

# SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

## School Mission and Vision - Belong, Challenge, Grow

### School Vision for Learning and Teaching – Faith, Learning and Teaching, Wellbeing, Community



**BELONG, CHALLENGE, GROW**

**GOOD SHEPHERD**  
CATHOLIC PRIMARY SCHOOL  
SPRINGFIELD LAKES

**Vision**  
We are a Catholic learning community who are called by name to belong, challenge and grow.

**Mission**  
Called by name to welcome, celebrate and connect in faith.  
Called by name to advocate, be resilient and thrive.  
Called by name to listen, inquire and innovate.

**Values**  
We are a faith-based community built on Respect, Hope and Love.



**VISION FOR LEARNING AND TEACHING**

**GOOD SHEPHERD**  
CATHOLIC PRIMARY SCHOOL  
SPRINGFIELD LAKES

Faith	Learning and Teaching	Wellbeing	Community
WE:	WE:	WE:	WE:
<ul style="list-style-type: none"> <li>Live the core principles of our faith and Mercy Charism while recontextualising our Catholic world view.</li> <li>Respect the uniqueness of all faith communities.</li> <li>Are called to social justice action.</li> </ul>	<ul style="list-style-type: none"> <li>Design learning experiences that engage and challenge.</li> <li>Use evidence-based practices and emerging technologies.</li> <li>Hold high expectations to reach our potential.</li> </ul>	<ul style="list-style-type: none"> <li>Create a culture of safety enabling each to thrive personally and in relationship with others.</li> <li>Actively develop genuine partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Value diversity and collaboration.</li> <li>Embrace multiple perspectives to enrich our school.</li> </ul>

A Brisbane Catholic Education School

Good Shepherd is committed to the safety and wellbeing of all students. Good Shepherd respects and values the dignity, self-esteem and integrity of every child and young person, based on our Christian belief that every person is made in the image of God and children, and young people are entrusted to us by the love of God. Each person is called by name (Staff, Parents, Students), connected to the school's motto and knowing that Christ, our Good Shepherd, calls each one of us by name.

Good Shepherd is placed under the patronage of Venerable Catherine McAuley and the faith-based values that our community is built on are respect, hope and love.

### Our School Context

Good Shepherd Catholic Primary School is Prep to Year 6 and is located at 58 Opperman Drive, Springfield Lakes, close to the town centre of Orion, and with easy access from all greater Springfield, and surrounding suburbs such as Greenbank, New Beith, Ripley and Whiterock. Good Shepherd opened its doors on Wednesday, January 30, 2013. The school's four-hectare site has been master-planned to provide high-quality, technologically rich flexible learning facilities, which provide a welcoming, safe and developmentally appropriate environment. All classroom and school environments are designed to be intellectually, social and physically conducive to learning. We are growing, as is the area of Springfield, and 2026 has seen Good Shepherd accommodate three four-stream classes in Prep, Year 1 and

Year 4. Population growth across the school's catchment is expected to be significant for the primary school-aged population over the coming years.

As a member of the Brisbane Catholic Education community, Good Shepherd Catholic Primary School is guided by the common beliefs and values of our education system. Pedagogy and practices are reflected in the day-to-day decisions that are made about learners and learning. The aim at Good Shepherd Catholic Primary School is for all students to become reflective, self-directed learners.

### **Consultation and Review Process**

A consultation process has been in place since 2012. See table below which provides a timeline. The policy is reviewed every two years which includes a high-level check performed annually.

### **Consultation and Review Process Table**

<b>Year</b>	<b>Planning</b>	<b>Way Forward</b>
2012	Setting up Plan	Judith Anne Seery (Principal) and Terese Shephard (APRE) met with Linda Llewellyn (Senior Education Officer - Student Wellbeing) to discuss set up Behaviour Learning Plan
2012 Nov.	Staff Induction	Establish criteria for Behaviour Learning
2013 January	PD Staff in-service	Establish Behaviour Learning Matrix and poster
2013 Term 2	Development of process for referrals	Staff develop process and reflection sheet for Office referrals
2014 January	PD Staff in-service	Reviewed Behaviour Learning expectations
2014 Term 1	Geraldine Rollos in-service	Leadership Team on Student database
2014 Term 1	Sandy Armsden (Senior Education Officer – Student Wellbeing) Meeting	Positive Behaviour 4 Learning with Leadership Team
2014 Term 2	Planning	Develop Behaviour Learning Discussion sheet
2014 Term 2	Sandy Armsden (Senior Education Officer - Student Wellbeing)	Staff meeting re Positive Behaviour 4 Learning

2014 Term 2	Terese Shephard	Positive Behaviour 4 Learning for Leadership Teams
2014 Term 2	Develop	Develop Tier 2 Targeted Support process – CARE sheets
2014	Staff meetings	Ongoing consultation and development of behaviour learning
2014 Term 3/4 2015	Judith Seery and Sandie Thorncraft	Work with BCE re Positive Partnerships Course
2014 Term 4	Work on document	Prepare for Positive Partnerships November 19 2014
2015 Term 1	FACE Meeting	Present to parent group at FACE meeting
2015 Term 2	Dr Annette Duffy	Behaviour Plan endorsed by Principal and Area Supervisor
2015 Term 2	Publish	Behaviour Learning Plan published to school community (brochure & website)
2015 Term 1	Plan and implement	Plan and implement <i>Positive Behaviour 4 Learning</i> as part of the Positive Partnerships Program Matrixes - ( <i>Judith Seery and Sandie Thorncraft</i> )
2015	PD January 2015	Work with staff re <i>Positive Behaviour 4 Learning</i> .
2015	Work with Staff	Implementing <i>Positive Behaviour 4 Learning</i>
2015	FACE Term 3	In-service families
2016	Reviewed	Behaviour Learning Plan reviewed due to continuing increase in school numbers
2017	PD – BCE 12 Months	Plan and implement <i>Positive Behaviour 4 Learning</i> as part of the Positive Partnerships Program focus on emotional regulations ( <i>Terese and Jess</i> )
2017	PD – BCE 12 Months	Plan and implement <i>Positive Behaviour 4 Learning</i> as part of the Positive Partnerships Program focus on whole school language and emotional regulations ( <i>Lesley and Mel</i> )
2018	Reviewed	Due to increase in enrolment numbers and External Review process.

