

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

In keeping with our Vision and Mission, staff, parents and members of our community work together respectfully to ensure the personal success of each student by building professional relationships that are faith filled and value life-

long leaning in a peaceful, environment. As role models we demonstrate respect, responsibility and cooperation to ensure safety and well-being for all.

St Peter's School is

a **Community in Faith,**



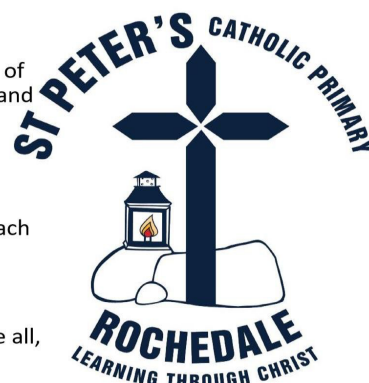
building our journey on the foundation of Jesus and Peter through prayer, action and celebration

a **Community in Learning,**

building an engaging and enriching environment that nurtures growth in each person

a **Community in Peace,**

building **just** relationships that embrace all, guided by the light of Nano Nagle



Our School Context

St Peter's School is a co-educational Catholic Primary School established in 1976 by the Presentation Sisters. It is now well established with modern facilities and set on 5 hectares in the heart of Brisbane's rapidly growing south-east. St. Peter's has a current full-time enrolment of approximately 510 students from Prep through to Year 6.

Consultation and Review Process

The St Peter's Positive Behaviour for Learning Procedures have been developed by staff with the assistance of education consultants from Brisbane Catholic Education. It is our expectation that these procedures are checked annually and reviewed biannually with staff, parents and students. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informs the plan and is carried out by our Tier 1 data team. This plan is shared publicly on our school website and through various school communication channels.

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.

- At St. Peter's we believe that education has the power to transform lives.
- At the heart of every decision we make, is the child.

- 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.

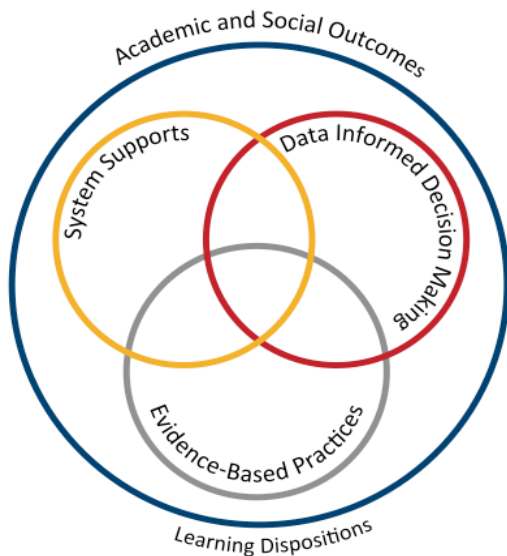


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

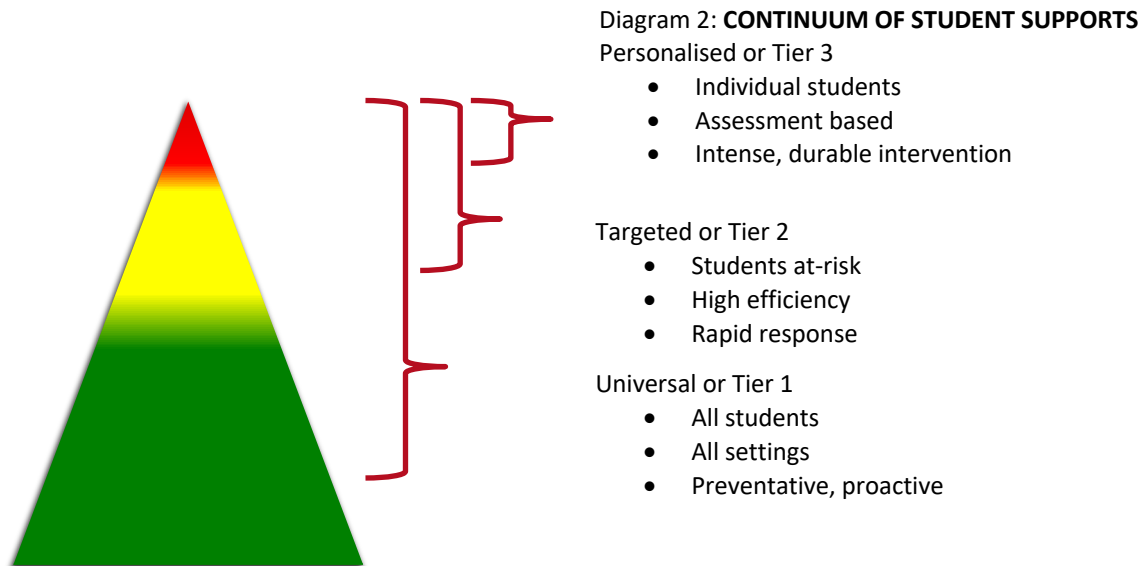
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 & Ritche, 2006).

