

Holy Spirit School

STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Holy Spirit School, through its Christian values and Catholic tradition, provides a happy, caring, safe and supportive community in which children will grow to recognize and achieve their full potential. This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and during related off-campus activities can be effective, and so that students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting Holy Spirit School to create and maintain a safe and orderly learning and teaching environment.

Our School Context

Holy Spirit Primary School caters for Prep to Year 6 students. We are in Bray Park with a current enrolment of 500 students. Holy Spirit School is a vibrant and welcoming community where student diversity is celebrated. Our school provides many and varied learning opportunities to ensure students are challenged and encouraged to reach their potential. We strive to build effective partnerships with all parents and carers where collaboration is valued, creating a strong school community.

Consultation and Review Process

Holy Spirit School developed this plan in consultation with our school community. Consultation occurred in Behaviour Support Committee meetings, staff meetings, and meetings with our P&F Advisory Council. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The plan was endorsed by the Principal, and the Senior Leader.

The next detailed review will be conducted in 2027.

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.

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Student behaviour support is at the core of business for all teachers. Effective learning and teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student.

At Holy Spirit School, we believe that there are five conditions for quality learning outcomes:

1. Schools play a vital role in developing the intellectual, physical, social, emotional and spiritual wellbeing of young Australians.
2. If students are engaged in learning they are less likely to engage in unproductive behaviour in the classroom.
3. Teachers and leaders believe it is their role to develop positive relationships.
4. For behaviour change to occur, educators must use positive responses that maintain and sustain teacher-student relationships.
5. Every day at school, students should have opportunities to learn, practice and develop personal and social capabilities through the learning areas of the curriculum.

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.

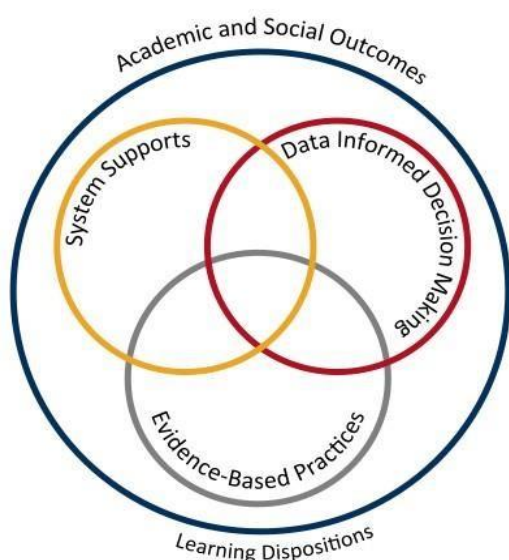


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and SelfAssessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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 prosocial behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

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

Tier 1 Universal Supports:

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

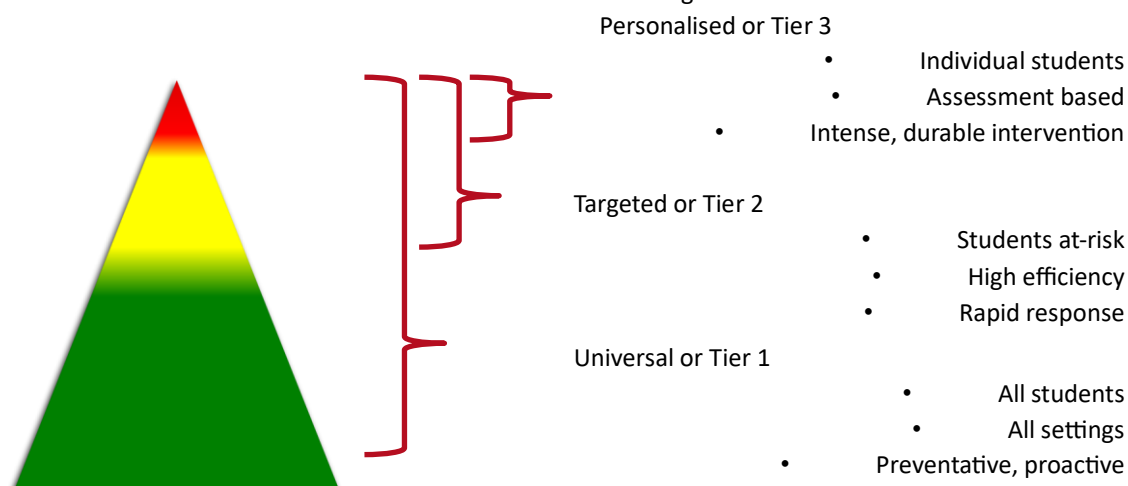
Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



