

St. Joseph's School Weipa

Whole School Behaviour

Support Plan

EFFECTIVE DATE: September 2025

FULL REVIEW DATE: September 2028

Purpose

St Joseph's School Weipa is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors.

This Whole School Behaviour Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

Its purpose is to maintain high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

School Mission and Vision

This Whole School Behaviour Support Plan is aligned with our vision, mission and values at St Joseph's School Weipa.

Our Vision

For every child to succeed and be challenged in every classroom, every day.

Our Mission

To bring faith and learning to life.

Our Values

Justice, Compassion and Humility.

It is informed by the Catholic Education Encounter Framework which describes the process that enables growth in understanding Catholic identity, and who we are called to be as Catholics. It aligns with the Framework's four elements of respect, connect, reflect and embrace that capture our ways of operating in the Catholic Education Diocese of Cairns.

Our School Context

In 2025, our St Joseph's School is made up of 162 students and 20 staff members. The school is Prep to Year 6 with one class per year level. Class sizes range from 14 students in Year 5 to 34 students in Year 4, with 2 teachers co-teaching in Year 4. We currently have waitlists for Prep and Year 1. We have approximately 30% First Nations students and being a remote community, our demographic is mostly families from Mining (Rio Tinto), Health (Hospital) and Education (St Joseph's School & Western Cape College P-12).

Consultation and Review Process

St Joseph's School Weipa developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, our School wide MTSS-E committee, and distribution of the draft plan for comment and review. This consultation process included school community stakeholders, alongside a plan to ensure existing and new staff, students and parents are fully informed of the systems and practices in place. The document will be reviewed annually with minor updates to reflect change in circumstances, staff etc. with a full-scale review due in 3 years, in September 2028.

SECTION A: Our Student Behaviour Support Systems

1. Our Beliefs About Student Behaviour

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 St Joseph's School Weipa, we believe:

1. Behaviour is a learning process where positive learning behaviours and expectations are taught as part of the curriculum.
2. There must be a warm, disciplined, safe, and supportive classroom environment where students and staff develop positive relationships.
3. Students are always asked to do the best they can. The teacher's role is to teach and facilitate this behaviour.
4. Respect, faith and learning are central to everything we do.
5. Students have the right to receive constructive feedback about their behaviour and learning.
6. Students are to be just, compassionate and humble in their encounters with others.
7. Staff have high expectations of all students and provide them with opportunities where they can experience success and be challenged.

2. Our Whole-School Approach; a Multi-tiered System of Support (MTSS)

A whole school approach provides a continuum of supports (Universal, Targeted and Personalised) that acknowledges that students will need differing levels of supports to be successful at school. MTSS-E is a framework that provides schools with the systems and processes to support students and improve student engagement outcomes.

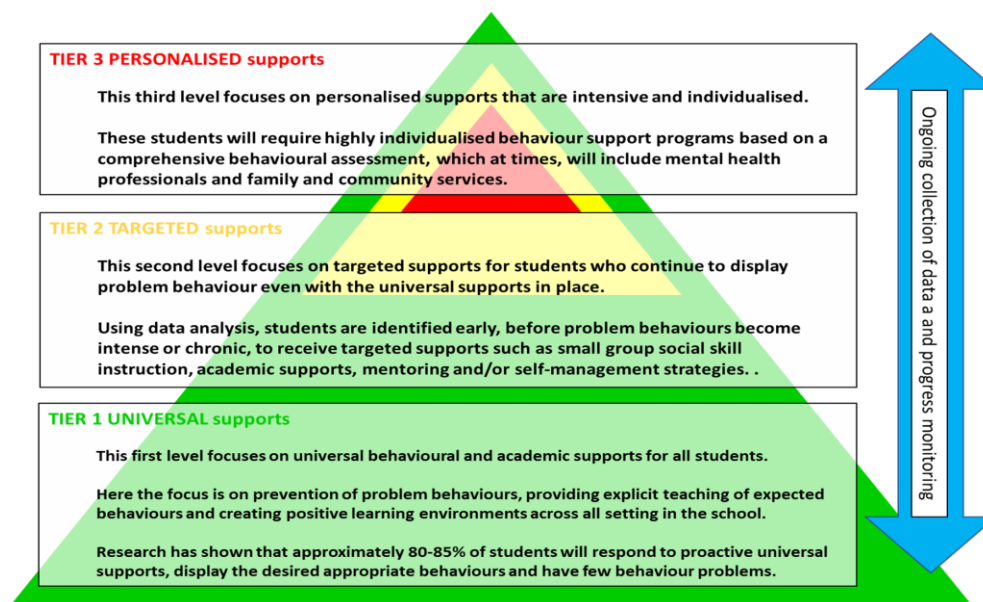


Diagram 1: Multi-Tiered Systems of Support (MTSS)

