ALL SAINTS' CATHOLIC PRIMARY SCHOOL, BOONAH

All Saints' Catholic School

School Mission and Vision

Our Vision:
We are a faith-filled community creating a better future. United in our faith and service, we walk compassionately with others and excel in learning growth for all.

Our Mission:
Inspired by the teachings of Jesus, and founded in the Mercy Tradition, we are an educational community, shaped by the touchstones of:

- **Faith** – nurturing and deepening a relationship with God, through the lived experience of community and evidenced in the way that we speak, act and treat one another.
- **Wisdom** – cultivating a love of learning to enrich and transform our world.
- **Family** – embracing a genuine sense of belonging and a willingness to contribute to our school, parish, and wider community.

Our Values:

- **Excellence**: We love to learn and strive to maximise our learning growth. 'Let your light shine before others' (Matt 5:16)
- **Inclusivity**: We welcome and include. 'Therefore, welcome others as I have welcomed you.' (Romans 15:7)
- **Service**: We walk with others in support and care. 'I have given you the model, as I have done for you, you should do also' (Jn 13:15)
- **Social Justice**: We value respectful and responsive relationships. '…when you did this for the least of these, you did this for me' (Matt 25: 40)

Our School Context
All Saints' is a Catholic School community dedicated to helping students achieve their full potential as life-long learners. We promote and encourage this through a partnership between the staff, students, parents and the wider community. All Saints' is a mid-sized school that provides an education for students from Prep to Year 6.
All Saints' is situated in the beautiful township of Boonah on the corner of Oliver and Church Street: only a short walk from the town centre. We offer an exceptional educational opportunity to our students in a delightful rural setting within the Scenic Rim region. Our school was founded in 1957 by the Sisters of Mercy. All Saints' is a learning community which draws on the values of Jesus, founded on the charisms

espoused by Catherine McAuley, the founder of the Sisters of Mercy. It is a learning community where each individual is known respected and valued.
All Saints' is staffed by quality, caring, motivated and dedicated Teachers, School Officers and Teacher Aides who are dedicated to assisting all students achieve their full potential as lifelong learners.
They demonstrate a commitment to one another, to the students and to the parents, which then flows out into the wider community. There is a connectedness between all members of our community that nurtures the growth of young minds, hearts, bodies and spirits.

Consultation and Review Process

All Saints' school develops Student Behaviour Support Plans in consultation with our school community. Consultation occurs through staff professional learning, meetings with the school parents & friends association. A review of our current practices including school data relating to disciplinary absences, behaviour incidences and attendance also informs the plan. The Plan was endorsed by the Principal and Senior Leader – School Progress and Performance and will be reviewed every 2 years in a process which includes the School Board. Staff professional learning in relation to this plan is documented in the School Renewal Plan and annual goals.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

Student behaviour support is at the core of business for all teachers. Effective Learning and Teaching is supported by a safe, positive and productive learning environment, based on principles of consistency, fairness and engagement. This starts in the classroom, with each individual student. At All Saints' school our Vision for Teaching & Learning identifies 'Relationships' as central to all that we do.

We believe that relationships which support diversity and promote self-worth, respect and the dignity of the human person are central to the learning process. For us, effective teaching and learning:

- Respects the diversity of experience of each individual and values each community member
- Acknowledges tolerance and acceptance, appreciation and personalised learning for a diverse range of learners and learning styles
- Instils and fosters through positive affirming and supportive relationships, a sense of self-worth, self-awareness and personal identity to enable all in the community to manage their emotional, mental, spiritual and physical wellbeing
- Encourages respect through healthy relationships, accepting and celebrating the diversity of all community members
- Provides a collaborative environment that fosters teacher-student and student-student engagement
- Encourages positive attitudes to learning, self and others as learners.

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.

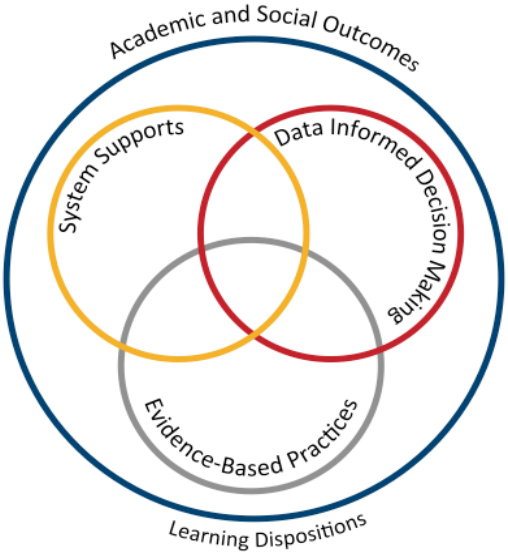


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.

