



St Brigid's

CATHOLIC PRIMARY SCHOOL NERANG

Making Christ Present

Student Behaviour Support Plan

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform



Our School Context

St Brigid's School is a Prep – Year 6 School, with 332 students currently enrolled. Located in Nerang, a central area of the Gold Coast, our school has an ISCEA score of 1033.

Our dedicated staff includes: 22 teaching staff (including Specialist Teachers, Support Teachers and members of the Leadership Team); 15 School Officers; 1 Groundsman; 1 Guidance Counsellor.

Consultation and Review Process

The creation of a St Brigid's Whole School Student Behaviour Support Plan has involved consultation with the school staff, the School Board, and the school community. It has been developed through the considered responses to formal and informal feedback. Student Behaviour data is collated and graphed each term and is shared with staff to allow for regular analysis and considered review of the effectiveness of the plan across the various settings of our community.

The plan will continue to be endorsed by the school principal, teachers, parent body and Senior Leader, as this document will continue to evolve over time.

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.

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 school's goals emphasise the importance of the development of the whole person. As a Catholic school, the aim is to develop responsible citizens who consciously attempt to live the Gospel values in their encounters with others.

A truly supportive Catholic school environment is characterised by;

- an ethos centered on the person of Jesus and the values exemplified in the Gospel,
- a curriculum that caters for all learners,
- a clearly stated and consistent school wide behaviour support plan which encourages students to make choices and accept responsibility for their own behaviour,
- non-discriminatory organisation and administration procedures,
- an emphasis on the development of high-quality interpersonal relationships,
- regular opportunities for the monitoring and review of general school wide practices, plans and procedures,
- a high level of co-operation and collaboration amongst staff, parents and students to achieve improved behaviour for both group and individual cases,
- an increasing intensity of behavior support for unproductive behaviours.

St Brigid's is aware that learning and growth is a journey and acknowledges that a safe, harmonious environment, based on Christian living, is needed so that students can learn how to manage their own behaviour. As such, at St Brigid's our Student Behaviour Support 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, consequences and open, honest and respectful communication.

At St Brigid's School we believe that behaviour;

- *is and can be learned,*
- *is a form of communication,*
 - *of difficulties with learning*
 - *of social difficulties*
 - *of productive skills not yet developed*
- *is directly linked to successful learning and engagement,*
- *has to be considered in the context it occurs,*
- *is developmental in nature and presentation.*

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

What is Positive Behaviour for Learning?

