Sacred Heart

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Sacred Heart Vision Statement: To develop Spirit, Mind and Body in our Catholic Community.

Sacred Heart Mission Statement: We will achieve this by:

Living Catholic faith, values and traditions that acknowledge our heritage

Delivering a wholistic education that supports the development of the life long learner

Developing positive and inclusive relationships based on Christian values.

Our School Context

Sacred Heart Parish School, Booval is a co-educational Catholic Primary School in the Mercy Tradition for students from Prep to Year Six. Sacred Heart has a current enrolment of 560 students. It draws children from many diverse areas (rural and Urban), cultures and socio economic groups. Within its Prep to Year 6 structure it has three streams within each year level. The school has two campuses on either side of Cothill Rd, Booval with Prep to Year 3 occupying the western side and the Years 4-6 the Eastern. An accelerated increase in student population due to changing demographics over the last few years has resulted in the construction of several new classrooms, a multi-purpose hall, the refurbishment of the Learning Support area and several classrooms and the administration area. Recent building works include a new Library, learning Support hub and 2 GLA's.

There is a genuine and impressive bond evident between the school, Parish Priest and the Parish community; celebrating Eucharist with one another and participating in social justice initiatives. A strength of Sacred Heart is the deep understanding and leverage of the Mercy Charism and House patronage of eminent religious figures across the whole school community. The charism is clearly embedded into the culture of the school with a focus on love and service proactively displayed in school awards and recognition systems; in responding to social justice needs; and in the stewardship model relevant to both the local and global community.

Sacred Heart has a very positive reputation in the local community – particularly regarding the school's success with inclusive practices and curriculum differentiation to meet particular learning and inclusion needs. The parent community indicates a strong sense of belonging and demonstrates a high level of engagement in the strategic and operational life of the school.

Consultation and Review Process

This document was created by and for the Sacred Heart Community. The process was data driven and survey information derived from teacher, student and parent surveys has been considered in the preparation of the document. This document undergoes a high-level check annually and a detailed review every 2 years.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour supports.

- 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)
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment
- Student behaviour can be taught using the same strategies used to teach academics
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students

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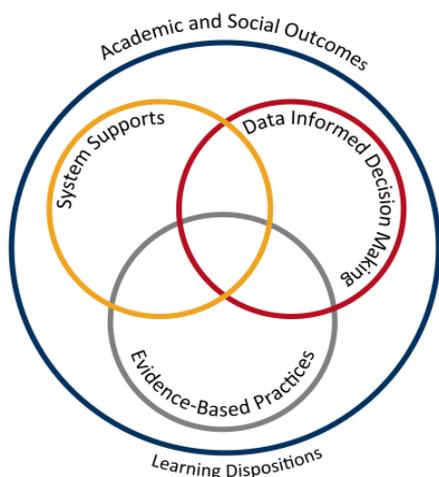
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive
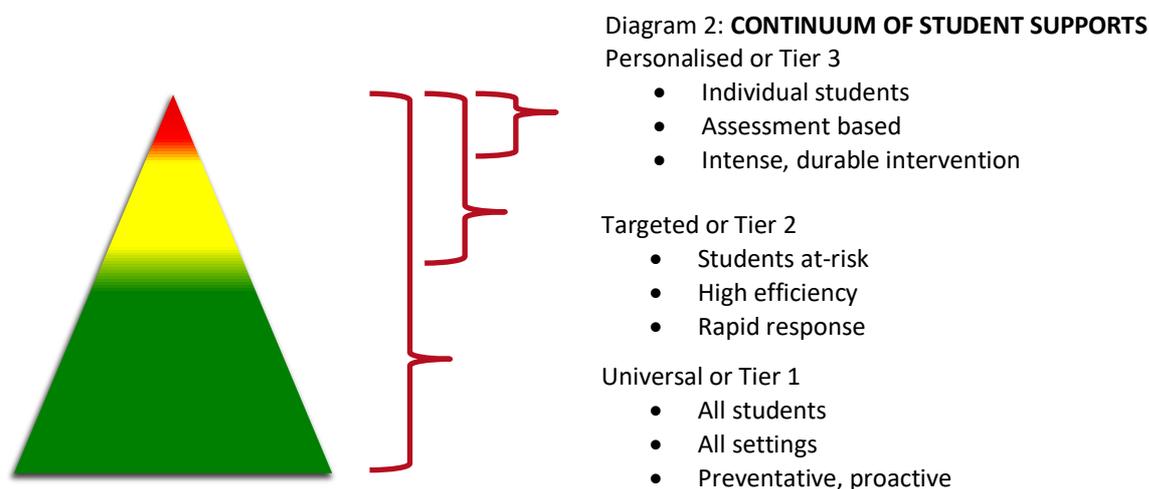
By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

