

Sacred Heart School Student Behaviour Support Plan



Sacred Heart Mission Statement

Inspired by the Gospel we lead, love and learn with heart.

Sacred Heart Vision Statement

The Sacred Heart Catholic Mercy tradition calls us to serve with love, lead with courage and be people of excellence. We are a contemporary community of faith; celebrating, inspiring and living the Gospel. Students feel safe, valued and loved. They have the strength of character to persevere and be resilient lifelong learners. Learning is engaging, inclusive, rigorous and innovative. We have high expectations for all learners. Staff lead with integrity, are passionate and student-focused. There is a collective responsibility for staff and student growth underpinned by a strong culture of school improvement. Partnerships with Parish, families and the wider community improve opportunities and outcomes for students. Heart-centred relationships founded in trust and respect, ensure effective communication for the benefit of all stakeholders. We are adaptable agents of change, equipped to create a confident future. Resources are targeted sustainably to meet the learning and wellbeing needs of students and staff.

Sacred Heart School Values

Love, Excellence and Courage

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 three classrooms.

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 (Alice Springs 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.

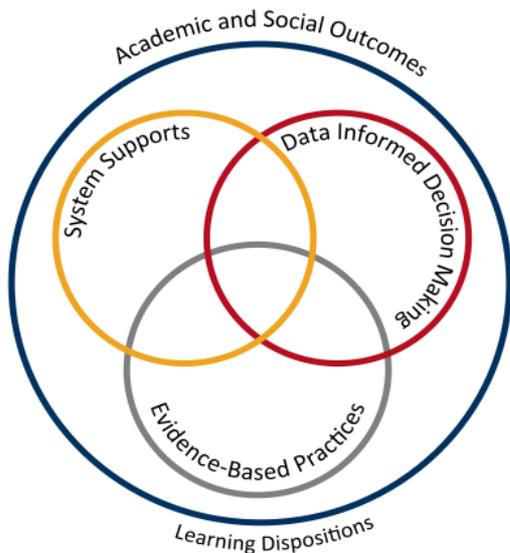


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.

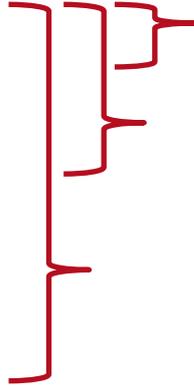
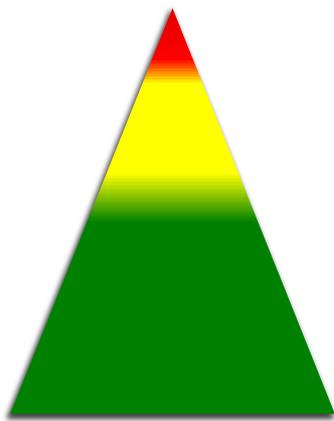


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

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 Staff

Sacred Heart 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:
 - Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' (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
 - 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:

- **Rise to the Challenge**
- **Own your Actions**
- **Actively listen and learn**
- **Respect Myself, Others, Resources, Environment**

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.

