

# **Saint Mary's Catholic College Kingaroy**



# **Student Behaviour Support Plan**

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

Through a faith-centred excellent education we provide every student the opportunities to grow spiritually, academically, culturally and physically.

### **Our School Context**

Saint Mary's Catholic College is a regional co-educational Catholic College offering quality inclusive education to students in the South Burnett Region. The College belongs to the community of over 140 Catholic schools in the Archdiocese of Brisbane and provides a seamless education for students from Prep to Year 12. The College has been proudly serving the families of the South Burnett district since 1990, following the amalgamation of the St Mary's Parish Primary and Secondary schools, and has an enrolment of approximately 310 students.

### **Consultation and Review Process**

Saint Mary's Catholic College adapted the Positive Behaviour for Learning Framework (PB4L) and developed the 5 B's in 2011. Since then, staff have been involved in PB4L professional learning to develop a continuum of student supports of the College.

The Saint Mary's Student Behaviour Support Plan (SBSP) has been updated in 2023, in consultation with the Principal, Staff, Parents and College Board and will be reviewed every 2 years in light of the growth and changing nature of the College.

The Engage System is the behaviour database that teachers utilize to record, analyse and respond to students. This system also assists teachers to discern patterns of behaviour and determine appropriate levels of response.

## **Section A: Our Student Behaviour Support Systems**

### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

The following beliefs reflect current literature in positive behaviour and learning research.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration)
- For behaviour to change and to achieve progress in learning, all staff must use positive approaches that strengthen relationships
- Every day at school, students have the opportunity to learn social skills through the Personal and Social Capability embedded in the Australian Curriculum (ACARA)

- Behaviour is learned, therefore responsible behaviour can be taught. Student behaviour can be taught using the same strategies used to teach the curriculum
- All students can learn with adequate time and support
- All teachers can improve their practice with adequate time and support
- Student behaviour support is a collaborative effort. In partnership with parents and carers, we are committed to the success of each student
- An integrated system of school wide, classroom and individual student support can play a central role improving behavioural outcomes and developing learning dispositions for students.
- Uluru Statement of the Heart

## 2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

### What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

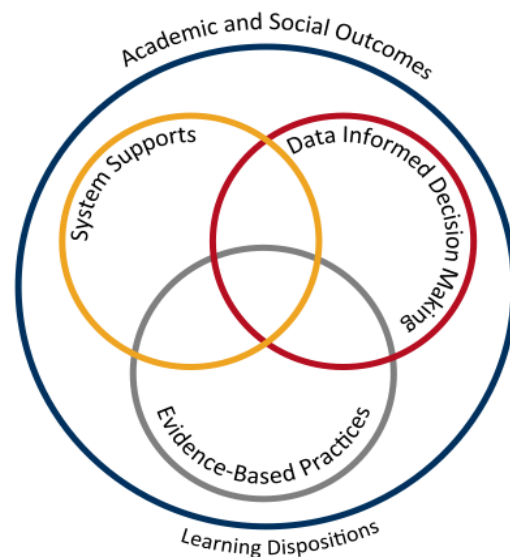


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

## **Theoretical and conceptual characteristics**

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

## **Continuum of support and key features**

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

### **Tier 1 Universal Supports:**

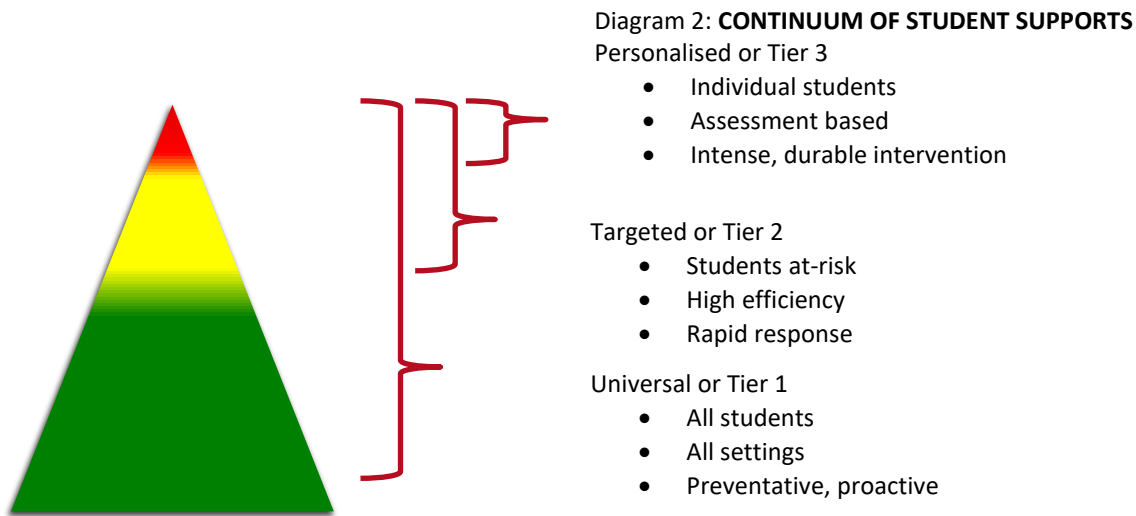
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

