Student Behaviour and Engagement Plan

Christ the King Deception Bay

Brisbane Catholic Education

teaching · challenging · transforming

Version 1

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1.0 Purpose

Christ the King is committed to providing a safe, respectful, inclusive and engaging learning environment for all students. We understand that students flourish when they are connected to school communities that have a positive culture, where student participation is encouraged and valued to support them to engage in their learning. Christ the King acknowledges that student wellbeing and student learning outcomes are fundamentally interconnected, and academic engagement and positive school connection are essential to achieving these outcomes. This plan articulates how Christ the King supports and upholds the behaviour expectations as outlined in our Student Code of Conduct (SCC).

The purpose of this plan is to ensure that all students and members of our school community understand:

(a) our commitment to providing a safe, respectful and supportive learning environment for students
(b) practices for promoting and protecting wellbeing, including early intervention strategies
(c) expectations for positive student behaviour
(d) supports available to students and families
(e) our school's practices for responding to student behaviour that is not productive or acceptable
(f) how we recognise and reinforce productive, positive behaviour.

This plan outlines whole-school and classroom practices that are most effective at creating safe and supportive learning environments. These include:

- a commitment to the Universal Principle of Cultural Safety to create environments where First Nations' young people feel welcomed, valued, culturally affirmed, included and respected
- being intentional about developing a positive classroom culture, by explicitly teaching, modelling, reinforcing and revising expected behaviours, routines and rules
- building teacher–student relationships through positive interactions and establishing a safe and predictable learning environment where students feel a sense of belonging
- developing and maintaining high expectations for students, and providing targeted interventions and support for students experiencing difficulties or with particular needs
- providing high-quality pedagogy to actively engage students in learning
- supporting and responding to behaviour using a range of evidence-informed strategies
- implementing a whole-school approach.

We use a Multi-Tiered System of Supports (MTSS) framework as the basis for preventative and interventive practices across the school (see Figure 1). MTSS is a whole-school, evidence-informed framework that integrates systems, data, and practices to deliver a layered continuum of supports. It fosters a safe, supportive, and inclusive learning environment where every student can flourish through excellence in learning and wellbeing. Our school community works together to establish positive engagement including teaching expected behaviours to all students.



Figure 1: BCE MTSS Framework

2.0 School Values

Christ the King is an inclusive learning community that aims to provide an environment conducive to learning and engagement and the pursuit of excellence where students develop self-regulation and grow in their capacity to take responsibility for their own actions within a culture of respect, equality and inclusion. We recognise that, in the pursuit of excellence, all students are individuals, entitled to equitable opportunities, a positive learning environment and support for their growth as learners and citizens. Such an environment is a collective responsibility and is based on mutual respect, shared responsibility and co-operation between staff, students and parents/legal guardians.

Everyone at Christ the King shares common values based in our Catholic, Christian heritage and charism and articulated in our vision and mission. We are committed to these values and endeavour to shape all that we do based on these values. These values are:

- *Hope*
- *Compassion*
- *Courage*
- *Justice*

Through our commitment to these values, we expect students to uphold the Student Code of Conduct, ensuring Christ the King is a place of safety, calmness, respect and dignity.

3.0 Building Successful Partnerships with Families

Creating and Maintaining Positive Family Engagement

We value the involvement of parents/legal guardians, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We believe that strong, collaborative relationships with families are essential to supporting each student's educational journey and wellbeing. Therefore, we aim to be partners in learning with parents and legal guardians.

We work hard to create successful partnerships with parents/legal guardians by:

- ensuring that all parents/legal guardians have access to our school policies and procedures, available on our school website
- maintaining and expecting regular open, respectful lines of communication between parents/guardians and staff, fostering mutual trust and understanding
- providing parents/legal guardians volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities to support student learning beyond the classroom
- where relevant, involving families in school decision making that affects their children
- assisting access to resources and services from the wider community for families when needed, ensuring additional support is accessible.
- inviting parents to information sessions which address our school learning culture and engagement process
- including families as appropriate when developing individual plans for students.