WE ROAR	School Wide	Teaching and Learning Spaces	Transitions	Playground and Toilets	Online and Using ICT
RISE To the Challenge Show COURAGE	<ul style="list-style-type: none"> • I stand up for what I know is right • I am honest • I lead by example 	<ul style="list-style-type: none"> • I do my best • I show GRIT • I have a growth mindset 	<ul style="list-style-type: none"> • I cross the road safely • I follow adult directions 	<ul style="list-style-type: none"> • I am resilient • I encourage others 	<ul style="list-style-type: none"> • I know the person with whom I am communicating • I keep my details private • I report issues to an adult
OWN Your Actions Show EXCELLENCE	<ul style="list-style-type: none"> • I take responsibility for my choices • I am in the right place at the right time • I am positive and grateful 	<ul style="list-style-type: none"> • I am organised for Learning • I know everyone has the right to learn • I listen to all voices • I am responsible for my belongings (the whole shebang) 	<ul style="list-style-type: none"> • I am on time • I Think, Sit, Look, Listen in the Pickup Zones • I move around the school with Eyes Forward, Hands by Side, Mouth Quiet, Walking Feet 	<ul style="list-style-type: none"> • I Walk, Do, Wash, Go at the toilets. • Listen attentively and follow teacher directions • I play by the rules 	<ul style="list-style-type: none"> • I use technology for the task that has been set • I have my device ready for learning • I store my documents safely and securely • I only use my own device
ACTIVELY Listen and Learn Show EXCELLENCE	<ul style="list-style-type: none"> • I listen and do • I am persistent • I have a go 	<ul style="list-style-type: none"> • I show Whole Body Listening • I ask questions • I stay on task • I use the right volume level • I take on feedback • I set goals and work towards them 	<ul style="list-style-type: none"> • Volume Level 1 	<ul style="list-style-type: none"> • Volume Level 0 (Toilets) • Volume Level 3 (Playground) 	<ul style="list-style-type: none"> • I use technology to improve my learning
RESPECT Myself Others Resources Environment Show LOVE	<ul style="list-style-type: none"> • I care for the environment and resources and use them wisely. • I show safe and helping Hands and Feet • I wear the uniform with pride and am sun safe • I treat others how I wish to be treated 	<ul style="list-style-type: none"> • I listen to and respect all voices • I raise my hand and speak respectfully • I respect the work of others 	<ul style="list-style-type: none"> • I enter and exit spaces quietly and calmly 	<ul style="list-style-type: none"> • I cooperate with, and include others • I pick teams fairly • I put rubbish in the right place 	<ul style="list-style-type: none"> • I carry and store technology safely • I care for equipment

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, 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

Social and Emotional WellBeing

Social and Emotional Well-being (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.

Allocated Pastoral Care Lessons

Each teacher dedicates time for pastoral care. These lessons may be integrated into other Learning Areas e.g. Health Education or Religious Education. During this time, students are exposed to the teaching of school expectations and routines as well as a structures social and emotional wellbeing program using the Sacred Heart ROAR Behaviour Matrix.

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3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam,

2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

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

The encouragement strategies in place for school and classroom include:

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 interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

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

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

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

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

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



5. BCE Formal Sanctions

When implementing any formal sanction, Sacred Heart School ensures it follows the BCE procedures for formal sanctions.

Detention

- Detention can be used as a deterrent to signal to a student that their unproductive behaviour will be met with an immediate consequence.
- A teacher or member of the leadership team may enforce a reasonable, related and respectful detention. Detentions need to be delivered with empathy in a calm, respectful tone of voice.
- A detention must be constructive, age and developmentally appropriate.
- 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
- A detention may only be sanctioned by a member of the leadership team in consultation with the employee who has nominated a student for that detention.
- The location of the detention is to be appropriate and observable. However, it must not be so public that it makes an example of the student.
- The student is to be observed and supervised by a member of the leadership team or the employee who gave the detention for the duration of the detention.
- The student's safety and wellbeing needs are addressed, and the student is given appropriate access to food, drink and toileting facilities.

Suspension

- Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. Suspensions will be recorded in the Engage Student Support System Suspension Register.
- 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.
- Grounds for suspending a student:
 - persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
 - persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- In some circumstances, the Principal (or delegate) may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or employees because of violence, threats of violence, or the presence of weapons, knives, or illegal drugs.
- The Principal (or delegate) will inform the student and family of the grounds on which the decision to suspend has been made.
- As part of the return to school process, the Principal or authorised delegate will organise a conversation with the student and/or the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school.

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 upon to responsibly support a student's wellbeing and/or learning needs.
- The Principal will provide the family with an opportunity to discuss the implications of the negotiated change of school and provide information about why the change is being proposed.

Exclusion

- The Principal does not have delegated authority to exclude a student from a school. A decision to exclude from a school can only be made by Brisbane Catholic Education Learning Services Executive on recommendation from the Principal, through the Senior Leader - School Progress and Performance, and the Head of School Progress and Performance.

