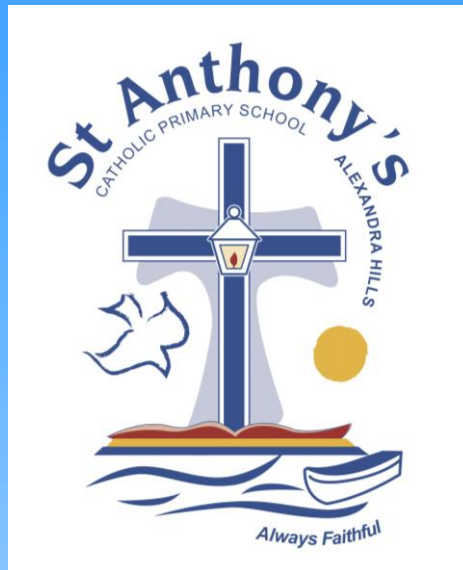


# St Anthony's

Alexandra Hills



## Student Behaviour Support Plan

*Our words teach.  
Our actions speak.*



## **ST ANTHONY'S**

### **STUDENT BEHAVIOUR SUPPORT PLAN**

#### **Vision**

We are a hope-filled, Christ centered learning community, igniting hearts and minds to create a better world for all.

#### **Mission**

In the words of Saint Anthony: "Words teach - Actions speak"

Through the values inspired by the Franciscan and Nano Nagle charisms; faith, hope, service and compassion are brought to life through quality, contemporary teaching that engages and enables all students to "live life and live life to the full." (John 10:10)

#### **Values**

Faith, Hope, Service, Compassion

#### **Our School Context**

St. Anthony's is a Catholic Primary school within the Archdiocese of Brisbane and located in Brisbane's Bayside suburb of Alexandra Hills. St. Anthony's has a population of approximately 500 students, with 21 classes from Prep to Year 6.

Our Leadership Team consists of a full-time Principal, APA, APRE and a Primary Learning Leader. Teaching staff consists of 21 full-time classroom teachers. We have specialist teachers for HPE, The Arts, Technology and Languages (Japanese). Our Support Team consists of one full-time Support Teacher, two part-time Support Teachers, one part-time Guidance Counsellor and one part-time Student Engagement Coach. Support staff includes one part-time Teacher Librarian, one part-time technology support officer, a full-time groundsman, four secretarial staff and 13 school officers.

Our staff collate and analyse student learning data regularly and monitor every student as they progress through each year. We offer many extra-curricular activities for our students to be a part of. We believe that it is a mix of such ingredients that best helps the individual to develop their own potential and find contentment and balance, both now and hopefully in the future. At all levels, there is the opportunity for students to be involved in such diverse areas as Science, Mathematics, Religious Education, English, Health & Physical Education, Japanese, Choir, Arts, Instrumental Music/Band, Drama, Debating, Robotics, Computer skills, Sporting opportunities (individual and team sports), Dance and school community events such as our Fete. All of these activities have one common thread. That common thread is the fact that people are working for the good of the students at St Anthony's and our community. It is truly an incredible place to work and be a part of!

#### **Consultation and Review Process**

A common theme of the comments made by students, staff and families is the special spirit of hospitality that is engendered by the school. Parents and students genuinely appreciate the dedication that staff show in the education, pastoral care and emotional well-being of each student. There is a very positive view of commitment and inspired education.

The school has an open-door policy, and an ongoing dialogue exists throughout the year. We have a very proactive and positive parent and friends committee who are involved in many events throughout the school year including school fete, walkathon, class support, tuckshop, library help,

information sessions for parents - support-a-reader, and attendance at whole school events such as assemblies, liturgies and masses.

This plan will be checked and reviewed annually, with a detailed review occurring every two years.

## **Our Student Behaviour Support Systems**

### 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 a core business for all teachers. At St Anthony's we believe effective learning and teaching is supported by positive learning environments. This starts in the classroom, with each individual student.

We believe that:

- Every learner is created in the image and likeness of God and inspired by the spirit
- Every learner responds with passion and creativity to life;
- Every learner seeks to find meaning in life and learning;
- Every learner brings to the learning experience their own richly diverse life journey and we respond creatively, flexibly with a futures orientation to ensure dignity and justice for all;
- Teaching is relational with a shared responsibility to educate for the common good;
- Teaching is visible, explicit and responsive, creating equality and excellence for all learners;
- All classroom environments must be welcoming, disciplined, safe, and supportive, where students and teachers develop positive relationships;
- Teachers hold high expectations for students' academic achievement and future behaviour choices;
- Teaching and learning occurs when learning is explicit, appropriately challenging, and encompasses deliberate practice aimed at attaining mastery of the goal;
- The teacher fosters effort, clarity and engagement in learning, where feedback is given and sought to evaluate and improve outcomes to develop positive dispositions to learning;
- Students actively engage in clearly defined learning goals for both academic and behaviour
- Students are always asked to do the best they can. The teacher's role is to facilitate this behaviour;
- Students are able to describe what they are learning, how well they are going and what they intend to do next; and
- Recognition and encouragement are given to those students who have done their best.