3. Student Behaviour Support Team & Professional Learning for School Staff

St Joseph's Weipa Student Behaviour Support Team/s structure is as follows:

Behaviours:

Tier 1 Behaviours: Teachers & School Officers

Tier 2 Behaviours: AP - CIW/Internal Coach (MTSS-E)

Tier 3 Behaviours: Principal

*Tier 2 & 3 Behaviours to be recorded on Engage

Engagement:

Teachers: in class engagement (learning & behaviour)

Leadership: ongoing engagement issues (identified via Engage or data collection)

Pastoral Care:

Teachers: student wellbeing concerns that are identified by or reported to the teacher

Leadership: student wellbeing concerns that are identified by or reported by the care giver

School Counsellor: student wellbeing concerns referred by staff via Engage

Professional Learning:

To build staff capacity, MTSS-E PD is provided to teachers and school officers via regular staff meetings. These meetings are scheduled for twice a term. The school's Internal Coach attends PD either via Teams or in person with MTSS-E facilitators in Cairns.

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

1. Clarity: Our Values and Expected Behaviours

Whole school values encourage consistent communication 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 values are:

- Humility
- Compassion
- Justice

Our school behaviour matrixes are 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. See *Appendix 1a: Student Expectations Matrix & Appendix 1b: Staff Expectations Matrix*

2. Teaching Expected Behaviour

Effective instruction requires practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long.

At St Joseph's Weipa our expected behaviours are taught to students by:

- Assembly: Every Friday assembly an expectation is shared with the school community, this expectation then becomes the morning slide focus for the following week.
- Morning Slides: Every morning the class teacher shares the St Joey's Way morning slides with their class. This includes an expectation that will be the focus for the week. The slides explain the expectation, why we have it and what it looks like if we are following it.
- Start of the year: Teachers brainstorm with their students their class expectations. These are then displayed in the classroom and referred to on a regular basis. Expectations are to be positive and 3-5 in number.
- Start of each term & as needed: Teachers revise classroom expectations with students.

3. Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating expected behaviours.

The acknowledgement strategies in place for our school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
St Joey's Way award on assembly	Ticket in a class draw
Class encouragers	Points system for class reward
Visit another staff member	Fake money to spend in class shop
Joey time	Stickers
	Prize box
	Positive postcard sent home
	Positive phone call home

Tier 2: Targeted Supports

Targeted evidence-based interventions support students at risk of disengagement (social emotional, behavioural, cognitive) and may prevent the need for more intensive interventions.

Students are identified proactively, using but not limited to academic, behaviour and attendance data. Student progress and supports are monitored and reviewed.

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

- Social Skills Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. This type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher recommends this type of group, which is then facilitated by the school counsellor.
- Literacy Intervention Groups. Students achieving low literacy results are identified using their DIBELS data and work in small groups with a School Officer using the MultiLit program.

Tier 3: Personalised Supports

Personalised Supports are for students whose behaviour has not responded to Universal or Targeted supports.

Personalised supports currently on offer at the school include:

- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process
- School Counsellor support services
- Care Team - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Responding to Problem Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, 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.

When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

When responding to problem behaviours, we have a Behaviour Response Continuum that enables staff to respond efficiently and effectively to both minor and major behaviours.

See *Appendix 2: Minor and Major Behaviours Matrix*

Corrective Strategies in place for responding to problem behaviours at our school are:

BEHAVIOUR RESPONSE CONTINUUM

Natural and Logical Consequences

If consequences are to be effective, they must be logical and natural.

- The goal is to help children develop internal understanding, self-control, and a desire to follow the expectations.
- Logical consequences are respectful of the child's dignity and related to the child's behaviour.

It is the certainty of the consequence being applied and NOT the severity.