### **Tier 2 Targeted Supports:**

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

### **Tier 3 Personalised Supports:**

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

### **3. Student Behaviour Support Leadership & Professional Learning for School/College staff**

Our Student Behaviour Support process is led by the Head of College. They are supported by Assistant Principal Primary, Assistance Principal Secondary and Middle Leaders responsible for student wellbeing. Along with the College Guidance Counsellor, Support Teachers and the Indigenous Support Officer, these leaders form the basis of our PB4L Targeted Support Teams.

The Student Wellbeing Team meets fortnightly and there are weekly meetings of targeted support teams. During these meetings, Engage Student Support System data is referred to and analysed to inform responses to student behaviour.

Teachers at Saint Mary’s have been provided with professional learning in the implementation of our Student Behaviour Support Plan and it is also a key element of our new staff induction program.

## **Section B: Our Student Behaviour Support Practices**

### **1. Clarity: Our Expectations**

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school’s Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Be Just

- Be Respectful
- Be Responsible
- Be Safe
- Be Your Best

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.



Expectation	Learning Environment	Eating Area	Play Area and Sports	Gatherings	School Transport
<p><b>Be Respectful</b></p> <p>Of self, SMCC staff, fellow students and the environment.</p>	<ul style="list-style-type: none"> <li>Listen to and follow teacher and staff instructions</li> <li>Take pride in and care for own, others and school property</li> <li>Be quiet and reflective during prayer and in sacred spaces</li> <li>Keep personal space and be respectful of the space of others.</li> </ul>	<ul style="list-style-type: none"> <li>Arrive promptly to the eating area and remain in your area/seat until the 10-minute bell</li> <li>Respect your eating area and help tidy up rubbish and food scraps</li> <li>Appreciate that people like different foods</li> <li>Follow the tuckshop rules and use your manners</li> </ul>	<ul style="list-style-type: none"> <li>Listen to duty staff's direction</li> <li>Use appropriate, positive language</li> <li>Enjoy our gardens and help to keep them looking beautiful by staying out of them</li> </ul>	<ul style="list-style-type: none"> <li>Look and actively listen when others are speaking</li> <li>Keep noise level low</li> <li>Allow others to participate and contribute</li> <li>Be polite to community members</li> </ul>	<ul style="list-style-type: none"> <li>Follow teacher and bus driver directions and expectations</li> <li>Listen and observe crossing supervisor's instructions</li> <li>Be courteous to each other and community members</li> </ul>
<p><b>Be Safe</b></p> <p>Following school rules and making good decisions</p>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Use objects and equipment for their intended purpose</li> <li>Enter and leave a classroom with teacher permission</li> </ul>	<ul style="list-style-type: none"> <li>Some children have allergies so sharing food can be dangerous so eat only your food from home</li> <li>Maintain 'hands off' rule</li> <li>Wear your hat when outside</li> </ul>	<ul style="list-style-type: none"> <li>Remain safe by staying in appropriate areas.</li> <li>Stay in bounds</li> <li>We share the space with everyone.</li> <li>Play chasing/running games in designated areas only</li> <li>Remain with your friends and stay in your own play area</li> <li>Wear your hat</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly on chairs</li> <li>Keep hands and feet to yourself</li> <li>Stay with your designated group</li> </ul>	<ul style="list-style-type: none"> <li>Wait until the vehicle is completely stationary.</li> <li>Remain behind the fence at bus stop</li> <li>Keep body parts and belongings inside the windows of moving vehicles</li> <li>Remain seated in the vehicle with seat belt on (if available)</li> </ul>
