

Student Behaviour Support Plan

2026

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School Mission and Vision – Teach Challenge Transform

Our *Vision* is to be a faith filled Christian learning community creating a better future.

Drawing on our rich Mercy charism and catholic traditions St Patrick’s Primary School teach, challenge and transform our students through commitment, community and connection.

We work together as a community to ensure that our school is a place where Gospel values are nurtured, and individuals learn and grow in a happy and secure environment.

School Values

Connection: We are responsible for ensuring that interactions within our school are respectful, positive, collaborative, authentic and inclusive.

Commitment: We are committed to promoting a child centred education. We strive for excellence in teaching and learning.

Community: We prioritise the dignity, safety and wellbeing of each member of our community and promote partnerships with our parish and wider community.

Our School Context

St. Patrick’s is located in Nanango in the South Burnett. There are 75-80 students attending the school with up to 20 staff in various roles. Characteristics of this community include low literacy in the home and intergenerational unemployment. The school has a transient population. Students begin school with minimal home engagement in early literacy and numeracy. The school seeks to form partnerships with families to create the conditions for rapid early literacy growth and success in learning once at school, setting students on a path of positive growth as lifelong learners.

Consultation and Review Process

The St. Patrick’s Behaviour support plan is reviewed in detail every two years with a yearly review conducted to ensure currency. Key data sets which inform review include student behaviour data in the St Patrick’s Engage database, including bullying and harassment incidents, the effectiveness of targeted and individualised responses to behaviour and the continued appropriateness of the Student Behaviour Matrix (Student Code of Conduct). An audit of this behaviour data is conducted by the school leadership team to inform possible changes to the Student Behaviour Support Plan. Further consultation with Brisbane Catholic Education, Senior Education Advisor – Student Diversity and Wellbeing Education Officer occurs as necessary during this document review process.

The St Patrick's school community is informed of the School Student Behaviour Support Plan through the fortnightly Principal's Newsletter.

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.

Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens requires ongoing teaching, encouragement and correction. The following beliefs reflect current literature in positive behaviour supports:

- Attendance and punctuality every day at school is important for students to learn academically, socially and emotionally.
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum. It is a collaborative effort, in partnership with parents/carers. (ACARA)
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning dispositions for the students that we serve as well as contribute to the sense of efficiency and job satisfaction of our staff.
- Services for students with chronic or intensive behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.
- For behaviour changes to occur we must use positive approaches that strengthen teacher student relationships in a safe and supportive environment.
- Unproductive behaviours that hinder learning present the student with an opportunity to learn; the educator with an opportunity to teach.

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

What is Positive Behaviour for Learning?