Least to Most Obtrusive

The **Essential Skills for Classroom Management (ESCM)** form the basis of ways staff will respond to student behaviours. Staff will employ the **Top 5** Strategies for promoting On Task behaviours. These are:

- Descriptive Encouraging (after an instruction)
- Cueing with Parallel Acknowledgement (verbal or non-verbal)
- Verbal Redirecting to Learning
- Description of Reality
- Individual Close Talk

If the Top 5 Strategies have not been effective, staff will then Give A Choice

Giving a Choice

- Use after a redirection hasn't worked
- In close proximity
- Using a calm, measured and firm voice "Your choices are or"
- Walk away and scan back intermittently
- Allow time for choice to be made
- FOLLOW THROUGH with consequence if choice not made
- Post lesson discussion might be effective

Time Out

A natural consequence for behaviour which disrupts learning, and after giving a choice is for the student to have a time of separation from the group. Each teacher is to establish a time out area in their classroom or with a buddy class. When in time out, the student will need to complete

work and/or complete a reflection form. Time out is for a set period with the aim to have student behaviour improve.

Time out needs to be supervised, therefore students are not to be sent outside the classroom.

The Importance and Necessity of Re-Entry

The re-entry process is the key to growth and opportunity for change of behaviour for the student.

- Re-entry is a CRUCIAL process to modifying and changing behaviour.
- Before a student re-joins the class/playground or activity again they must be able to articulate what they did, what they should have done and what they agree to do if they re-enter. Importantly they must articulate what will happen if they choose the same behaviour in a set time period.
- Ask: What did you do? What wrong choice did you make? Why did you have to go to Time Out? What are our Values? What should you have done? What do you agree to do if you re-enter the group/class? If you choose to repeat the behaviour, what do you think should happen? What is the next step should you do it again? (agree on a time period)
- Only when the teacher is satisfied that the student understands what they are to do, should they accept the student back into the class/group.
- At no time should a student re-enter a class without this process.

Inappropriate Staff Responses to Breaches of Behaviour

Staff will not use the following:

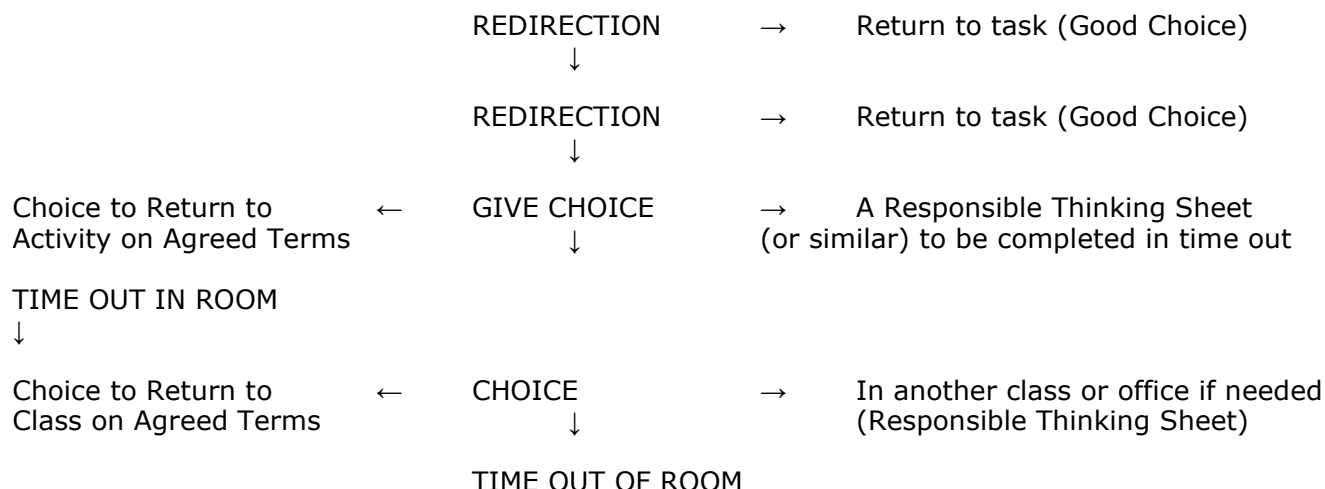
- Confrontation
- Yelling, Screaming
- Sarcasm
- Putdowns
- Invading personal space
- Showing emotional arousal
- Getting into a power struggle
- Making choices sound like threats
- Corporal punishment
- Unfinished business – deal with the situation in a timely manner

Should staff use these, they will be in breach of the Diocesan Staff Code of Conduct and may be subject to Student Protection Form (SAR).