Supporting Family Engagement When Needed

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- encouraging families to access specialist support services both at school and external to school
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing attendance improvement plans in collaboration with the student and their family when necessary
- engaging with relevant cultural support staff (such as First Nations staff) to ensure cultural needs are recognised and supported.
- involving families in meetings as required for students, but especially for students:
    - with disability
    - in Out of Home Care
    - with other complex needs that require ongoing support and monitoring.

4.0 Behaviour and engagement strategies

Christ the King has a range of strategies to promote inclusion, safety, positive behaviour, and respectful relationships for all students and staff in our school. The academic and co-curricular programs are designed to promote students' learning and engagement. Student wellbeing is essential for fostering resilience, creativity, learning, and respectful interactions. We also acknowledge that some students may need extra learning, wellbeing and engagement support at school, and that the needs of individual students will change over time as they grow and learn. For some students including those with disability,

we partner with students and/or parents/legal guardians in collaborative planning, evaluation and review of supports.

Our Student Support Team (SST) meets regularly to analyse student data and ensure timely identification of students requiring support, intervention and extension utilising the MTSS framework. Our SST consists of a school Leadership Team representative and specialist staff such as Guidance Counsellors, Support Teachers-Inclusive Education. Additional staff may be included as relevant to the school setting (E.g., Pastoral Staff, Speech Pathologist).

Summaries of the Tier 1 Universal supports, Tier 2 Targeted Interventions and Tier 3 Individualised Intensive Interventions used by our school are included below:

Tier 1 - Universal Supports

Christ the King implements a range of universal supports practices that promote individual engagement and wellbeing. These can include, but are not limited to:

- Student Code of Conduct: We have a published student Code of Conduct which outlines our expectations of student behaviour agreed to by all students and families upon enrolment.
- Establishing and publishing clear and consistent school-wide expectations for engagement and behaviour: We have published a matrix/graphic that outlines the expected behaviour for all students, which are explicitly taught and reinforced. This is in Appendix A.
- Delivering the Consent and Respectful Relationships Education (CRRE), both in our curriculum and through additional whole school activities.
- Implement the Teaching for Learning Model of Pedagogy and the High Impact Practices.
- Promoting respectful relationships and anti-bullying initiatives: We implement programs and campaigns that educate students about respect and the impact of bullying. We acknowledge Bullying No Way Week.
- Student Wellbeing Plan - a whole of school mapping of wellbeing practices that support school belonging and wellbeing of students. Students in Year 5 and 6 participate in a day with UPP each year to support personal growth and leadership.
- Embedding trauma aware (also intergenerational trauma aware) approaches to understand and support students.
- Positive home school relationships/partnerships: Parent nights, communication, parent/legal guardian voice, and collaboration.
- Providing regular and positive feedback to students: Teachers use positive and informative feedback to acknowledge and reinforce positive behaviour and achievements using VIP tickets.
- Quiet spaces in the classroom and in wellbeing provide students options when they are feeling overwhelmed or dysregulated.
- Encouraging student participation in school activities and decision-making: Students are regularly asked for their input and opinion.
- Creating a welcoming and inclusive school environment: We celebrate diversity and ensure that all students feel respected and included. We celebrate NAIDOC Week, Multicultural Day, Diversity Day, and religious celebrations.

- Offering universal curriculum based social-emotional learning programs: Through HPE and Religion, teach students skills to enhance empathy, self-regulation, and relationship-building.
- Offering universal, evidence based, social and emotional learning programs (e.g., The Resilience Project, Zones of Regulation) to help students identify their emotions and develop self-regulation skills.
- Providing professional development for staff on student engagement and behaviour to help staff stay informed about the best practices
- Differentiated curriculum that is accessible and responsive for all students
- Encouraging student leadership opportunities: peer buddies, school leadership
- Attendance data monitored to identify trends and patterns for early identification, planning and proactive attendance engagement activities and responses.
- Providing access to school-based mental health services: All students can access our Guidance Counsellor and Support Teachers
- School camp programs
- School leadership programs
- Student-led clubs: Students can start and lead clubs that interest them, promoting engagement and responsibility
- Teacher-led clubs: Teacher led lunch time clubs eg. Dance, Lego, Zen, Friendship.
- Providing opportunities for students to set personal goals and track their progress: Rocket Math, Fluency, Reading, Writing
- Teaching self-regulation skills: Activities like mindfulness and meditation are taught and practised through The Resilience Project to help students manage stress and improve their wellbeing
- Offering comprehensive co-curricular activities: We provide a wide range of sporting, cultural, social justice and special interest activities to ensure all students can be engaged in the school community beyond the classroom
- Regular school-wide events: Events that celebrate student achievements, whole school assemblies, sporting events to foster a sense of community and belonging