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

Student Support Team

- The student support team consists of the APA, STIE, Guidance Counsellor and the Primary Learning Leader and Principal when required
- This team meets weekly and has the following priorities:
  - o Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' (Engage) from teachers
  - o Raising any teacher concerns and discussing best ways to support teachers
  - o Addressing and revising tier 2 and 3 interventions
  - o Releasing teachers to discuss particular concerns with the team as well as with parents
  - o To monitor attendance data and plan for proactive interventions

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

Sacred Heart Behaviour Matrix

The school has agreed upon expectations of behaviour.
Behaviour Matrix as per PB4L developed by the Sacred Heart community.

Be 🐝 a **LEARNER** @ Sacred Heart

	School Wide	Learning Spaces	Transitions	Playgrounds and Toilets	Online and Using ICT
Be Responsible	• Stand up for what you know is right • Take responsibility for your choices and attitude • Follow adult directions	• Active listening • Follow instructions • Be organised for learning • Give your best effort	• Be at school on time • Listen attentively at the pick up area • Stay seated in the correct spot in the pick up area • Have your belongings in your bag ready to go.	• Take responsibility for your actions, belongings and equipment	• Use equipment correctly, only use equipment assigned to you
Be Respectful	• Care for the environment • Wear the uniform with pride • Treat others how you wish to be treated	• Co-operate with, encourage and include others • Raise your hand to speak • Speak respectfully • Ask permission to use things	• Wait your turn in line • Accept your place in the line	• Put rubbish in the bin • Follow the rules of the game • Pick teams fairly • Be a good sport • Respect the privacy of others	• Care for equipment
Be Safe	• Follow instructions given • Move and sit safely • Be sun safe • Be in the right place at the right time	• Move Safely • Use equipment as it should be used • Safe hands and feet • Sit appropriately	• Walk on the left • Move carefully and quietly • Cross road safely • Safe hands and feet	• Play in the correct areas • Use playground equipment correctly • Hands and feet to yourself • Wear a hat • Use soap and water or sanitiser	• Know the person you are communicating with • Keep your details private • Carry and store technology safely

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. With our students we have found strong positive results when staff:
- *Remind* = Regularly remind students of behaviours, procedures and routines
- *Supervise* = Monitor student performance or compliance in all settings
- *Feedback* = Provide feedback, non-contingent and contingent

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

- Beginning of school year orientation day
- Pastoral care period, timetabled for 2 hours across any given week
- Time built into the first weeks of schools and increased later in the year
- New student orientation when needed

Social and Emotional Well-Being
Social and Emotional Wellbeing (SEL) is an essential part of human health and happiness. Promoting positive social and emotional development and wellbeing in students may impact on their behaviour, learning and health outcomes. Through our SEL programs at Sacred Heart, it is our aim to create a safe and supportive environment that promotes wellbeing and personal development as well as best learning. We provide the means to help students develop effective social and emotional skills and manage their own behaviour. A major component of SEL at Sacred Heart is the 'You Can Do It' program, delivering the '5 Keys to Success' to students: Getting Along, Resilience, Confidence, Persistence and Organisation.

