

## **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

Sacred Heart Catholic Primary School is a school with heart. We strive, search and serve to become leaders in our own learning journey; inspired to make a difference in our future and the future of others.

### **School Mission and Vision - Teach Challenge Transform**

With learning at our heart; We strive to be collaborative, curious and creative learners guiding each student in their pursuit of excellence.

With Jesus at our heart; We search for wisdom and understanding. We welcome all people to journey with us and experience the lived traditions of the Catholic faith and our Habits of the Heart inspired by Mercy Founder, Venerable Catherine McAuley, Joy, Hope, Compassion, Integrity, Justice and Respect.

With community at our heart; We serve our local area with justice and integrity. We work in partnership with people, organisations and industry to serve our community and develop our understanding of the world and how we can use our head, heart and hands to make it better.

At Sacred Heart Sandgate we are a school with heart. For God, others and self we Strive Search and Serve.

We welcome all people into our Catholic community. We recognise and nurture the spirituality of each person through dialogue with our Catholic faith traditions.

We create a safe and inclusive learning community that respects, values and seeks to assist each person to succeed and flourish in their all aspects of their schooling.

We are committed to empowering students in their learning with innovative pedagogy, using data to inform our learning and teaching. We provide students with the knowledge and skills to be resilient, reflective, life-long learners.

### **Our School Context**

Sacred Heart School, Sandgate is a primary school for children from Prep to Year 6 where everyone is welcomed, nurtured, and encouraged to grow. Located in the northern bayside suburb of Sandgate we offer a holistic learning environment which caters for each child's academic, physical, social, and emotional development within a balanced educational program based on Christian values, our 'habits of the heart': joy, hope, compassion, respect, integrity, justice. Sacred Heart School, Sandgate was established by the Sisters of Mercy in January 1893 and we continue to be inspired by the work of foundress Catherine McAuley who valued the education of the whole person.

## **Consultation and Review Process**

Sacred Heart Primary School Sandgate developed this behaviour plan in consultation with all appropriate members of the school community. Consultation involved meetings with teachers, parents/care givers through the school Advisory Board, 3 Leadership Team members, and Brisbane Catholic Education staff. It involved inservice of key staff personnel.

## **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. The following beliefs reflect current literature in positive behaviour supports.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have the opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible, productive behaviours can be taught.
- Productive behaviour is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Unproductive behaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher- student relationships.
- Managing student behaviour is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement, and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role in improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

- Services for students with chronic or intense behaviours are more effective development of all students.