Classroom Management Flowchart

Teachers are able to use professional judgement in implementing this flowchart

Curriculum and Positive Supportive Strategies



• **Re-entry into the class relationship requires the child to reflect on their behaviour choices through the use of a responsible thinking sheet or similar, to apologise for behaviour choices and to make a commitment to try to improve behaviour choices**

- Resource to assist the re-entry process = RTS – Responsible Thinking Sheet (or similar to suit the age and needs of students)
- Use of behaviour specific feedback to assist in the management of behaviour which focuses on positive behaviours within the classroom environment
- Use of Redirection (Microskill) to assist in the management of behaviour
- The principal is responsible for the overall discipline measures used within the school
- Parents may be notified regarding some disciplinary concerns and the combined resources of family and school personnel used to find a solution to the situation

Behaviour Support Strategies

Behaviour	Preventative Strategies	Responding to Behaviours
Minor	<ul style="list-style-type: none"> • Consistency • Active supervision • High Impact Engagement Strategies (HIES - Veritas link) • Proximity; signal or non-verbal cue; selective attending (ignore, attend, praise) • Teach & model expectations & values • Calm down time after play • Reminders to use the toilet & get a drink before the bell • Keep areas neat & tidy • All names on belongings • Follow ICT Guidelines (Use of ICTs – Veritas link), teacher position to see all screens 	<p>Tier 1 & Tier 2 students</p> <ul style="list-style-type: none"> • Essential Skills for Classroom Management (Top 5: Descriptive Encouraging; Cueing with Parallel Acknowledgement; Verbal Redirection to Learning; Description of Reality; Individual Close Talk) • Tactically Ignore; Selectively Attend • Physical Proximity • Giving a Choice • Calm response • Specific, yet brief • Quiet, respectful contact • Follow behaviour flowchart • Engage entry- Minor <p>Tier 3 students</p>

		<ul style="list-style-type: none"> As above, but firstly refer to IBSP, PLP or LP for responding to behaviours
Major	<ul style="list-style-type: none"> Consistency Active supervision High Impact Engagement Strategies (HIES - Veritas link) Proximity; signal or non-verbal cue; selective attending (ignore, attend, praise) Teach & model expectations & values Calm down time after play Child protection lessons Leave all toys, special items at home Lock all classrooms when unattended Follow ICT Guidelines (Use of ICTs – Veritas link), teacher to position themselves to see all screens 	<p>Tier 1 & Tier 2 students</p> <ul style="list-style-type: none"> Calm, immediate response Safety- remove people or objects if needed Call for assistance if needed Reassure others, during or after the incident Specific, yet brief Quiet, respectful contact Physical Proximity Giving a Choice Follow behaviour flowchart Time out Detention Withdrawal from school activities Loss of privileges Suspension Parent contact Engage entry- Major Gather evidence and notify Leadership Leadership will refer to CEDC Policies and Procedures <p>Tier 3 students</p> <ul style="list-style-type: none"> As above, but firstly refer to IBSP, PLP or LP for responding to behaviours

Techniques to Manage Minor Behaviour

Not all student misbehaviour requires elaborate response strategies. Sometimes students will respond quickly to a teacher's action to minimise the behaviour before it gets out of hand and requires more extensive intervention.

Technique	Explanation
Proximity Control	The strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength, helping the student to control impulses.
Signal Non-verbal Cue	Non-verbal techniques such as sustained eye contact, hand gestures, a handclap, finger snap, clearing one's throat, etc. suggest that the teacher is aware of the behaviour and prepared to intervene if it continues.

Ignore, Attend, Praise	Uses the power of praise or positive feedback. The teacher praises an appropriately behaving student in the proximity of a student who is not following expectations. The praise serves as a prompt. When the student exhibits the desired behaviour, attention and praise are then provided.
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Instructional Responses to Inappropriate Behaviour

If the simple techniques above do not result in the desired change in behaviour, more direct instructional approaches can be used.

Strategy	Explanation
Re-direct	Brief, clear, private verbal reminder of the expected behaviour. A re-statement of school-wide and non-classroom behaviour, or classroom procedure.
Re-teach	Builds on the re-direct by specifically instructing the student on exactly what should be done.
Provide Choice	Can be used when a re-direct or re-teaching have not worked. A statement of two alternatives–the preferred or desired behaviour or a less preferred choice.
Student Conference	Lengthier re-teaching or problem solving. Discusses the behaviour of concern, teaches the desired behaviour, provides reasons why it is important, and a plan is made for future use. Can include role-play or practice.

5. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances in alignment with relevant CES Policy and Procedure.