### 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.

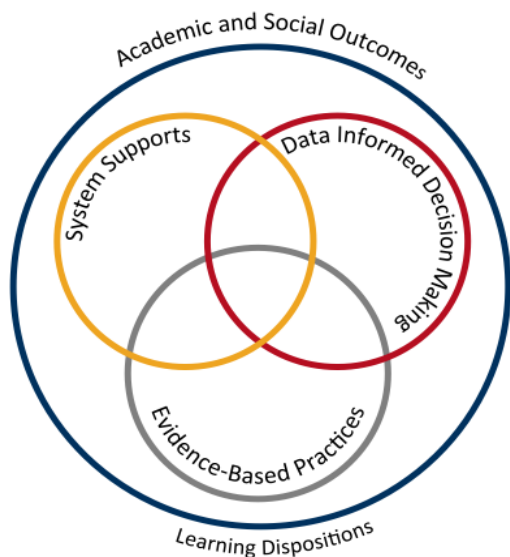


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4L 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:

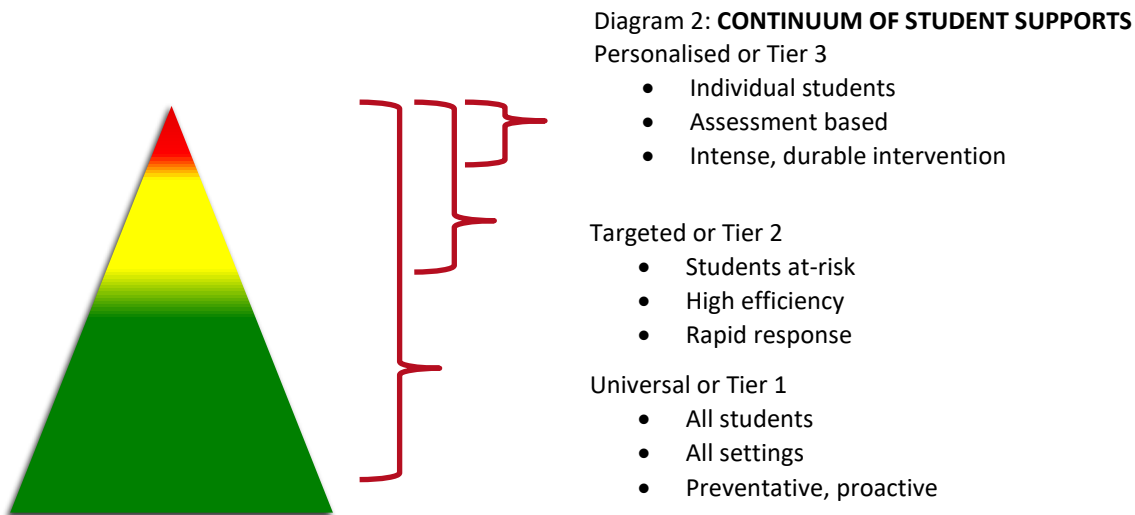
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

### Student Behaviour Support Leadership & Professional Learning for School staff

We have a well-established PB4L Committee at St Anthony's which includes Leadership Members, Support Staff, Guidance Counsellor and Teachers who meet each term to analyse the data and identify trends and communicate needs and responses to all staff. Twice a term they will present data at a staff meeting and facilitate discussions around school responses to supporting student behaviour.

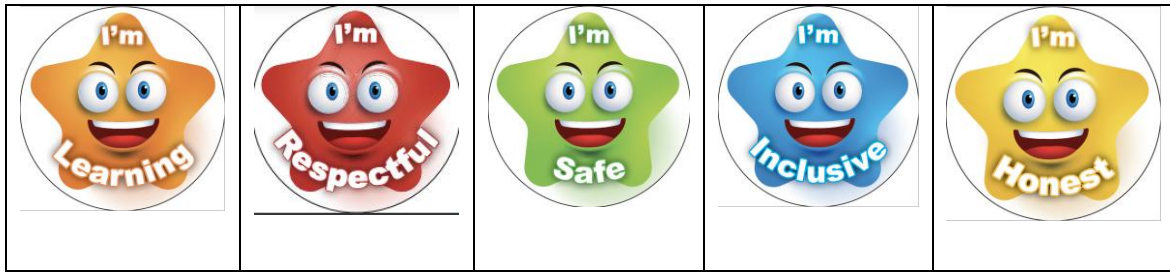
### **Our Student Behaviour Support Practices**