2019	Reviewed 22/05/2019	Due to increase in enrolments and NSSAB requests.
2020	Reviewed 14/05/2020	As per annual update
2021	Reviewed 17/03/2021	Section B inclusions of Formal Sanctions and inclusion of Data informed decisions.
2022	Reviewed 24/05/2022	Updated Mission Statement
2023	Reviewed 2023	
2024	Reviewed 30/01/2024	Alter Behaviour Matrix and Version 9 Personal and Social Capabilities
2025	Reviewed 06/03/2025	Including Berry Street Trauma Processes. Rock 'N Water Program. Consultation with staff at staff meetings term 4.
2026	Reviewed February 2026  Ongoing throughout 2026	Included the Good Shepherd Behaviour Curriculum, introduction of a Support Teacher Engagement and Behaviour and Reset Room. Feedback received from parents after parent information sessions 4/2/2026.  A committee will review the behaviour matrix aligning it to our school values.

## **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. Good Shepherd Catholic Primary School responds to students to meet their academic and social needs. These beliefs reference the latest research and literature in positive behaviour supports (PBIS), BCE Learning and Teaching framework, approved curriculum, behavioural science, neuroscience of learning and social emotional learning.

At Good Shepherd Catholic Primary School, we are committed to providing the best possible educational opportunities for all students in an environment where all members of our community feel a sense of connectedness and belonging, and where quality teaching and learning maximises educational, social, emotional, physical and spiritual outcomes for all. Good Shepherd staff communicate with parents by phone, email or in person, should it be required to ensure that students

engage with taking ownership for their behaviour learning as to how to self-regulate, using positive strategies and language.

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour-support:

- *“The Declaration places students at the centre of their education by emphasising the importance of meeting the individual needs of all learners, and outlines education’s role in supporting the wellbeing, mental health and resilience of young people.”* (Alice Springs (Mparntwe) Education Declaration)
- *“Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum”* (ACARA)
- *“.....the Berry Street Education Model helps educators gain new perspectives, strategies and skills to build safer, healthier and more engaging classrooms for all students.”* (<https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model>)
- Behaviour is learned; therefore, responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Inappropriate behaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each student’s success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require “get tough” or punitive approaches.
- An integrated system of school-wide, classroom support and individual student supports can play a central role improving behavioural outcomes for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

At Good Shepherd Catholic Primary School, we believe that relationships and positive behaviour are the foundations for successful learning and teaching. A supportive, collaborative, and empowering environment begins with clear expectations and shared responsibility for positive behaviour. Guided by Brisbane Catholic Education,

we provide the tools and strategies to help every child develop the skills and attitudes needed to thrive as respectful, responsible, and resilient learners.

We recognise that each child is unique and learns in their own way. Our role is to nurture behaviours that promote respect, safety, and inclusion, ensuring every student feels valued and connected. Positive behaviour is about building relationships, fostering wellbeing, and creating a culture where every child can grow socially, emotionally, and academically.

In 2026, our Behaviour Curriculum was written after discussions with Brisbane Catholic Education (BCE) staff and visits to other BCE schools. Staff were sent to professional development sessions conducted by Tom Bennett, and we based our curriculum on the researched work of Tom Bennett, Andrew Fuller, Mark Dowley and Oliver Lovell. This curriculum links with the well-established BCE Positive Behaviour for Learning Framework.

Through **Positive Behaviour for Learning (PB4L)**, we explicitly teach and model behaviours that support engagement and success. Our motto, **"Called by Name,"** reflects a community where every individual is known, respected, and valued. It proclaims belonging, inclusion, and connection. As a multicultural community, we celebrate the richness and diversity of many cultures, including the heritage of our First Nations Peoples. Rooted in faith, we live by our values of **Respect, Hope, and Love**, guiding behaviour that builds a safe, caring, and vibrant school community.

The Berry Street Education Model is used to support the universal teaching of all students, including those who have experienced trauma. The 2 strategies that are being used across the school by classroom teachers are:

- Welcome Circle- run each morning in pastoral groups
- Ready to Learn Plans- written by each student to support engagement using the Zones and Engine work listed above.

