



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 also 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 School is a Prep to Year 6 school with 520 students currently enrolled. Located in the Moreton Bay Shire, we have a large cross-cultural mix and respond to that mix by involving parents in our school community. Our dedicated staff consists of teaching staff (including specialist teachers, support teachers and the Leadership Team), school officers; two Guidance Counsellors and a Student Welfare Officer.

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, meetings with our school board and P&F. 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, the School board, and the Senior Leader

The next major review will be conducted in 2022.

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.

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 six conditions for quality learning outcomes:

1. There must be a warm, disciplined, safe, inclusive and supportive classroom environment where students and teachers develop positive relationships.
2. All students have different learning needs. It is the teacher's role to differentiate the learning to assist all students to access the expected curriculum.
3. Students should actively engage in the work provided for them by their teachers. It is the teacher's role to facilitate an understanding of how learning material would benefit them now and into the future.
4. Students are asked to do their best at all times. The teacher's role is to facilitate this behaviour.
5. It is our belief that all students can be taught to be self-regulated, self-directed learners. Students are asked to evaluate their own work and to improve it. The teacher's role is to provide instructional feedback.
6. Quality work should feel good and learners should have the opportunity to celebrate their learning with peers and others (including parents, buddies, other classes and teachers).

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

What is Positive Behaviour for Learning?

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

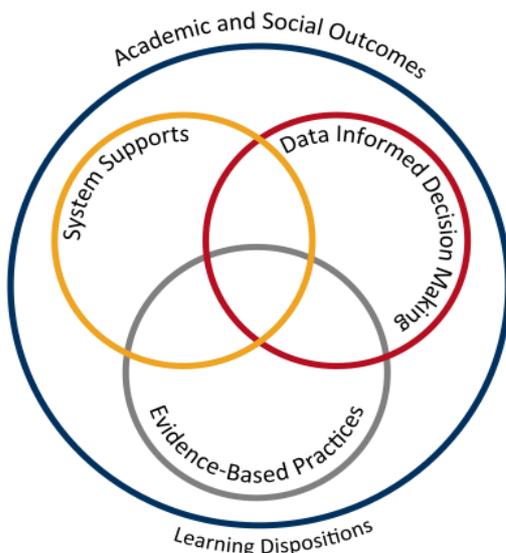


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

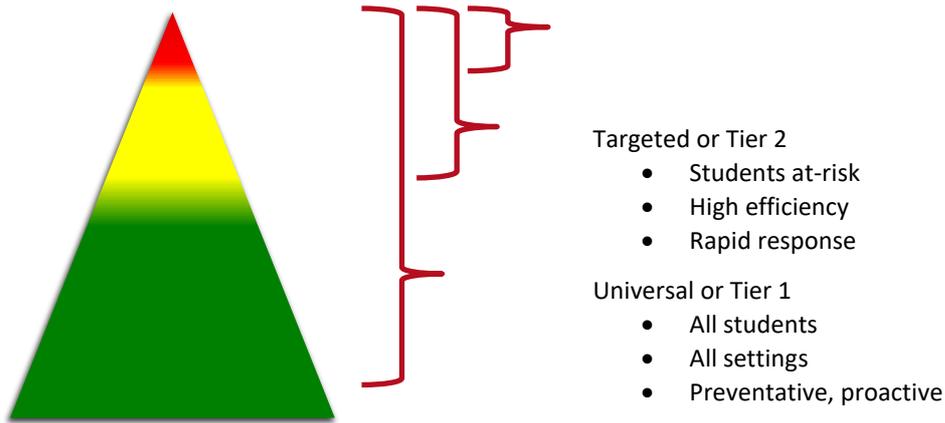
This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social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

Tier 3 Personalised Supports:

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

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**
Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention