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

### What is Positive Behaviour for Learning?

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

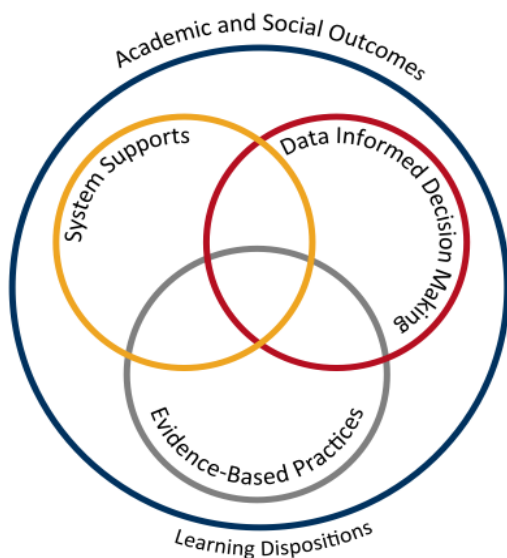


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

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

### Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students

will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

#### Tier 1 Universal Supports:

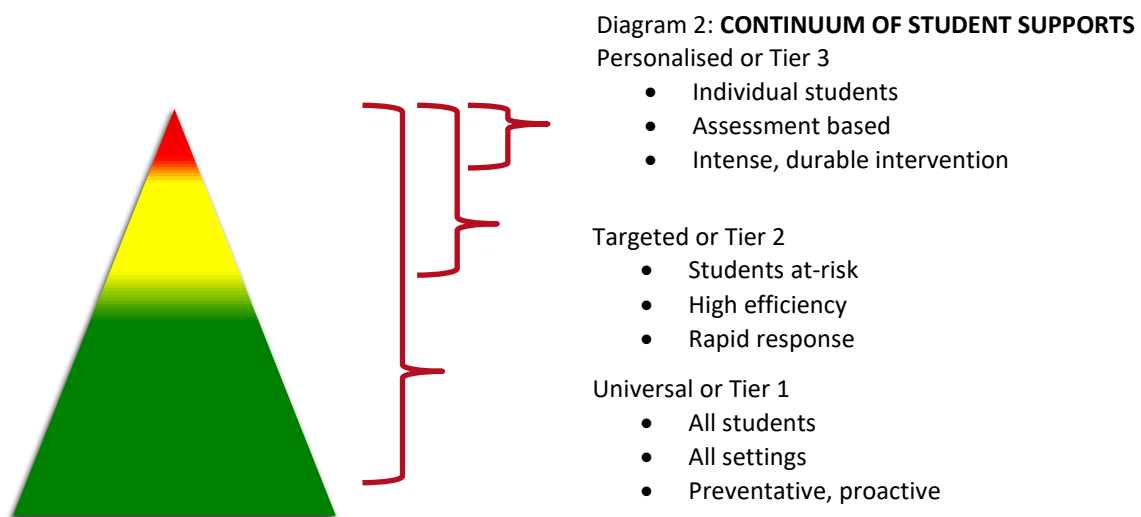
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

#### Tier 2 Targeted Supports:

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

#### Tier 3 Personalised Supports:

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



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

All staff are a part of our universal supports. All staff have undertaken professional learning opportunities to build the capacity to implement the PB4L school-wide behaviour system. Our Tier 1 Team included a group of teachers along with the Assistant Principal. Our Tier 2 Team includes Guidance Counsellors, Support Teachers: lower primary year levels. Our Tier 3 Team includes the Leadership team along with the Guidance Counsellors. We regularly analyse data in relation to unproductive behaviours in terms of the frequency of the year level concerned, the location, time, and subject area they occur, in order to allocate resources and put systems in place to support students in these areas.

## 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:

- We are safe
- We are learners
- We are respectful
- We are caring

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

We all have the duty to do good ... Pope Francis

| Expectations                             | Classroom   | Playground  | Transitions   | Before and After School  | Toilets  | Eating Time   | Church and Assembly  |
|--|---|---|---|--|--|---|--|
| <b>S</b><br>Strive to Learn              | Be Ready<br>Active Listening<br>Participate appropriately   | Include others<br>Take responsibility for own actions                                   | Be Quick<br>Be on time<br>Be Prepared                                 | Follow instructions<br>Be responsible for my belongings<br>Arrive and leave school on time | In-Do-Wash-Out<br>Report problems<br>Go at breaktimes                            | Eat healthy food first  | Active Listening<br>Participate appropriately                      |
| <b>T</b><br>Take care of our environment | Care for belongings, equipment and resources  | Care for the play equipment<br>Care for the environment                                 | All rubbish in the right bins<br>Keep out of gardens<br>Stay on paths | Leave bag racks clean and tidy   | The soap, water and paper properly<br>Keep the toilet area tidy                  | All rubbish in right bins<br>Be responsible for your belongings, especially lunch boxes, hats and water bottles | Care for equipment and furniture<br>Leave the space clean and tidy |
| <b>A</b><br>Act Safely                   | Name your belongings<br>Always walk<br>Follow instructions<br>Respect equipment<br>Hands and feet to yourself | Wear a hat<br>Use equipment correctly<br>Move safely<br>Keep hands and feet to yourself | Walk only<br>Safe hands and feet<br>Line up<br>Move safely            | Arrive and leave school on time<br>Care for others<br>Move safely<br>Wear a hat            | Ask permission<br>In-Do-Wash-Out   | Sit when eating<br>Wait for teacher to let you go<br>Wear a hat   | Move calmly<br>Sit, stand and kneel quietly and carefully          |
| <b>R</b><br>Respect everyone             | Use manners<br>Use Kind Words<br>Cooperate, encourage and include others                                      | Include others<br>Take turns<br>Follow rules of the game<br>Be Fair<br>Use Kind words   | Move quietly<br>Keep to the left<br>Be calm and patient               | Wear the correct uniform<br>Use manners  | Flush toilets<br>Respect the privacy of others<br>Wait your turn<br>Quiet voices | All rubbish in bins<br>Sit while eating your own food   | Participate appropriately<br>Use manners<br>Be calm and patient    |

Love one another as I have loved you. Jn 13:34

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](http://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:

- Beginning of school year orientation day.
- During prayer time at the start of the day.
- Time built into the first week's of schools and boosters later in the year.
- Assemblies followed by group practice.
- New student orientation as required.
- Student leaders (Year 5 and Year 6) support younger peers.
- Assemblies followed by group practice.