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

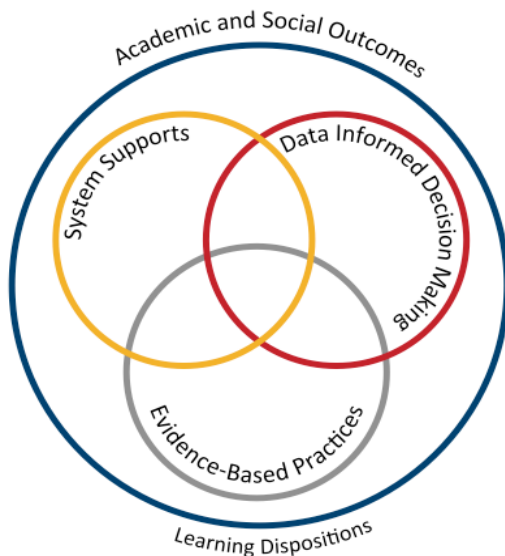


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

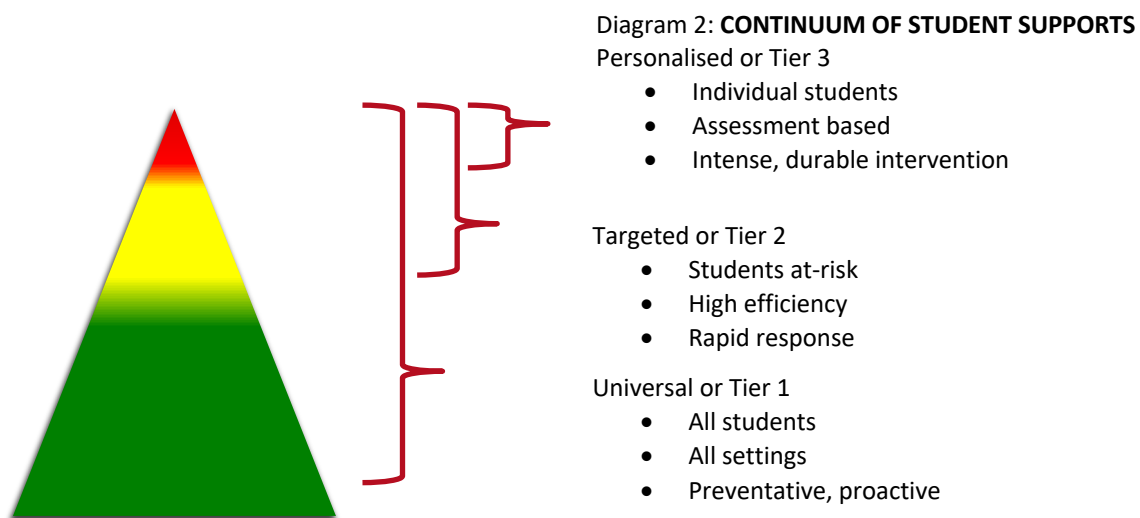
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

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

The PB4L team consists of a number of members of staff from a variety of positions within the school: Leadership, Support (including ST:IE and Counsellor roles) and Teachers. Meetings are scheduled regularly throughout the term where data is reviewed and proactive support measures are discussed. The PB4L coach attends 2 professional development days a year, and leads the team in the implementation of pro-active approaches. Depending on their own knowledge base, members of the team can nominate to attend professional development offered by BCE to support the implementation of PB4L supports and strategies.

PB4L offers training in a variety of areas, including Tier 1, 2 and 3 supports. In addition to this, restorative practice is a key feature of PB4L, and professional development is also provided to support in the implementation of these practices. The PB4L coach has attended training at all levels and works to build capacity among staff in their implementation.

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:

- Respect for self and others
- Respect for learning
- Respect for property

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.

FAITH – PEACE – LOVE – COMPASSION

St Brigid's

RESPECT	INDOOR	OUTDOOR
FOR SELF	Whole body listening Follow directions Clear personal boundaries Wear correct uniform	Be safe Move safely Right place right time Speak thoughtfully
FOR OTHERS	Work together Wait your turn Listen to others Use manners Keep hands and feet calm	Move considerately Move promptly Follow rules Include others
FOR LEARNING	Be ready to learn Have an open mind Have a go Allow others to learn	Own our actions Participate positively Follow directions
FOR PROPERTY	Take care of equipment Keep property clean and tidy Use equipment appropriately	Care for the environment Take care of property Place rubbish in bins

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

2. Focus: Teaching Expected behaviour

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

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

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

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.

At St Brigid’s our Positive Behaviour Matrix form the basis for our Universal supports. Every classroom will have a clearly communicated procedure to highlight expected and productive learning behaviours, but which also discourages inappropriate behaviours. As such, natural or logical consequences for inappropriate behaviours are to be clearly articulated to all members of the class. Obviously, consideration of children’s age and individual needs and sensitivity to particular backgrounds is critical.

Tier 2 Targeted Supports:

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

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

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

- Check It Out (Behaviour Education Program)
- Social Skilling
- Check and Connect mentoring

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
- 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.