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

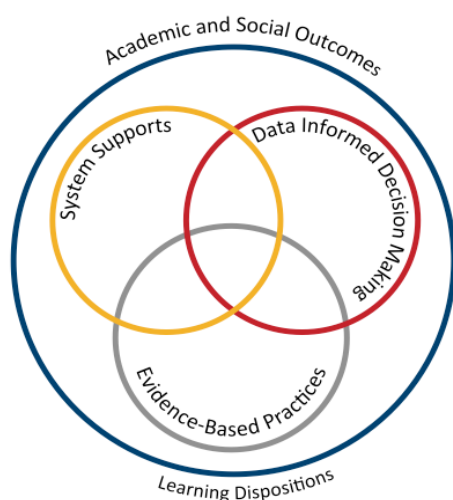


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to

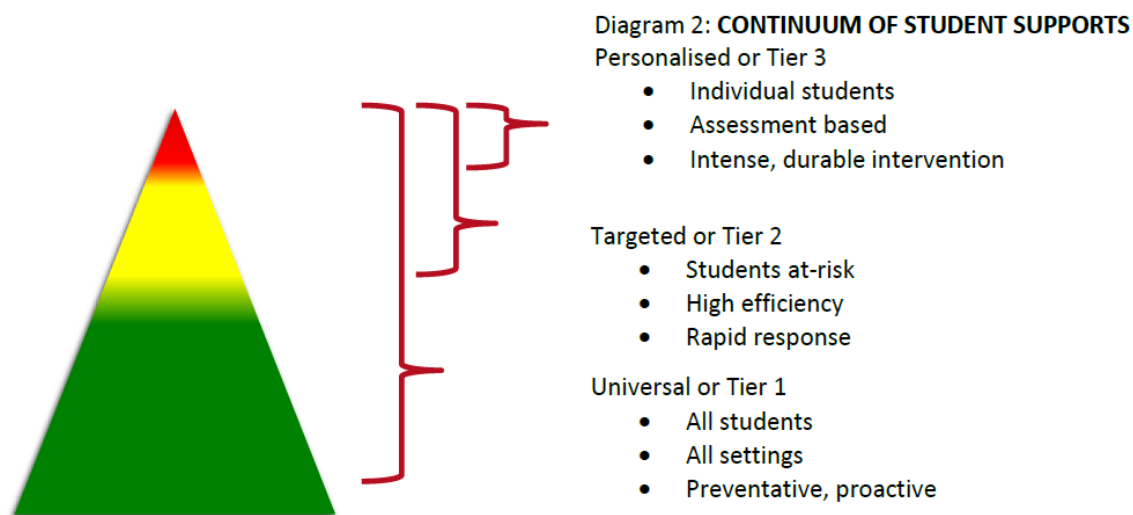
proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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



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

3. Student Behaviour Support Leadership & Professional Learning for School Staff

The student behaviour support structures at St. Patrick's are fostered through a team approach. The Principal, Assistant Principal-Religious Education with the support of the Primary Learning Leader/ Support Teacher - Inclusive Education and school Guidance Counsellor lead the work of PB4L across the school. At the universal support level behaviours are mainly managed by teachers together with school officers, with the assistance of school leadership.

Targeted and/or individual behaviour support team(s) usually consist of Primary Learning Leader/Support Teacher - Inclusive Education, Guidance Counsellor, Principal and Assistant Principal Religious Education with the addition of classroom teachers.

PB4L meetings occur fortnightly with Engage Student Support System Data analysed at these meetings and on a termly basis.

Staff are engaged in ongoing professional learning that enables staff to build their capacity in the implementation of PB4L. Professional learning includes:

- Restorative practices professional learning.
- Induction processes to school PB4L processes and Student Behaviour Support Plan
- Completion of modules in the BCE Spire resources in Effective Classroom Practices and Responses (ECPR).
- Maintaining a currency in effective contemporary pedagogy by participating in professional learning initiatives. Staff that have effective pedagogy will have engaged students.

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.

At St Patrick's our expectations are bound to the three pillars of our school vision – Connection, Commitment, Community.

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.

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

St Patrick's Primary School Nanango Behaviour Support Matrix



	COMMITMENT (Learning)	CONNECTION (Faith In Action)	COMMUNITY (Celebrating)	COMMUNICATE (Wellbeing/What to do when you are upset or frustrated)
Learning Areas	<ul style="list-style-type: none"> ✔ Listen respectfully ✔ Be organised ✔ Have a go ✔ Do your best ✔ Safe hands and feet 	<ul style="list-style-type: none"> ✔ Cooperate with others ✔ Work and learn together ✔ Take turns listening and responding to others 	<ul style="list-style-type: none"> ✔ Be proud of your achievement ✔ Celebrate each other's successes 	<ul style="list-style-type: none"> ✔ Ask for help ✔ Use your strategies ✔ Check your zone and take action
Play Areas	<ul style="list-style-type: none"> ✔ Play by the school rules of the game ✔ Use equipment appropriately ✔ Be a good sport ✔ Respond to the bell 	<ul style="list-style-type: none"> ✔ Play fairly ✔ Include others 	<ul style="list-style-type: none"> ✔ Encourage others ✔ Make everyone part of your fun ✔ Celebrate the achievement of others 	<ul style="list-style-type: none"> ✔ Walk away ✔ Move to another area ✔ Ask for help ✔ Try another activity ✔ Take time to reset
Eating Area	<ul style="list-style-type: none"> ✔ Sit down to eat ✔ Put rubbish in the bin ✔ Eat your own food ✔ Use your manners 	<ul style="list-style-type: none"> ✔ Recycle and compost ✔ Look after your lunch box 	<ul style="list-style-type: none"> ✔ Enjoy the company of others 	<ul style="list-style-type: none"> ✔ Speak to the teacher on duty
Digital and Cyber Responsibility	<ul style="list-style-type: none"> ✔ Be kind ✔ Be respectful ✔ Follow the ICT agreement ✔ Charge your device 	<ul style="list-style-type: none"> ✔ Be safe online ✔ Respect and care for the equipment 	<ul style="list-style-type: none"> ✔ Share your skills and resources 	<ul style="list-style-type: none"> ✔ Ask for assistance ✔ Take some deep breaths ✔ Walk away ✔ Close the lid, count to 5
Before and After School	<ul style="list-style-type: none"> ✔ Before school, sit and wait for teachers in the eating area ✔ Wait at the gate after school ✔ Be in the right place ✔ Sit and wait at the bus stop ✔ Follow instructions 	<ul style="list-style-type: none"> ✔ Help others 	<ul style="list-style-type: none"> ✔ Greet and farewell others ✔ Use your manners 	<ul style="list-style-type: none"> ✔ Check at the office if you are unsure