## **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.

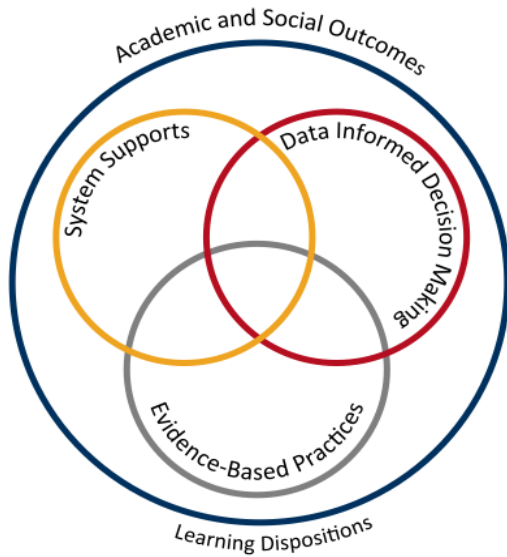


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### **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:**

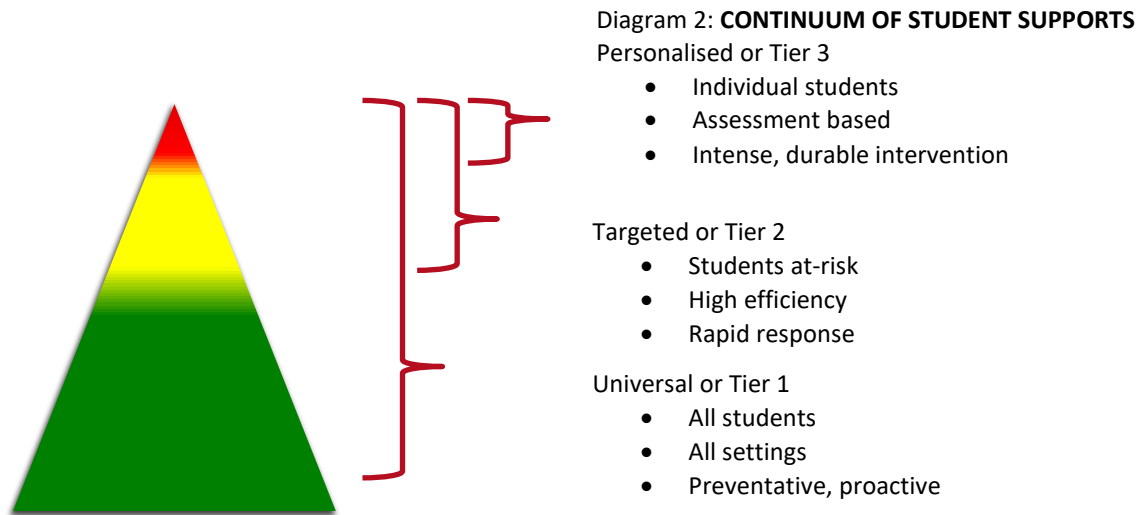
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

All staff are expected to uphold and consistently implement the Good Shepherd Behaviour Curriculum. This includes explicitly teaching, modelling, and reinforcing all routines, processes, and expected behaviours. This is non-negotiable. Consistency across the school ensures that learners experience clear and predictable expectations.

Our universal, targeted and personalised support team includes teachers and school officers, Support Teacher: Inclusive Education, Guidance Counsellor, Support Teacher: Engagement and Behaviour and appointed learning enhancement teachers and leadership team for consistency.

Meetings occur weekly during both the Leadership and Learning Support Meetings, as well as weekly year-level planning sessions, termly cohort meetings and weekly book-in sessions. Relevant information is uploaded to Engage Student Support Data System. Staff participate in professional learning, to build capacity with the ongoing implementation of PB4L, Berry Street and the Good Shepherd Behaviour Curriculum. Staffs' effective pedagogy engages the students.

All four Berry Street Modules covering Body, Relationships, Stamina and Engagement, and Character have been delivered as professional learning to the Good Shepherd teaching staff, and this was conducted by facilitators from the

organization. We also held training sessions in the behaviour curriculum and a teacher and our Support Teacher: Engagement and Behaviour (ST:EB) attended professional development with Tom Bennett.

Good Shepherd has a school-wide involvement in a professional learning plan linked to the Annual EIA and School Goals.

## 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:

- Be Safe
- Be Respectful
- Be a Learner

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.

 <b>GOOD SHEPHERD CATHOLIC PRIMARY SCHOOL</b> <b>SCHOOL WIDE PB4L FRAMEWORK</b> 					
At GOOD SHEPHERD	When LEARNING	When PLAYING	When GATHERING	When TRANSITIONING	In all areas WE...
We are <b>SAFE</b> when we..	<ul style="list-style-type: none"> <li>• Are digitally aware</li> </ul>	<ul style="list-style-type: none"> <li>• Wear a hat</li> </ul>	<ul style="list-style-type: none"> <li>• Transition calmly, carefully and quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on pathways</li> <li>• Move safely</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to yourself</li> <li>• Use equipment correctly</li> <li>• Follow all instructions</li> <li>• Ask for help when needed</li> </ul>
We are <b>RESPECTFUL</b> when we...	<ul style="list-style-type: none"> <li>• Take turns listening to others</li> </ul>	<ul style="list-style-type: none"> <li>• Include others in games</li> <li>• Accept the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Are patient with others</li> </ul>	<ul style="list-style-type: none"> <li>• Use toilets correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Care for our equipment</li> <li>• Use kind words</li> <li>• Care for the space we are in</li> <li>• Greet others and use names</li> </ul>
We are a <b>LEARNER</b> when we...	<ul style="list-style-type: none"> <li>• Use whole body listening</li> <li>• Are organised</li> <li>• Care for belongings</li> <li>• Work towards set goals</li> </ul>	<ul style="list-style-type: none"> <li>• Are responsible for our behaviour</li> <li>• Agree on and follow the rules</li> <li>• Listen to the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Use whole body listening</li> <li>• Engage</li> <li>• Take part in rituals</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in learning</li> </ul>

*Good Shepherd called by name to learn*

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](http://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:

- Explicit teaching of the Good Shepherd Behaviour Curriculum in the first two weeks of Term 1 and revisited regularly throughout the year.
- Checking regularly with parents during Traffic Management drop off and pick up
- Celebration of Learning sessions at the end of each term
- Pastoral care check-ins
- Explicit teaching around the expectations
- Circle Time
- Ready to Learn Plans (Berry Street)
- Starting each day with a Welcome Circle (Berry Street).