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

Student Behaviour Support Team The Student Behaviour Support Teams meet regularly to analyse the school data.
Student Support Team (Learning) <i>Leadership – PLL</i> Team members: ST:IE, GC, ST:EW, Line Manager This team meet fortnightly, or as needed, to discuss teacher Requests for Support and support needed beyond universal support. The analysis of the data is used by the team to adjust individual, class and whole school practices.
Wellbeing Team (Behaviour) <i>Leadership – APA/APRE</i> Team members – ST:IE, ST:EW, Guidance Counsellor, The Wellbeing Team (Tier 2 and Tier 3) This team meets as required or directed by the Student Support Team to address the needs of the students.
Universal Support Team – Tier 1 Team <i>Leadership – PLL</i> Team Members – Class and Specialist Teacher representatives, School Officer representatives, ST:IE, ST:EW This team meets once per term to analyse the Engage data and discuss universal support.

Teachers and school officers regularly engage in professional learning to enhance their knowledge and skills when responding to students displaying challenging behaviours. Teachers have been trained in the Positive Behaviour for Learning (PB4L) Framework.

Section B: Our Student Behaviour Support Practices 1. Clarity: Our Expectations

School-wide expectations encourage consistent communication 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 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.

The General Capabilities in the Australian Curriculum encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

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

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

- Introducing weekly behaviour focus on Monday mornings at weekly Assembly.
- First 8 Days of each school year explicitly teach classroom and school expectations and routines.
- Explicit teaching and consistent follow-up of school expectations
- Displaying school expectations in all classrooms.
- Explicit links made from Fruits of the Spirit (School Values) to GROW Behaviour Expectations.
- Modelling, role play methods and multi-media resources used to teach and learn behaviours.
- Visual cues to show appropriate consequences for not meeting behaviour expectations.
- GROW Matrix is included in Relief Teacher folders.
- Empowering students to take responsibility for their actions.
- Maintaining effective communication and sharing a common language about behaviour in our school community.
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.
- Meetings with parents – communication with parents. All forms of communication uploaded to Engage.
- The Resilience Project (student wellbeing program) taught in all classes on a weekly basis.

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 noncontingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

Reminders and encouragement of GROW behaviours at the weekly Assembly. We create and enrich our positive school culture through celebration and prayer, a weekly behaviour focus, GROW rewards, and class awards. The PB4L framework through universal interventions supports the creation of a positive whole school culture.

Staff utilise a wide range of acknowledgment strategies with students to support our positive school culture, which may include:

- Praise/encouragement (verbal/non-verbal/written)
- Classroom practices that encourage expected behaviours e.g. Token/point/star system (individual/group/whole class goal setting)
- Public displays of work (classroom)
- Sharing work with others (Principal, APA, APRE, other year levels, buddy class, parents)
- Teacher feedback (marks/comments/behaviour reporting)

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 Choices Room runs 3 days a week – to support problem solving and restorative conversations for major behaviours. If the behaviour occurs in the classroom, the class teacher will first conduct a problem-solving conversation with the student to assist the reflective process at Choices. A restorative conversation will also be arranged/supported by the ST:EW, GC or Leadership Team to ensure relationships are restored.
- The Behaviour Reflection worksheet completed at 'Choices' is sent home for parents to sign. This is then returned the following day. This ensures that parents and the school are working in partnership to encourage positive behaviour for all students.
- Monitored and structured play through supervision of Friendship Club and Chill Club
- Check-in – Check-out – (*The Behaviour Education Program* 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.