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 all 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.

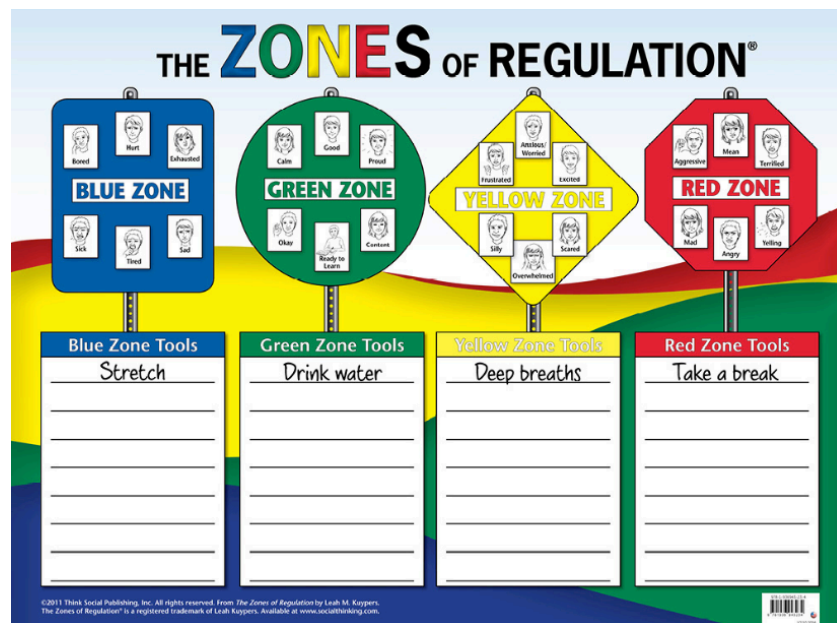
Feedback - Provide feedback, non-contingent and contingent.

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

- Beginning of school year – in classrooms unpack behaviour matrix, walk to different areas of the school to become familiar with surroundings and expectations. At the first school assembly meet as a whole school to focus on the behaviour matrix overall.
- Weekly Classroom focus throughout the year, shared across all classes, recognised by awards on assembly, discussed and exemplified on assembly each week.
- Behaviour Matrix posters in settings visible around the school.
- Assemblies focus on behavioural element of the matrix.

Zones of Regulation

St Patrick's Primary School uses the Zones of Regulation Program to support students in understanding and regulating their emotions and behaviours.



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.

Ways we encourage expected behaviours at St Patrick’s are:

- Positive body language, facial expressions and conversations with students and community members.
- Building of relationships with students.
- Teacher reinforcement through positive praise, acknowledgement, tangible rewards and whole class incentives.
- Frequent Verbal feedback – teachable on the spot moments.
- Non-verbal feedback – proximity, signals and cues.
- ‘Tickets’ based on School Theme.
- Awards – proud awards both academic and based on behaviour matrix foci.
- ‘Shout Outs’.

Tier 2 Targeted Supports:

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

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

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

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

appropriate behaviour and academic engagement. The goal is to move the student to self-management.

