

# **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

## **School Mission and Vision - Teach Challenge Transform**

### **Vision**

We are a faith-filled learning community, creating a better future for all.

### **Mission**

At Christ the King we provide an inclusive, respectful, and safe environment for students to be taught, challenged, and enriched in their learning and growth.

### **Our School Context**

Christ The King Primary School is a small Catholic School located only minutes away from the bay in Brisbane's Deception Bay area. The leafy green, bayside surrounds and gardens of the school are the perfect environment to support the students in learning about sustainability and stewardship for the Earth as well as provide fertile ground for academic and real-world learning.

As a small school with 330 students, we are a vibrant community and pride ourselves on truly knowing our students and families. Our school consists of fourteen classes, and we look forward to continuing our building and facilities program to support our growing community.

Our dedicated teachers, specialist staff and school officers provide vigorous and engaging teaching and learning activities to ensure all children have the opportunity to reach their potential. Our teaching and learning vision, jointly constructed by staff and parents encompasses all this in the simple phrase, "Side by side we grow".

### **Consultation and Review Process**

This document was produced in consultation with staff and parent representatives and will be reviewed every 2 years.

## **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.

At Christ the King we believe in creating ways of working and processes or systems that connect us with our Brisbane Catholic Education motto to teach, challenge and transform. Our ways of working together promote a structure and passion for contemporary learning and teaching.

With strong pedagogical practice that is consistent across the school and connected to our learners and system expectations we watch our learners grow. We recognise what quality learning and teaching looks, sounds and feels like, within our authentic Professional Learning Community.

We believe our symbols – the cross, the rainbow and our learning tree, which highlight the message of Jesus Christ and Gospel values, the uniqueness of every individual and the vital importance of learning across all facets of life.

We believe in behaviours that are caring, responsible and safe. Our interactions with each other should be life giving, respectful and inspiring. High expectations from all in our community are paramount, as is resilience and a culture of no excuses. We want our learners to be take ownership, be accountable and be responsible for their behaviour choices and the effect these have on others.

## 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.

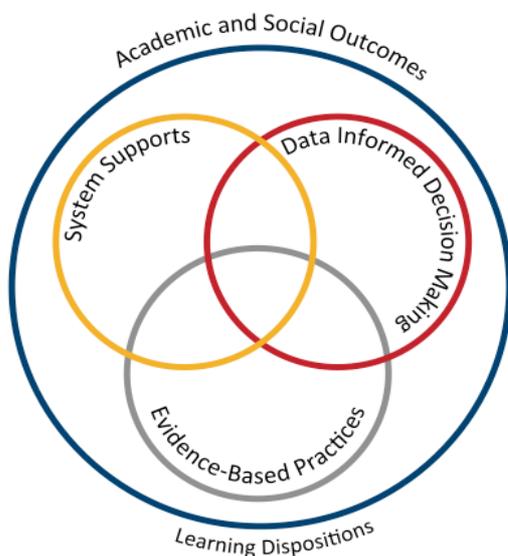


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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:

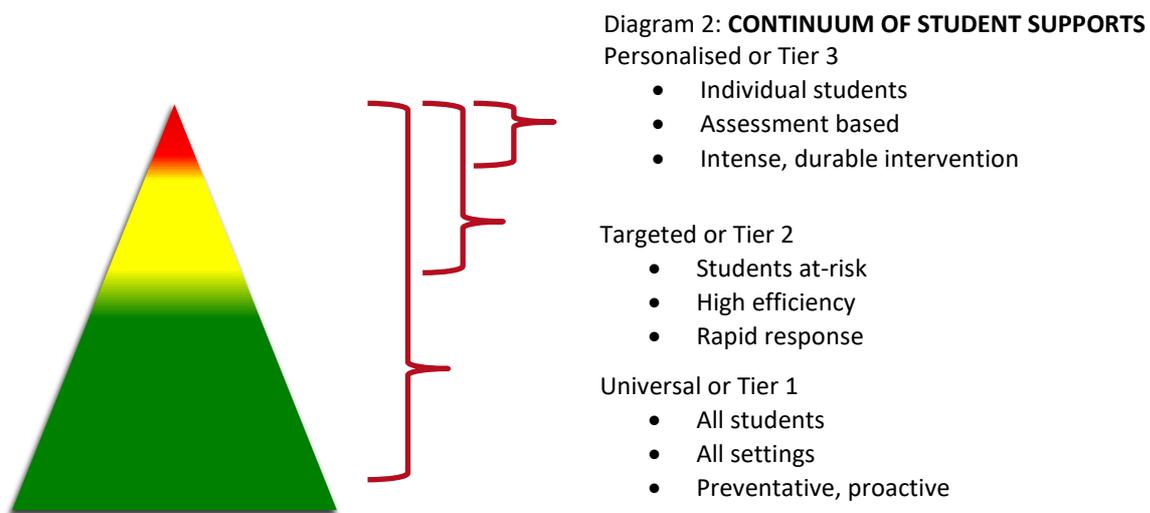
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