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

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

At Holy Spirit we have our Student Behaviour Support Teams: Behaviour Support Team that includes Support Team: Principal, APRE, PLL, Guidance Counsellor, Support Teacher Inclusive Education and in consultation with classroom teachers and school officers. This team meets weekly to discuss data gathered from Engage and to review and refine any issues arising from the implementation of the framework. If incidents of misbehaviour occur, staff are encouraged to detail occurrences in Engage. This information adds to the data so strategies can be put in place to assist and support the student. Recommendations for specific students, areas where incidents occur, and times of incidents can then be made to the relevant stakeholders. Targeted & Personalised Support Team: Principal, APRE, PLL, Support Teacher Inclusive Education. The Student Behaviour Support Teams meet regularly to analyse the school data. The principal meets with the learning support staff and guidance counsellor on a weekly basis to discuss support needed beyond universal support. The analysis of the data is used by the team to adjust individual, class and whole school practices. 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 communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

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

Our Holy Spirit Expectations Matrix (appendix B) 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.

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

At Holy Spirit School, Bray Park there are several ways in which staff establish the behaviour expectations of our students, which include:

- Introducing weekly behaviour focus at Assembly.
- Ticketing reward system in classrooms and on assembly – weekly draw one handball and certificate awarded per year level through a year level draw.
- Explicit teaching and consistent follow-up of school rules.
- Displaying school expectations in all classrooms.
- Explicit links made from Fruits of the Spirit posters to Behaviour Expectations.
- Modelling, role play methods and multi-media resources used to teach and learn behaviours.
- Reinforcing positive behaviours in the playground. (rewarding with a good behaviour ticket for class/year level draw
- Visual cues to show appropriate consequences for not meeting behaviour expectations. (levels of behaviour –appendix C)
- School expectations and Behaviour Management Plan Flowchart are in Relief Teacher folders.
- Empowering students to take responsibility for their actions.
- Being flexible to allow for unforeseen circumstances or children with needs.
- 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

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

a. Positive School Culture

Each week, our school community gathers together for Assembly. We create and enrich our positive school culture through celebration and prayer, weekly behaviour focus, weekly draw for previous week's behaviour focus, awards and by raising awareness of current school events. 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, reviewed on an annual basis, to support our positive school culture, which may include:

- Praise/encouragement (verbal/non-verbal/written)
- Token/point/star systems (individual/group/whole class goal setting)
- Public displays of work (classroom)
- Individual class or year level rewards
- Whole class rewards
- Class responsibilities (class leaders, messengers, tuckshop helpers, class jobs)
- Sharing work with others (Principal, AP, APRE, other year levels, buddy class, parents)
- Teacher feedback (marks/comments/behaviour reporting)
- Birthday celebrations at assembly
- Class news in the newsletter and blog on parent portal
- Celebrating out of school achievements in the newsletter or at assembly

b. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural and cultural contexts through a variety of awards at Holy Spirit School. The efforts of staff members are acknowledged at weekly staff briefings, during "Celebrating the Moment" at staff meetings, at school assemblies and through "Bucket Filler" wall in the staff room.