Allocated Pastoral Care Lessons
Each class timetables 1 hour across the week to a dedicated Pastoral Care timeslot. During this time, students are exposed to the teaching of school expectations and routines as well as a structures social and emotional well-being program.
- Content taught during this time includes:
- School expectations, routines, transitions
- You Can Do It Social and Emotional Learning program – 5 Keys to Success:
  - Getting Along
  - Resilience
  - Confidence
  - Persistence
  - Organisation

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3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Student of The Week Awards	Class encouragers
Sacred Heart Awards (Monthly)	Points system for class reward

Tier 2 Targeted Supports:

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

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

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

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

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

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

In addition, de-escalation crisis prevention and support strategies will be managed as per the chart below. Every teacher at Sacred Heart has received professional development in the many preventative and restorative strategies outlined in each phase of response.

PHASE 2 — Enquire
- Feedback: "How am I going?"
- Check in
- Feed forward: "Where to next?"
- Feed Forward – Positive Supportive Management Strategies (Consistent, Least to most intrusive)
- Re-direct
- Assist – to begin task, organisation,
- Reinforce

PHASE 3 — Place to reflect
- Designated space set in room or near teacher on duty
- Students should always know why they are sent to time out
- Discussion must be had prior to this point regarding desired behaviour
- Upon return to class / normal routine:
  – Follow Phase 2 process

PHASE 1 — Remind
Classroom Environment
- Student Dignity (Sense of belonging)
- Expectations explicitly taught (demonstrate, model, practice, reinforce)
- Positive / supportive classroom environment
- Positive Supportive Strategies
- Essential Skills

PHASE 4 — Access Buddy Room (Time Out)
- Designated buddy class for timeout. Buddy class Timeout rooms are pre-negotiated and may not work for all students.
- Students should always know why they are sent to time out
- Check for any contributing issues:
  – Students health, well-being
  – Understanding of topic
  – Barriers to learning
- Upon return to class / normal routine:
  – Follow Phase 2 process

PHASE 6 — Repair, Re-establish, Re-engage
- Upon return to class / normal routine:
  – Begin the 'feedforward' process again
  – Discuss expectations and what they will look like
  – Re-establish the relationship
  – Reinforce: Observe closely and provide (positive) feedback as soon as possible (Re-establishing relationship/dignity)

PHASE 5 — Intervene/Inform
- Call a member of admin
- The student is taken to the admin area. Data / Account of the incident MUST be entered in SBSS to allow focussed discussion with student. Any follow-up is at the discretion of the admin team and will be communicated to relevant teachers
- Admin discussion will follow same discussion procedures:
  – As per Phase 2 process
- When it is decided as appropriate, student returns to class
- Teacher follows Phase 1 and 2 processes

FEED BACK – FEED FORWARD · DE-ESCALATE – PROBLEM SOLVING · RE-FOCUS – SET GOALS · REPAIR – RESTORE

REPAIR — A PROCESS TO SUPPORT POSITIVE BEHAVIOUR FOR LEARNING

5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 12 and include:

- **Detention**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

- **Suspension**

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as 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. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of 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.

- **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. Such a change, known as a negotiated change of school, 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. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).

- **Exclusion**

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 from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Process for Appeals:

Process for Appeals

The following processes of appeal can be used by parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

In relation to:	Who to contact:
A decision to suspend a student for less than three (3) days from school	The Principal
A decision to suspend a student for more than three (3) days from school	Senior Leader Progress and Performance Brisbane Catholic Education Office 2A Burke Street, Woolloongabba Brisbane, QLD 4102 Phone: (07) 3033 7000
A recommendation to exclude a student from a Brisbane Catholic Education school	The Executive Director Brisbane Catholic Education Office 2A Burke Street, Woolloongabba Brisbane, QLD 4102 Phone: (07) 3033 7000

Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

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

Definition

Bullying can be defined as the wilful, conscious desire to hurt, threaten or frighten someone else. This can be done physically, verbally or through the use of body language, extortion or exclusion (including the internet). All bullying is aggression, although not all aggression is necessarily bullying. Any behaviour which is the illegitimate use of power in order to hurt others is bullying behaviour

What is Bullying?
- Bullying is when a child, or a group of children, **deliberately** and **repeatedly** upset or hurt another child. The person/people doing the bullying will have some form of **power** over the target
- Bullying is not one-off incidents of name calling or physical abuse. It is only bullying when it is repeated, deliberate and there is an imbalance of power involved
- Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online

