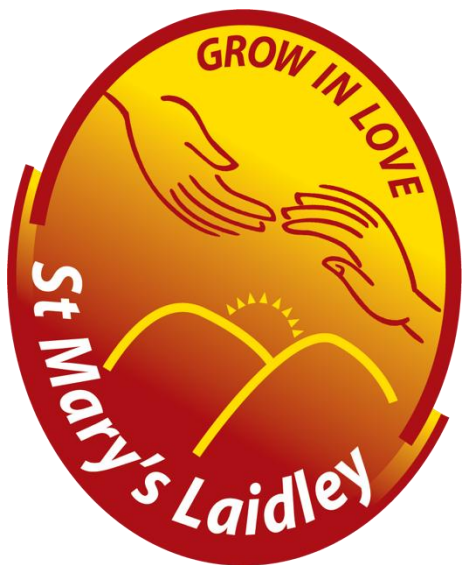




STUDENT

BEHAVIOUR SUPPORT PLAN





STUDENT BEHAVIOUR SUPPORT PLAN



Consultation

And Review Process

Our St Mary's Student Behaviour Support Plan is regularly reviewed, and the document is updated by school staff and Brisbane Catholic Education compliance auditors. Each year, the document undergoes a thorough review.

During January professional learning days, the staff undertake training to ensure they are familiar with the content and expectations for educators.

The Plan aligns with current system requirements, strategic plans, contemporary research and evidence-based practices.



Our Vision

At St Mary's, we are an inclusive, nurturing, learning community. We positively challenge and transform every student while living out the Mercy values.



Our School Context

St Mary's is a community where we grow in love, Christian faith and knowledge of self, others and the world, and where learning occurs in a positive and nurturing environment.

We strive to foster a strong sense of community, which has been forged over many years by working collaboratively with families to ensure our beliefs and values are displayed throughout the school.

Our Beliefs and common Philosophy

about Learning and Teaching

Our school emphasises the importance of the development of the whole person. As a Catholic School we aim to develop responsible citizens who consciously attempt to make Jesus real in their encounters with others.

At St Mary's Primary School, we acknowledge that learning and growth is a journey.

A safe, harmonious environment, based on Christian living, is needed to enable our students to learn how to manage their own behaviour.

As such, our Student Behaviour Support at St Mary's Primary School aims to develop the whole person, with dignity, in a community where students can learn to build, maintain and restore relationships in a climate of safety, acceptance and reconciliation.

It recognises that, in order to develop self-discipline and character, students may need support to modify their own behaviour from time to time through the use of explicit teaching and responding to student behaviour in an open, honest and respectful manner.

Our beliefs about student behaviour, discipline and learning, unify us and direct our actions in the decisions we make, the practices we choose and our interactions with others.

The following beliefs reflect current literature in positive behaviour supports:

- behaviour communicates a need.
- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual, aesthetic development and wellbeing of young Australians (Melbourne Declaration - Ministerial Council on Education, Employment, Training and Youth Affairs, 2008).
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Every day at school, students have the opportunities to learn and practise social skills and develop the General Capabilities outlined in the Australian Curriculum (ACARA).
- Behaviour is learned in the same way that students learn any other subject. Behaviour can be taught using the same strategies used to teach academics.
- Students need and want high expectations of their behaviour. Maintaining high expectations does not require punitive approaches. Student engagement is best achieved through instruction rather than punishment.
- Unproductive behaviour presents the student with an opportunity to learn, the educator with an opportunity to teach, re-teach and model.
- For behaviour change to occur, we must use positive approaches that strengthen teacher/student relationships. To develop and retain new behaviours, students must be given specific positive feedback, opportunities to practise and regular reinforcement of these behaviours in a variety of locations.
- Student support is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- An integrated system of school wide, classroom and individual student supports can play a central role improving student behavioural outcomes and developing learning dispositions.

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.