## 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:

Whole school practices that encourage expected and effective behaviours	Learning cohort practices that encourage expected and effective behaviours including affirmation of learning successes and goal setting that enables learners to articulate their progress.
Fortnightly Assembly Awards	Learners’ affirmation through feedback
Spirit of Good Shepherd Awards – per semester	Learners’ affirmation through feedback and feed forward sessions

Annual Awards – Good Shepherd’s Way of Being Community Award, Catherine McAuley Award, Foundation APRE Award	Preparation throughout the year for the Annual Awards through explicit Learning and Teaching focusing on how we do school.
The Good Shepherd Behaviour Cup	Each week house points are given for behaviour. These are tallied and the winning house enjoys a free dress day at the end of the term. The winning house at the end of the year has their name engraved on the cup.

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, which is common practice at Good Shepherd.
- Check and Connect- the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor. This mentor both advocates for and challenges the student and partners with the family. The “Check” refers to systematic monitoring of student performance variables (e.g. absences, lates, behavioural referrals, grades) and the “Connect” refers to personalized, timely intervention focused on problem solving, skill building, and competence enhancement.
- Social Skills Groups/Programs. This intervention involves directly teaching of social stories/skills in the classroom setting or during withdrawal to enhance a student’s ability to interact with peers and adults. A teacher and/or guidance counsellor facilitates this type of group. We currently run the following groups:
  - **Calm Club for Students:** internalise any worry at school and can reports distress about this worry at times.

- **Social skills:** small groups learning skills through group board games.
- **Games Time:** adult support to engage in a turn taking board game with a range of peers to build pragmatic skills and friendships.
- **How to be a Social Detective:** teaching of the tools used to read and act in social situations: Looking, Listening, Feeling and Thinking.
- **'My Friends Book', Social Skills Intensive Support:** The building of a personal friendship book to learn more about a range of peers in the class and begin to make positive connections with them.
- **Rock N Water:** Students will understand the metaphor of "Rock" (assertiveness, strength) and "Water" (empathy, flexibility) and how to apply these qualities to social situations.

### 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 offered at Good Shepherd include:

- Functional Behavioural Assessment with associated plan (PTR)
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Restorative Practices
- 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.

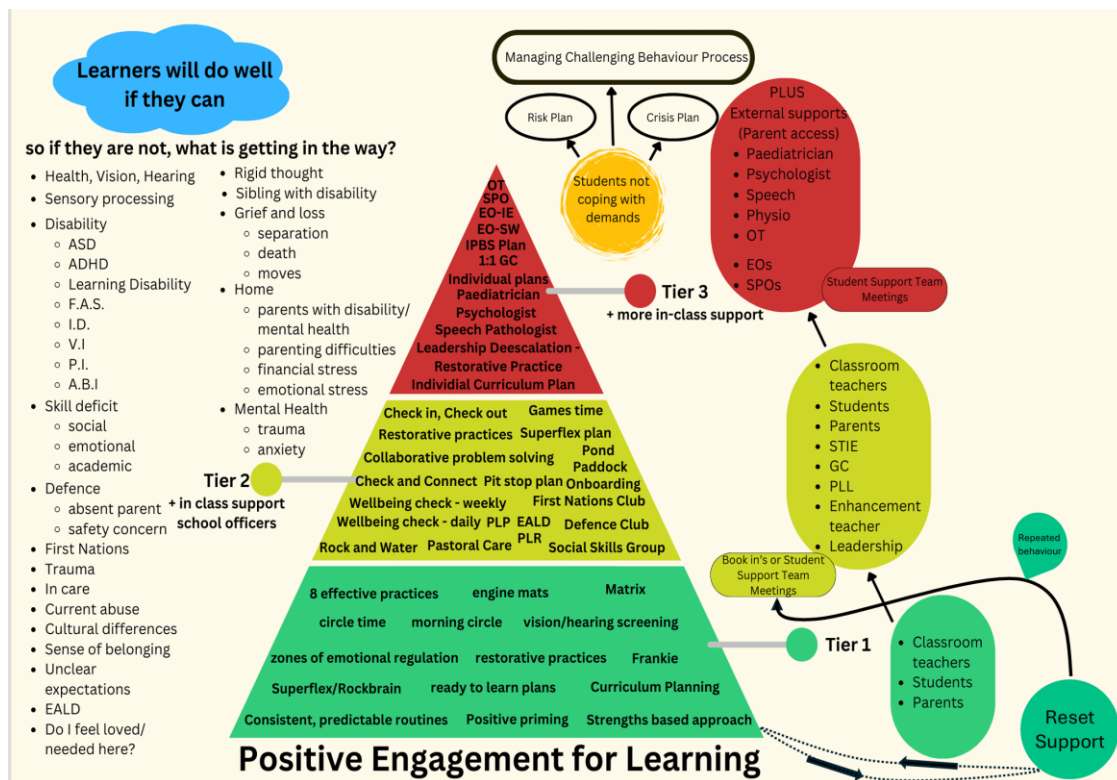
The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

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<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom Supervised calm time in the reset room Set limits Individual crisis support and management plan	Teacher – student conversation Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

*(This graphic outlines our Positive Engagement for Learning approach and the support available at each level).*

In addition, de-escalation crisis prevention and support strategies, which include the following response, inclusive of the following processes that are in place to de-escalates the situation resulting in Restorative Justice.