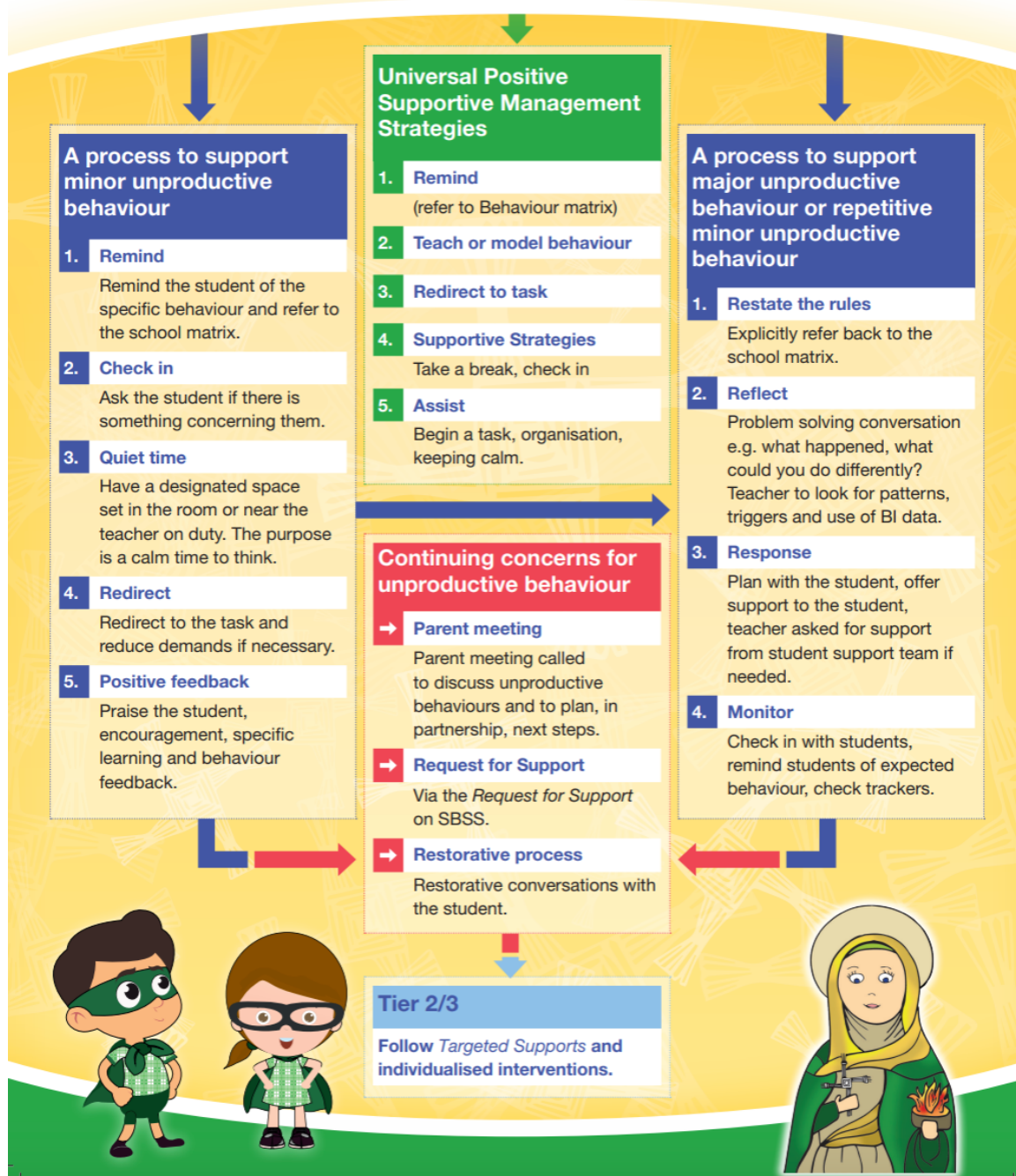
The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