<p><b>Be Just</b></p> <p>By accepting and treating others fairly.</p>	<ul style="list-style-type: none"> <li>Welcome, accept and include others</li> <li>Care, support and show concern for others</li> <li>Recognise and respect that everyone has a right to learn</li> <li>Treat others as you would like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn in the tuckshop line</li> <li>Be inclusive of all classmates</li> <li>Ask people to join in conversations and play</li> <li>Take left over food home</li> </ul>	<ul style="list-style-type: none"> <li>Play fair and be friendly</li> <li>Display good sportsmanship</li> <li>Include others in games.</li> <li>Ask others to join in the fun</li> <li>Take turns</li> <li>Help others when needed</li> </ul>	<ul style="list-style-type: none"> <li>Share our space and be mindful of how others use pathways and common areas</li> <li>Use positive, appropriate and supportive language</li> <li>Be friendly and helpful</li> </ul>	<ul style="list-style-type: none"> <li>Wait patiently for the car/bus to arrive</li> <li>Board the bus in an orderly and respectful manner, being aware of those around you</li> </ul>
<p><b>Be Responsible</b></p> <p>Organised, prepared and actively engaged</p>	<ul style="list-style-type: none"> <li>Complete work to the best of your ability</li> <li>Ensure all materials and equipment are brought to class</li> <li>Be on time and punctual to class and activities</li> <li>Self-manage my learning tasks at school and home</li> </ul>	<ul style="list-style-type: none"> <li>Put your rubbish in the bin</li> <li>Place belongings in your locker/bag</li> <li>Sit down to eat</li> </ul>	<ul style="list-style-type: none"> <li>Follow duty staff's directions in a timely manner</li> <li>Use play equipment as intended appropriately</li> <li>Be prepared and ready for class when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Be a role model- set a good example</li> <li>Wear your school uniform with pride</li> <li>Wait patiently considering others</li> </ul>	<ul style="list-style-type: none"> <li>Care for and assist younger students</li> <li>Wait in your designated pick up area</li> </ul>
<p><b>Be Your Best</b></p> <p>Engage, contribute and participate fully.</p>	<ul style="list-style-type: none"> <li>Have a positive attitude and a growth mindset</li> <li>Challenge yourself and be an adventurous learner</li> <li>Be a self-aware and self-directed learner for life</li> </ul>	<ul style="list-style-type: none"> <li>Respect others personal space</li> <li>Follow expectations/rules</li> <li>Report incidents to staff member on duty</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a positive attitude during play</li> <li>Show good sportsmanship and be generous with praise</li> </ul>	<ul style="list-style-type: none"> <li>Be ready and willing to participate in all activities</li> <li>Try the activities and give your best effort.</li> <li>Support and encourage your classmates</li> </ul>	<ul style="list-style-type: none"> <li>Follow seating plan on the bus</li> <li>Be mindful of other waiting traffic and get into vehicle promptly</li> </ul>

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

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

## **2. Focus: Teaching Expected behaviour**

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Assemblies – whole school, year level, primary and secondary
- Pastoral Care lessons
- Bounce Back and Unleashing Personal Potential (UPP) programs
- Reflection days and student retreats
- Camps and excursions
- Presentations by members of the community
- Student leadership program
- Extra-curricular programs
- Lunch time clubs

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

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

- Student of the week awards
- Realise your Dignity awards that focus specifically on the Benedictine values
- Benedictine Awards each term



- Positive reinforcement in the classroom, including incentive or reward systems, specific positive feedback and positive relationship building (student to teacher; peer to peer)
- Presentation of Christian Living Awards each year
- Principal's Award in Primary
- Tuckshop vouchers from the College Principal
- Beginning of the school year – in classrooms unpack behaviour matrix, walk to different areas of the school to become familiar with surroundings and expectations
- Matrix posters in settings visible around the school
- You Can Do It! Program Achieve, play is the way lessons (Primary)

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. You Can Do It! Program Achieve is used in Primary to teach Social Emotional Learning (SEL) through the Keys to Success.