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

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

At St Peter’s Primary School there are two Student Behaviour Support Teams:

PB4L Committee:

This committee comprises of the school principal, guidance counsellor and teaching staff. This committee meets twice a term. Its role is consult with stakeholders and provide support to the principal in setting the PB4L priorities.

PB4L Tier 1 School Team:

This committee comprises of a member of the Leadership Team and teaching staff. This team meets on a needs basis. Its role is to analyse data is to adjust individual, class and whole school practices. This team also play an important role in identifying school-wide problems with precision and developing affective solutions

The Student Support Team and Leadership Team also meet weekly to monitor

specific student behaviour supports.

A BCE developed system has been established to collect and enter discipline referrals into Engage. This data is used to inform and assess the level of support individual students require.

Professional Learning is provided in the following way:

- ✓ Twilights
- ✓ Beginning of the year professional learning days
- ✓ Staff Meetings
- ✓ Leadership structures for support: P-2 APRE and 3-6 APA
- ✓ Staff who have students with diagnosis attend professional learning to support the students within the classroom

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 (ROCKS) are:

- **R**espect
- **O**wn It
- **C**ooperation
- **K**eep Trying
- **S**afety

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.

St. Peter's Behaviour Matrix

| | Respect | Own It | Co-operate | Keep Trying | Safety |
|-----------------------|--|--|--|--|--|
| At St Peter's We | <ul style="list-style-type: none"> Welcome everyone Use manners and kind words Follow rituals | <ul style="list-style-type: none"> Respond to feedback Leave the toilets clean and tidy Use the toilet before school and during break times | <ul style="list-style-type: none"> Work together Acknowledge the ideas of others | <ul style="list-style-type: none"> Have a go Try again Learn from mistakes | <ul style="list-style-type: none"> Keep our hands and feet to ourselves |
| When Moving We | <ul style="list-style-type: none"> Move quietly and calmly | <ul style="list-style-type: none"> Care for our belongings Care for our environment | <ul style="list-style-type: none"> Return to classrooms at the sound of the bell | <ul style="list-style-type: none"> Make responsible choices | <ul style="list-style-type: none"> Walk safely Use paths |
| When Learning We | <ul style="list-style-type: none"> Track the speaker Listen | <ul style="list-style-type: none"> Stay on task Are organised Ask questions | <ul style="list-style-type: none"> Follow instructions promptly Wait patiently Take turns | <ul style="list-style-type: none"> Attempt all tasks Have another go Ask for help | <ul style="list-style-type: none"> Move around the classroom safely Use equipment correctly |
| During Playtime We | <ul style="list-style-type: none"> Are inclusive and encouraging of others Care for play equipment | <ul style="list-style-type: none"> Take a break when not in the green zone Own our choices | <ul style="list-style-type: none"> Play fairly Follow the agreed rules of the game | <ul style="list-style-type: none"> Ask for help Show resilience | <ul style="list-style-type: none"> Play in the right area Wear our hats |
| During Eating Time We | <ul style="list-style-type: none"> Put rubbish in the correct bins Eat calmly and quietly | <ul style="list-style-type: none"> Take home uneaten food Take care of our lunchboxes | <ul style="list-style-type: none"> Listen to and follow teacher instructions promptly | <ul style="list-style-type: none"> Eat our own food | <ul style="list-style-type: none"> Sit Put lunchboxes in the right area Only eat our own food |

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.

