Briefing.

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:

- Safe Actions
- Act Respectfully
- Include Everyone
- Learning Focused

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.

	Classrooms	Playground	Eating Area	Toilets	Sacred Gatherings	Online	Transitions
S SAFE ACTIONS	Walking feet to, from and in the classroom Chairs are for sitting on, desks are for working at Use equipment appropriately Gentle hands and feet	Wear hats Use equipment safely Gentle hands and feet Walk on concrete pathways Report any concerns to the adult on duty Toys and sports equipment must be kept at home	Walking feet to, from and in the eating area Eat your own food Stay seated in your area Gentle hands and feet	Ask permission Walking feet to, from and in the toilet area Gentle hands and feet Report any issues straight away	Walking feet to, from and in the space Stay seated with your class Sit and stand quietly and carefully Gentle hands and feet	Only communicate with people you know Stay on the teacher-directed site Keep all your details and passwords private Report any issues of concern to an adult	Walk to the appropriate area when the bell rings Walk quietly Stay with your class or group Gentle hands and feet
A ACT RESPECTFULLY	Listen to and follow adult instructions Use an inside voice to speak kindly to others Raise your hand to talk, tell or ask Look after everyone's equipment	Speak kindly and listen to others Be aware of each other's personal space Listen to and follow adult instructions	Listen to and follow adult instructions Speak quietly to the people near you All rubbish in bins and leave the area tidy Raise your hand when the bell goes to be dismissed	Give others privacy Only put toilet paper in the toilet Flush toilet after use Leave toilet areas clean and dry	Enter and exit calmly and quietly Show reverence Actively participate in rituals Respond appropriately	Care for your equipment Use only kind words and images Keep other people's information and photos private	Listen to and follow adult instructions Be considerate of others Be aware of each other's personal space Wait patiently
I INCLUDE EVERYONE	Work cooperatively Listen to and value everyone's ideas Use encouraging language to motivate others Invite others to be part of your group	Be friendly and kind to others Make everyone part of your fun Share equipment Be a good sport	Invite others to be part of your group Be friendly and kind to others	Wait patiently for your turn Speak kindly and listen to others	Celebrate community Participate together Everyone has the right to participate	Share your technology skills Share equipment Work cooperatively	Walk in line behind the person in front of you Be friendly and kind to others Be mindful of others also using the paths Play my part so my class moves successfully through the school
L LEARNING FOCUSED	Share ideas and skills Challenge yourself by setting goals and working hard Ask for help when needed and take responsibility for your own learning Have a positive attitude towards all learning activities	Know the rules and play by them Stay within the play area boundaries	Eating healthy food fuels our body Eat healthy food first Recycle paper and cardboard rubbish	Use an inside voice Wash hands with one squirt of soap Return to class straight away	Body and mind stillness Listen to learn Be a part of our story	Be prepared for learning with your device charged Stay on task and complete the set learning activities Use technology for learning	Be in the right place at the right time Keep all equipment and belongings in the right place Lead by example when moving around the school

ST KIERAN'S BEHAVIOUR MATRIX

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.

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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 “Getting to know you” activities
- Time built into the first weeks of schools and increased later in the year
- Structured and spontaneous times each week in the classroom teaching, practicing, modelling and rewarding expected behaviours
- Vertical Class groups each Tuesday afternoon
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers through modelling, social interactions and teaching

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan William, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (William, 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 and acknowledgment strategies in place for school and classroom include:

- Explicit teaching of our school behaviour matrix. A selected focus area from the matrix is taught at assembly regularly and followed up in classrooms. This ensures a shared understanding and common language.
- Recognising positive behaviours for learning using SAIL: Strength through Caring cards and Learner of the Week awards. We also have a whole school reward system where children are encouraged to set behavioural goals in order to achieve recognition in the 4 SAIL areas. Student achievement is recognised in the classroom and at assembly.
- Structured lunch time activities that facilitate positive social interactions. These are available each day and to all students.
- Utilising classroom behaviour teaching programs that are specifically linked to the SAIL theme.

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

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:

- Students identified as needing more focused teaching in order to achieve success. Responsive, targeted strategies include:
- Behaviour Education Program (Smooth Sailing Card). The BEP builds on school-wide expectations by providing students with frequent feedback and reinforcement from teachers, the BEP facilitator and the student's parent for demonstrating appropriate behaviour and academic engagement
- The Check and Connect Program – (Chart the Course). The core of Check & Connect is a trusting relationship between the student and a caring, trained mentor. This mentor supports the student with problem solving and school engagement.
- Drumbeat Social Skills Program - This program runs for 10 weeks, 2 sessions per week. It teaches relationships skills
- Social skill building opportunities – (Pirate Play and STEM Space)
- Structured playtime activities that encourage prosocial behaviours like sharing and turn-taking

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 (FBA) is a collection of methods for obtaining information about the antecedents (things that the student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest). The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000).
- 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 do not 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 Movement break Individual crisis support and management plan	Teacher – student conversation Behaviour Coaching SSTM – Student Support Team Meeting LERM – Learning Engagement Review Meeting	Student apology Student contributes back to the class or school community Restorative conversation Behaviour Support Plan Smooth Sailing Card

Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution.

St Kieran's Behaviour Support Process

Behaviour Definition

Minor – Minor behaviours are deemed as incidents that reflect a friendship fire, accidental injury and initial small indiscretions.

Major – Major behaviours are deemed as a deliberate choice of behaviour that hurt or have an impact on staff or students with words and or actions.