## Processes

Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

- **Tell** – introduce the expected behaviour and why it is important
- **Show** – demonstrate or model the rule
- **Practice** – role play expected behaviour in relevant contexts
- **Monitor**
  - Pre-correct
  - Supervise
  - Provide positive feedback
- **Reteach** – practice throughout the day/week/month/year (Teaching and reinforcing. Look at other ways of doing it).

Research has shown that *Positive Behaviour 4 Learning* improves a school's environment and helps keep students and teachers in safe and productive classrooms by:

- reducing disciplinary incidents
- improving attendance rates
- increasing students' sense of belonging and safety
- supporting improved academic outcomes

- improving interpersonal relationships.

For

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

example, at Good Shepherd we use the zones of regulation where learners discuss which zone they are in (red, green, blue, yellow), how they are feeling and what strategies they can use to get back into the green zone. All emotions are acceptable, but it is what you do when you're experiencing a certain emotion is what's important. All staff wear a lanyard and use the language when working with learners.

<b>Explicit Teaching</b>	<b>Practices</b>
<p>Explicit teaching provides a consistent approach across the whole school:</p> <ul style="list-style-type: none"> <li>• We have a school-based Behaviour Curriculum.</li> <li>• An agreed upon and common language approach to behaviour management.</li> <li>• The <i>Behaviour Expectation Matrix</i> of positively stated expectations for students and staff that is explicitly taught by teachers which is displayed throughout the school.</li> <li>• Procedures for teaching the expectations.</li> </ul>	<p>Student behaviour is supported with evidence-based interventions and strategies by providing:</p> <ul style="list-style-type: none"> <li>• Positive expectations; explicitly taught and encouraged</li> <li>• Active supervision by ALL staff</li> <li>• Pre-corrections and reminders</li> <li>• Positive reinforcement and acknowledgements</li> <li>• Contextual adjustments – alter environment to fit issues.</li> <li>• Weekly circle time sessions.</li> <li>• The use of the reset room to calm and reteach expected behaviours.</li> </ul>

<ul style="list-style-type: none"> <li>• A continuum of procedures for encouraging expected behaviours and discouraging inappropriate behaviours including: <ul style="list-style-type: none"> <li>○ School wide reward systems (The Behaviour Cup)</li> <li>○ Classroom reward systems – extrinsic and intrinsic</li> <li>○ Expected behaviour flowchart</li> <li>○ Classroom 'Rights and Responsibilities'</li> <li>○ Classroom wellbeing kits including Rockbrain and Superflex (see below) resources, zones of regulation resources.</li> <li>○ Welcome kits for new students who come with a diagnosis which include a social story with photos of themselves around the school.</li> </ul> </li> </ul>	
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At Good Shepherd, we believe that all children can display positive behaviours that are appropriate in all areas of school life. We recognise, however, that children make mistakes in their behaviour and that it is important that we are clear and consistent in our responses. We also believe that children need to learn appropriate behaviours and self-regulating strategies. We therefore take a proactive approach to behaviour in ensuring that desired behaviours are taught in context with support.

### **Whole School Rules**

At Good Shepherd, we teach our learners the expected behaviours we want to see each day. This involves explicit teaching of five rules that are consistent across the whole school. These rules explicitly describe the positive behaviours we expect to see, as well as the negative behaviours that we don't want to see. These rules are displayed throughout the school in classrooms, playgrounds and communal areas. It is expected that all learners at Good Shepherd adhere to these rules.

<b>I will</b>	<b>I won't</b>
<b>I will show respect and kindness to everyone</b>	<b>I will not hurt others with my body, my words or my actions.</b>

<i>Treat all students, staff, and visitors with dignity; use kind words and actions; celebrate our differences.</i>	<i>No bullying, teasing, or physical harm; always speak and act with kindness and care.</i>
<b>I will listen and follow instructions straight away.</b> <i>Respond promptly and respectfully to directions from adults and peers, supporting safety and learning.</i>	<b>I will not ignore instructions or school rules.</b> <i>Listen to teachers and staff, follow directions the first time, and respect boundaries.</i>
<b>I will try my best and stay engaged in learning.</b> <i>Be prepared, participate actively, persevere through challenges, and complete tasks responsibly.</i>	<b>I will not disrupt learning or play.</b> <i>Stay focused, avoid distracting behaviour, and help create a safe and positive environment for everyone.</i>
<b>I will care for our school and belongings.</b> <i>Look after property, keep spaces clean and tidy, and respect the environment and shared spaces.</i>	<b>I will not damage or misuse property.</b> <i>Do not damage school property or that of others; do not leave rubbish behind.</i>
<b>I will include and support others.</b> <i>Be a good friend, help those in need, and make sure everyone feels welcome and included.</i>	<b>I will not exclude or disrespect others.</b> <i>Avoid interrupting, ignoring, or isolating others; promote inclusion and fairness in all activities.</i>

## Whole School Routines

Whole school routines are essential for effective behaviour management because they create consistency, predictability, and a sense of security for learners. When routines are clearly established and consistently implemented across all classrooms and settings, learners know what is expected of them and can focus on learning rather than uncertainty. Consistent routines reduce anxiety, minimise disruptions, and promote positive habits that support engagement and respect. They also ensure that behaviour expectations are reinforced by every staff member, building a unified approach that strengthens the school culture. In short, whole school routines provide the structure that allows learners to thrive socially, emotionally, and academically.