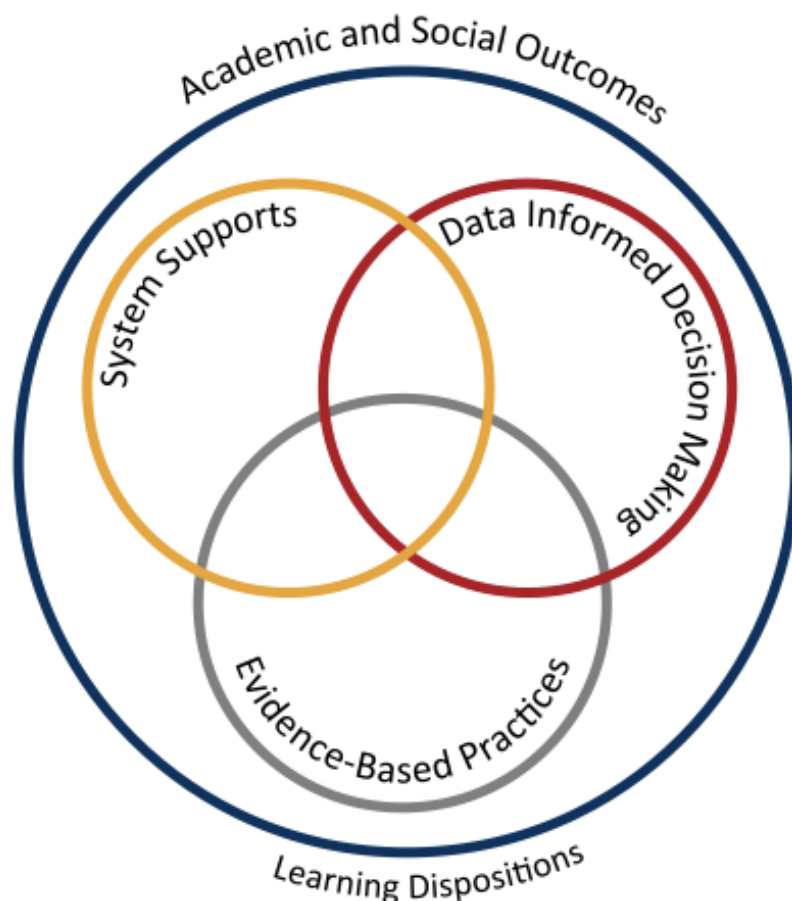


Diagram 1: Adapted from School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

PB4L

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4L 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*).