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

See *Appendix 3: Detention Procedure*

6. Bullying and Cyberbullying – Information, Prevention, and School/ College Responses

Definition of Bullying:

Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons.

Types of Bullying:

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: a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.

See *Appendix 4: Student Bullying: Prevention and Response*

7. Student Safety

The safety and wellbeing of all students is at the forefront of any decision making. Where necessary our school will implement strategies to ensure the school community's safety and wellbeing.

Strategies include:

- Access to school counselling
- Pastoral support
- Risk assessment (ARMRs on Veritas) and safety planning

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The CES Engage Student Support System is the database all CES 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 and responses 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.



We use behavioural data together with other data sources (Engagement, Academic, Wellbeing) to make data informed decisions. This includes using data on the Power BI Tool and Engage to discuss students' behaviour and patterns of concern. These discussions are with Leadership, teaching staff and can also be with other care team members including the School Counsellor, Parents/Carers.

Relevant Cairns Catholic Education Policies

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy

Relevant Legislation that informs CCE Policies

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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Appendix 1a – Student Expectations Matrix

The St Joseph's Way – Student Expectations Matrix Our student expectations matrix outlines the expectations for all students to learn, practise and demonstrate. They allow students to engage positively with their learning, others and their environment.			
	Being Just means...	Being Compassionate means...	Being Humble means...
Always & Everywhere	We follow instructions the first time. We participate cooperatively with others. We listen attentively. We make safe choices. We are in the right place at the right time. We wear the correct uniform with pride.	We take care of others, resources and the environment. We welcome and include others. We encourage and help others. We treat others with respect and kindness. We use our manners.	We take responsibility for our actions. We moderate our emotions and behaviours. We persevere to overcome challenges. We show leadership skills. We forgive others and learn from mistakes.
Learning	We support everyone's right to learn. We fully participate in all learning tasks.	We have a positive attitude towards learning. We consider others' perspectives.	We use problem solving skills. We ask for help or feedback.
Eating	We sit in the correct area. We transition to play quietly.	We put rubbish in the bin. We talk quietly to the people beside us.	We eat our own food and do not throw it out. We take responsibility for our belongings.
Play Spaces & Transitions	We move using walking feet on concrete. We stop play at the bell.	We listen and speak nicely to others. We let others have a turn.	We follow the rules and accept consequences. We use equipment correctly and bring it back.
Before & After School	We arrive and leave on time. We sit on the chairs and listen.	We care for siblings and others. We leave the bag racks clean and tidy.	We wait patiently and quietly.
School Gatherings	We respond appropriately. We represent our school with pride.	We arrive and leave respectfully. We are reverent during a liturgy or mass.	We congratulate and encourage others. We show good sportsmanship.
Toilets	We go directly to and from the toilet. We use toilet paper properly.	We wait our turn to use the toilet.	We flush the toilet and wash our hands.
Online	We use safe digital behaviours. We keep personal details private.	We communicate appropriately. We take care of our devices and charge them.	We use technology for learning. We report any problems to staff.

Appendix 1b – Staff Expectations Matrix

The St Joseph's Way – Staff Expectations Matrix

Our staff expectations matrix outlines the expectations for all staff to demonstrate. They allow staff to engage positively with their students, staff, parents, community and their environment.

	Being Just means...	Being Compassionate means...	Being Humble means...
Communication	Keep parents informed. Be present during meetings. Speak about student issues in private. Repair any breakdowns in communication.	Speak politely & use manners. Communicate professionally & respectfully. Show empathy & understanding. Speak constructively about others.	Apologise when you make a mistake. Respect others' opinions. Listen to others without judgement. Take ownership of your words & actions.
Supervision	Actively roam. Be on time- to arrive & leave. Sit/stand where you can see all students.	Help students and staff in need. Send unwell students to the office with a pink slip. Be proactive to behaviours.	Wear your vest & hat. Take your bumbag & whistle.
Classrooms & Other Areas	Provide a quiet learning environment. Use time effectively & be on time. Collect data to improve engagement & outcomes. Be organised with resources. Provide fair opportunities for all.	Treat resources respectfully. Keep all areas clean & tidy. Cooperate with others. Replace & refill things for others.	Use a growth mindset to overcome challenges. Be willing to try new things. Ask for help if needed. Always look to improve.
Technology	Follow the ICT Acceptable Use Agreement. Keep personal details private. Keep emails short or make verbal contact. Acknowledge communication within 48 hours. Only print when needed.	Communicate with polite & appropriate language. Respect others' right to disconnect. Schedule emails to be sent during our acceptable hours of contact.	Report any problems promptly via <i>helpdesk</i> . Take care of devices.
In the Community	Be aware of community protocols. Treat others as you would like to be treated.	Respect our local environment, culture and community.	Represent our school with pride. Support community events.