#### 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.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 - 12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this

type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

### Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional behavioural Assessment and designing and Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management – planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

## **4. Feedforward: Responding to Unproductive Behaviours**

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

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

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

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

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised time out in a safe space in the classroom	Teacher initiated Time Out	Restorative conversation
Buddy Class – supervised time out in a safe space outside of the classroom	SBSS request for support	Teacher/Student restorative conversation
Decrease demands	Collaborative problem-solving conversation (Reflection sheet)	Teacher/Student/Leadership restorative conference
Time Out with Leadership (Pastoral Leader or Senior Leader) person	Teacher – student conversation	Student contributes back to the class or school community
Negotiated Time Out (Brain Break card)	Goal setting	Student Apology – verbal, visual or written
Withdrawal from class(es) to continue learning	Confiscation	
Individual Crisis Support and Management Plan	Mentoring	
	Parent contact	
	Parent meeting	
	Teacher – student – parent meeting	
	Teacher – student – Leadership meeting	

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

## 2. RELATE

- Enquire what might be causing the behaviour
- ~ Do they understand the task?

## 3. RESPOND

- Discern appropriate tier one response
- Correlation between behaviour and response
- Log on Engage

## 1. REMIND

- Teach and remind the student of expectations
- ~ Be Respectful
- ~ Be Responsible
- ~ Be Safe
- ~ Be Just
- ~ Be Your Best

## 4. REFER

- Wellbeing Leader to discern the appropriate tier two response
- Buddy class
- Log a request for support using Engage
- Wellbeing Leader informed
- Parent contact

## 6. RESTORE

- Restorative conversation with affected parties

## 5. REPORT

- Major or unsafe behaviour
- ~ Leadership referral
- ~ Log on Engage



## 5. BCE Formal Sanctions

- **Detention process** Detention is any period when a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as lunchtime, afternoon tea time, recreation time, after school, or non-school days. The Principal of the school (or their delegate), if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student which is age and developmentally appropriate. In such an event, the student's safety and well-being will be addressed.
- **Suspension process** Suspension of a student from Saint Mary's Catholic College will only be used when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. The Principal of the school (or their delegate), shall refer to Brisbane Catholic Education's Student Behaviour Support: Guidelines, Regulations and Procedures to implement this and other formal sanctions.

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. A student should be suspended for the shortest time necessary, and the school, the student and their parents / caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused re-engagement strategies. The Principal of a Brisbane Catholic Education school may suspend, full-time or parttime, a student from that school for a period up to 10 school days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.

The Principal will inform the student and parents/caregivers of the details of the suspension, including the grounds on which the decision to suspend has been made. The student and parents / caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents / caregivers, and their responses may be taken into consideration. Students who have been suspended or who are at risk of suspension are considered as candidates for a comprehensive functional behaviour assessment to inform an individualised behaviour support plan. The school will seek to work with parents / caregivers, with the aim of assisting a suspended student to rejoin the school community as quickly as possible.

- **Negotiated Change of School** In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. This offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

- **Exclusion** In extreme circumstances, the Principal may, in consultation with appropriate Brisbane Catholic Education (BCE) personnel, make a submission recommending the exclusion of a student from a BCE school. Students will not normally be excluded unless a clearly documented range of strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example through a Functional Behaviour Assessment. Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion for serious non-compliant behaviours will be considered only as a last resort.

For appeals, the school aligns to BCE processes.

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

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

### **Definition**

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

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

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

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

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

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

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

Saint Mary's Catholic College Staff will be involved in a variety of professional learning around positive behaviours. Examples include:

- Positive Behaviour 4 Learning professional development offered to staff annually;
- Positive Behaviour 4 Learning Leader attends key network sessions as provided by BCE;
- Maintaining school capacity to do Functional Behaviour Analysis (FBA) and design individual plans by ensuring there is always one trained staff member, with access to others as needed;
- Maintaining a currency in effective pedagogy using the 8 effective expected practices.

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

At Saint Mary's Catholic College we take a positive, proactive approach to antibullying by teaching positive strategies for dealing with inappropriate or bullying situations. We use the Positive Behaviour for Learning approach through our school matrix, and the Keys to Success that we use throughout the year. This approach includes:

- Specific, targeted teaching of one focus area a fortnight
- School leaders taking responsibility for reinforcing of a strategy through assemblies;
- Periodic staff reminders of anti-bullying strategies via email and weekly Principal's Bulletin
- Visual supports displayed in each classroom with appropriate posters;
- Revisiting strategies throughout the year at significant times e.g. Child Protection Week, National Day of Action Against Bullying and Violence.