#### Clarity: Our Expectations

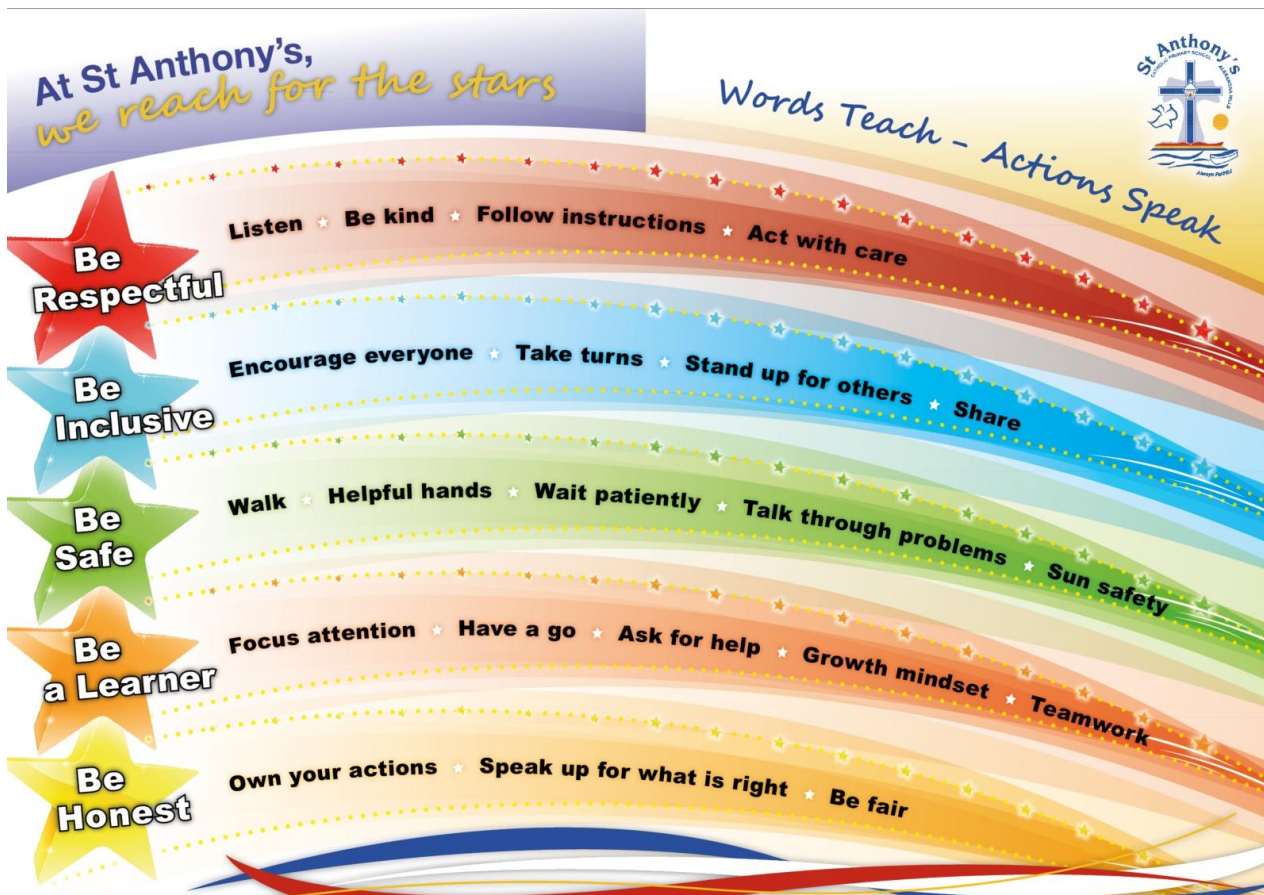
School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Be Respectful
- Be Inclusive
- Be Safe
- Be Honest
- Be a Learner



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



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

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

## **Benefits of implementing PB4L**

When PB4L is implemented well, teachers and students have more time to focus on relationships, teaching and learning. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on teaching and learning
- improved social and emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based practices and supports
- a predictable learning environment with improved perceptions of safety and increased attendance.

## **Roles, Rights and Responsibilities of School Community Members**

All members of our community have responsibilities in the successful implementation of our Student Behaviour Support Plan. These include:

### **Responsibilities of Students**

At St Anthony's we expect that students will:

- participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community, and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- co-operate with others including staff and others in authority
- Demonstrate a willingness to promote behaviours that reflect the Catholic ethos as demonstrated by the role models of St. Anthony and Nano Nagle.