At the beginning of each year, consistent and focussed teaching of the expected behaviours occurs in each classroom.

| Week | ROCKS focus |
|---------|--|
| 1 and 2 | Display the Matrix in classroom Teach lesson/s aligned with 'At St. Peter's we' |
| 3 | Learning |
| 4 | Playing |
| 5 | Moving |
| 6 | Eating |
| 9/10 | Classes present Matrix |

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

- Focussed classroom teaching in all year levels as needed throughout the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

- Weekly Student Awards
- Yearly awards: St Peter's Award (Faith Life), St Mary MacKillop (Learning), NanoNagle Award (Right Relationships)
- Individual classroom awards (points, class encouragers sticker books, stamps, student-choice activities)
- Whole class rewards (parties, fun days, game time, sport,)
- Acknowledge achievements made by students in a public forum.
E.g. articles in the newsletter
- Certificates and awards for displaying of learning dispositions behaviours
- Praise/encouragement (verbal/non-verbal/written)
- Public display of work (classroom, library)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails or communication to parents

- Sharing work with others (Principal, APA, APRE, other year level classes, buddyclasses, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards
- Aussie of the month award
- Use of Teams – Praise channel
- Newsletter and class blogs

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.
- Reflection Room- Withdrawal from playground/classroom for major or repeated inappropriate behaviour. Discussion about behaviour. Reflection worksheet to reflect on behaviour and make plan for future.
- Resilience and Social Emotional programs
- Use of trauma aware school strategies (focus plans, welcome circles, stress and emotional regulation, values and behaviour focus)
- Wellbeing Week focus include behaviour focuses around Student Protection, bullying no way, being safety heroes, building resilience, emotional regulation and strategies to get into the learning zone
- 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
- The Check and Connect Program – (Christenson et al, 2012) The core of Check & Connect is a trusting, relationship between the student (Prep -6) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school and community to keep education salient for the student.

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.

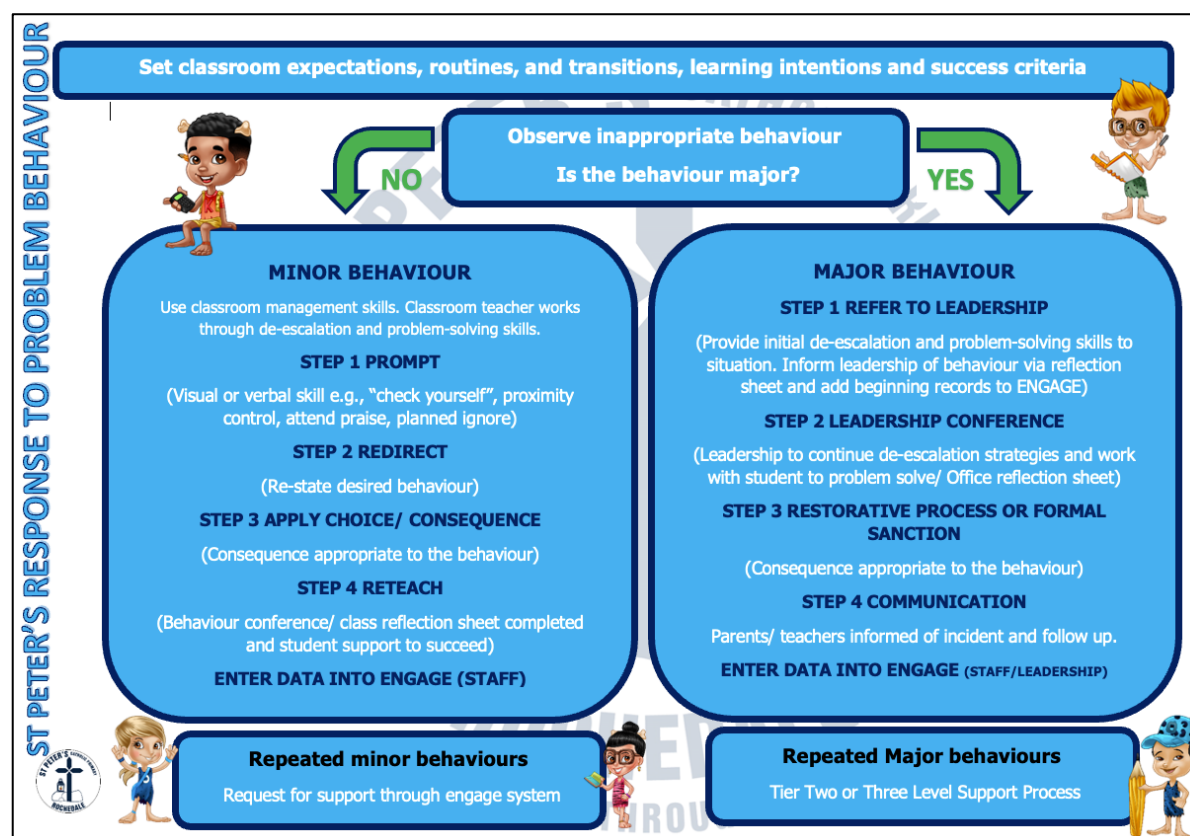
To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, 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 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 |