Minor Behaviour

- A coaching session will occur at the next available break with a member of the leadership team.
- It is a requirement that the classroom teacher or on duty teacher joins the coaching session.
- Incident to be communicated home by the classroom teacher
- The leadership team member doing the coaching to complete engage entry

Repeated minors in a 10 week period will require a negotiated Play/Eating Plan developed for 1 week and communicated home to parents by leadership team. If behaviours occur in the room, a support plan will be developed to assist the student within the classroom.

Major Behaviour

- The student is removed from the playground or the classroom and doesn't return to classroom environment the following session in order for investigations to occur, to ensure the student is safe, settled and supported and to enable leadership team to have a coaching conversation with the student. Student and staff mindset and wellbeing is considered prior to returning to classroom.
- If the incident occurs during play time, a negotiated Play/Eating Plan for 1 week developed while out of class. If the incident occurs during class time a plan will be developed with the learning support team to provide adjustments to enable student to be successful.
- Leadership team will communicate incident, outcome of coaching and necessary plans with parent before the end of the school day.

Repeated major behaviours in a 10-week period will require a minimum of a 1 day internal or external suspension. Additionally, a controlled Play/Eating Plan for 3 weeks will be enacted to scaffold better outcomes for the student and the safety of others. Any further incidents in 10-week period will result in the consideration of a 2-3-day internal or external suspension

Negotiated Play Plan – includes student consultation

Controlled Play Plan – determined by leadership team, teacher and learning support

- **Behaviour Coaching** which is based on a Restorative Practices framework. Restorative Practices is an evidence-informed positive behaviour approach suggested within the National Safe Schools Framework to assist schools to become safer and more supportive learning communities.

In this approach, the term 'restorative' is used to stress that when a student misbehaves, restoring relationships, repairing harm and learning perspective-taking and social responsibility is more important and effective than simply delivering punishment for their misbehaviour (NSSF, 2013).

Behaviour Coaching at St Kieran's involves the teacher and student/s engaging in a solution-focused conversation, facilitated by the school's Student Wellbeing Officer or Leadership staff. This occurs during break time following a major behavioural incident. Coaching involves the student acknowledging the behaviour and the impact of this on others. The goal is to help the student build empathy and connection with the person affected by their actions. Once the student has reflected and acknowledged the impact their actions have had on others, they work on restoring the damaged relationship. Other systems of addressing behaviour focus solely on the person responsible and neglect to validate the feelings of the person harmed. Restorative Practice allows the person harmed to have a voice in the process and express how they felt which introduces a human element to the incident. This in turn helps to elicit feelings of empathy and compassion from the person responsible and increases the likelihood of successful behavioural change.

BCE FORMAL SANCTIONS

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 12 and include:

DETENTION

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 recess, lunchtime, after school or non-school days. 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

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, 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. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

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. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of 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.

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. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).

EXCLUSION

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.

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

PROCESS OF APPEALS

The following process of appeal can be used by parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

In relation to:	Who to contact:
A decision to suspend a student for less than 3 days from school A decision to suspend a student for more than 3 days from school	The Principal Senior Leader Progress and Performance Brisbane Catholic Education Office 2A Burke Street Woolloongabba Brisbane 4102 Ph: 07 3033 7000
A recommendation to exclude a student from a Brisbane Catholic Education School	The Executive Director Brisbane Catholic Education Office 2A Burke Street Woolloongabba Brisbane 4102 Ph: 07 3033 7000

Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion

BULLYING AND CYBERBULLYING – INFORMATION, PREVENTION, AND SCHOOL/COLLEGE RESPONSES

WHAT IS BULLYING? (BCE – POSITIVE BEHAVIOUR 4 LEARNING FRAMEWORK)

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. Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

Please refer to BCE Student Behaviour Support - Prevention and Responding to Instances of Student Bullying/Harassment in Schools

WHAT IS NOT BULLYING?

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

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

The National Safe Schools' Framework (2011) states a safe and supportive school is one in which "diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing".

In line with this framework, St. Kieran's is:

- committed to positive, proactive practices in support of student behaviour and wellbeing
- dedicated to ensuring Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships
- passionate about fostering respectful interpersonal relationships among and between all community members
- focussed on promoting positive behaviour support as an integral part of all learning and teaching experiences.

To achieve these expectations, we undertake the following:

With the support of parents, the wider community, and the students themselves, we take proactive and preventative action to prevent bullying happening in the first instance. We do this by placing a strong emphasis on teaching prosocial behaviours from the commencement of Prep. Our students are taught the importance of communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.

When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:

- Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.
- A meeting between the students is facilitated by Leadership and/or the school's Student Wellbeing Officer. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.
- The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.
- Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.
- Parents of both students are contacted and informed of the process.
- Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Engage system (Student Behaviour Support Database). This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

OUR STUDENT BEHAVIOUR SUPPORT DATA

DATA INFORMED DECISION MAKING

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data. St. Kieran's uses this data to monitor student behaviour and make decisions around Tier 2 and 3 supports. This involves regular school team meetings which include the Principal, Guidance Counsellor, Support Teacher: Inclusive Education and Student Wellbeing Officer.

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.

RELEVANT BRISBANE CATHOLIC EDUCATION POLICIES

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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 peer 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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching

3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates, or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling, or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial 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.
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	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.
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

Approver: Mr Ben Gray	Issue date: Reviewed 2025	Next review date: 20/06/2026
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