Appendix 2a – Minor & Major Behaviour Matrix

Minor Behaviours		
Descriptor	Definition	Example
Disrespect/ Non-compliance	<p>Student engages in brief or low intensity failure to respond to reasonable adult requests. Behaviour that is inappropriate, causes distress, disturbs and/or offends.</p> <p>*Be aware of culturally sensitive behaviours e.g. First Nations students making eye contact with elders is considered rude</p>	<p>Saying e.g. "No", "Not going to do it", "I don't want to do that", "You can't make me", "But I want to...", "This is stupid". Refusal to follow instructions, ignoring the bell or whistle, littering, fingers in ears when someone is talking, slow to respond to instructions but eventually does so reluctantly, constant fault finding, angry or rude outbursts, sarcasm, passing notes, negative comments, poor attitude, poor effort</p>
Disruption	Student engages in low intensity, but inappropriate disruption	<p>Calling out, unrelated talking to others, inappropriate non-related comments, interrupting others, making noises (e.g. tapping pencil, whistling, humming, whining), playing with toys/objects, hand gestures, running through or disrupting games</p>
Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language. Swear words said in front of others but not directed at someone	Calling someone an "idiot", swearing if they are hurt or frustrated
Late	Students arrive late to class from own inappropriate choice	Late to class not late to school as this is often beyond the control of a primary school student. Waiting to be last, not in the right place & the right time
Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
Non-completion of 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
Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	In a play area during class time, over the fence, in the wrong allocated play area
Physical contact	Student engages in non-serious, but inappropriate physical contact	Pushing, shoving, tripping, hitting with hats, grabbing someone's clothes during a game, horseplay, contact with any body part or object that doesn't result in injury

Property Misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours- hand holding, hugging
Social Emotional	Incident related only to student's social emotional wellbeing	Targeting people in games, laughing at others' misfortune, excluding others, alienating people, stacking teams
Task Avoidance	Student avoids or withdraws from an academic task or produces work below the quality that they are reasonably deemed capable of. The task may be an in-class task or a homework task.	Making excuses to not complete work, arguing/back chatting the teacher about a task
Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
Technology Violation	Student engages in non- serious but inappropriate (as defined by the school) use of mobile phone, camera and/or computer	Making a mobile phone call in breach of school's policy
Uniform Violation	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport

Major behaviours can be repeated Minor behaviours or behaviours of a more serious nature.

Major Behaviours		
Descriptor	Definition	Example
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
Aggression - Physical	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, pinching, biting, spitting, hair pulling, scratching, fighting, hitting with an object, kicking
Aggression - Verbal	Language (both overt and covert) directed at others in a demeaning, provoking or aggressive manner intended to harm, distress, coerce or cause fear. Inappropriate language. Non-verbal inc. giving the finger, rude/inappropriate gestures/actions	Swearing, threats, language directed to hurt or show disrespect, name calling with intent, put downs, gossip, negative language in relation to race, religion, age, appearance, gender, ethnicity, sexuality, disability or other

Major Behaviours		
Descriptor	Definition	Example
	intended to cause harm, distress or fear	personal matters; intimidating tone of voice. Aggressive stance, intimidating body language
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.
Bullying/ Harassment	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.</p> <p>Can also include 'flaming' and online hate sites/bash boards. Stalking</p>
Combustibles Use or Possession	Student is in possession of a combustible (a substance that ignites and burns readily) which is capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
Concerning Sexual Behaviour	<p>Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p>	<p>Kissing, explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public</p> <p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</p>

Major Behaviours		
Descriptor	Definition	Example
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, leaving school grounds
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
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.
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. A drug is any substance which produces a psychoactive effect.	Any occasion involving alcohol, tobacco, and/or other illicit or unsanctioned drug use and/or possession, distribution or supply of a drug or drug-related equipment (except for legal medical use).
eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of the internet or mobile phone technology; using internet or mobile phone technologies to take advantage of another.	Stealing someone's identity and impersonating them online, sending sexually explicit images
Plagiarism/ Forgery	Plagiarism is the act of stating or implying that another person's work is your own. Forgery is signing a person's name without that person's permission.	Deliberately using someone else's language, ideas or other original (not common knowledge) material without acknowledging the original source. Signing another person's name such as a parent or teacher on a document.
Technology Violation	The inappropriate (as defined by the school) or unauthorised use of school technology	Accessing inappropriate sites/apps and/or at inappropriate times, viewing inappropriate content, accessing social media, using someone else's log in details, inappropriate additions to sites (written and images), sharing personal information, online bullying/ harassment, deliberate damage of devices
Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property, claiming other's belongings as your own