Tier 2 - Targeted Interventions

Christ the King implements a range of targeted interventions that promote individual engagement and wellbeing. These can include, but are not limited to:

- Check-In/Check-Out (CICO): This involves providing students with frequent feedback and reinforcement from key people, including the student's parents.
- Students may be supported through wellbeing staff
- Teachers provide individual and/or small group planned instruction specifically matched to the student's identified needs (e.g. high potential learners/specific skill gap).
- Targeted small group interventions within the classroom for students experiencing social, emotional, or developmental challenges.
- Targeted small group interventions outside the classroom:
    - Drumming
    - Seasons for Growth
    - Oral Language

- Support Staff build trusting relationships with students. This involves systemic monitoring of student engagement (e.g., attendance, behavioural incidents, and achievement levels) and personalised, timely interaction focused on problem-solving, skill-building, and enhancing competence.
- Structured Breaks/resets: These breaks incorporate physical activity, mindfulness exercises, or sensory activities to help students manage their behaviour and stay engaged
- Implementing restorative practices to address conflicts that focus on repairing harm and restoring relationships
- Providing access to quiet spaces: Designated areas where students with higher needs can take breaks and recharge in a planned, structured and monitored process to help them manage stress and stay focused
- Home/School cooperation: Involving the family in their student's Tier 2 interventions and personalised support plans. This enables the family and school to work together
- Identification of and early intervention for students with emerging attendance concerns
- Increased academic support and differentiated learning tasks
- Community service activities: These activities aim to increase empathy and have students engage in the wider community
    - St Vincent De Paul
    - Caritas
- Student Support Team engagement

Tier 3 - Individual Intensive Interventions

Christ the King implements a range of individualised practices that promote individual engagement and wellbeing. These can include, but are not limited to:

- Building relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Utilising trauma aware approaches and strategies to help students impacted by trauma (including intergenerational trauma) to build their capacities for feeling safe, engaging constructively with relationships, and emotional self-regulation.
- Utilising restorative conferences for major incidents where appropriate
- Access to school-based counselling and support
- Regular meetings of the Support Team to identify students at risk and plan interventions
- Utilising a case management model which includes allocation of a school-based case manager
- Meeting with student and their parent/legal guardian to plan how best to help the student engage with school and support their wellbeing

- Developing appropriate individualised plans (e.g., Individual Education Plan, Behaviour Support Plan, Behaviour Monitoring, Health Plan, Return to School Plan, Safety Plan)
- Considering environmental changes (e.g., changing the classroom set up, seating plan)
- Planning for non-routine events (e.g., camps, gala days, excursions, incursions)
- Specialist assessment (e.g., academic, cognitive, social emotional, behavioural)
- Referring the student and/or family to:
    - school-based specialists (e.g., Guidance Counsellor, Speech Pathologist, Support Teacher-Inclusive Education)
    - appropriate external supports (e.g., General Practitioners, Child & Family Connect, allied health professionals, Child and Youth Mental Health Services)

5.0 Guide to Management of Behaviours of Concern

A behaviour of concern is challenging, persistent or unsafe behaviour that requires more intensive interventions. It does not include low-level, developmentally appropriate behaviour that is managed through effective classroom practices.

While we endeavour to act proactively, we acknowledge at times students may not meet the school community's expectations. Disciplinary measures may be used as part of a tiered response with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied equitably and students will always be provided with an opportunity to be heard.

Strategies that may be applied include but are not limited to:

- student is reminded of the preferred behaviour to use
- student is provided support to regulate
- problem solving conversation to understand the circumstances of the behaviour and to provide strategies to change the behaviour
- teacher-managed consequences such as moving a student to a different space in a classroom, learning space or playground, or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to a member of the Leadership team (or delegate)
- restorative practices
- relationship support
- behaviour support and intervention meetings
- intensive behaviour support planning and interventions
- formal sanctions

The following outlines the roles and responsibilities of key stakeholders and responses to behaviours of concern. Teachers are expected to reinforce the expected positive behaviours of their students.