5. BCE Formal Sanctions

Detention process

At St. Peter's, **Detention** (time-out) may be used as a deterrent and in response to an unproductive behaviour. Detention takes place during Morning Tea or Lunchtime. In consultation with a member of the Leadership Team, a teacher can nominate a student for detention. The student's age and development will be taken into consideration in all cases where detention is being considered. Any student on detention will be supervised by a teacher or

member of the school's Leadership Team in an appropriate and observable location such as the school office. During a detention the time will be used to repair relationships, apply restorative practices, complete classwork or make plan and rehearse for appropriate behaviours.

Where a student is placed on detention, the family will be notified via an email or phone call. Student detentions will be recoded in ENGAGE as response to the behaviour incident.

Suspension process

At St. Peter's, **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 unproductive behaviour is not acceptable. It also allows for a 'cooling-off' period and time to seek additional resources and planning to support the student to demonstrate the expected behaviours.

Grounds for a suspension include:

- Persistent non-compliance (disobedient, insolent, or engage in verbal harassment and abuse)
- Persistent disruption that prevents the learning and teaching
- Breach of the school Student Behaviour Support Plan
- Students who seriously break the school expectations (rules)

The school Principal (or delegate) makes the decision to suspend a student. All suspensions are recorded in the school's ENGAGE system.

The Principal will inform the student and the family of the grounds on which the decision to suspend has been made. The student and family will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the family and their responses may be taken into consideration.

The student's family will be notified of the suspension via a phone call or email if the phone call has been unsuccessful. The family will also receive a suspension letter with details regarding the suspension and a pending re-entry meeting.

As part of the return to school, the Principal (or delegate) will organise a re-entry meeting with the student and the family to discuss how the student will be supported in returning to school. This meeting will take place prior to the student returning to school.

Negotiated Change of School

At St. Peter's, 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. Negotiated change of school for a student may be an appropriate method to protect the wellbeing of a school community e.g., when a student's continuing presence poses a danger to that community's safety.

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.

Where a change of school is being considered, the Principal will contact the family and work with them to find a school environment that provides an educational program suitable to the student's needs. Where a change of school cannot be achieved, the student will remain enrolled at St. Peter's.

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 or delegate.

Exclusion of a student is considered as a 'last resort' and will take into account the student's profile (e.g. disability, marginalised). Consultation with the appropriate BCE personnel will also take place prior to making a recommendation to expel a student.

Exclusion of a student would be considered where:

- The student's behaviour seriously interferes with the safety and wellbeing of other students and/or staff.
- Serious and major breach of the School Student Behaviour Support Plan

Where an exclusion from school is being recommended, the family will be notified that the student will be placed on suspension for (10) school days pending the outcome of the decision-making process. Information will be provided to the family as to why exclusion is being recommended and allowing (7) school days for the student and family to respond.