## **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.

- Build positive rapport with individual students.
- Give non-contingent adult attention: provided regardless of performance and includes such things as greeting, smiles and conversations. Displays such as this create a warm and welcoming environment for staff and students, and build rapport, helping students to learn and to relate appropriately to others.

- Provide specific positive feedback: This helps to recognise the attainment of specified performance criteria, or effort or success at tasks that are often difficult for

the student. This type of feedback needs to be given frequently when a student is learning a new skill and unpredictable or intermittently when a student is maintaining the skill or generalising it to a new context or setting. Specific positive feedback also reinforces for the student the behaviour or skill that they have used so that in future they are more likely to use it again.

- Give contingent adult attention provided based upon the performance of an identified behaviour.
- Recognise students who have displayed lunchtime productive behaviours with STARS Rewards at our weekly assembly, which contributes to our positive school climate.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

#### Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) - (Crone, Horner & Hawken, 2004).
- This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program - (Christenson et al, 2012).
- The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both

advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

- Games Group
- This type of intervention involves directly teaching social skills in a lunch time games group to enhance a student's ability to interact with peers and adults. Children can bring a friend. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour.
- Social Skills Clubs/Groups.
- This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. 'Structured Play' occurs in the Student Support rooms and is supported by the STIE and GC. The school GC also works with small groups, a teacher or guidance counsellor facilitates this type of group.

### Tier 3 Personalised Supports:

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

- Personalised supports currently on offer at the school include:
- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program - (Christenson et al, 2012).

## **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:

| <b>De-escalation</b>   | <b>Problem-solving</b>                          | <b>Restorative</b>  |
|--|---|---|
| Use a calm tone, acknowledge the student's upset, distress or anger. | Teacher – student conversation                  | Student apology   |
| Be mindful of body language and proximity to student.                | Work it out together plan – teacher and student | Student contributes back to the class or school community |
| Supervised time out in a safe space in the classroom.                | Teacher – student – parent meeting              | Restorative conversation                                  |
| Supervised calm time in a safe space outside of the classroom        | Teacher – student – leadership conversation     | Restorative conference                                    |
| Set limits   |   |   |
| Individual crises support and management plan                        |   |   |

Sacred Heart Primary School Teachers:

- Give choices for behaviour and respond appropriately to those choices made by the student
- Speak to students and each other in a positive and calm manner.

- Use strategies defined in the Student Behaviour Support plan in our day-today teaching.
- Treat everyone with respect. Use de-escalatory strategies with dysregulated students. • Enact the Classroom Support Referral request only when all other PB4L strategies are exhausted or are ineffective in this situation.
- Withold labelling students by the behaviour they use.

| Strategy                      | Explanation  | Example  |
|-------------------------------|--|--|
| <b>Proximity</b>              | Strategic placement of self within the classroom   | Standing near a pupil who is being unproductive and praising them when they perform the desired behaviour.   |
| <b>Signal, Non-Verbal cue</b> | Signals that the teacher is aware of the behaviour and will intervene if necessary.  | Sustained eye contact, hand gesture, clear throat etc.   |
| <b>Ignore, Attend, Praise</b> | Ignoring the unproductive behaviour of a student and praising the behaviour of a nearby student                                      | A student is off task; praise a student nearby who is on task and when the other student comes on task praise them too.  |
| <b>Redirect</b>               | Brief clear private reminder of the expected behaviour from the matrix.  | "Please follow the directions and put your book away", then later praise them for following directions.  |
| <b>Reteach</b>                | Specifically instruct the student on what needs to be done to follow the classroom expectation.                                      | Model on task behaviour (have only book, pencil, and paper out, start reading or writing right away and raise hand if you need help). Have the student practice.   |
| <b>Provide Choice</b>         | Stating two alternatives, the desired behaviour and the less preferred choice (away from peers, work later during fun activity etc.) | "You can be respectful and work quietly in your seat or you can move to the private student office. Which do you prefer?" later praise student for working quietly |
| <b>Student conference</b>     | An individual re teaching or problem-solving opportunity   | Reteach the classroom rule. Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.          |