### **Responsibilities of Staff**

At St Anthony's we expect that staff will:

- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students, parents/carers and staff
- promote the skills of responsible self-management
- model appropriate behaviours including those relating to dress and communication

### **Responsibilities of Parents**

At St Anthony's we expect that parents and caregivers will:

- show an active interest in their children's schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support the school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff, students and parents within our community regarding their child's learning, wellbeing, and behaviour

- contribute positively to behaviour support plans that concern their child
- model appropriate behaviours including those relating to dress and communication
- demonstrate respect of school policies and procedures including uniform policy, parking procedures, pick up and drop off procedures.

### 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:

- Teaching and modelling expectations of our school behaviour matrix at the beginning of the school year.
- Reference to and review of the behaviour matrix throughout the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

### **Feedback: Encouraging Productive Behaviours for learning**

#### Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

Weekly Merit certificates	Personalised Class encouragers – goal setting and reward system
Values Awards each term	Termly whole school recognition processes (e.g. Golden tickets, Positive Postal Service, Happiness Hotline, Picnic with the Principal)
Whole School teaching of ‘Second Step’ Program	Whole school weekly focus on selected behaviours from school matrix

#### 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:

- Tier 2 support build on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, Support Teachers and Leadership Team, and the student's parents for encouraging and demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

### Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment 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

### **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 to be recorded on Engage) 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 B 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
Offer assistance Decrease demands Valid emotions Offer sensory breaks 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 contributes back to the class or school community Students supported to engage in processes that repair relationships if appropriate Restorative conversation Restorative conference

### 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 all year levels and include:

- **Detention Process** – at St Anthony’s a detention is only issued by a member of the Student Behaviour Support team and is a time where a student is removed from class and/or play for a structured process of reflection, restoration and reteaching. This is guided by a member of the Leadership Team and/or Student Support Team. Parents/caregivers will receive a phone or email giving the context of detention and the process. The process is recorded in ENGAGE.
- **Suspension Process** – Suspension is imposed as a disciplinary measure, and in some cases, is implemented to ensure the safety of other students and staff. 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.

The purpose of suspension is to:

- signal that the student’s unproductive is not acceptable
- allow a resetting period and time to seek additional resources, and to develop a plan for assisting the students to demonstrate more productive behaviours
- allow time to negotiate goals for the student to work towards, with support, on their return to school which will be included in the re-entry process
- ensure that the student’s family/caregivers are aware of the student’s unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Grounds for suspending a student may include:

- persistent non-compliance
- persistent disrespect towards staff and/or students
- persistent disruption
- failure to be responsive to support strategies and measures

Suspension is only one strategy for managing unproductive behaviours and is most effective when it highlights the responsibilities of parents/carers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of the student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the community as quickly as possible. In some circumstances the Principal and/or a member of the Leadership Team may determine that a student should be suspended immediately. This will usually be due to reasons that involve the safety of students or staff due to violence, threats of violence or the presence of weapons.

A suspension record must be completed in ENGAGE and a return to school meeting must take place with all stakeholders.

The Principal and/or members of the Leadership Team will inform the student and parents/caregivers on the grounds on the which the decision to suspend has been made with the opportunity for response given to the student and parent/caregivers. Their responses may be taken into consideration.

- **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.

<b>Sanction</b>	<b>Appeal Process</b>
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School 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 Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

## **Bullying and Cyberbullying – information, prevention and our school response**

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).

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 cyber bullying.

### **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 bullying and harassment**

St Anthony's 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 cyber bullying.

As part of its overarching PB4L framework at St Anthony's we aim to provide an environment that is free from all forms of bullying and harassment. St Anthony's aims to be a happy, safe, harmonious teaching and learning environment. We do this by ensuring that:

- everything I say and do shows respect for myself, others and property.
- everything I say and do keeps myself, others and property safe.
- everything I say and do allows myself and others to learn.

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

Bullying can take many forms and usually involves intentional and repetitive behaviours. There are 3 types of bullying behaviour (ref: Bullying. No Way!)

- **Verbal bullying** which includes name calling or insulting someone about their physical characteristics such as weight or height, or other attributes including race, sexuality, culture, or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information, images or other digital content that will have a harmful effect on the other person.

If any of these behaviours occur only once, or are part of a conflict between equals (no matter how inappropriate) they are not bullying. It is important to note that when a behaviour occurs online and is published, distributed or shared to a wider audience, that this may be considered bullying.