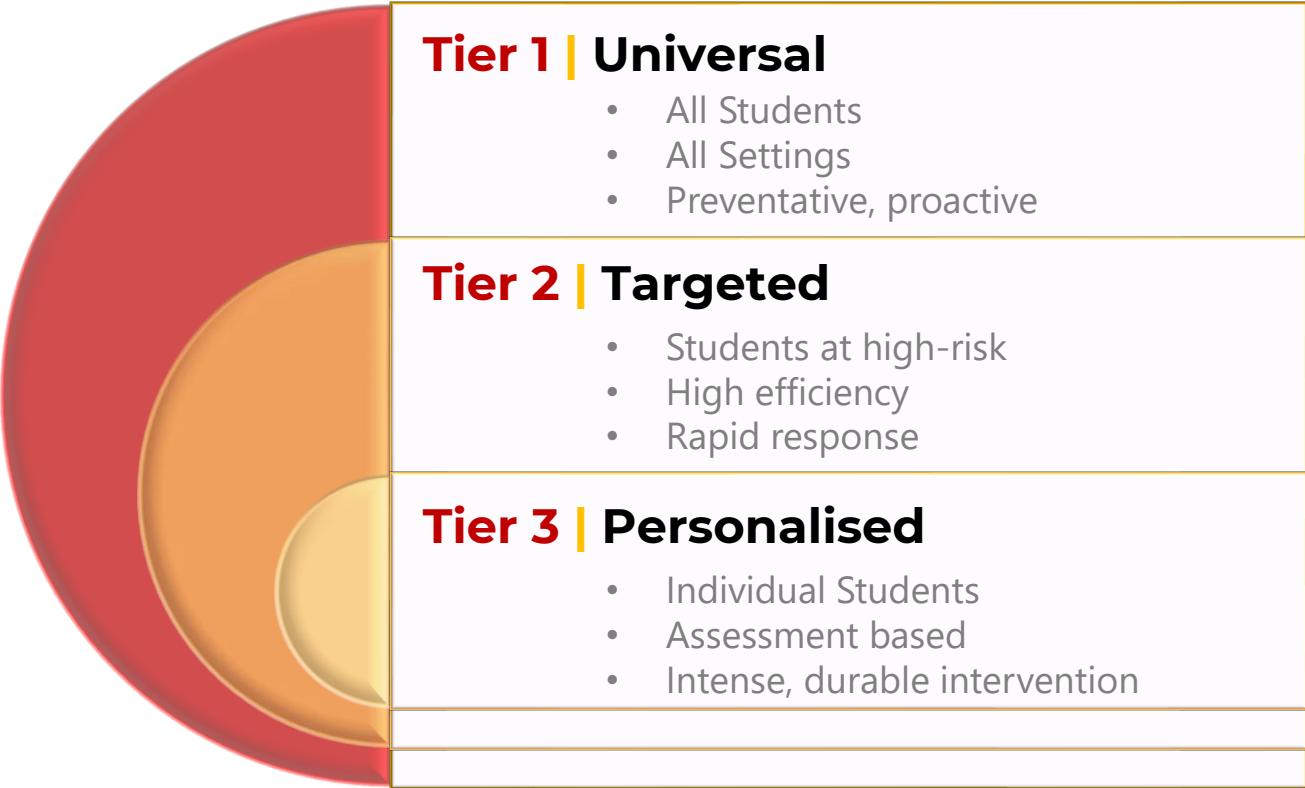
Continuum of support and key features

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 3 behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports	Tier 2 Targeted Supports	Tier 3 Personalised 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 (<i>Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006</i>).	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 (<i>Sailor et al., 2013</i>).	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.

CONTINUUM OF STUDENT SUPPORTS

Diagram 2



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.

Student Behaviour Support

Leadership & Professional Learning for School/College staff

At St Mary's, classroom teachers act as the initial point of contact in relation to behaviour support matters. Our Leadership Team (Principal, APRE & PLL) acts as further support.

Our PB4L Team meets regularly to reflect on how our behaviour support processes and practices are working or plan responses to identified needs within our community.

Each year, time is allocated on our beginning of the year PD days to ensure all staff carefully understand the behaviour support plan process to promote positive behaviour for learning. This usually involves professional learning based on BCE's effective classroom practices and responses.

All teacher's record behaviour incidents of concern on the Engage data base. The school leadership team is notified each time a major incident is logged.



Our Student Behaviour Support Practices

Our Expectations

- I am Safe
- I am Respectful
- I am a Learner.



Our Expectations

Behaviour Matrix

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 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 expectations are:

- I am Safe.
- I am Respectful.
- I am a Learner.



St Mary's
Catholic Primary School

BEHAVIOUR MATRIX

RULES	SCHOOL WIDE	LEARNING SPACES	TRANSITION: BEF, DUR, AFT	BREAK TIMES	TOILETS	CHURCH AND GATHERINGS
I am Safe	Be sun safe Follow teacher's instructions Use equipment appropriately Be in the right place at the right time Keep your hands and feet to yourself	Move and sit safely Use equipment appropriately Keep your hands and feet to your self	Walk quietly and sensibly Wait in designated areas quietly and sensibly Cross only at the crossing	Play in the correct areas Sit while eating your own food Use equipment appropriately Hat = Play	Use soap and water appropriately Walking only Only one person in a cubicle In – Do – Out	Move about safely and sensibly Listen to teacher directions Walk respectfully to church on footpath
I am a Learner	Be prepared Be persistent and resilient Celebrate success Show respect to all Care for our environment and property	Actively participate Set, know and work towards your goals Accept and act on feedback Support others	Be prepared for learning Be in the right place at the right time Return all equipment	Learn and play by the rules Cooperate with others	In – Do – Out	Engage fully in all celebrations Actively listen Participate in singing and prayer responses
I am Respectful	Wear uniform with pride Speak to please Everyone has the right to learn Represent your school with pride	Listen Follow the adult instruction Cooperate with, encourage and include others Accept differences	Be seated in the covered area before school Be courteous to others Be in the right place at the right time Walk quietly around the school	Play by the rules Focus on me Include others Respect the environment and equipment	In – Do – Out Respect the privacy of others Be hygienic Keep toilets clean and tidy	Be authentically reverent Participate Be mindful of others

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

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
- Every term, Explicit teaching of the behaviour matrix
- Feedback on the behaviour matrix
- Student leaders support younger peers

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. Additional resources and evidence-based programs are also delivered by teaching and support staff as specific areas of student need are identified.