- A risk management plan for unsafe behaviours including students being redirected from the playground if they are exhibiting unsafe behaviours.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour have 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:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual Behaviour Support Plan based on Functional Behaviour Assessment
- Teacher, parent and/or student support provided as necessary from our specialist staff (Support Teacher Inclusive Education, Guidance Counsellor, Leadership team)
- Regular reviews of student's behaviour goals with student support team
- Risk management plans for ongoing unsafe behaviour are determined in collaboration with teachers, ST:IE, Leadership and parents.
- Individual counselling and support from Guidance Counsellor
- Supported referrals to external services as appropriate.
- Consultation with outside agencies through wrap around meetings
- Reduced demand in the classroom or removal from the classroom.
- We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.

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, not understanding how to demonstrate the expected behaviour, or not know it well enough to routinely use it at the appropriate times. For other 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.

When responding to unproductive student behaviours, the school implements the 'Responses to Behaviour' Flowchart. The flowchart enables staff to efficiently and effectively respond to minor unproductive behaviours and to chronic persistent minor or major unproductive behaviours that hinder learning. The flow chart has clear pathways for responding to minor and major behaviour. Minor behaviour is managed by teachers within classroom and non-classroom settings. Major behaviour is managed in partnership between the teacher and a member of the Leadership Team. The definitions of teacher-managed behaviours (Minor) and teacher- 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
<ul style="list-style-type: none"> -Supervised calm time in a safe space in the classroom -Supervised calm time in a safe space outside of the classroom - Student Behaviour Support Team or Leadership Team support to calm the student 	<ul style="list-style-type: none"> -Problem-solving conversation between teacher and student -Problem-solving conversation between Student Behaviour Support/Leadership Team and student -Teacher contact with parent/caregiver -Leadership Team contact with parent/caregiver -Reflection process in Choices Room 	<ul style="list-style-type: none"> -Restorative conversation between affected parties, facilitated by teacher/Student Behaviour Support/Leadership Team member -Restorative conference for a group of students -Restorative action

5. BCE Formal processes

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

• Detention - Choices Room

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for repeated minor behaviour or a major behaviour. During a detention the time will be used to repair relationships, apply restorative practices, make plans for appropriate behaviour or completion of classwork.

If the detention is nominated by a teacher, they have first conducted a problem solving or restorative conversation. Students will then be supervised in the Choices Room. At Holy Spirit, detentions are within school time and families will be notified on the day or within 24 hours of the detention taking place. Teachers will record this on Engage.

Suspension

A suspension may be imposed at the discretion of the Principal.

According to the BCE Suspension procedure the Principal may suspend a student for:

- Persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
- Persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- Serious breach of the school Student Behaviour Support Plan
- Violence or threat of serious physical violence

According to the BCE Suspension Procedure the purpose of suspension is to:

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

Suspension may occur, if decided by the Principal, after they have:

- Ensured that other appropriate and available student support strategies and response options have been applied and documented.
- Ensured that appropriate support personnel, both within the school and externally, are involved.
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension.
- Recorded all action taken in the Engage Student Support System Suspension Register'.

• **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

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

For appeals, the school aligns to BCE processes.

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

6. Bullying and Cyberbullying – information, prevention, and school 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 No Way!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

All staff at Holy Spirit engage in professional learning about the signs and types of bullying aligned with current research.

Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons (National Safe Schools' Framework, 2011). Cyberbullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race or disability. Bullying of any form or for any reason can have long-term effects on those involved including bystanders. Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

Bullying behaviour can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

What is NOT bullying?: There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours

2. Teaching about Bullying and Harassment

Holy Spirit Bray Park utilises a range of education programs such as Friendology and The Resilience Project, to promote positive behaviour and provide strategies to support students. Holy Spirit Bray Park is registered for the National Week of Action Against Bullying each year (www.bullyingnoway.gov.au). This campaign highlights the importance of reporting bullying and preventing bullying behaviours.

The Australian Curriculum outlines the personal and social capabilities that are expected of students in each year level. These along with aspects of the health curriculum support positive behaviour at Holy Spirit.

The Office of the eSafety Commissioner is a government initiative developed to support schools, students and parents navigate online issues, including cyberbullying. Information via newsletters and student and parent information sessions are provided to provide education and support around cyberbullying. Each year the students participate in a technology Bootcamp designed to address cyber safety.

For more information visit: <https://www.esafety.gov.au/key-topics/cyberbullying>

The Daniel Morcombe Safety Curriculum and Keeping Kids Safe resources have been impeded within classroom teaching, as part of the Australian Curriculum. These lessons include how to react and report when something makes a student feel unsafe or uncomfortable. The whole school participates in the Day for Daniel each year, which involves use of the Keeping Kids Safe resources. These resources also include a unit on identifying and managing bullying. For more information, please go to the website: <https://www.danielmorcombe.com.au/> The Student Wellbeing/Learning Support Centre is a space that assists students and staff to ensure everyone in the school community is feeling safe and supported. The resources available on the Learning Support Centre help to create learning communities that promote student wellbeing and the development of respectful relationships.

Holy Spirit Bray Park employs a Guidance Counsellor on-site who coordinates social-emotional and wellbeing programs within the school and is available to assist students involved in bullying incidents by providing counselling support. A Support Teacher Engagement and Wellbeing (ST:EW) works closely with Guidance Counsellor to support student wellbeing.

3. Responding to Bullying and Harassment

Should a case of alleged bullying occur, the Principal or Assistant Principal will be informed immediately, and a thorough investigation will take place to establish the facts. If what has happened proves to be bullying the following procedures will be employed.

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, use of GROW Matrix to teach expectations, Day for Daniel, Bullying No Way: National Week of Action.
- **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. Staff completed online training in the pupil free days at the commencement of the year and a twilight meeting was dedicated to the Face-to-Face Student Protection Training.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Twice a year, classes participate in Feeling Safe lessons using Recognise, React, Report posters.

- New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through the induction process.
- 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. Communication is shared with parents about our positive school culture, through newsletters and BCE Connect, the Parent Portal and parent information night.
- Explicit promotion of social and emotional competencies among students: Every teacher refers to the personal and social capabilities continuum when examining data of students and when engaged in parent teacher meetings.

Key contacts for students and parents to report bullying

Principal – Jo-Anne Boyle 3205 3955

Assistant Principal Administration – Majella Beveridge 3205 3955

Assistant Principal - Religious Education – Jenny Surawski 3205 3955

Cyberbullying


Cyberbullying is treated at Holy Spirit Bray Park 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.

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1. Investigation by the Principal and/or Leadership Team to ensure validation of the allegation.
2. All stakeholders are called to a meeting (ensuring the confidentiality of all parties)
3. An action plan is devised to ensure all parties move forward on a positive pathway.

Resources

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

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

- Bullying No Way
- Office of the eSafety Commissioner
- Think You Know

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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.