<p>Dominique Baxendell Spirit of Friendship Award</p> 	<p>Perpetuation of Dominique's loving, caring, sharing and comforting behaviour, given freely by her, to all other fellow students, during the time of her enrolment at the Holy Spirit Catholic Primary School, Bray Park.</p>	<ul style="list-style-type: none">▪ Staff and Year 6 students nominate students who display the Spirit of Friendship as set out in the nomination form.▪ Leadership Team and Year 6 teachers collate the data and identify the six finalists, including the winner.▪ During the Graduation Mass, the nominations are read out and the winner announced. The winner's name is engraved on the Spirit of Friendship award.▪ At the End of Year Liturgy, the school is presented with the finalists and winner.
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<p>Fruit of the Spirit Award</p> 	<p>The Fruits of the Spirit provide an authentic framework in which our School Wide Positive Behaviour Support can operate. The fruits of Peace, Patience, Kindness, Gentleness, Goodness, Faithfulness and Self-control have been aligned to our school expectations of “I am responsible; I am respectful; I am safe and I am a learner”. The fruit of Joy aligns with the positive reinforcement and success that comes from achieving and acceptance, which is crucial to the success of SWPBS. The fruit of Love is evident when all of the other fruits are being practiced. The fruits of the Spirit represent who we are and what we believe. SWPBS is how we enact this.</p>	<ul style="list-style-type: none"> ▪ Students are nominated by staff members as showing the Fruits of the Spirit in their everyday life. ▪ APRE communicates to the parents that their child will receive the award at assembly. Secrecy is maintained. ▪ At Assembly, the nomination is read out and the student is presented with the Fruit of the Spirit Medallion. ▪ APRE writes about the student in the newsletter including a photo.
<p>Student of the Week Award</p> 	<p>At Holy Spirit School, we believe that every child is worthy of receiving a Student of the Week Award to celebrate their participation in class and a positive attitude to their work or behaviour.</p>	<ul style="list-style-type: none"> ▪ Award a Holy Spirit student from every class each week. ▪ School secretary is to be notified of the award winners each Tuesday for inclusion in the newsletter on Wednesday. ▪ Fill in awards by Monday morning and place in Assembly folder on AP’s desk.
<p>Weekly behaviour heroes draw on assembly</p> 	<p>All children need to feel that they are connected with and belong to their school and class community. This weekly reward system acknowledges the achievements of the children whose behaviour is exemplary, relevant to their individual circumstances.</p>	<ul style="list-style-type: none"> ▪ In-class acknowledgment – class teacher choose two winners from the class ticket system. These students get to wear the behaviour focus badge for the week ▪ Teachers add tickets to the year level buckets on assembly and one child is drawn at assembly per year level where the win a handball and a certificate ▪ All students who received a ticket in the draw are publicly acknowledged at assembly for their positive behaviour ▪ Rewards and consequences as the teacher deems appropriate for their class context

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

b. Positive School Culture Each week, our school community gathers together for Assembly. We create and enrich our positive school culture through celebration and prayer, weekly behaviour focus, awards and by raising awareness of current school events. School Wide Positive Behaviour Support program supports the creation of a positive whole school culture. Staff utilise a wide range of acknowledgment strategies with students, reviewed on an annual basis, to support our positive school culture, which may include:

- Feedback/encouragement (verbal/non-verbal/written)
- Individual classroom rewards (individual/group/whole class goal setting)
- Public displays of work (classroom)
- Individual class or year level rewards
- Whole class rewards
- Class responsibilities (class leaders, messengers, tuckshop helpers, class jobs)
- Sharing work with others (Principal, AP, APRE, other year levels, buddy class, parents)
- Teacher feedback (marks/comments/behaviour reporting)
- Birthday celebrations at assembly
- Class news uploaded to BCE Connect/Holy Spirit/Parent Portal Class Blogs site
- Celebrating out of school achievements in the newsletter, parent portal or at assembly
- Ticketing reward system –weekly draw in relation to the weekly behaviour focus. Students win a prize and a certificate

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:

- Choices room runs 3 days a week for level 2 behaviours (see levels of behaviour appendix 2)

- Behaviour reflection worksheet completed at 'Choices'– parents sign reflection sheet and it is returned the next day
- Social skills and Emotion Regulation programs
- Adjustments to the curriculum
- Check in – check out process
- Risk management plan for unsafe behaviours

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:

- Individual Education Plans (IEP)
- Education Adjustment Plans (EAP)
- Individual behaviour 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
- Individual counselling and support from Guidance Counsellor
- Supported referrals to external services as appropriate
- Consultation with outside agencies through wrap around meetings
- 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, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major

behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

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

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

In addition, de-escalation crisis prevention and support strategies may include ...

Schools should insert here or in their Appendix a flowchart/diagram of Responses.