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
• St Mary’s Way/Mercy Values Ticket Draw • Steps of Mercy Strategy • Positive reinforcement during eating and play time supervision. Teacher to student praise and feedback. • Year 6 Leaders encouraging students with positive reinforcement and guidance • Across school consistent use of language and expectations.	• St Mary’s Way/Mercy Values Ticket Draw • Steps of Mercy Strategy • Individual class reward systems • Teacher to student praise and feedback as well as student to student praise and feedback. • Classroom climate that promotes a culture of learning where the teacher and student have a positive relationship and rapport. • Classroom visual prompts: posters and anchor charts that communicate expected behaviours.



St Mary’s Way/ Mercy Values Ticket System

Option 1: Behaviour Matrix focus

A St Mary’s Way ticket is designed to acknowledge desired or productive behaviours that align with our school rules or our school values. When a teacher presents a raffle ticket, they make a clear statement about why they are presenting the ticket to the child, and they explicitly describe the desired behaviour that they have observed. The raffle tickets are to be used for general school activities and playground behaviours. They do not replace the classroom-based reward systems that teachers use.

When a teacher observes one of these behaviours, teacher gives the student a stamped school raffle ticket. The student writes their name on the ticket and drops it in the raffle box at the the Offices. Student or Teacher (depending on age or needs of student) places the ticket in drop box in the office

At designated assemblies (weekly, Fortnightly) the school captains draw a ticket from the box at assembly. The student who is drawn wins a prize from the donated prize box.

Encouraging Productive Behaviours for Learning

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 interventions 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 Intervention – 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 and is currently delivered in a small group format by the student support team.

Encouraging Productive Behaviours for Learning

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).
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data.
- Partnerships with outside support agencies and specialists.

Responding to unproductive behaviours

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

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

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

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

 De-escalation	 Problem Solving	 Restorative
• Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual crisis support and management plan	• Teacher and Student conversation • Teacher and Student - Work it out together plan • Teacher, Student and Parent meeting • Teacher, student and Leadership conversation	• Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference

Steps of Mercy Strategy

'Steps of Mercy' is a whole school systematic approach to behaviour support. Each class utilises the Steps of Mercy when responding to unproductive behaviours.

Start here.

1. Remind

Reminder of the relevant Behaviour Matrix Rule.

I am Safe, I am a Learner, I am Respectful

If behaviour continues...

2. Reflect

Student is directed to a space in the room where they can reflect on their choices.

- In reflection space for age-appropriate amount of time
- Name put on 'Reflect' visual

Positive re-entry to learning. Ask:

“What will you do differently?”

If behaviour continues...

3. Respond

Teacher responds to the behaviour by having the student fill in page one of the Relationship Reflection form.

- Name put on 'Respond' visual
- Teacher contacts Parent, and
- Uploads incident on Easyschools if applicable

If behaviour continues...

Positive re-entry to learning. Review reflection with student.

If student is not complying skip to Restore.

4. Restore

Student is sent to the office to complete page two of the Relationship Reflection form with a member of the Leadership Team.

- Leadership Team:
- contacts parent
 - follows detention process

5. Reconcile

Leadership Team member and Classroom Teacher work with the student to ensure that they successfully undertake the actions to mend the relationship outlined in their Relationship Reflection form.

PB4L Restorative Questions.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need? Who can you go to for support?



Relationship Restoration Process

BCE Formal Sanctions



BCE Formal Sanctions

At St Mary's, as part of step four in the 'Steps of Mercy' entitled *Restorative Justice*, the student spends time in the office to complete page two of the behaviour reflection form with a member of the Leadership Team, as seen below.

As part of completing the behaviour reflection form, the student and/or member of Leadership may identify more time in the office as an appropriate consequence for the unproductive behaviour.

Time in the office may involve:

- Completing work/reflecting on choices in the office during class time
- Completing work/reflecting on choices in the office during break times

Time spent in the office is concluded with the student and member of Leadership Team working together to complete step five in the 'Steps of Mercy' entitled *Reconcile*.

Restore: Complete this reflection in the office.

Teacher: Brief description of second incident.

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? How?

What do you think you need to do to make things right?

What help do you think you need to do this?