Tier 1 Universal Supports

Acknowledge and encourage productive and positive behaviours

Cultivate collaborative learning

Differentiate instruction

Enable active learning

Establish clarity of engagement expectations

Integrate timely and actionable feedback

Scaffold learning tasks

Set clear learning goals

Structure lessons intentionally

Teach expected behaviours, procedures and routines

Use explicit teaching use questioning and promote discussion

Use Engage trackers to monitor the behaviour of students in their class.

Use positive, supportive strategies to respond to behaviours that are not productive and/or acceptable for learning

Use the agreed script

10 Essential Skills

Ensure curriculum is at the appropriate student level and/or appropriately differentiated

Unproductive/Unacceptable Behaviour

BEHAVIOUR DATA

If there is an incident of unproductive/unacceptable behaviour, the teacher determines if it is a minor behaviour of concern or major behaviour and records appropriately the incident on the BCE Engage Student Support

Minor - teacher managed

Repeated Minor - teacher **+**

Major - teacher + leadership managed

Additional Student Support Services

Request for Support (Engage)

Tier 2 interventions

Tier 3 interventions

Teacher Toolbox: Possible teacher responses

Use your proximity

Give a signal, non-verbal cue

Supportive check in - reassuring conversation

Calm down time in safe space or sensory break

Ignore, attend, praise (parallel praise)

Redirect the student back to learning

Teach or re-teach – academics or behaviour

Be directive and provide a clear choice (win-win): E.g. "we can do this now or we can do this at break?"

Follow the agreed school script and office referral process

Teachers are expected to use their own discretion as to when to record the behaviour on Engage, however a behaviour that generally responds to low level interventions should not be recorded.

What are the possible responses to a students repeated minor behaviour?

Problem solving conversation

Restorative practices conversation

Student, Parent, Teacher contact (email, phone, face to face)

Community service/Make it right action

Request for support from the Support Team

Removal from classroom/learning space/activity/playground for a period of time

Follow the agreed school script and office referral process

What are the school's possible responses to a student's Major behaviour?

Student(s), Teacher, Leadership problem solving conversation

Student(s), Teacher, Leadership restorative practices conversation

Formal apology

Student, Teacher, Leadership, Parent meeting

Crisis Management flowchart of phases and responses

Formal Sanction - Detention

Formal Sanction – Suspension

Consider the need for increased supports (Academic or Behavioural) – SST

Removal from classroom/learning space/activity/playground for a period of time

Restorative practice

Restorative practice is a teaching and learning approach that builds respectful, supportive behaviour. It recognises that many factors influence behaviour and addresses them through empathy, relationship-building, communication, social and emotional learning, and accountable repair.

It focuses on strengthening relationships and, after any sanction, using a restorative process to support belonging and re-engagement, sometimes through collaborative problem-solving.

Collaborative problem solving (CPS)

Collaborative problem solving is an approach that involves working together with students who display challenging behaviour to uncover the underlying causes. The goal is to jointly create a plan with the student to address the issue driving the behaviour.

Time-out

Teacher-directed time-out is a de-escalation strategy and occurs where a student is directed away from an educational activity or setting. It is used after other de-escalation strategies and teaching practices have been tried. Self-directed time-out enables a student to remove themselves from a situation or environment causing stress. It is a planned behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy.

Time-out should be viewed as an opportunity to build capacity for self-regulation, rather than solely a disciplinary or isolating event.

Detention

Detention is a disciplinary consequence used to address inappropriate student behaviour, applied as close as possible to the breach to provide timely support and encourage positive choices. Students required to serve detention remain at school under staff supervision, in a designated location or activity during non-class time such as lunch, after school, or non-school days. The response is tailored to the student's age, development, and specific needs, and may include restriction from the playground/school yard for a brief period as a learning opportunity to reflect on behaviour. All detentions, including those served during lunch or play time, are recorded in Engage Student Support System (ESSS), and parent/legal guardians are notified by the teacher who issued the detention. It is recommended that any detention involves relational support by a calm adult, to help the student to process and problem-solve the behaviour event of concern and to return to class, playground or other activities in a regulated state.