Use of Consequences and Sanctions Consequences for inappropriate behaviour should be determined by individual need and situation. Consideration needs to be given to the past history of the student, especially in terms of disability, abuse, or trauma. When determining consequences or sanctions, we consider the following points:

- Predetermined consequences may be ineffective and incompatible with the inappropriate behaviour.
- Does the consequence actually help the person learn an alternative behaviour for the next time a similar situation arises? (see Essential Skills for Classroom Management for further clarification).
- Data should be gathered to monitor and assess the antecedent conditions, and nature of, behaviour patterns. The method by which this data is gathered will vary, depending on the seriousness and frequency of the behaviour. See "Data Collection" section. Minor incident (yellow) – Reminder of expectations; Complete unfinished work; Remove privileges; Time Out in buddy class; verbal negotiation; withdrawal from playground; reflection process with teacher; managed in-class. Data collated on "ongoing form??" Minor Incident – Increased frequency, increased intensity (red)

– Teacher to direct, in consultation with admin staff. Incidents recorded on referral form. Possible courses of action/consequences:

- Parent contact;
- Removal from playtime (consecutive times, alternative lunchtime activities, as appropriate);
- Non-attendance of extra-curricular activities;
 - Choices room for level 2 behaviours
- Opportunity to reflect on behaviour (learning conversation) with appropriate staff member (possibly teacher, admin member, learning support staff);
- Loss of iPad for set amount of time (iPad to remain available for learning activities);
- Restorative procedures, as appropriate. Major Incident (black) – Referral to School Administration, Application of formal sanctions at Principal’s discretion; Referral Time Out “Time Out” can be defined as giving a student time away from their regular program/routine in a separate area within the classroom or in another supervised room or setting. Its purpose is to assist students to self regulate and control their behaviour. It must be planned and purposeful and should be considered as a method for students to reflect and regain composure. It should result in a reduction in the behaviour

5. BCE Formal Sanctions

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

- **Detention**

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

- **Suspension**

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student’s present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when

it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

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

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

- **Negotiated change of school**

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).

- **Exclusion**

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

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

Process for Appeals:

Process for Appeals

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

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

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

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

Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

What is Bullying? (BCE – Positive Behaviour 4 Learning Framework)

Bullying is 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. Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

Please refer to BCE Student Behaviour Support - Prevention and Responding to Instances of Student Bullying/Harassment in Schools:

<https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Student%20Behaviour%20Support/Pages/SocialMedia.aspx> - an old link

What is not Bullying?

There are also some behaviours, which, although they may 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. Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

The National Safe Schools' Framework (2011) states a safe and supportive school is one in which "..... diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing".

In line with this framework, Holy Spirit Bray Park is:

- committed to positive, proactive practices in support of student behaviour and wellbeing
- dedicated to ensuring Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships
- passionate about fostering respectful interpersonal relationships among and between all community members
- focussed on promoting positive behaviour support as an integral part of all learning and teaching experiences.

To achieve these expectations, we undertake the following:

- With the support of parents, the wider community, and the students themselves, we take proactive and preventative action to prevent bullying happening in the first instance. We do this by placing a strong emphasis on teaching prosocial behaviours from the commencement of Prep. Our students are taught the importance of communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.
- When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:
 - Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness

accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.

→ A meeting between the students is facilitated by Leadership and/or the school's Student Wellbeing Officer. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.

→ The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.

→ Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.

→ Parents of both students are contacted and informed of the process.

→ Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Engage system (Student Behaviour Support Database). This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

We are proud of our community and the warm, welcoming atmosphere at Holy Spirit Bray Park. Any behaviour, by any member of the community that is not in line with our School Vision, Mission or our school values 'Heart Mind Spirit' will be considered a serious breach and dealt with according to the above processes.

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.

There are three main forms which capture data around behaviour.

1. Classroom Behaviour Tracking Form For compliance purposes, teachers will record minor behaviours on the classroom behaviour tracking form. This form will be used to collect data over a long period and will allow the teacher to monitor for patterns that may require further investigation.

2. Student Behaviour Support Incident Report For major and/or ongoing minor behaviours (red and black behaviour), a referral will be made using the incident report form. This form will be used by admin to determine appropriate courses of action at this level.

3. Data Collection – playground and specialist lessons Simplified versions of the two main forms will be used in these contexts. Spare playground duty forms will be available at any time. When an incident is noted in the playground, the classroom teacher will receive the completed form and will action accordingly.

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal

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dd/mm/20yy