Suspension Process

The implementation of a suspension as a formal sanction is made by the Principal in consultation with the Leadership Team. The Principal may suspend a student for:

- Persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
- Persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- Breach of the school Student Behaviour Support Plan
- Break our three non-negotiable school rules.

All suspensions that are a full day or longer must be documented in the *Engage Suspension Register*.

Notification can take place by phone to a member of the family, who must also be notified of the suspension, using the suspension letter generated in the *Engage Student Support System*, within a reasonable time. Notification can take place by email to alert the family to the suspension if the phone call has been unsuccessful.

As part of the return to school process, the Principal or authorised delegate will organise a conversation with the student and their family to discuss the basis of maximising successful reintegration into the school. This meeting should outline the return to school plan, goals, and follow-up evaluation for the student's return to school.



Exclusion

Because of the serious long-term consequences for the student and the family, exclusion will be considered only as a last resort. Schools need to be aware of and consider the legal and equity issues applying to the exclusion of students with a disability, marginalised students, and students in out-of-home care, and consult with the appropriate employees, including the Senior Education Officer -Inclusive Education/Student Wellbeing and/or Legal Counsel.

The purpose of exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees.
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched.
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

The school must demonstrate that it has made efforts to identify and address the cause of the behaviour and have documented the range of intervention strategies or supports that have been tried.

For appeals, the school aligns to BCE processes.



Exclusion

The school must demonstrate that it has made efforts to identify and address the cause of the behaviour and have documented the range of intervention strategies or supports that have been tried.

Sanction

Appeal Process

1 Suspension
1-5 days

Appeal made to the school principal.

2 Suspension
6+ days

Appeal made to the Senior Leader School Performance by emailing:
SchoolProPer@bne.catholic.edu.au

3 Outcome of
Appeal

The appeal reviewer (Principal or Senior Leader – School Performance) must:

- a) make the review decision within 5 business days after the application is made; and
- b) as soon as practicable after the decision is made give the person written notice of the decision.

4 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.

Bullying and Cyber-bullying

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.



Understanding Bullying and Harassment

At St Mary's, it is important that our community understands that bullying can take many forms. The National Centre Against Bullying identifies five kinds of bullying:

Are expected to:



Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.



Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.



Covert bullying

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.



Psychological bullying

For example, threatening, manipulating or stalking someone.



Cyber-bullying

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

Suggested Language

For use with Younger Students

Bullying is when someone targets someone again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

For use with Older Students

Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.

What is not Bullying?

It is also important to be clear on what is not bullying. There are also behaviours, which, although they might be unacceptable, unpleasant or distressing are not bullying:

Mutual Conflict | involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can evolve into bullying if one of the parties targets the other repeatedly in retaliation

Single | acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.





Teaching about Bullying and Harassment

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

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored across the curriculum. The sections specifically relevant to learning about bullying are:

- Personal and Social Capability (General capabilities)
- Health and Physical Education.
- The BCE Religious Education Curriculum also embeds the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

At St Mary's, we take a positive, proactive approach to bullying; teaching and reinforcing protective behaviours through a variety of resources. This includes students engaging in digital citizenship discussions to learn how to be responsible digital citizens both at home and at school. From the beginning of their use of technology, we teach young students to recognise the importance of protecting their private information online, the value of taking responsibility for themselves and their actions, and the necessity of treating others with an appropriate standard of behaviour online.

Responding to Bullying and Harassment

Students, families and guardians have roles and responsibilities in preventing, intervening, and responding to student bullying and harassment, including:

- reporting incidents. Generally, to the classroom teacher in the first instance.
- working respectfully with school employees to resolve issues
- supporting their child/ren to become responsible citizens and to develop respectful relationship behaviours, including online.

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

Our school team process involves the following actions:

 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.

Preventing Bullying and Harassment

St Mary's plans for a safe, supportive and inclusive school to prevent bullying and harassment through the following initiatives:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
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.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.
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. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection such as **STEPS** – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

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

Cyberbullying

Cyberbullying is treated at St Mary's 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.

At St Mary's we take a positive, proactive approach to bullying; teaching and reinforcing protective behaviours. This includes students engaging in digital citizenship discussions to learn how to be responsible digital citizens both at home and at school. From the beginning of their use of technology, we teach young students to recognise the importance of protecting their private information online, the value of taking responsibility for themselves and their actions, and the necessity of treating others with an appropriate standard of behaviour online.