<u>Tier 1 Universal Supports</u>:

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.

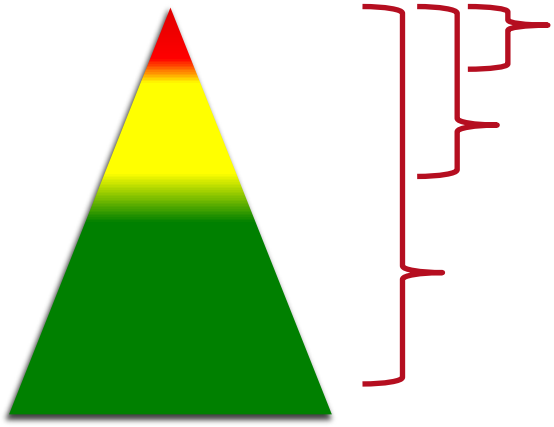


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

Our universal support team consists of teachers, learning support staff plus Leadership Team members. The team meet a minimum of once per term to discuss the implementation of whole school support strategies professional learning to support the implementation and monitoring of Engage Student Support System Data. Targeted and/or individual support team(s) consists of Support Teachers, Guidance Counsellor, School-based Speech Pathologist, the school leadership team and classroom teachers.

This process is implemented through our Concerns of a Learner Process and Student Support Team meetings.

Class teacher completes a Request for Support through Engage which informs the agenda for the Student Support Team meeting. These meetings are held regularly, and action plans are developed for students identified. The actions plans are responsive to the needs of students identified within Tier 2 or Tier 3. Student Support Meetings are chaired by the STIE, with Guidance Counsellor, Speech Pathologist, and the school Principal. Following the meetings, and action plans are shared with the teacher with a specified review date (if the teacher cannot be present).

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:

- Respectful and kindness of myself
- Respectful and kindness to others
- Respectful and kindness of property
- Respectful and kindness of the environment

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

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation to the learning behaviours and expectations within classrooms
- Explicit whole-school focuses for the first weeks of school and revisited throughout the year
- Weekly whole-school Assembly presentations/focuses
- Explicit teaching / re-teaching of PB4L strategies (class/whole-school)
- New student orientation when needed
- Student leaders support younger peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
"Student of the Week" award	Class encouragers
Gotcha awards in weekly draw on assembly	Points system for class reward

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- 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. The school guidance counsellor facilitates this group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

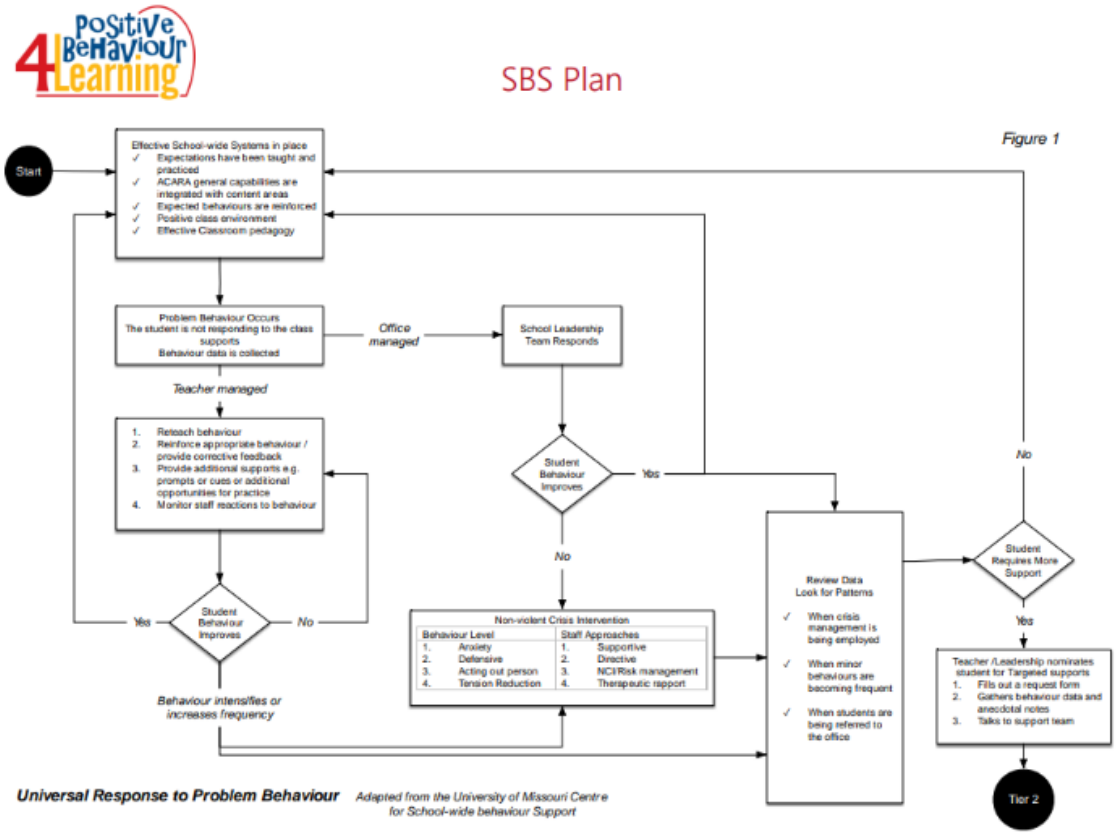
Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some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