Beliefs about Bullying at Sacred Heart
- The students, staff, parents and community members recognize that bullying may occur at this school and is not condoned
- To enable bullying to be minimised and hopefully eliminated, we must all endeavour to bring bullying out into the open. It must be reported and dealt with
- The school policy on bullying includes a proactive approach. Crisis management will not lead to the minimisation or control of bullying

Staff Procedures
- Problem reported / Identified. Class teacher to begin gathering information and notes. Speak with all relevant parties and witnesses
- Listen to students who claim to be the victim of bullying
- Be watchful for the more cunning forms of bullying i.e. unfavourable use of body language and exclusion of students from groups
- Inform the principal or assistant principals if they believe a particular student is being subjected to continual harassment
- Provide practical instruction in assertiveness, self-esteem building and problem solving
- File detailed notes and when sufficient, initiate conversation with involved students. when appropriate, refer information to APA
- APA to meet with students involved:
    - To explain very clearly to the student that their choices present as bullying behaviours. Discuss possible choices and plans for improvement as well as consequences for no change. If there are any further incidents then it will be treated formally as bullying
    - Matters relating to suspension/exclusion will be at the discretion of the Leadership team
- Once a pattern of bullying has been established, staff will initiate a Tier 2 response, initially for (4 weeks) as a learning journey to improve poor choice patterns. Any consequences will be written into this response
- Upon the completion of the initial 4week response intervention, the student will be re-interviewed by the APA. Successful completion will mean the student regains normal access to school-life. If unsuccessful, the behaviour team, APA and class teacher will make a decision to revise a new response plan and consequences

Student Procedures
- Be encouraged to be assertive if bullied.
- These examples illustrate assertiveness:
    - Walk tall and straight in a confident way, rather than hunched over, looking scared or uncertain
    - Practise looking in a mirror and saying in a loud voice, "No" or "Leave me alone" or "I do not like what you are saying or doing". Look the bully straight in the eye. Don't cower. A firm rebuff often deters a bully looking for signs of weakness
    - Walk away from bullying quickly and confidently. Don't fight to keep possession of anything e.g. marbles, toys, sporting equipment
    - Be encouraged to speak out if bullied. Tell teachers, administrators, fellow students and parents

- Understand that bullying is not permitted at this school and will be dealt with as part of the school's Positive Behaviour Support Policy
- Report instances of classmates or friends being bullied to teachers, administrators or parents
- Bystander behaviour is known to promote and encourage bullying. At Sacred Heart, it is expected that bystanders report incidents of bullying. Going along with bullying is accepting it

Administration Procedures
- Encourage students, teachers and parents to approach bullying in a proactive manner
- Check behaviour management records re previous incidents
- Contact the parents of victims who are the subject of continued bullying
- Contact the parents of bullies who are making a habit of the practice
- Cooperate with teachers and parents who believe they have a bullying problem with their children or students

Parent Procedures
- Watch out for signs which might suggest that their children are being bullied i.e.
  - Sudden reluctance to go to school
  - Playing truant
  - Taking a longer route home from school
  - Falling behind in class
  - Nightmares, bed-wetting, crying themselves to sleep
  - Money or toys going missing at home
- Encourage their children to be assertive
- Encourage their children to speak out if they are bullied
- Contact the school if there is a belief that a child is being bullied. Speak out
- Be willing to co-operate with school personnel if their child has been caught bullying

If instances of bullying continue, the Principal / Assistant Principal will contact the parents of the student to attend a meeting at which the instances will be discussed and an appropriate course of action will be taken according to the individual and the situation. These options could include:-
- Full or partial withdrawal from play
- Supervised play in a particular play area
- Family involvement through a parenting program
- Counselling by the school Guidance Officer
- Participation in a social skill-building program

Generally, consistent bullying will result in a 'speeding up' of the consequence process.