At Good Shepherd, we have the following whole school routines, which we expect all learners to follow:

<b>Routine:</b>	<b>Expectation:</b>
Before school	<p><i>All teachers to be in their classroom when the bell goes to greet learners (except if on duty).</i></p> <p>Year 5 and 6 learners to take their bags to Dirram Yani (Year 6 to put bags in front of stage, Year 5 to put bags on seats on Hildegard side of Dirram Yani). Years 2-4 put bags outside classroom and walk straight to Dirram Yani or the Oval. No learners are permitted to be loitering outside classrooms.</p> <p>When the morning song is playing, learners must go straight to their classrooms, unpack their bags and line up in two straight lines ready for the teacher. Learners must be lined up before the end of the song.</p>
After school	<p>When the school day is done, all learners will stand in their place silently, listen to teachers' instructions, say prayer, thank and greet teacher before exiting the classroom silently and sensibly.</p>

	Learners will walk straight to pick up areas and sit quietly in family (in families), single pick-up or boulevard areas (Yr 3-6 and siblings only). Learners are to look out for their cars and be ready for when their car stops.
Entry routines	<p>Prior to entering a classroom, the class will line up in two straight lines quietly, outside the classroom and wait for their teacher to arrive, greet them and invite them into the learning space. It is expected that learners are ready to learn when they enter the classroom.</p> <p>This routine is the same if you are visiting another classroom.</p>
Exit routines	Prior to leaving a classroom, the class will stand in their place silently, listen to teachers' instructions, thank and greet teacher before exiting the classroom silently and sensibly.
Walkways and stairs etiquette	When walking on pathways, verandahs and stairs, all members of the community will walk on the left-hand side.
Transitions	When transitioning between lessons and classrooms, all learners will <i>walk silently</i> and be prompt. It is expected that learners will be organised and have everything they need ready for their next lesson.
Assemblies	<p>During assemblies, learners will walk into Dirram Yani silently and sit quietly in their cohort space. They will remain silent throughout the assembly and join in singing and responses when required. Learners will exit Dirram Yani in silence.</p> <p>If you are receiving an award, walk to the front, look at the Principal, shake her hand with your right hand, say thank you and accept the award and move to where directed.</p>
Church	<p>When entering and exiting the church, learners will walk in silence in one line and genuflect when both entering and exiting their pews.</p> <p>Learners will remain silent throughout the mass/liturgy and join in singing and responses when required.</p> <p>If receiving Communion, hands go out like a plate, the response is 'Amen' then the host goes in the mouth and you make the Sign of the Cross.</p>
Toileting	<p>All learners should go to the toilet during lunch breaks after they have eaten.</p> <p>Toilets must remain clean and tidy.</p> <p>Toilets must be flushed and hands washed with soap. Paper towel must go in the bin. Move smartly out of the toilets.</p>
No hat/ no play	<p>If learners in Years 2-6 do not have a hat at morning tea and lunch, they need to sit on the stairs in Dirram Yani for the entirety of playtime.</p> <p>Learners in Prep and Year 1 must sit in a designated shaded area for the entirety of playtime.</p>

## 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.

- **Detention process**

At Good Shepherd, 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 morning tea or lunchtime. 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). A detention will be nominated and supervised by either leadership or our ST:EB and parents may receive an email from the ST:EB if serious enough.

- **Suspension process**

At Good Shepherd, 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. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents'/caregivers' 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 or delegated leadership role will complete the suspension record in Engage. That same person will, first by a phone call followed by an Engage generated email, 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. When a suspension occurs, a re-entry meeting will be arranged before the student returns to class. At this meeting expected behaviours will be discussed.

- **Exclusion**

At Good Shepherd, exclusion is the full-time withdrawal of a student's right to attend our particular school and school related functions, on the authority of the Executive

Director of Brisbane Catholic Education. 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 (BCE) schools.

In extreme circumstances, a principal may, in consultation with the Senior Leader: School 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, as outlined below.

### Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a> .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:  (a) make the review decision within 5 business days after the application is made; and  (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

Good Shepherd Catholic Primary School is committed to planning and providing a high-quality education focused on the development of the human person created whole in the image and likeness of God, (Genesis 1:27) bringing faith, life and culture into our school life. Our dedicated and professional staff deliver personalised and authentic learning opportunities for all students. Good Shepherd staff want every child to achieve a high standard of learning and be given the opportunity to celebrate their success and talents. Therefore, as a Catholic school in the Archdiocese of Brisbane, all students are provided with opportunities to develop positive behaviours and self-discipline, in a safe, supportive environment, where

mutually respectful relationships are the defining features of a Christ-centred community.

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**

During the school year capacity is built in the entire community to understand what bullying is. The following is taught to both staff and the school community, each year:

- During the pupil free days an online compliance course, Staff Code of Conduct, is completed where reminders about terminology of bullying and signs of bullying are covered.
- Term 1 - Students are reminded who the student protection contacts are across the school, and they are the persons to report bullying to. Rock and Water Program is implemented.

- Term 2 - **No Bullying** focus on what bullying is and what is not. Students are reminded to always report bullying to an adult. Students are reminded of the student protections contacts.
- Term 3, Conflict Resolution reminders. During the term, newsletter communication to parents around school run programs. A class presents this content on assembly to educate other students.