The Universal Team at Christ the King consists of teachers, school officers, support staff and leadership. Targeted or Individual Support Teams can consist of ST:IE, Guidance Counsellor, School-Based Speech Pathologist, leadership, and class teachers.

Weekly meetings are held with the support team to discuss students who require targeted and individual support. Support meetings are held with parents, school support team and outside specialists as required.

The behaviour support team stay up-to-date with PB4L professional learning attending conferences and professional learning when it is available. School staff also engage in professional learning on classroom management strategies and supporting diverse learners. This have included but are not limited to 10 Essential Skills, Trauma Training, Poverty Training, MAPA, Sue Larkey training, Behave Ability and PB4L.

## **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 Respectful
- Be Responsible
- Be Safe
- 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.

Our school matrix is displayed in Appendix B.

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

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

- Beginning of school year orientation day
- Weekly throughout the year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers
- Social Skill Teaching

### 3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

| School practices that encourage expected behaviours | Classroom practices that encourage expected behaviours |
|---|--|
| Weekly VIP Awards                                   | Class encouragers                                      |
| Weekly Learning Awards                              | Points system for class reward                         |

Tier 2 Targeted Supports:

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

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

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

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

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

### Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

## **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).

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

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

| De-escalation   | Problem-solving  | Restorative  |
|---|--|--|
| Supervised calm time in a safe space in the classroom<br>Supervised calm time in a safe space outside of the classroom<br>Set limits<br>Individual crisis support and management plan | Teacher – student conversation<br>Work it out together plan – teacher and student<br>Teacher – student – parent meeting<br>Teacher – student – leadership conversation | Student apology<br>Student contributes back to the class or school community<br>Restorative conversation<br>Restorative conference |

In addition, de-escalation crisis prevention and support strategies may include;



## 5. BCE Formal Sanctions

At Christ the King formal sanctions are implemented in accordance with BCE policies and procedures. Our school contextualises these formal responses to ensure they are applied consistently, transparently, and in a manner that reflects our local expectations, culture, and pastoral approach.

- **Detention** may be issued if students require some time out of the classroom or playground for continued unproductive behaviour, non-compliance or disrespectful behaviour. This is supervised by teachers or administration.
- **Suspension** may be issued if students demonstrate violent verbal or physical behaviour towards staff and/or students. This is issued by administration, parents are notified by phone and letter. A suspension record is recorded in

Engage and a Re-entry meeting with student and parent must take place before the student can return to school.

- **Exclusion** may be considered when student behaviour puts staff and students at risk of physical or psychological harm. This decision-making process involves stakeholder meetings with BCE personnel, Senior Leader, and the support team. Parents would be notified following a discussion and with a formal letter.

## 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:<br><br>(a) make the review decision within 5 business days after the application is made; and<br><br>(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

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

### Definition

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

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

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

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

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

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

### **1. Understanding Bullying and Harassment**

Staff undergo professional learning with the guidance counsellor around appropriate terminology, signs of bullying, types of bullying and research. The Guidance Counsellor works with a group of students from all areas of the school on the same topics and ways to prevent, overcome and address bullying and harassing behaviours.

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

The teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours is embedded into classroom teaching using the approved Australian Curriculum, which includes the personal and social capabilities and the BCE Religious Education Curriculum.

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

Bullying sits within our school behaviour support and management processes. It is considered a major behaviour and it treated seriously. Once a child and/or parent/guardian alerts the school to an incident of bullying, the principal is notified, the incident is investigated, and appropriate action is taken. A record is kept in Engage, and parents are informed of the outcome.

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 this section, outline how you plan for a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:

1. Student assemblies: Student bullying and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. The school staff work closely with The Resilience Project Team to provide students with Emotional Literacy.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. If there are reports of playground behaviour, students are monitored by a staff member during play.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour during their induction.