Major Behaviours		
Descriptor	Definition	Example
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
Vandalism/ Property Damage	An action involving deliberate destruction of, or damage to, public or private property	Throwing a computer, graffiti of school buildings, arson
Weapons - Use or Possession	A weapon is any object, device or instrument designed as a weapon or through its use, is capable of threatening or producing bodily harm or which may be used to inflict injury. A Concern Object record form must be completed	Possessing knives or guns (real or look alike) or other objects capable of causing harm, using/ throwing objects with intent to harm

Appendix 3 – Detention Procedure

1.DEFINITION

Detention is a formal sanction involving a student remaining in a specified school location during 'non-class' time (such as a lunch break).

2.PURPOSE

The purpose of detention is to provide an additional opportunity for students to reflect, be re-taught or rehearse more acceptable behaviour or make up missed work because of ongoing problematic behaviour in class, that has not sufficiently responded to previous strategies.

3.RESPONSIBILITIES

Roles and Responsibilities

Role	Responsibilities
Principal/ delegate	<ul style="list-style-type: none"> Regularly review detention data to inform decision-making about the effectiveness and accurate use of the detention process.
Staff	<ul style="list-style-type: none"> Ensure that the use of detention is consistent with the school's detention process. Ensures behaviour and detention is recorded in ENGAGE.

- Detention may be nominated by teaching staff or member of the leadership team
- Families are to be informed of the detention

4.PROCEDURE

When to use detention

A detention is typically implemented when:

- the student has not modified or ceased problem behaviour despite previous strategies being utilised, or
- as a least intrusive formal sanction (i.e. not reaching threshold for a suspension)

How to use detention

The detention will be:

- constructive
- age and developmentally appropriate
- an opportunity to guide the student to reflect on their behaviour
- an opportunity to either re-teach or provide instruction regarding appropriate behaviour, or focus on logical consequences for the problematic behaviour that led to the detention

Types of detentions

- Planning and rehearsing with the student the use of expected behaviour
- Completing/undertaking work that was missed as a logical consequence to disruptive/ off-task classroom behaviour

Details of detentions

- Detentions are to occur at first or second play times, i.e. 10:50-11:10am or 1:20-1:40pm. They can vary in time e.g. 5-20 minutes. The length of a detention will reflect the severity and impact of the incident or behaviour, and age and developmental stage of the student.
- Detentions are to be adequately supervised at all times.
- Detentions are located in either the Eating Area, the Library or the Office, depending on the type of detention.
- The student's safety and wellbeing needs are to be considered, and the student is given appropriate access to food, drink and toileting facilities.
- If a student fails to attend a detention, this may be considered non-compliance and the principal makes a decision about the appropriate course of action (taking into account the individual circumstances of each case).
- Leadership is to monitor detention data and students receiving multiple detentions are to be reviewed for behaviour supports. Additionally, detention data should be collected and analysed by the school to inform decision-making about the effectiveness and accurate use of the detention process.

Appendix 4: Student Bullying: Prevention and Response

STATEMENT OF PURPOSE

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the Cairns Catholic Education Student Bullying: Prevention and Responses Policy. Identifying and responding to student bullying in our is incorporated into the School Wide Positive Behaviour Framework and aligns with the Australian Student Wellbeing Framework.

The wellbeing of children and young people is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes.

DEFINITION

Bullying is an ongoing misuse of power in relationships through usually repeated verbal, physical and/or social behaviour that is intended to cause physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more people. Bullying can happen in person or using digital or other technologies, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have 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.

Bullying behaviour can be:

- an abuse of power
- verbal including name calling, teasing, swearing, intimidation, threats and offensive comments
- psychological including removing, hiding, damaging or destroying the property of others
- social including rumours, malicious gossip, deliberately excluding peers from a group
- physical including punching, kicking, spitting, fighting
- planned and intentional
- perpetrated by individuals or groups
- blatant (overt) or subtle (covert)
- degrading comments about another's culture, religious or social background
- suggestive comments or other forms of sex-based harassment
- cyber including making nuisance phone calls or sending unwanted messages by mobile phone or email

Any behaviour that the school believes may be a criminal offence will be reported to the QLD Police Service.