Responses	Description
De-escalate	<p><u>Take a break</u> - Students who have been unresponsive to reminding, reteaching/modelling and re-direction. This supportive strategy allows for a student to move away from the situation where unproductive behaviour is occurring and return to try again.</p> <p><u>Decrease Demands</u> - In response to a student's behaviour during academic or social tasks, a teacher may adjust the expectations for that student. The decrease of demands (such as reducing questions to be answered, clarifying roles in a group activity) is anticipated to lead to reduced unproductive behaviours. The decrease of demand may also lead to the use of a safe place for that student to calm their behaviours</p> <p><u>Off The Playground Now</u> - This timeout strategy is to de-escalate behaviour that involves hurting or intimidating other children.</p>
Restorative	<p><u>Restorative Conversation</u> - Where staff feel that a scripted resolution to a student's behaviour is sufficient in addressing an immediate and minor concern. These conversations can be utilised in all areas of the school (from playgrounds to classrooms)</p> <p><u>Teacher mediated conversations</u> - These conversations are teacher directed for restoring relationship between peers following an incident of concern. These conversations can be between two peers, groups, cohorts or between a student and staff member.</p>
Problem-solving	<p><u>Mediation</u> - Problem solving conversations mediated by the teacher present to resolve a dispute (such as may arise in a game or other social interaction)</p> <p><u>Noted Observations for data collection</u> - In order to have effective problem solving around responses to student needs, data of concern is collected and collated for the purpose of identifying patterns and engaging in problem solving discussions.</p> <p><u>Request for further support</u> - Where there is no clear and effective response available to meet a student's needs a referral to be considered for more targeted support may be appropriate. The PB4L Targeted support committee will consider multiple sources of data when considering a response that will address the needs of the student.</p>



As a Positive Behaviour 4 Learning School

- We ensure that expectations have been taught and practiced.
- We integrate the Personal and Social Capabilities from the Australian Curriculum in our content areas and school wide explicit teaching of behaviour.
- We reinforce expected behaviours.
- We provide a positive and supportive environment.



Positive Behaviour for Learning

The St Brigid's Way...



- ✓ We Teach
- ✓ We Practice
- ✓ We integrate Personal and Social Capabilities from the Australian Curriculum into other Learning Areas.

Universals!

1. Remind
2. Teach or model behaviours
3. Redirect to task
4. Supportive Strategies
5. Assist



Processes to support...

1. **..Unproductive behaviour**
Remind, Check in, Quiet time, Redirect, Positive Feedback.
2. **..Major unproductive behaviour or repetitive minor unproductive behaviour**
Restate the rules, Reflect, Response.
3. **..Continuing concerns for unproductive behaviour**
Parent Meeting, Request for Support, Restorative Process.



5. BCE Formal Sanctions

Detention

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours. During a detention, the time should be used to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours.

Suspension

The purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

For appeals, the school aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

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

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

Bullying /Harassment are behaviours that target an individual or group due to a particular characteristic or characteristics; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single act or an ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons. The sub-categories here give an indication of the characteristic(s) or focus of the bullying/harassment i.e. what the bullying was about:

- Physical
- Emotional
- Racial
- Sexual
- Gender
- Religious
- Disability

2. Teaching about 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.

At St Brigid's we will:

- Openly talk about bullying – what it is, how it affects individuals, groups and the community and what we can do about it.
- Provide our students with opportunities to develop skills, which will build their self-awareness and self-management skills.
- Encourage students to report incidents of bullying or of being bullied.
- Establish reporting as acceptable and responsible behaviour valued in our community.
- If bullying is confirmed, then see Responses below. Concepts covering bullying are used in varying aspects of our Religious and Health and Physical Education programs.

3. Responding to Bullying and Harassment

Investigating Potential Bullying

When an investigation about bullying is required, the following procedures will be followed:

Initial Incident

St Brigid's school adopts a restorative approach and process in the first instance. Those involved will be interviewed by a member of the School Leadership Team or the classroom teacher and made aware of the suspected bullying and the school's anti-bullying position.

The classroom teacher or member of the School Leadership Team will conduct restorative sessions with those involved.

The incident, if deemed not to be bullying, will be tracked according to the behaviour support plan.

Further Incidents

If further bullying is reported, leadership team members may choose to use the following methods with the children involved:

- Mediation through Restorative processes.
- Individual counselling.
- Method of shared concern.

Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on the Engage Student Support System.

Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. Members of the School Leadership Team, classroom and /or specialist teachers, Guidance Counsellor and /or Support Teacher – Special Needs may be involved in formulating this action plan.