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

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to

learning and re-teaching behaviours. The diagrams on the next pages 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

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised learning space or in the office. The intent of the 'time out' is for a student to reset, self-regulate or co-regulate their emotions in order to return to the classroom ready for learning. Major behaviours include those which are more serious or involve chronic disruption, concerns for safety of the student or others, or are potentially illegal. This will typically result in actions taken by the School Leadership that may include intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences. This response is outlined in the following poster which is displayed in each classroom.

Responding to Unproductive Behaviours

Throughout each stage of this process, staff ensure that effective universal supports have been implemented for all students. They also ensure that the task is both fair and reasonable for each student. They follow and implement any strategies and recommendations outlined in Personalised Support Plans and consider ways to prevent, teach and reinforce expected and engaged behaviours.



1. Unproductive Behaviour Occurs

Teacher or school officer follows the provided script by restating the expectation a number of times in a calm, matter-of-fact tone. Be sure to provide students with 'take-up time' (approximately 2–5 minutes) between each step of the script.

Teachers may wish to manage a further consequence at break times to support a student to complete missed work.

5. Further Reflection

If agreed upon by the staff member and leadership, the teacher might decline a student's request to return to class at that stage.

If this is the case, the student will then return to the office for further reflection. After approximately 10–20 minutes, they will return to the classroom and follow the process outlined in the previous step.

NOTE: Typically, it would only be appropriate to opt for further reflection in the office after **multiple** office referrals in one day. For example, if the student has been referred to the office and returned to class twice, it might be appropriate to use this option on their third time out of class.



2. Office Referral

If after following the script, the behaviour continues (or the behaviour is aggressive or unsafe in nature), staff call the front office for further support.

Staff are to provide a clear and brief description of the reason for referral.

A member of the Leadership Team will attend as soon as possible. Leadership will allocate the student a 2 or 5 minute detention at the beginning of the next break (if deemed necessary).

The teacher records the incident on Engage at their earliest convenience.



3. Reflection in the Office

After transitioning to the office, the student will engage in a process of regulation, reflection and discussion with the staff member that the incident was referred to.

This is time to sit, think about and discuss what occurred (rather than time to complete missed work). This process is only intended to take 5–10 minutes, however may take longer in some situations depending on what has occurred or how regulated the student is at the time.



4. Return to Class

Following reflection, the student returns to the classroom with the staff member who worked with them in the office.

The student engages in a restorative process with the staff member who gave the original instruction that was not followed. They apologise to the staff member and ask to return to the classroom. The staff member accepts the apology and delivers the agreed response to the student's request to return to the class (e.g. "You are welcome back in our classroom. This is where you belong.").

The student is required to complete the last instruction before returning to what the remainder of their class is currently doing.



5. BCE Formal Sanctions

Under the BCE Student Behaviour Support Policy and related documents, Formal Sanctions for responding to unproductive behaviour are Detention, Suspension and Exclusion.

Detention process

- Detention is any period when a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as a lunchtime, afternoon tea time, or recreation time. The principal of the school (or their delegate), if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student which is age and developmentally appropriate. In such an event, the student's safety and well-being will be addressed.

Suspension process

- Suspension of a student from St Patrick's Primary School will only be used when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. The Principal of the school (or their delegate) shall refer to Brisbane Catholic Education's Student Behaviour Support: Guidelines, Regulations and Procedures to implement this and other formal sanctions.
- Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student-focused reengagement strategies. The principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school for a period up to 10 school days or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school.
- The principal will inform the student and parents/caregivers of the details of the suspension, including the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration. Students who have been suspended or who are at risk of suspension are considered as candidates for a comprehensive functional behavioural assessment to form the shaping of an individualised behaviour support plan. The school will seek to work with parents/caregivers, with the aim of assisting a suspended student to rejoin the school community as quickly as possible.

Exclusion process

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

Appeals Process

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

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

The St Patricks Primary School community endeavours to build a quality safe environment where learning is relevant, motivated and meaningful as our children develop the knowledge, skills and Christian values needed for life's journey.

Our community strives to create a supportive learning environment by:

- Treating each other with dignity and respect.
- Adopting a proactive rather than reactive approach to bullying.
- Taking a multifaceted approach to prevention and response to bullying.
- Working together to create a shared understanding of processes and procedures around bullying.

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 & 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

St Patrick's Primary School staff will be involved in a variety of professional learning around positive behaviours.