For appeals, the school aligns to BCE processes.

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

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment.

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

Each year all staff participate in professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment.

2. Teaching about Bullying and Harassment

Teachers use the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

3. Responding to Bullying and Harassment

3.1 Staff Procedures

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

- **Listen** carefully and calmly, and document what the student tells you. Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these.
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel – Assistant Principal Administration, Assistant Principal Religious Education or Principal. 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.

3.2 Student Procedures

If someone is bullying you, be strong and assertive. These strategies will help you deal with someone who is bullying you.

- **Ignore the bully.** If you can, try your best to ignore the bully's threats. Pretend you don't hear them and walk away quickly to a place of safety. Bullies want a big reaction to their teasing and meanness. Acting as if you don't notice and don't care is like giving no reaction at all, and this just might stop a bully's behavior. Walk tall and straight in a confident way, rather than hunched over, looking scared or uncertain.
- **Stand up for yourself.** Pretend to feel really brave and confident. Tell the bully "No! Stop it!" in a loud voice. Then walk away, or run if you have to. Students also can stand up for each other by telling a bully to stop teasing or scaring someone else, and then walking away together. If a bully wants you to do something that you don't want to do, say "no!" and walk away. If you do what a bully says to do, the mean student is more likely to keep bullying you. Bullies tend to pick on people who don't stick up for themselves. 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.
- **Don't bully back.** Don't hit, kick, or push back to deal with someone bullying you or your friends. Fighting back just satisfies a bully and it's dangerous, too, because someone could get hurt. You're also likely to get in trouble. It's best to stay with others, stay safe, and get help from an adult. Walk away from bullying quickly and confidently. Don't fight to keep possession of anything e.g. marbles, toys, sporting equipment
- **Tell an adult.** If you are being bullied, it's very important to tell an adult. Find someone you trust and talk about what is happening to you. Teachers, principals, parents, and office staff at school can all help to stop bullying. Sometimes bullies stop as soon as a teacher finds out because they're afraid that they will be punished by parents. This is not "telling on" or "dobbing on" someone who has done something small — bullying is wrong and it helps if everyone who gets bullied or sees someone being bullied speaks up.

3.3 Parent Procedures

Watch out for signs which might suggest that your child is 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 your children to be assertive:

- Encourage your children to speak out if they are bullied
- Contact the school if there is a belief that a child is being bullied.
- Be willing to co-operate with school personnel if their child has been caught bullying.

Preventing Bullying and Harassment

Sacred Heart plans for a safe, supportive and inclusive school to prevent bullying and harassment through a number of ways:

- 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.
- Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.
- Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.
- Explicit promotion of social and emotional competencies among students.
- Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

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

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

Key contacts for students and parents to report bullying

Principal – Chris Thomas – 3282 1976

Assistant Principal Administration – Larissa Carter – 3282 1976

Assistant Principal Religious Education – Kelli Broadbent – 3282 1976

Cyberbullying

Cyberbullying is treated at Sacred Heart School 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.

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

Resources

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

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about

bullying are Personal and Social Capability (General capabilities) and Health and Physical Education Bullying NoWay Office of the eSafety Commissioner.

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

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

Sacred Heart School uses behavioural data together with other data sources to make data informed decisions about student supports.

The Sacred Heart School Positive Behaviour for Learning (PB4L) Collaborative includes teachers from all year levels and meets monthly. The main priorities of the PB4L Collaborative are to review the 'Universal Tier 1 Supports':

- 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

The Sacred Heart Student Support Team meets weekly to analyse Tier 2 and 3 data.

- The student support team consists of the Principal, APA, STIE, Guidance Counsellor and the PLL
- This team 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
- 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 and 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,	The intent is one of a "prank" to disrupt the school day and/or Emergency

	Descriptor	Definition	Example
		near school site, and/or pending explosion with the intent to disrupt school	Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
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:	Principal	Issue date:	8/02/2022	Next review date:	29/09/2023
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