During the year, newsletter communication about bullying will be provided to the community.

## **2. Teaching about Bullying and Harassment**

*Everyone is created in God's own image, we find inscribed in our hearts one core universal vocation, that is, to love and to be loved (Pope Paul VI, 1965).*

At Good Shepherd, healthy relationships and wellbeing is taught within the Australian Curriculum: Health and Physical Education V9. This area of the Australian Curriculum provides BCE with a framework to embed a Catholic perspective on relationships. This perspective particularly draws attention to the importance of living safely and ethically. Therefore, it is imperative to incorporate Child Safety education that aligns with Australian legislative requirements and the Daniel Morcombe Child Safety resources. We also ask a guest speaker in to run a parent information session on eSafety.

At Good Shepherd, we believe that everybody has the right to feel safe. Therefore, bullying behaviour at Good Shepherd is unacceptable and will not be tolerated. As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.

At Good Shepherd Primary School, we have appointed a specialist Health teacher to teach the health strand of the HPE curriculum to students from Prep – Year 6, explicitly teaching about healthy relationships and positive behaviours in relation to bullying and harassing behaviours. This specialist will plan, assess and report from the Australian Curriculum V9. These topics are covered through the Health and Physical Education curriculum as well as through the General Capability of Personal and Social Capability.

Each year level also schedules time each week with their pastoral classes (home groups) to implements wellbeing strategies such as 'circle time' (see below), 'Bounce Back' etc where issues such as bullying, resilience, kindness and positive relationships are modelled, discussed and practically strategized.

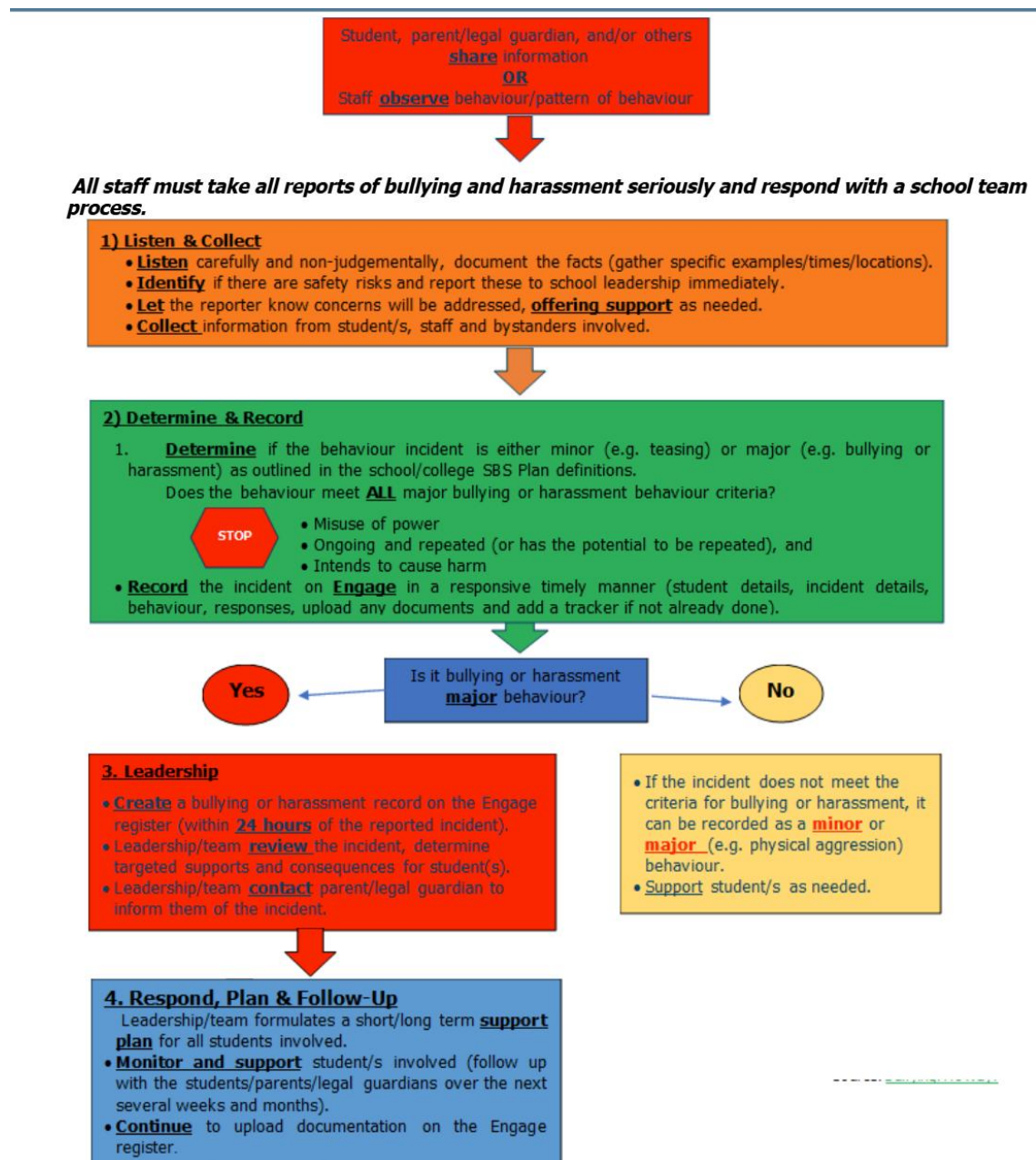
The Circle Time process is a regular, sacred group time in which learners develop their relationships and skills through talk, play, games, movement and reflection.