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

<b>Responsibilities of Children</b>	<b>Responsibilities of Staff</b>	<b>Responsibilities of Parents</b>
To have knowledge about and an understanding of bullying, bullying	To have a well-developed understanding of bullying,	To support the information outlined in

behaviours and bystanders;	bullying behaviours and bystanders;	the Saint Mary's Catholic College Bullying Position;
To appropriately report incidents of bullying – if you believe you are being bullied or you have witnessed bullying as a bystander;	To model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours;	To have knowledge about and an understanding of bullying, bullying behaviours and bystanders;
To not engage in bullying others;	To listen to all student reports and watch for signs of possible bullying;	To model, educate and discuss appropriate, positive anti-bullying behaviours;
To choose and use an appropriate strategy to stand up for yourself first and then report to an adult;	To ensure that children are supervised adequately at all times;	To watch for signs of possible bullying;
As a bystander, choose and use an appropriate strategy to help the students involved and report to an adult.	To respond to all reported and observed incidents of bullying as set out in this plan under Responding to Bullying. This includes identification of potential bullying by reporting through Engage;	To inform one's child's teacher or a member of the College's Leadership Team any potential bullying related incident, as soon as possible;
	Responsibility of Leadership to work with staff to track patterns of bullying behaviours.	Parents may need to speak to the class teacher on their child's behalf about bullying. Under no circumstances should parents contact or approach on school grounds other parents or children regarding the issue.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).



- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

#### **4. Preventing Bullying and Harassment**

At Saint Mary's Catholic College we plan for a safe, supportive and inclusive school to prevent bullying and harassment by:

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.

- Student School Leaders to role play expected behaviours.
- Leadership to speak about behaviour focus of the week.

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.

- Behaviour focus for the fortnight emailed out to all staff in an informative SWAY

- All staff participate in online modules for PB4L
- Communication to staff at weekly Monday Morning Briefings
- Opportunities for professional learning at Staff Meetings and Twilights

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.

- BeYou Modules
- Education Officer Wellbeing
- Education Officer Student Behaviour Support

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.

- Induction program run by the College Leadership Team. Term 1 each year new staff meet once a week to discuss school procedures.

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.

- Facebook posts
- SchoolTV
- Principal's Bulletin
- General school communication via email