Examples include:

- Positive behaviour for learning professional development offered to staff annually;
- Positive behaviour for learning coach attends key network sessions as provided by BCE;
- Annual professional learning for all staff in the school Behaviour Support Plan with a particular focus on Engage Data Base, school processes which address bullying, the positive teaching of behaviours through the school wide behaviour matrix and the responsibility of differing staff role holders regarding student behaviour and response;
- Maintaining school capacity to do Functional Behaviour Analysis (FBA) and design individual plans by ensuring there is always one trained staff member, with access to others as needed;
- Maintain a currency in effective pedagogy by participating in regular scheduled professional learning. Staff that have effective pedagogy will have engaged students.
- Periodic staff reminders of anti bullying strategies via email and staff weekly bulletin, visual supports displayed in each classroom with appropriate posters;
- All staff are provided professional learning through the use of resources from the Bullying No Way website which addresses both bullying and cyberbullying.

Bullying may include:

- *Physical*: hitting, kicking, pinching, scratching, any form of violence, threat or intimidation that could cause physical harm.
- *Verbal*: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone.
- *Emotional*: excluding, tormenting, ridicule, humiliation, intimidation.
- *Racist*: torrents, graffiti, gestures, intimidation.
- *Sexual*: unwanted physical contact, abusive comments, intimidation.
- *Cyber*: unwanted text messages, emails and intimidation.

2. Teaching about Bullying and Harassment

Positive, Proactive Anti Bullying Approaches at St Patricks Primary School

At St Patrick's Primary School we take a positive proactive approach to anti bullying by teaching positive strategies for dealing with inappropriate or bullying situations. We use the Positive Behaviour for Learning approach through our school matrix, and the keys to success that we use throughout the year.

This approach includes:

- Specific, targeted teaching of one focus area of the behaviour matrix a week.
- School leaders taking responsibility for reinforcing a strategy through assemblies.
- Engagement with national initiatives such as Child Protection Week and the National Day of Action Against Bullying and Violence.
- Teacher planned learning and teaching experiences in Australian Curriculum, Health and Physical Education subject including, the use of the Respectful Relationships Curriculum support documents.

3. Responding to Bullying and Harassment

Reporting Bullying

How to report bullying at St Patrick's Primary School:

Students can:

- Talk to one of our student protection contacts. The student protection contacts are on our 'Be a Hero: recognise, react, report' posters displayed in classrooms and in prominent areas of our school.
- Speak to their class teacher or another teacher they know.
- Tell a friend or buddy to go and tell a staff member.
- Write it down (note/email) and give it to a teacher or member of leadership.
- Complete survey (once a year on Bullying No Way Day).

Parents can:

- Write it down (note/email) and give it to the class teacher or a member of the leadership team.
- Make a phone call: speak to the front office to organise to speak with the classroom teacher or a member of the leadership team.
- Face to face - meet with the classroom teacher, student protection contact, a member of the leadership team, or the guidance counsellor.
- Contact the BCE School Operations and Programs team via email SchoolEnquiry@bne.catholic.edu.au (refer to BCE complaints policy).

As a whole school we:

- Conduct a map of the school survey to ensure students are aware of how to maintain safety in all areas of the school grounds.
- Conduct a survey on 'No Way Bullying Day'.
- Participate in activities around bullying on various occasions throughout the year.



REPORTING BULLYING

Students can:

Talk to one of our student protection contacts. The student protection contacts are on our 'Keep Safe Posters' displayed in classrooms and areas of our school.

Speak to the class teacher or other staff they know.

Talk to a friend or buddy so they can go and tell a staff member.

Write it down (note/email) to give to a teacher or member of leadership.

Complete survey (once a year on the day of action).

Parents can:

1. Write it down (note/email) and give it to class teacher or member of leadership team.

2. Meet Face to Face with: classroom teacher; student protection contact; member of leadership team; Guidance Counsellor.

3. Make a phone call and speak to the front office to organise a meeting with the class teacher or a member of leadership team.



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

Step 1: St Patrick's Primary School adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed by the principal or a member of the leadership team and made aware of the suspected bullying and the schools anti bullying position.

At this stage there may not be any consequences and parents may not be notified about the incident. If deemed not to be bullying, it will be referred back to the classroom teacher so the incident can be tracked according to the behaviour support plan.