5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. The fortnightly newsletter shares information with parents and emails to year level groups informs parents of inappropriate online or repeated behaviours.
6. Explicit promotion of social and emotional competencies among students.
7. Whole school focus areas to prevent and address bullying and positive and productive relationships include, big and small problems, positive social responses, role plays, reframing negative situations, teaching students to respond with evidence based anti-bullying strategies. Skill Streaming is a proactive social skill building program to help students with positive relationships.

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

Staff member Principal – Alish Conley 3203 2164

Staff member APRE – Michelle Logan 3203 2164

Staff member Guidance Counsellor – Melissa Wickham 32032164

### **Cyberbullying**

Cyberbullying is treated at Christ the King with the same level of seriousness as direct bullying.

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

In an instance where cyberbullying is reported to the school, the incident is investigated and parents are informed. Parents are informed on where to seek assistance to monitor their child's online activities and restrict access.

### **Resources**

The [Australian Curriculum](#)  provides the framework for your school's anti-bullying teaching and learning activities.

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

- Bullying NoWay
- Office of the eSafety Commissioner
- eSmart
- Skill Streaming
- Friendology
- The Resilience Project

## **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.

The school support team (Administration, ST:IEs and GC) meet weekly to discuss student behaviour data, observations, teacher discussions and referrals to determine which students require extra support. Teachers, GC and ST:IE may meet to create Behaviour Support Plans which are shared with parents.

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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 |
|-----------|------------------|--|--|

### 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.<br>Bullying involves the misuse of power by an individual or group towards one or more persons | Bullying may include:<br>Physical: hitting, kicking, any form of violence;<br>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;<br>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;<br>Racial: taunts, graffiti, gestures, intimidation;<br>Sexual: unwanted physical contact, abusive comments, intimidation.<br>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.<br>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<br>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<br><br>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 |

## Appendix B – School Matrix



## Christ the King Primary School Behaviour Matrix

|  | Care and Respect   | Take Responsibility   | Keep Safe   |
|--|--|---|---|
| <b>Classroom</b>                                       | <ul style="list-style-type: none"> <li>Listen to teachers and others</li> <li>Care for property</li> <li>Talk politely -- Use manners</li> <li>Be W.E.S.T.</li> </ul>  | <ul style="list-style-type: none"> <li>Be prepared</li> <li>Make strong choice</li> <li>Pursue your personal best</li> <li>Allow others to pursue their personal best</li> </ul>  | <ul style="list-style-type: none"> <li>Use equipment for its own purpose</li> <li>4 on the floor</li> <li>Be aware of the people around you</li> <li>Walk and move sensibly</li> </ul>  |
| <b>Playground</b>                                      | <ul style="list-style-type: none"> <li>Place all rubbish in the bin</li> <li>Share your eating areas</li> <li>Take turns</li> <li>Include and encourage</li> </ul>   | <ul style="list-style-type: none"> <li>Respond to bells promptly</li> <li>Bell, toilet, drink, line up</li> <li>Participate to progress</li> <li>Listen to all teacher direction</li> </ul>   | <ul style="list-style-type: none"> <li>Wear hats</li> <li>Use equipment properly</li> <li>Take turns</li> <li>Sticks and stones stay on the ground</li> </ul>   |
| <b>Transitions</b>                                     | <ul style="list-style-type: none"> <li>Walk on pathways</li> <li>Leave nature where nature belongs</li> <li>Move quietly</li> </ul>  | <ul style="list-style-type: none"> <li>Consider other classes</li> <li>Put all property where it belongs</li> <li>Look after equipment</li> </ul>   | <ul style="list-style-type: none"> <li>Walk</li> <li>Move sensibly with others</li> </ul>   |
| <b>ICT - Online, Classroom, Playtime &amp; Library</b> | <ul style="list-style-type: none"> <li>Be respectful and use nice words</li> <li>Only take photos and recordings when appropriate and with permission</li> <li>Treat my devices with respect and store them properly</li> <li>Only touch your own device</li> <li>Only have devices outside classroom when that club is on</li> <li>Listen to teachers on duty and what is appropriate during that time</li> </ul> | <ul style="list-style-type: none"> <li>Keep my name and identification secret</li> <li>Leave all settings on my device</li> <li>Use my device for its intended purpose</li> <li>Shutdown and restart equipment appropriately</li> </ul> | <ul style="list-style-type: none"> <li>Keep passwords safe and secure</li> <li>Report any issues and inappropriate content</li> <li>Only download items from the school catalogue</li> <li>Must be in supervision of a teacher on duty</li> </ul> |
| <b>Church/Assembly</b>                                 | <ul style="list-style-type: none"> <li>Listen attentively</li> <li>Show reverence</li> <li>Participate in rituals</li> <li>Sit quietly</li> </ul>  | <ul style="list-style-type: none"> <li>Participate appropriately</li> <li>Allow others to participate</li> </ul>  | <ul style="list-style-type: none"> <li>Sit, stand quietly and carefully</li> <li>Enter and exit calmly</li> <li>Hold symbols and candles carefully</li> </ul>   |
| <b>Before and After School</b>                         | <ul style="list-style-type: none"> <li>Wait and move patiently</li> </ul>  | <ul style="list-style-type: none"> <li>Right place, right time</li> <li>Be alert and look out for others</li> <li>Be on time in and out of school</li> <li>Share the path</li> <li>Follow road rules</li> </ul>                         | <ul style="list-style-type: none"> <li>Use crossings safely</li> <li>Walk bikes, scooters and boards in school grounds</li> <li>Wear helmets on bike</li> <li>Wait at pick up behind the gate safely</li> </ul>                                   |
| <b>Toilets</b>   | <ul style="list-style-type: none"> <li>Ask permission to go to the toilet</li> <li>Walk directly to and from toilets</li> <li>In, do, out</li> </ul>   | <ul style="list-style-type: none"> <li>Use paper, soap and water carefully</li> <li>Water is precious, turn off taps</li> </ul>   | <ul style="list-style-type: none"> <li>Wash hands</li> <li>Open and close doors carefully</li> </ul>  |
| <b>Outside of Schools - Camps, Excursions, Sport</b>   | <ul style="list-style-type: none"> <li>Right place, right time, right person</li> <li>Use manners, please and thank you</li> <li>Follow instructions</li> <li>Refs rule!</li> <li>Include and encourage</li> </ul>   | <ul style="list-style-type: none"> <li>Be responsible with own and others' property</li> <li>Keep trying</li> <li>Listen and do</li> <li>Give it a go</li> </ul>  | <ul style="list-style-type: none"> <li>Keep hands, feet, objects to yourself</li> </ul>   |