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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 - Feedforward: Responding to Unproductive Behaviours

As a Positive Behaviour 4 Learning School



- * We ensure that expectations have been taught and practiced
- * We integrate the 8 Effective Classroom Practices & Responses
- * We provide a positive and supportive environment
- * We reinforce productive behaviours

Effective First Teaching – Universal supports

<ul style="list-style-type: none"> • Clear and consistent use of behaviour matrix • Class covenant • Restorative practices & conversations • Calm space • Class expectations created collaboratively with students • Class expectations displayed and verbalised 	<ul style="list-style-type: none"> • Explicit teaching and re-teaching of expected behaviours • The Resilience Project • Classroom/Whole school reinforcements • Meditation • Circle Time • Ongoing positive frequent feedback (learning and behaviour) • Engaged Behaviours (EB) displayed alongside LI & SC 	<ul style="list-style-type: none"> • Praising positive/expected behaviours • Proximity to students • Visual/verbal cues • Role-playing and modelling of social skills • Growth Mindset • Brain and movement breaks • Calming transitions 	<ul style="list-style-type: none"> • Developing and maintaining relationships • Munch 'N' Crunch • Regular communication with parents • GROW Matrix lessons • Effective use of Engage • Dynamic and responsive teaching practices
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Responses to Minor Unproductive Behaviour

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| <ul style="list-style-type: none"> • Break (5mins max.) • Environment change • Non-verbal check-in • Quiet check-in with student • Offer help or support with learning • Remind student of expectations/EB • Support student reengagement • Preferential seating • Pre-emptive redirection | <ul style="list-style-type: none"> • Brief PS conversation • Peer support for learning • Monitor-Affirm • Reteach expectations • Praise redirected positive behaviours • Provide choices When...Then... • Offer calm time (10min max.) inside or outside classroom • Verbal or non-verbal redirection |
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Connect



Responses to Continuous/Repeated Minor Unproductive Behaviour

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| <ul style="list-style-type: none"> • Environment change • Differentiated task • Offer a break (e.g., drink, classroom job) • Supervised additional regulation break in classroom max. 10 min (enjoyable activity e.g., colouring, reading, mindfulness) • Supervised additional regulation break outside the classroom max. 10 mins (enjoyable activity e.g., walk, kick a ball, climb time, handball) • Sensory accommodations • Personalised reward chart • Fidget tools - (As per PLP) | <ul style="list-style-type: none"> • Problem solving conversation • Social stories • Transition support • Check-in/check-out (learning time or playtime) • Collaborative Problem-Solving Conversation (Dr Ross Greene) • Individual reinforcement • Social group intervention • Intervention support • Problem solving conversation • Restorative practices • Choices room - Teacher to attend for problem solving conversation when necessary |
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Teacher Action – Upload incident and response (Engage) ~ Request for support ~ Continue gathering observational data ~ Continue communication with parents

Reflect, Support, Restore

Responses to Major Unproductive Behaviour

- Ensure safety of students and staff
- De-escalate
- Phone for support if required assistance with learning/emotional state:
First – Learning Support Team
Second – Leadership
Third – GC as needed
- Phone for support if aggressive/unsafe behaviour:
First – Leadership
Second – Learning Support Team
Third – GC as needed
- Formal sanction (Leadership)
- Problem solving conversation with teacher
- Reflection process in Choices Room
- Restorative Process
- Request for support from CT - Tier 2/3 supports
- Consistent parent communication
- Crisis management plan
- Individual Behaviour support plan

Teacher Action – Upload incident and response (Engage) ~ Request for support ~ Continue gathering observational data ~ Continue communication with parents

Reflect, Support, Restore



Upload to Engage when you are the teacher that is aware of/responding to the behaviour – Classroom or Playtime

Appendix A – Minor and Major Behaviours

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 nonserious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/noncompliance	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 peer 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 nonserious 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</p>	<p>Bullying may include:</p> <p><i>Physical:</i> hitting, kicking, any form of violence;</p> <p><i>Verbal:</i> name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p><i>Emotional:</i> excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p><i>Racial:</i> taunts, graffiti, gestures, intimidation;</p> <p><i>Sexual:</i> 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'</p> <p>Descriptor Definition Example and online hate sites/bash boards.</p>
4	Defiance/noncompliance	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.
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 can cause 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.
17	e-Crimes/Cyber exploitation	Illegal actions that are carried out using 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