Suspension may be imposed as a disciplinary measure in response to serious breaches of the SCC, particularly when necessary to ensure the safety of the student, other students, or staff. It 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 set period. Suspension serves to signal that current behaviour is unacceptable and requires change to meet the expectations of the school community. Suspensions also provide time for school staff to review and develop plans such as Behaviour Plans, Crisis Management Plans or Risk Assessments to help facilitate the student's positive and supported return to the school community.

Suspensions are only one strategy for managing inappropriate behaviour and are most effective when they encourage parents/legal guardian to actively partner with the school in modifying the student's conduct. Suspensions are issued by a member of the leadership team in collaboration with teachers involved in the incident.

The option to suspend a student is an authority delegated to the school Principal by the Executive Director of BCE if the Principal is reasonably satisfied grounds exist for the suspension.

Documentation and notification, including an official suspension letter which outlines the grounds for suspension sent to parents/legal guardians, are managed by the leadership team. Whilst suspended, students are under the care of the parents/legal guardians and are expected to complete appropriate schoolwork. Before returning to school, the student and parents/legal guardians meet with a member of the leadership team (or delegate) to discuss the incident and facilitate a positive re-entry to the school community.

Exclusion

Exclusion is the most significant formal sanction and is only considered if there are no other reasonable actions available to respond to the student's unacceptable behaviour. BCE recognises the right to an education and the expectation of providing safe educational and working environments for everyone in the school community. A decision to enact this procedure is taken seriously and only made after all other reasonable options and interventions have been considered or implemented, documented and determined to be ineffective or inappropriate. Parents/legal guardians are provided with documentation that outlines the grounds for such a decision.

Appeals

Parents/legal guardians can appeal suspensions and exclusion in the following ways:

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school Principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing **SchoolPerformance@bne.catholic.edu.au**
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School 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 Education Excellence Executive of BCE within 10 school days after receiving notification of the exclusion.