Support for the target and perpetrator

We support the target in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration.
- Informing the child's parents.
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child.
- Offering continuing support when they feel they need it and encouraging immediate reporting of incidents.
- Taking necessary actions to prevent more bullying.

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying.
- Informing the child's parents.
- Continuing to monitor the child's behaviour and offering appropriate support.
- Working out a behaviour plan or playground plan for some students, to keep everyone safe that may include removal from the playground or classroom.
- Running programs that help students display appropriate behaviour (class, small group or individual).
- Having special meetings (with an emphasis on restoring relationships to work things out with the involved students).
- Having students complete classroom tasks about bullying in school subjects.

- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour (see Behaviour Matrix, St Brigid's Behaviour Policy) including detention, suspension or making recommendation for exclusion to students who bully others. All staff must take all reports of bullying and harassment seriously and respond with a school team process.

In summary, the St Brigid's school team process is:

- **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 St Brigid's we plan for and execute a safe, supportive, and inclusive school to prevent bullying and harassment through:

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. Regular PB4L focus areas regarding what bullying is and how we deal with it is an example of this.

2. Staff communication and professional learning: Staff are 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. Weekly PB4L focus areas are articulated in the weekly staff briefing, PB4L Professional Learning Staff Meetings.

3. New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through the Induction of new staff processes.

4. Communication with parents: Our school provides 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. Examples of these communication methods include, Newsletter articles, Facebook, and Instagram Posts with a range of topics

5. St Brigid's explicitly teaches and promotes the social and emotional competencies among students by:

a. Guidance Counsellor co-teaching and facilitating the delivery of the Zones of Regulation with students across the school.

b. The Guidance Counsellor also provides additional whole class and small group lessons which can be linked to the Australian Curriculum (i.e., Personal and Social Capabilities). Focus areas are:

- i. Social Thinking and social skill development.
- ii. Emotion regulation.
- iii. Anxiety and Relaxation.
- iv. Growth Mindset.
- v. Learning Behaviours and Resilience.
- vi. Setting a weekly PB4L Focus at Assemblies each Monday morning and teachers then explicitly teach this focus within the context of their individual classrooms.
- vii. Whole school programs to prevent and address bullying at St Brigid's include: a. Daniel Morcombe Safety Programme b. Bullying NoWay! c. Respectful Relationships Education for Queensland Schools

Key contacts for students and parents to report bullying

Principal – Matthew Vine – 07 5596 4188

Assistant Principal – Paul Hanrahan – 07 5596 4188

Primary Learning Leader– Julia Richardson – 07 5596 4188

Guidance Counsellor – Melissa Turner – 07 5596 4188

Cyberbullying

Cyberbullying is treated at St Brigid’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.

Cyber bullying is when a student or group of students intentionally harm a person over time using information and communication technology (ICT), such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages towards a person or people who cannot stop this bullying from continuing. At St Brigid’s Catholic Primary School, we respond to incidents of cyber bullying and harassment in exactly the same way using the same process as outlined in Section 3 Responding to Bullying and Harassment in this School Student Behaviour Support Plan.

Resources

The following are links to the independent research-based evaluation conducted to inform the schools selection of any program:

- Daniel Morcombe Safety Programme
- Respectful Relationships Education for Queensland Schools
- Bullying NoWay!

The Australian Curriculum provides the framework for St Brigid’s anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues are 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

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.

St Brigid's Catholic Primary School uses behavioural data together with other data sources to make data informed decisions about student supports. This includes Party (aka Committee) meetings (consisting of teachers and leadership) twice a term to analyse universal school data and feedback to staff meetings. There are also targeted and personalised teams (including STIEs, GCs & leadership) that meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). *Check and Connect- Implementing with Fidelity*. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behavior in schools*. New York: Guilford Press.
- Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sophis West.

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

	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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
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

	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
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	Explicit sexual talk or play, persistent nudity, repeated

	Descriptor	Definition	Example
		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	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.
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

Approver: Matt Vine Principal	Issue date: 21/02/2025	Next review date: 21/02/2026
-------------------------------	------------------------	------------------------------