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

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

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

De-escalation	Problem-solving	Restorative
• Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Targeted brain breaks • Redirection and reminders of expectations • Set limits • Time out from the playground	• Decrease demands • Teacher - student conversation • Teacher - student - parent meeting • Teacher - student - leadership conversation	• Student apology • Restorative conversation through reflection process • Circle time • Restorative conference • Student contributes back to the class or school community • Revisit individual student behaviour plan / social story • Time in



5. 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-6 and include:

Detention process: Detention employs the language of "time in" with the students. This is time where students are removed from class or play for a structured process of reflection and restoration. This is guided and scaffolded by a member of the school Leadership Team and combines elements of School/Class Covenants, strategies and resources. If a student requires "time in" there is always communication with the student's parents/caregivers, either by email or phone, giving the context and the "time in" process.

Suspension process: Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. 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.
The purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a resetting period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school which will be included in the re-entry process.

- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Grounds for suspending a student:

- persistent non-compliance
- persistent disrespect to staff and/or students
- persistent disruption
- failure to be responsive to support strategies and measures

Suspension is only one strategy for managing unproductive 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.

The Principal will upload the Suspension record in Engage with the parents/caregivers notified with an official Suspension letter and a phone call. The student and their parents/caregivers will be required to attend a re-entry meeting with the Principal prior to returning to school.

Negotiated Change of School: In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. 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). The Principal may also involve Inclusive Education staff and Guidance Counsellor.

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, the 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. For appeals, the school aligns to BCE processes.

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

Definition: Bullying is the "repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons" (Rigby, 1996). Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and involves an imbalance of power. Bullying is continuing to 'pick on' someone, torment, them or exclude them, so that the person feels helpless.

Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At All Saints' School we agree that, if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, through your actions (or inactions) you are condoning this behaviour.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

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

Definition

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

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

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

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

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

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

1. **Understanding Bullying and Harassment**

   Staff are supported to gain a deeper understanding through explicit professional learning on bullying and harassment. Staff are 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. These professional learning opportunities are prioritised within professional learning days, dedicated Twilights and dedicated Collaborative Gatherings

2. **Teaching about Bullying and Harassment**

   Teachers use the approved curriculum (ACARA - including the personal and social capabilities, the BCE Religious Education Curriculum and Relationships and Sexuality Education) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

3. **Responding to Bullying and Harassment**

   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.

<u>Support for the students involved:</u>
We support the victim in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher
- Informing the child's parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying
- Regular check-ins with co-keeper

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of the Leadership Team about what has happened and the behaviours the child has been displaying;
- Informing the child's parents;
- Continuing to monitor the child's behaviour and offering appropriate support (including re-teaching of appropriate behaviours, exploring appropriate language)
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour;
- Regular check-ins with leadership team, guidance counsellor or teacher

- **Preventing Bullying and Harassment**

  At All Saints', we plan for a safe, supportive and inclusive school to prevent bullying and harassment through the implementation of a range of proactive processes and strategies which focus on educating for a culture of positive relationships and wellbeing.

  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. A special whole-school assembly dedicated to the National Day of Action against Bullying and Violence is presented each year.
  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. These professional learning opportunities are prioritised within professional learning days, dedicated Twilights and dedicated Collaborative Gatherings.
  3. School staff have access to foundational training about how to recognise and effectively respond to bullying.
  4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through our induction process.
  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 achieved through our school newsletter.

Key contacts for students and parents to report bullying
1. Child's class teacher – contact via teacher's work email or pboonah@bne.catholic.edu.au
2. Principal – contact via pboonah@bne.catholic.edu.au

Cyberbullying

Cyberbullying is treated at All Saints' 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.

In responding to incidents of cyberbullying, the Leadership Team, determine which agency, including the school, is the most appropriate for further action.

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

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

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data 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.

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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

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