## 5. BCE Formal Sanctions

- **Detention process**

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 process**

A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student focused re-engagement strategies. The Principal of Sacred Heart Primary School Sandgate may suspend, full-time or part-time, a student from that school for a period up to 3 school days or part 14 thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school. Members of the Sacred Heart Primary School School's Leadership team may also exercise the authority to suspend.

- **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.

- **Appeals Process**

Appeals by parents/caregivers, or students living independently, are made to:

- The Principal of the school: in relation to a decision to suspend a student for less than three (3) days. Parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal.

- The Senior Leader - Progress & Performance: in relation to a decision to suspend a student for more than three (3) days from the school. The Executive Director: in relation to a recommendation to exclude a student from the school.

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

| <b>Sanction</b>    | <b>Appeal process</b>   |
|--------------------|---|
| Suspension 1-5 day | Appeal made to the school principal   |
| Suspension 6+ days | Appeal made to the Senior Leader School Progress and Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a> .   |
| Outcome of Appeal  | The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:<br><br>(a) make the review decision within 5 business days after the application is made; and<br><br>(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/college responses**

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

### **Definition**

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical,

social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

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

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

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

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

### **1. Understanding Bullying and Harassment**

Children and young people who know what bullying is and know what to do about it if it happens, also know they are not alone in dealing with it.

Sacred Heart Primary School uses resources from the Government's Bullying No Way! Website and Positive Behaviour 4 Learning framework to assist children, teachers and families to understand bullying and harassment and recognise positive and healthy relationships. These resources assist with learning about the appropriate terminologies, signs of bullying, types of bullying and research about bullying and harassment, and how to prevent or manage it.

### **2. Teaching about Bullying and Harassment**

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.

The approved curriculum (ACARA) integrates teaching about bullying and harassment through health and physical education lessons that focus on explaining what healthy relationships and social and emotional wellbeing looks like.

These principles are further supported through the Positive Behaviour 4 Learning framework, which is being implemented by the school, and focuses on helping kids to establish and maintain healthy relationships, manage conflict with kindness, and increase their overall resilience.

### **3. Responding to Bullying and Harassment**

Bullying and harassment is reported at Sacred Heart in person, by telephone or email to the Principal (for staff or student complaints) or Student Protection Contacts (for student complaints).

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 Sacred Heart Primary School. Any behaviour, by any member of the community that is not in line with our School Vision, Mission or our school values will be considered a serious breach and dealt with according to the above processes.

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

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

In line with this framework, Sacred Heart Primary School 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.

In practice, some of the ways we achieve this include:

1. Student assemblies: Student bullying and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted. Positive behaviour is rewarded through commendations etc.
2. Staff communication and professional learning: Staff are 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. This includes training through application of the resources from Bullying No Way! Website and the ongoing implementation of PB4L.
3. School staff are supported to gain their foundational knowledge through the awareness and access to BCE Bullying and Harassment policies and procedures. They also build their awareness and knowledge of how to recognise and effectively respond to bullying, including cyberbullying through the resources provided on the Bullying No Way! Website.
4. New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through this plan as well as professional mentoring.
5. 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. This may be through the school's newsletter, social media or in person (such as at orientation).
6. The explicit promotion of social and emotional competencies among students is supported through the teaching of healthy relationships and social and emotional wellbeing in HPE classes. Teaching about positive behaviours is also the focus of the STAR program at the school, and PB4L.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the Be You Programs Directory and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs).

## **Key contacts for students and parents to report bullying**

Staff member Classroom Teacher 3269 3427

Staff member Principal Mrs Sarah McDonald 3269 3427

Staff member Guidance Counsellor/Student Protection Contact Mrs Donna Blaker

Staff member Support Teacher Inclusive Education/Student Protection Contact

Ms Judith Wilson 3269 3427

## **Cyberbullying**

Cyberbullying is treated at Sacred Heart Primary School with the same level of seriousness as direct bullying.