In all cases, parents and teachers must listen to the victim. Reassure them. Do not make them feel inadequate or foolish. Offer concrete help, advice and support.
- If parents or teachers believe that a particular victim needs extra support, the following options could be tried:
  - Family involvement through a parenting program
  - Counselling by the school Guidance Officer
  - Participation in a social skill-building program concentrating on assertiveness training

Bystander Behaviour

Bullying is a difficult problem that only gets worse when it is ignored. Research has demonstrated that bystanders play a significant role in reducing bullying. Students should be educated on the impact of 'Bystander Behaviour' in the contributions to bullying.
- Bystanders are present most of the time (85%), where adults are rarely present
- Most young people feel uncomfortable but very few know what to do to stop it happening
- Bullying behaviour is reinforced where people watch but do nothing
- When bystanders do intervene, the bullying is more likely to stop quickly most of the time

It's up to everyone to create a safe school environment and all can be part of the solution. Motivating bystanders to act is now being promoted as a major positive response. Although bystanders sometimes speak out to stop bullying, the most common response is to ignore, avoid or minimise what is going on. Bystander beliefs may include:

- Not being involved means they are not doing any harm
- Assume someone else will help
- It's not their business
- They cannot stop the bully's behaviour
- They may make things worse
- Feel embarrassed or reluctant to speak up
- Afraid of becoming a target of bullying or being labelled 'dobber'
- The person deserves it
- The behaviour is normal (eg- boys will be boys)
- The person being bullied deserves it

"Doing nothing does have a real impact on events and can be very harmful"

Student Responsibilities for Positive Bystander Behaviour

Students can be active and positive bystanders in the following ways:

- Make it clear to their friends that they won't be involved in bullying behaviour
- Never stand by, watch or encourage bullying behaviour
- Do not harass, tease or spread gossip about others
- Respect everyone and value differences between people
- Be friendly to other students – especially if they are new

If students see someone being bullied they are encouraged to:

- Keep safe and choose the best response to match the situation.
  - o Speak up and let the person doing the bullying know that what they are doing is wrong
  - o Refuse to join in the bullying and walk away
  - o Support the student who is being bullied and ask for help
  - o Ask a teacher or support person for help

Recognizing Likely Victims
Victims may be students who:

- Are new to the class or school
- Are different in appearance, speech or background from other students
- Suffer from low self-esteem. This may be a cause or an effect of bullying
- Demonstrate 'entertaining' reactions when bullied.

These points are indicators and possibilities only.

Cyberbullying
Cyberbullying is a growing problem in Australia. Being the target of cyberbullying is not the victims fault and there are strategies available to put a stop to it.

Definition of Cyberbullying
Cyberbullying is a form of bullying that is carried out through an internet service including but not limited to:

- Email
- Chat room discussion
- Online social networking
- Instant messaging or web pages
- SMS messaging via mobile phones

Cyberbullying can happen in or out of school and at any hour of the day and may take the following forms:

- Being sent threatening emails
- Being teased or made fun of online

- Having rumours spread about you online
- Having unpleasant comments, pictures or videos sent or posted online
- Being sent unwanted messages
- Have someone use your screen name

Student Responsibilities
- Tell someone
- Don't reply to bullying messages
- Block the cyberbully
- Report the problem
- Keep the evidence
- Change your contact details
- Keep your user name and passwords secret
- Tell police if messages are threatening or serious

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.

PB4L Team Tier 1 Universals:

This team meets monthly and is comprised of teachers from across all cohort levels in the school. The main priorities of the group is to give voice to our 'Universals':

- Responses to inappropriate behaviour
  - Response phases to be promoted and refined as required (REPAIR process)
- Whole school routines, procedures and transitions
  - School wide positive reinforcement
  - Playground equipment and activities
  - Procedures: line up, moving around the school, play zones etc to be refined and refreshed as required.
- Consistent data entry by teachers on Engage system

Student Support Team – Tier 2 and 3 data analysis
- The student support team consists of the Principal, APA, STIE, Guidance Counsellor and the PLL
- This team meets weekly and has the following priorities:
  - Analysing relevant behaviour data
  - Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' (through Engage) from teachers
  - Raising any teacher concerns and discussing best ways to support teachers
  - Addressing and revising tier 2 and 3 interventions
  - Releasing teachers to discuss particular concerns with the team as well as with parents

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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
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.

	Descriptor	Definition	Example
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 behaviour in terms of	Explicit sexual talk or play, persistent nudity, repeated

	Descriptor	Definition	Example
		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