## **3. Responding to Bullying and Harassment**

Good Shepherd Catholic Primary School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the school is respected and accepted.

Any type of bullying is not tolerated at Good Shepherd and parents/carers are encouraged to notify a member of the school staff, such as a class teacher, Student Protection Contact, Guidance Counsellor or leadership team member immediately, if they suspect their child is a victim of bullying.

Where bullying is reported we –



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

In line with The National Safe Schools' Framework, Good Shepherd Catholic Primary School Springfield Lakes recognises that the implementation of whole school prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a caring culture within the whole school environment. This occurs through:

- We register for the National Bullying No Way Day
- We conduct assemblies about No Bullying
- Our Health Specialist Teacher covers the topic of no bullying within her Term Two curriculum delivery

- Our Health Specialist Teacher covers the topic of safety within her Term Three curriculum delivery
- Our Digital and Design Technologies Specialist covers the topic of cyber bullying
- Parents are offered an evening on cyber bullying safety for their children
- Classroom teachers cover bullying within Circle Time sessions
- Articles within the school newsletter for parents
- Information for staff within their briefing sessions
- In Term 4 year 6 learners engage with the Journi online program which covers on and offline positive behaviours.

### **Key contacts for students and parents to report bullying**

Staff member – Principal – Christine Ioannides – 3437 5000

Staff member – Assistant Principal Administration – Naomi Doyle – 3437 5000

Staff member – Assistant Principal Religious Education – Cheryl Waites – 3437 5000

Staff member – Student Protection Contact – Caroline Vakaci – 3437 5000

Staff member – Student Protection Contact – Catherine Simons – 3437 5000

The following actions are taken by Good Shepherd School as a preventative measure against bullying:

- Bullying is to be managed through a 'whole of school community' approach involving students, staff and parents/carers.
- Bullying prevention strategies to be implemented within Good Shepherd on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately.
- Bullying response strategies be tailored to the circumstances of each incident.
- Staff establish positive role models emphasising our no-bullying culture; and
- Bullying prevention and intervention strategies are reviewed on an annual basis against best practice.
- 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*".

### **Cyberbullying**

Cyberbullying is treated at Good Shepherd Catholic Primary School with the same level of seriousness as direct bullying.

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

Good Shepherd implements the following practices to prevent cyberbullying and harassment:

- Cyber contracts signed by learners
- Topic covered within digital
- Mobile phones and smart watches kept in office during the day
- Communication about what cyberbullying is, will be shared with parents via the newsletter.
- A guest speaker will be invited to speak with parents/carers on tips and tricks to keep their children safe.
- The school has stopped sending home devices.

## Resources

These are links to the independent research-based evaluation conducted to inform the schools selection of any program (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

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

At Good Shepherd the following are some examples of resources used to support student behaviour learning:

- Social stories created by students and teachers
- Explicit teaching around the Matrix
- Explicit teaching around the Behaviour Curriculum
- Breathing/sensory tools
- Alternative furniture
- Frankie (wellbeing dog)
- The Pitt Stop
- The Pond
- The Paddock
- Activity trails on verandas.

## 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.

Good Shepherd Catholic Primary School uses behavioural data collected on ENGAGE, together with other data sources to make data-informed decisions about student supports. It is expected that class teachers enter all behaviours occurring in their classes on ENGAGE on the day of occurrence. This ensures we will have accurate and up-to-date data when speaking with parents. Any incidents during play are recorded in Engage by the teacher on duty on the same day.

School officers can record incidents on the Good Shepherd Behaviour Incident Record sheet and give to the class/ specialist teacher to log in Engage on that day.




**BEHAVIOUR INCIDENT RECORD**

Your name:																																									
Date and Time:																																									
Location:																																									
Learning area/ category:																																									
Student/s involved:																																									
Select behaviours:																																									
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Our ST:EB will record frequency/ duration of Reset Room visits and details of behaviour incidents into our school's behaviour data folder. These details will also

be recorded on the leadership behaviour board so that leadership can also monitor the frequency/duration and types of behaviour. Our ST:EB will present our school behaviour data to staff twice a term.

Future behaviour data discussions occur through the weekly leadership team meetings, 3-weekly planning cycles, support team review and response – universal team (consisting of teachers, Guidance Counsellor, and leadership) meet to analyse universal school data and feedback to relevant staff or whole school staff when necessary and appropriate as per the Privacy Act, Targeted and personalised team meet to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

At Good Shepherd, the following staff are available to support student learning and behaviour:

- Classroom Teachers
- Inclusive Teachers
- Specialist Teachers
- School Officers
- Leadership Team
- Guidance Counsellor
- Support Teacher Inclusive Education
- Support Teacher Engagement and Behaviour.

School staff are supported by various members of Brisbane Catholic Education and processes, including:

- Speech Pathologist
- Senior Education Advisor - Student Wellbeing
- Lead Education Advisor - Student Wellbeing
- Teachers record classroom data in a variety of ways (e.g., *Diary/record sheet/exercise book*)
- Students' reflection sheets/targeted behaviour plans
- Students record their behavioural goal with a staff member to promote success
- Behaviour recorded by Leadership Team for serious/continuous breaches of the Code
- Functional Behaviour Assessments
- Student Support Referral Book-in
- Engage Student Support Data System.

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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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

<b>13</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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'

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	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)
<b>12</b>	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
<b>13</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>14</b>	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
<b>15</b>	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
<b>16</b>	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.
<b>17</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>18</b>	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
<b>19</b>	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

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