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

Incidents of cyberbullying are recorded in the same way that all bullying incidents are recorded and managed (in the Engage system). See section 3 for more information.

## **Resources**

- Bullying NoWay
- Office of the eSafety Commissioner

## **Section C: Our Student Behaviour Support Data**

### **1. Data Informed Decision Making**

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

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

Throughout the decision-making process, data is used to guide us to ask the "right" questions. The right question, asked at the appropriate time can deepen the dialog from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009).

Figure 1 and 2 describe our 'Universal' and 'Targeted and Individualised responses' to problem behaviours.

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## Relevant Brisbane Catholic Education Policies

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

## Appendix A - Behaviour Definitions

### Minor Behaviours

|           | <b>Descriptor</b>             | <b>Definition</b>  | <b>Example</b>  |
|-----------|-------------------------------|--|---|
| <b>1</b>  | Inappropriate verbal language | Student engages in low intensity instance of inappropriate language  | Calling someone an "idiot", swearing if they kick their toe   |
| <b>2</b>  | Physical contact              | Student engages in non-serious, but inappropriate contact  | Pushing in the tuckshop line, horseplay   |
| <b>3</b>  | 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"  |
| <b>4</b>  | Disruption                    | Student engages in low intensity, but inappropriate disruption   | Calling out, talking to a peers in class  |
| <b>5</b>  | Uniform violation – Minor     | Students wears clothing that is near but not within the school's dress code  | Wrong socks, wrong shorts for sport   |
| <b>6</b>  | 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   |
| <b>7</b>  | Property misuse               | Student engages in low intensity misuse of property  | Using equipment contrary to its design or purpose   |
| <b>8</b>  | 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 |
| <b>9</b>  | Out of Bounds                 | Student is in an area within the school grounds that has been designated "off limits" at that particular time                        |   |
| <b>10</b> | Lying/Cheating                | Student engages in "White Lies"  | "I came first", "It wasn't me!", "I didn't do it"   |
| <b>11</b> | Teasing                       | Isolated inappropriate comments (ongoing teasing would fit under Bullying)   | Laughing at someone's misfortune  |
| <b>12</b> | Sexual Behaviour              | Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation. | Green light behaviours  |

|           |                  |  |  |
|-----------|------------------|--|--|
| <b>13</b> | 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

|          | <b>Descriptor</b>   | <b>Definition</b>  | <b>Example</b>   |
|----------|---------------------|--|--|
| <b>1</b> | 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  |
| <b>2</b> | 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   |
| <b>3</b> | 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.<br>Bullying involves the misuse of power by an individual or group towards one or more persons | Bullying may include:<br>Physical: hitting, kicking, any form of violence;<br>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;<br>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;<br>Racial: taunts, graffiti, gestures, intimidation;<br>Sexual: unwanted physical contact, abusive comments, intimidation.<br>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.<br>Can also include 'flaming' |

|           | <b>Descriptor</b>         | <b>Definition</b>   | <b>Example</b>   |
|-----------|---------------------------|---|--|
|           |                           |   | and online hate sites/bash boards.   |
| <b>4</b>  | 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 |
| <b>5</b>  | 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  |
| <b>6</b>  | 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.  |
| <b>7</b>  | 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   |
| <b>8</b>  | 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  |
| <b>9</b>  | Theft                     | Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it  | Stealing school or personal property   |
| <b>10</b> | 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.    |

|           | <b>Descriptor</b>              | <b>Definition</b>   | <b>Example</b>  |
|-----------|--------------------------------|---|---|
| <b>11</b> | 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)   |
| <b>12</b> | 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   |
| <b>13</b> | 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   |
| <b>14</b> | 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  |
| <b>15</b> | 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.  |
| <b>16</b> | Concerning Sexual Behaviour    | Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability<br>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<br><br>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |

|           | <b>Descriptor</b>          | <b>Definition</b>  | <b>Example</b>  |
|-----------|----------------------------|--|---|
| <b>17</b> | 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                                   |
| <b>18</b> | 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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