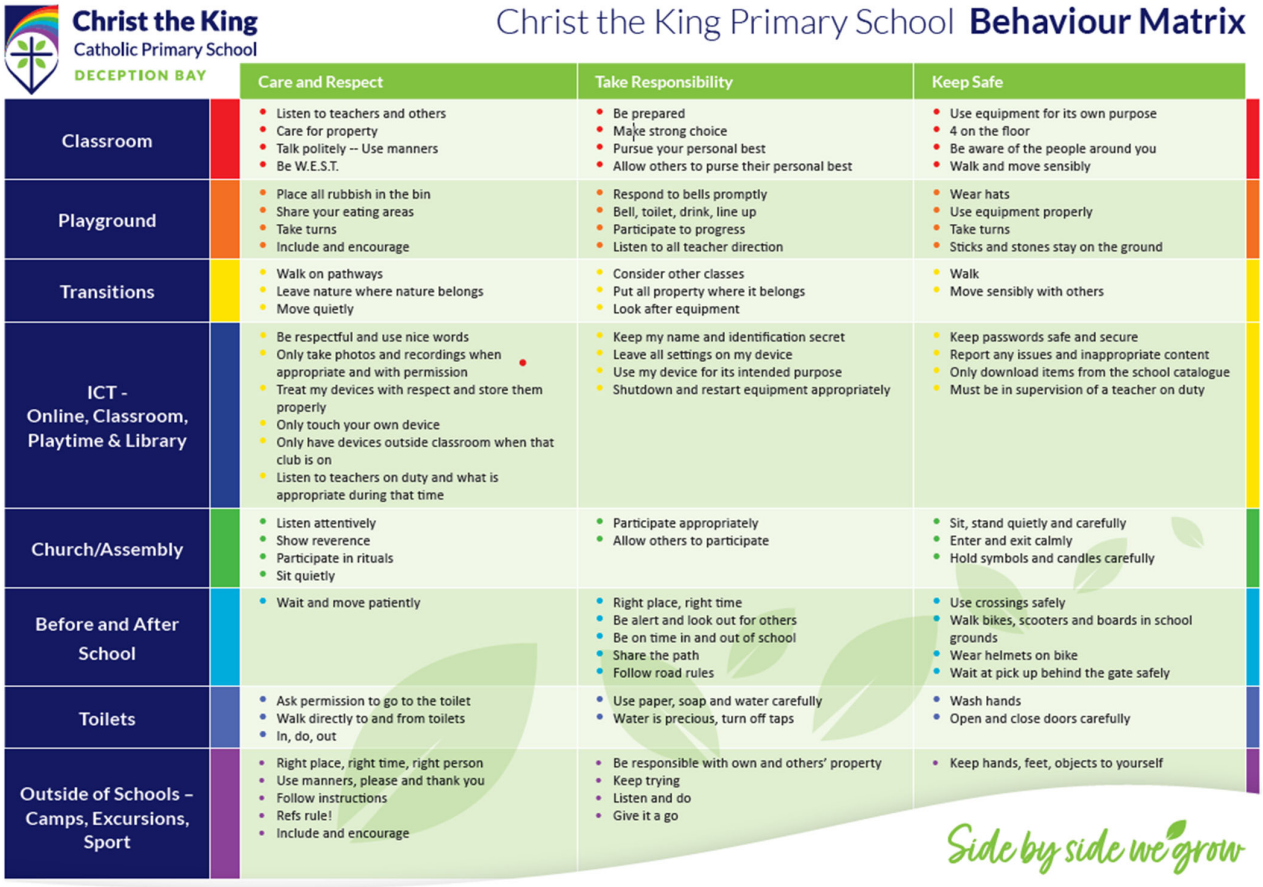
Complaints

Following an appeal, if parents/legal guardians are dissatisfied with the outcome from the appeal process, a complaint can be made in in accordance with the BCE Complaints Policy.

6.0 Plan review and approval

Plan last reviewed (date)	09/11/26
Consultation	School Support Team, Parent Representatives
Approved by	Principal
Next scheduled review date	01/28

7.0 Appendix A – School Behaviour Graphic



8.0 Appendix B – Bullying Prevention and Response

Key Principles and Processes:

A supportive school values diversity and ensures every community member feels respected, safe, and included. We aim to promote proactive responses, consistency in handling and recording incidents, and the creation of a safe environment free from bullying, harassment, and discrimination.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination (inclusive of victimisation of students with disability) will not be tolerated and will be managed in accordance with this plan.

BCE endorses the *National Standards on Bullying in Schools* (Rapid Review, 2025), and as such our schools are committed to:

- taking clear action to build a respectful school culture that does not tolerate bullying or harmful behaviours, ensuring students' right to a safe education is protected.
- applying a whole-school strategy to prevent and address bullying and related issues.
- maintaining visible, transparent anti-bullying policies and being accountable for prompt and appropriate actions.
- using evidence-based strategies for prevention, early intervention, and response to bullying and harmful behaviours.
- ensuring all staff are empowered and equipped to prevent and manage bullying, fostering a positive and safe environment.
- reducing risks and creating safe, inclusive, and respectful communities.

Definition of Bullying:

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. **Single incidents or conflicts between equals are not considered bullying.**

Assessing concerns and thresholds

When a concern is reported, the school will assess whether the behaviour constitutes bullying, harassment or another harmful behaviour. Bullying involves a repeated misuse of power and differs from mutual conflict or single incidents of harm.

Repeated or escalating harmful behaviours, including online behaviours, may constitute bullying over time, even if individual incidents appear minor in isolation. Where the criteria for bullying are met, the school will respond in accordance with this Student Behaviour and Engagement Plan (SBEP), record the incident in Engage as Bullying/Harassment, complete the Bullying/Harassment Register, and implement appropriate supports and monitoring to prevent recurrence and reduce harm.