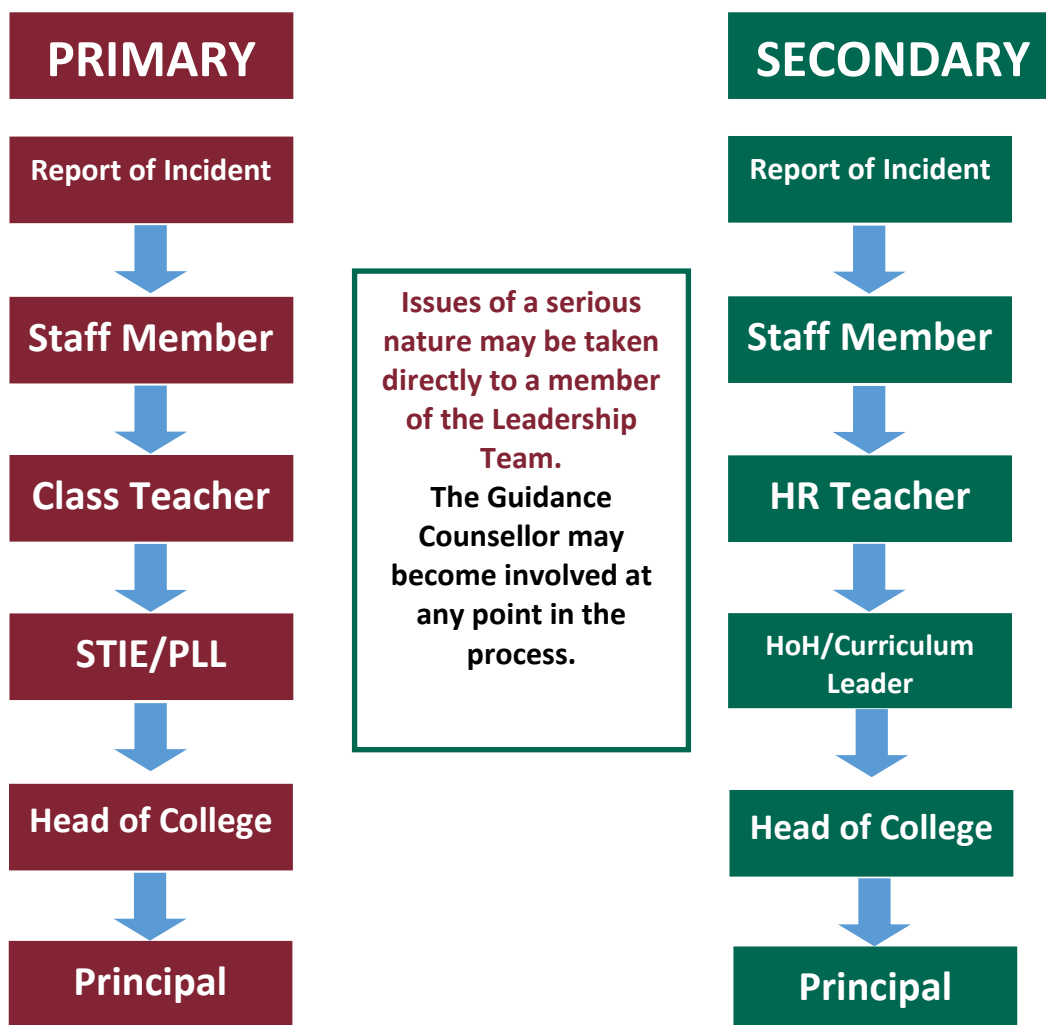
Explicit promotion of social and emotional competencies among students:

- Shine Girl
- PC Lessons
- Guidance Counsellor group work and Primary classroom circle work

Whole school programs to prevent and address bullying including:

- [Brisbane Catholic Education Student Behaviour Support](#)
- [Bullying. No Way!](#)
- [BeYou](#)

## Key contacts for students and parents to report bullying



### Cyberbullying

Cyberbullying is treated at Saint Mary's Catholic College 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.

The steps below provide a general guide for a response process for incidents of reported cyberbullying:

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).

2. Ensure that the student is safe.
3. Collect additional [information/evidence](#) and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the Engage Student Support System.
4. Contact appropriate school personnel (may include the school Guidance Counsellor).
5. Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour affecting themselves or another student? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If you are uncertain whether the incident is a criminal offence contact the Legal Counsel team at BCE.
6. Report the incident to the police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. If the matter is not urgent use the [reporting facility](#) on the eSafety Commissioner site or the Australian Cybercrime Online reporting Network's (ACORN) [reporting tool](#). The incident may also be entered into the Student Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.
7. Respond and provide supports. This may include assisting the student to have the inappropriate behaviour removed. For assistance with this see the resources at the [social media safety centre](#) and/or involve school or BCE Information Services staff.
8. Contact the parents informing them of the incident and your course of action.
9. Follow up with parents and students at a designated time in the following weeks or months.

## Resources

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

- [Be You Programs Directory](#)
- [Bullying. No Way!](#)
- The [Australian Curriculum](#) provides the framework for your school's anti-bullying teaching and learning activities
- Office of the [eSafety](#) Commissioner

## Section C: Our Student Behaviour Support Data

### 1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports.

It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

1. At Saint Mary's Catholic College teachers will record minor behaviours on Student Behaviour Support System this will be used to collect data over a long period of time and will allow the teacher to monitor for patterns that may require further investigation.
2. Using the Student Behaviour Support System major and/or ongoing minor behaviours, are monitored by our Wellbeing and Leadership Team members and then determine appropriate courses of action at this level.

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## **Relevant Brisbane Catholic Education Policies**

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

## Appendix A - Behaviour Definitions

### Minor Behaviours

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



<b>13</b>	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
<b>2</b>	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
<b>3</b>	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
<b>6</b>	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
<b>8</b>	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
<b>12</b>	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
<b>13</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>14</b>	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
<b>15</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>16</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>17</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
<b>18</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal

Issue date: dd/mm/2021

Next review date:

dd/mm/20yy