A meeting will then be scheduled with the family to outline the process and reasons for the recommendation.

The response from the family and student will be taken into account before formulating a recommendation to exclude to the Executive Director.

For appeals, the school aligns to BCE processes.

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

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

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

Professional learning for staff is provided in the areas throughout the year during staff meetings and twilights in order to be able to identify and respond to incidents of bullying.

2. Teaching about Bullying and Harassment

At St. Peter's we 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. In Term One, each year level plans for opportunities as part of their Health and RE Units.

Our school also engages with outside agencies such as Bullying. No Way! To build student capacity in understanding, preventing and responding to bullying behaviours.

3. Responding to Bullying and Harassment

When bullying behaviour is reported/identified, St. Peter's have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:

- Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.
- A meeting between the students is facilitated by Leadership and/or the school staff. The goal of this meeting is to ensure the affected student has a voice in the process and can communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.
- The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.
- Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.
- Parents of both students are contacted and informed of the process.

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

St. Peter's response when a student reports bullying at school:

1. **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).
2. **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
3. **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-

- up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
4. **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.
 5. **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.
 6. **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.
 7. **Plan** the response with the student/s and their families to provide support, teaching and strategies.
 8. **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

St. Peter's response when a parent reports student bullying to the school:

1. If they have not already done so, parents/carers will be asked to talk with the class teacher in the first instance.
2. If they are still concerned after speaking with the class teacher, invite them to make an appointment with a member of the school leadership/pastoral staff and any relevant teaching staff.
3. At the meeting staff will document the account.
4. Refer to your school Student Behaviour Support plan to discuss the definition of bullying, expectations of students and staff, responsibilities and implications.
5. Inform the parents what you intend to do regarding their concerns.
6. Let the parent know the name and contact details of the responsible staff member for further contact.
7. Provide suggestions and information about what parents can do to support their child in the short term.
8. A date for a follow up review will be set at the conclusion of the meeting.
9. The incident will be recorded in the Engage Student Support System.
10. Collect additional information from students and other personnel as appropriate.
11. Contact appropriate school personnel. (e.g. Guidance Counsellor)
12. After an action plan has been developed based on the additional information gathered, a follow up review meeting with parents will be conducted.
13. Agree on a contact person for parents while the action plan is implemented.
14. Follow up with parents and students at a designated time in the following weeks or months.

4. Preventing Bullying and Harassment

At St. Peter's we plan for a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. New and casual staff will be inducted into our school's approaches and strategies to prevent and respond to student bullying behaviour.
4. 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.

Key contacts for students and parents to report bullying

- Staff member: (Prep to Year 2) Assistant Principal Administration – Kathleen Crawford – 3341 4800
- Staff member: (Year 3 to 6) Assistant Principal Religious Education – Liz Morrissey – 3341 4800
- Staff member: Principal – Michael McInerney – 3341 4800

Cyberbullying

Cyberbullying is treated at St. Peter's with the same level of seriousness as direct bullying.


It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

St. Peter's response to incidents of reported cyberbullying:

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Ensure that the student is safe.
3. Collect additional information/evidence and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the Engage Student Support System.

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

Resources

The [Australian Curriculum](#)  provides the framework for our school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

- 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.

The PB4L Team and Tier 1 School Team (consisting of teachers and leadership) meet regularly to analyse universal school data and feedback to staff meetings. The PB4L Tier 2 & 3 Team (Leadership, Support Teacher Inclusive Education, Primary Learning Leader & Guidance Counsellor) meet regularly to analyse and prioritize students requiring targeted or personalised supports. Co Keepers coordinate support team actions with students and teachers. These plans are tracked through stakeholder meetings.

References

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

| | 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' |

| | Descriptor | Definition | Example |
|-----------|---------------------------|---|--|
| | | | 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. |
| 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. |

| | Descriptor | Definition | Example |
|-----------|--------------------------------|---|---|
| 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 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. |

| | Descriptor | Definition | Example |
|-----------|----------------------------|--|---|
| 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
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