Examples of Bullying type behaviours:

- Verbal: name calling, teasing or putting other people down ('sledging' and 'pay-outs'), threats, offensive or abusive comments, sarcasm, crude jokes and comments, ridiculing appearance, actions or beliefs, verbal intimidation, whistling
- Physical: kicking, punching, pushing, shoving, spitting, fighting, damaging or destroying other people's property, jostling, pinching, touching, or physical intimidation
- Social: exclusion (rejection/alienation from groups), spreading rumours, gossip, racial or sexual comments, graffiti or notes about others
- Emotional; victimisation, instilling fear in others, extorting (forcing others to hand over money, food or possessions), forcing others to do their work
- Cyber: obscene or threatening phone calls, texting and emails, internet postings about people, on-line impersonating someone

Preventative Actions:

- Develop a positive school culture through the enactment of our school values
- Implement education programs and curriculum promoting respect
- Publicly communicate an anti-bullying stance
- Provide resources for students and parents/legal guardians (e.g., Bullying No Way!, school website, school anti-bullying brochure)
- Provide training for staff in identifying, understanding and responding to bullying behaviour
- Implementation of a Consent and Respectful Relationships Education curriculum
- Address cyberbullying and other emerging online harms, including image-based abuse (including digitally altered or generated imagery), and include clear reporting and response pathways

Reporting and Record Keeping:

- All reported bullying, harassment and other harmful behaviour concerns will be recorded in the BCE Engage Student Support System promptly for effective follow-up. Where the criteria for bullying or harassment are met, a record will be created and completed by the Principal (or delegate) and entered in the Bullying/Harassment Register in Engage.
- Where a concern is assessed as not meeting the criteria for bullying or harassment, the concern, response and supports provided will still be recorded in the relevant sections of Engage.
- Records will include, where applicable, key actions taken, supports implemented, communication with students and parents/legal guardians, and monitoring arrangements, with due respect for privacy
- We provide clear, known, accessible and safe reporting processes for students and parents/legal guardians, including in-person, online and, where appropriate, anonymous reporting options.
- We provide training for staff in accurate reporting and recording and use Engage and other methods to monitor behaviour patterns

Response Procedures:

The school will initiate a response to reports of bullying within two school days to support the safety and wellbeing of students involved. Note, initiating a response is not resolution.

- Initiating a response may include, as appropriate:
    - an immediate safety and wellbeing check for students harmed, students alleged to have engaged in the behaviour, and other students affected or witnessing the incident, as appropriate
    - interim actions to prevent further harm while the concern is assessed
    - planning and implementing initial supports for students involved in or affected by the incident
    - initial communication with the reporter about the school's next steps, with due respect for privacy
- The school will provide and promote supports and resources for:
    - students who are harmed by or otherwise impacted by bullying and other harmful behaviours
    - students who witness these behaviours
    - parents/legal guardians, including resources to help them identify bullying and support their child
    - students who engage in bullying or other harmful behaviours, with a focus on behaviour change
- Provide feedback to those impacted by the behaviour of the school response
- Apply sanctions and support to change the behaviour of students who engage in bullying behaviour

- Teach all students about bystander behaviour and encourage them to report and safely intervene
- Provide training for staff as to how they respond to incidents of potential bullying and harassment
- Apply practices consistently and use restorative practices where appropriate
- Escalate to police or e-Safety Commissioner if necessary

The school will continue to provide timely and appropriate feedback to the reporter until the matter is resolved, within the limits of privacy obligations.

Responsibilities in Bullying Prevention:

- Principal and School Leaders: Foster a positive, safe school environment; document and communicate the school's anti-bullying processes; ensure reports are responded to in a timely way; ensure incidents are recorded in Engage; and monitor patterns to strengthen prevention and response practices.
- School Staff: Undertake training as to how to promote respectful relationships, respond to and record bullying incidents, educate students on bullying prevention, and encourage safe positive bystander behaviour.
- Parents/legal guardians: Communicate with the school about concerns, support and model respectful behaviour, help children respond to bullying, and work with staff to resolve issues.
- Students: Follow the school's Code of Conduct, treat others with kindness and respect, and understand and report bullying, and act as positive upstanders.

Reporting and escalation pathways:

Bullying concerns are managed through the school's Student Behaviour and Engagement Plan (SBEP) and Student Code of Conduct (SCC) processes.

The school and BCE complaints processes apply where a student or parent/legal guardian believes the school has not followed its processes or has not managed the concern appropriately. Information about complaints and escalation pathways is available through the school's Student Code of Conduct, Student Behaviour and Engagement Plan, and the Brisbane Catholic Education website.