Staff must take all reports of cyberbullying and harassment seriously and respond with a school team process. Our school team process involves the actions mentioned earlier in this section: Collect, Contact, Determine, Record, Respond, Plan, Follow Up.



Resources

The Australian Curriculum provides the framework for our 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.

Additional resources can be accessed at:

- [Bullying No Way!](#)
- [Office of the eSafety Commissioner](#)

Our Student Behaviour Support Data

Data Informed
Decision Making



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.

Data Informed Behaviour Support

At the end of each term, staff work through a process to allow teachers and their team to reflect on the ENGAGE behaviour data for their class and cohort. This process encourages teachers to work with Leadership to consider the need for a class, year level or even whole school response to the data.

Careful analysis of this data will allow our behaviour support processes and practices to remain effective, and be shaped and modified as required.





STOP, WALK, TALK

Reteaching at St Mary's Primary School



1. STOP

- Establish eye contact
- Remind students to make a clear statement in an assertive voice
- Strong posture – Stand tall, shoulders back
- Use hand gestures
- Be explicit – describe the behaviour that you want to stop. *“Stop it.”* Isn't good enough. *“Stop touching me.”* Or *“Stop pushing into the line? That is unfair.”* Would be better statements.



2. WALK

- Once the 'Stop' statement is made a student must walk away to de-escalate the situation.
- Walk away confidently and proudly. Avoid victim postures *e.g. head down or shoulders rounded.*
- Show confidence. You did the right thing by walking away.



3. TALK

- Speak to a trusted person who can assist. (At school that must be an adult).
- Make sure the nearest teacher is aware. If in the playground, speak to the teacher on duty. They may not have time to address the issue, but they will be able to log the concern.
- If a teacher on duty cannot address the issue you should always let your class teacher know. They are the person who knows you best. They will make the time to address the issue. If they believe the situation requires more attention they will contact a member of the Leadership Team.
- Be specific about your concerns when you speak to a teacher. Describe exactly what has happened and how it made you feel.
- When you get home you tell your parents about the situation as well. Tell them how you addressed it and which teacher you spoke to.

For **STOP, WALK, TALK** to be successful you must do all three steps straight away.

FOR TEACHERS



TIPS

- When listening to students' concerns be sure to ask for both sides of the story.
- Discuss 'bystander' behaviour. Bystanders can be a help or a hindrance. Bystanders should use the STOP, WALK, TALK procedure.
- Bystanders can be heroes.
- Students should have prepared and rehearsed responses for common behaviours. Help them to prepare for everyday situations and role play their responses.
- Teachers must model this behaviour and give students scenarios to practice.
- Use common scenarios to rehearse responses. Some possible scenarios that can be practiced:
 - Johnny says something rude to Sally.
 - Joey steals the ball that Sam is playing with.



More information and lesson ideas: <https://www.pbisworld.com/tier-1/stop-walk-talk-strategy/>

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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 – Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1.	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2.	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3.	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4.	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5.	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6.	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7.	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8.	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9.	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10.	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11.	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12.	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13.	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

APPENDIX – Behaviour Definitions

Major Behaviours

	Descriptor	Definition	Example
1.	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating
2.	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3.	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4.	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5.	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour

APPENDIX – Behaviour Definitions

Major Behaviours

	Descriptor	Definition	Example
6.	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7.	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8.	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9.	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10.	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11.	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12.	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13.	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun

APPENDIX – Behaviour Definitions

Major Behaviours

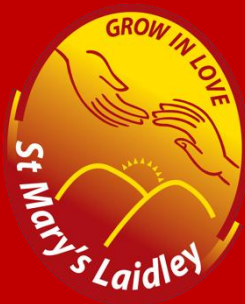
	Descriptor	Definition	Example
14.	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15.	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a “prank” to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16.	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile
17.	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone’s identity and impersonating them online, sending sexually explicit images
18.	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Engage:

All staff will diligently log unproductive behaviour incidents in Engage. The data will assist us in identifying patterns and responding appropriately.

All pastoral concerns and communication with parents and carers will also be logged in Engage.

Approver:	Principal	Issue Date:	01/09/2023	Review Date:	11/12/2025
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STAY IN TOUCH
WITH US

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