PROTECTION

Students, parents, caregivers and school staff have a shared responsibility to identify and respond to bullying behaviour. This plan applies to all student bullying behaviour, including cyberbullying that occurs in school, and off school premises and outside of school hours where there is a clear and close relationship between the school and the conduct of the student.

School staff have a responsibility and are expected to:

- respect and support students.
- model and promote appropriate behaviour.
- have knowledge of school policies relating to bullying behaviour.
- respond in a timely manner to incidents of bullying according to the school wide positive behaviour framework.

Students have a responsibility and are expected to:

- behave appropriately, respecting individual differences and diversity.
- behave as responsible digital citizens.
- follow the school wide positive behaviour framework.
- behave as responsible bystanders.
- report incidents of bullying according to their school wide positive behaviour framework that incorporates these expectations

Parents and carers have a responsibility and are expected to:

- support their children to become responsible citizens and to develop responsible on-line behaviour.
- be aware of the school wide positive behaviour framework and assist their children in understanding bullying behaviour.
- support their children in developing positive responses to incidents of bullying consistent with the school wide positive behaviour framework.

A positive climate of respectful relationships, where bullying is less likely to occur, is achieved by aligning with the following 5 elements of the Australian Student Wellbeing Framework:

- I. Leadership - Visible leadership to inspire positive school communities
- II. Inclusion - Inclusive and connected school culture
- III. Student Voice - Authentic student participation
- IV. Partnerships - Effective family and community partnerships
- V. Support - Wellbeing and support for positive behaviour

PREVENTION

At St Joseph's Weipa, all year groups incorporate Social and Emotional Learning content. A wide variety of topics are covered including identifying and responding to bullying, forming positive relationships and resolving conflict.

Each year our school participates in the following events:

- i. Safer Internet Day
- ii. Day of Action Against Bullying
- iii. Child Protection Week
- iv. NAIDOC Week

RESPONSE

St Joseph's Weipa engages in the following strategies to empower the whole school community to recognise and respond appropriately to student bullying and behave as responsible bystanders:

- Our Principal and school leadership play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected
Evidenced by:
 - I. Being appropriate role models for other staff and the students
 - II. Adhering to the Catholic Education Code of Conduct

- III. Actively seeking feedback from students, staff and parents/carers
- IV. Visibility requirements and checklists are carried out
- V. Child And Youth Risk Management Strategy is adhered to (CEDC)

- All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
Evidenced by:
 - I. Surveys
 - II. Discussions with students
 - III. Celebrating NAIDOC Week
 - IV. Adhering to the Disability Standards in Education
- Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
Evidenced by:
 - I. Surveys
 - II. Peer to peer learning
 - III. Buddy Program (Prep/Year 5 & Year 1/Year 6)
- Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
Evidenced by:
 - I. Surveys
 - II. Parent / Teacher interviews
 - III. Adhering to the Parent Code of Conduct
 - IV. School wide positive behaviour plan available to families via the school website / parent portal
- School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.
Evidenced by:
 - I. Parent newsletter article
 - II. Parent Information sessions
 - III. Enrolment handbook

Procedures for reporting incidents of bullying

Incidents that meet a criminal threshold will, in addition to the responses already described, be reported to the QLD Police Services by the Principal (or a senior staff member). This also includes adhering to reporting obligations under the Cairns Catholic Education Student Protection Processes and Guidelines.

We acknowledge that employees, students and parents may sometimes have a complaint about a decision, behaviour, act or omission that they feel is unacceptable. Whilst most issues can and should be resolved through direct discussion between the parties concerned, there may be instances in which this is not possible. The Cairns Catholic Education Grievance Policy can be referred to in these situations for guidance and is located on the Cairns Catholic Education website.

This plan, as part of the school wide positive behaviour plan will be available for all parents and students to access via the school website. This document will be reviewed in alignment with the scheduled review of the school wide positive behaviour framework or earlier if the Principal deems it necessary.

ADDITIONAL INFORMATION

Australian Student Wellbeing Framework www.education.gov.au
 Office of the eSafety Commissioner www.esafety.gov.au
 Parentline 1300 30 1300 www.parentline.com.au
 Kids Helpline 1800 55 1800 <https://kidshelpline.com.au>
 Raising Children Network www.raisingchildren.net.au