Step 2: If bullying is identified, the leadership team may choose to use the following methods (Rigby, K. 2013) with the children involved:

- Problem solving or restorative conversation.
- Support from school guidance counsellor including individual or group counselling.
- Teaching proactive strategies to respond to bullying behaviours and the teaching of appropriate behaviours to strengthen friendships and relationships between the child receiving and the child demonstrating bullying behaviours.

Parents of both the child demonstrating the bullying behaviour and the child receiving the bullying behaviour will be notified about the incident and school actions to address it. A record of the incident is kept on file using *Engage Behaviour Support System*.

Step 3: Continued bullying will result in a further action plan being devised, to include appropriate consequences for the child, and further dialogue with the parents. The guidance counsellor and/or learning support may be involved in formulating this action plan with members of the leadership team according to BCE's anti bullying policy.

All staff must take all reports of bullying and harassment seriously and respond with a school team process, referring to the Bullying Policy (on the school website) and Bullying No Way document.

The following actions are included in our school team process:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

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. For example, Bullying No Way learning experience.

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, including completing of specific PB4L training and modules.

School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. This professional learning is supported through the use of resources from the Bullying No Way website which addresses both bullying and 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:

- Through induction processes;
- Yearly professional learning for all staff in these processes as described in the school student behaviour support plan; and
- Accessibility to the relevant policies.

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 understanding of how our school addresses all forms of bullying behaviour. These messages are shared with the school community through the weekly principal's message, engaging with Bullying No Way Day as a community and periodically sharing resources from school TV, particularly relating to bullying.

Explicit promotion of social and emotional competencies among students: These are supported by social wellbeing programs across the school, led by Leadership in co-operation with the guidance counsellor and teachers. Additionally, the whole school focuses

on wellbeing during “Wellbeing Wednesdays” each week. These programs are informed through our Be You survey data.

Key contacts for students and parents to report bullying

Staff member: Principal – Sarah McCarthy - (07) 4163 1555

Staff member: APRE – Prue Clarke - (07) 4163 1555

Staff member: Guidance Counsellor – Colleen Kelly - (07) 4163 1555

Cyberbullying

Cyberbullying is treated at St Patrick’s Primary 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.

Cyberbullying involves the use of technology to harass, intimidate, humiliate, or threaten a child or young person. These technologies include social networks, instant messaging and email.

Cyberbullying can occur in many ways, including:

- Posting nasty comments;
- Using intimate images to humiliate someone;
- Threatening violence;
- Misusing someone else’s social media account;
- Creating fake accounts to harass or intimidate others;
- Sharing upsetting images or videos;
- Making unwanted and persistent contact with someone online.

Cyber Safety School Response Process

The online world is now a part of our education and entertainment environment, but it needs to be a safe and secure place for our students. Staff can assist by promoting discussions about the importance of online behaviours and protecting a student’s digital footprint and by reporting cyberbullying and getting inappropriate material removed.

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

- 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)
- Ensure that the student is safe.
- Refer the incident and/or concern to a member of the School Leadership Team.

The School Leadership Team:

- 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.
- Contact appropriate school personnel (may include the school Guidance Counsellor)
- Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If they are uncertain whether the incident is a criminal offence, the School Principal will contact the BCE Legal Counsel team.
- The School Principal will 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 Principal will 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.
- 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.
- Contact the parents and students at a designated time in the following weeks or months.

Resources

[Programs Directory - Be You](#)

[Online safety | eSafety Commissioner](#)

[Bullying No Way](#)

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.

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.

Our evidence-based practices for targeted and individualised support have been described in the Feedback: Encouraging Productive Behaviours for Learning section. Throughout the decision-making process, data is used to guide us in discerning the area of necessary response, ie. learning assistance and/or behaviour support. Data sets are analysed by school leadership and PB4L team to recognise patterns of behaviour for individuals and groups across our school setting. This team meet fortnightly to lead this work across Tiers 1, Tier 2 and Tier 3. Classroom teacher, parents and other stakeholders and experts are informed and consulted as appropriate.

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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	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence;</p> <p>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>Racial: taunts, graffiti, gestures, intimidation;</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>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.</p>
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