*Side by side we grow*

## Appendix C – School Expectations

School Wide Behaviour Support System and Decision Making Processes

# Positive Behaviour for Learning



**Christ the King**  
Catholic Primary School  
DECEPTION BAY  
*Side by side we grow*

## We Shine at CTK

### Principles of Behaviour

| Principles                 | Expectations  |
|----------------------------|---|
| <b>Care and Respect</b>    | <ul style="list-style-type: none"> <li>Following adult instructions</li> <li>Use respectful words</li> </ul>                        |
| <b>Keep Safe</b>           | <ul style="list-style-type: none"> <li>Use respectful words and actions</li> <li>Be in the right place at the right time</li> </ul> |
| <b>Take Responsibility</b> | <ul style="list-style-type: none"> <li>Own your learning</li> <li>Own your behaviour</li> </ul>                                     |

### Rights and Responsibilities

| Rights  |                 | Responsibilities   |
|---|-----------------|--|
| <ul style="list-style-type: none"> <li>To be treated with respect</li> <li>To be safe</li> <li>To learn</li> </ul>  | <b>Students</b> | <ul style="list-style-type: none"> <li>To be respectful</li> <li>To follow safety rules</li> <li>To allow others to learn</li> <li>To engage in learning</li> </ul>          |
| <ul style="list-style-type: none"> <li>To be respected</li> <li>To be safe</li> <li>To be supported</li> <li>To be able to deliver learning</li> </ul>                                    | <b>Teachers</b> | <ul style="list-style-type: none"> <li>To be respectful</li> <li>To provide a safe environment</li> <li>To provide approved learning</li> </ul>                              |
| <ul style="list-style-type: none"> <li>To be treated with respect</li> <li>To be safe</li> <li>To feel supported</li> <li>To know about their child's learning and achievement</li> </ul> | <b>Parents</b>  | <ul style="list-style-type: none"> <li>To be respectful</li> <li>To act safely</li> <li>To be supportive of the school</li> <li>To support their child's learning</li> </ul> |

A Brisbane Catholic Education School

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