Responding to reports of Bullying/Harassment

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All staff must take **all** reports of bullying/harassment seriously and respond in accordance with the bullying procedure.

Student, parent/legal guardian, and/or others (Reporters) share information
OR Staff observe behaviour/pattern of behaviour

NB. Schools must make a reasonable effort to initiate a response to any observed or reported harmful behaviour, including bullying, within two (2) school days of becoming aware of the behaviour.

Respond (within 2 school days)

- Identify if there are safety risks, ensure safety of all students involved, and report risks to school leadership immediately.
- Listen carefully and non-judgementally to all students involved, document the facts (gather specific examples, times, locations).
- Keep notes of your discussions on Engage in **Conversations** to help you determine if this is bullying/harassment.
- Keep the Reporter informed of your actions.

Support

- Provide immediate support to all the students involved.
- Let the Reporter know the concerns will be addressed and the process by which this will be undertaken.
- Record supports provided on Engage in **Conversations**.

Record

- Keep a record of findings in **Conversations** on Engage.

NB: Ensure regular communication with Reporters (parents/legal guardians, students) following the initial contact and ensure you record this in **Conversations**.

Is the incident Bullying/Harassment?
Misuse of power | Intent to cause harm | Repeated

Yes

Bullying/Harassment – Leadership

- Create a Bullying/Harassment incident on Engage if not already done.
- Complete the bullying/harassment record on the Engage register.
- Leadership/team review the incident, determine targeted supports and/or sanctions for student(s).
- Leadership/team feedback to the Reporter (parent/legal guardian, student) to inform them of the outcome.

No

Other harmful behaviour – Staff

- Record the incident in the appropriate Engage category as:
  - minor (e.g., once off teasing) or
  - major (e.g., physical aggression) behaviour.
- Support student/s as needed.
- Provide feedback to the Reporter (parent/legal guardian, student).

Monitor Plan & Follow-Up

- Leadership (or delegate) formulates a short/long term support plan for all students involved in major behaviours. (e.g. Pastoral support plan, IBSP, FBA-BSP, etc).
- Monitor and support all student/s involved (follow up with the students/parents/legal guardians, as appropriate, following the incident to ensure the matter is resolved).
- Leadership (or delegate) monitor minor behaviours for patterns.
- Continue to upload relevant documentation to Engage.

9.0 Appendix C – Behaviour Definitions

Behaviours of concern are to be recorded. However, the response to a behaviour of concern will be nuanced given individual circumstances (e.g., trauma, extenuating family events, context of the behaviour)

Minor Behaviours of Concern (examples, but not limited to)

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 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, camera and/or computer	Using 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 or teasing multiple students 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 of Concern (examples but not limited to)

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, spitting at a person
3a	Bullying	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). Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.	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 behaviours such as prank calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.
3b	Harassment	Harassment is behaviour that targets an individual or group due to their: identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual	Comments targeting someone's appearance or identity (e.g., jokes about race, religion, gender, or disability)

		orientation; marital, parenting or economic status; age; ability or disability. It offends, humiliates, intimidates or creates a hostile environment. It may be: an ongoing pattern of behaviour or a single act; directed randomly or towards the same person(s); intentional or unintentional	Sexual harassment (inappropriate comments, gestures, or sharing explicit content) Stalking or persistent following (repeated unwanted presence or excessive messages) Unwelcome physical contact (touching without consent) Exclusion based on identity (leaving someone out due to their background or beliefs), appearance, or ability
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 where students can't learn and teachers can't teach	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" affiliated garments, 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, damage to school or other's property
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	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such as e.g. a parent or teacher on a document

		without acknowledging its original source.	
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	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Vaping/cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
14	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 NB a weapon does not need to be 'real' can be an object that is reasonably assumed to be one and is used to intimidate or threaten
15	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
16	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.
17	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.
18	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

19	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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10.0 Reference

Figure 1: BCE MTSS Framework

Adapted from "Multi-Tiered System of Supports (MTSS) Model" by Australian Education Research Organisation Used under CC BY 4.0 licence. Source: Centre on Positive Behavioural Interventions and Supports (July 2023). Positive Behavioural Interventions and Supports (PBIS) Implementation Blueprint. University of Oregon www.pbis.org

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