Verbal, physical and social bullying can occur in person or online, directly or indirectly, overtly or covertly.

### **Signs your child might be being bullied**

Parents or carers might notice signs their child is being bullied. These can include:

- not wanting to go to school
- changes their method or route to school or is frightened of walking to school
- drop in a child's academic performance
- experiences changes in sleep patterns and/or eating patterns
- has frequent tears, anger, mood swings
- takes money from home
- has unexplained bruises, cuts, scratches
- loses or brings home damaged belongings or clothes
- arrives home hungry.

The signs of possible cyberbullying can be the same as signs of other bullying, but include other behaviours with phones, computers and other devices, for example:

- being hesitant about going online
- seeming nervous when a notification, message or phone call appears
- being visibly upset after using their phone or computer, or suddenly avoiding it
- closes the screen, or hides the mobile phone when others enter the room
- spending unusually long hours online
- receiving suspicious phone calls, emails or packages.

At St Anthony's staff are supported to gain a deeper understanding of bullying through explicit professional learning, namely through Bullying. No Way! Resources and Second Steps Program.

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

Teachers use the approved curriculum (ACARA – including the personal and social capabilities, the BCE Religious Education Curriculum (including Catholic Perspectives) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassment behaviours.

This is supported by teaching and learning through Bullying. No Way! resources, Second Steps Program and external providers as required.

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

At St Anthony's every person has the right to:

- Be safe
- Be treated with respect and kindness
- To learn

At school all members of our community have responsibilities to take the necessary steps to prevent, and stop, bullying behaviour.

### Students will be encouraged to:

- use and model appropriate behaviour – saying no to bullying
- have an understanding of bullying, bullying behaviours, bystanders and cyber bullying
- appropriately report incidents to staff members and/or their parents if they feel they are being bullied or that they have witnessed bullying behaviour
- to help someone being bullied
- abide the school digital citizenship contract which has been signed.

### Responsibilities of Staff

- to have a whole school policy that meets the expectation of the school community
- to promote a positive school culture
- to model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours
- to use teaching and learning opportunities to address bullying
- to listen to all student reports and watch for signs of possible bullying
- to ensure that children are supervised adequately
- to respond to all reported and observed incidents of bullying as set out in this policy under Responding to Bullying. This includes identification of potential bullying by reporting through the school Engage system.

### Parents should:

- model, educate and discuss appropriate, positive anti-bullying behaviours

- watch for signs of possible bullying
- encourage and support your child to inform a teacher if they are being bullied or witness bullying as a bystander or speak on their child’s behalf about bullying if the child is not confident to do so
- support your child to comply with the school’s digital citizenship contract
- speak to school staff (never to other students involved) to discuss their concerns
- work in partnership with the school to discuss their concerns to address any bullying behaviours and seek assistance for their child.

All staff must take all reports of bullying seriously.

At St Anthony’s we respond to all reports of bullying and cyberbullying with the following 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. If the incident does not meet the criteria for bullying, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident and complete the bullying record (if determined) 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 where 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.

In particular, when an investigation about bullying is required, the following procedures will be followed:

1. St Anthony’s adopts a ‘no blame’ approach and process in the first instance. Those involved will be interviewed by a staff member and made aware of the suspected bullying and the school’s anti-bullying position. The incident, if deemed to be bullying, may be recorded and tracked according to the Behaviour Support Plan.
2. If bullying is identified, the staff member may choose to use the following methods (Rigby, K. 2012) with the children involved:
  - i. Mediation
  - ii. Method of shared concern (if group involved)
  - iii. Restorative practices

#### iv. Individualised supports

Parents of both the child exhibiting the bullying behaviour and the child being bullied will be notified of the level and the severity of the incident and how the school will support their child and respond to their child's concerns. St Anthony's has a commitment to maintaining the confidentiality of students and families in these processes.

As a school, we will support all students involved in the incident in the following ways:

For the child being bullied:

- Opportunities to talk with members of staff
- Suggesting, role playing and promoting appropriate assertive behaviours
- Continued support to report
- Taking necessary actions to prevent future incidents of bullying
- Offer supported, restorative processes with the other student(s) involved if appropriate
- Regular check-ins with staff

For the child exhibiting bullying behaviours:

- Talking with staff about what has happened and the behaviours they have displayed
- Continuing to monitor the child's behaviour and offering appropriate support (including re-teaching expected behaviours, exploring appropriate friendships skills and language)
- Regular check-ins
- Offer supported, restorative processes with the other student(s) involved if appropriate
- Enforcing appropriate consequences in line with the Student Behaviour Plan should bullying behaviours continue.

#### 4. Preventing Bullying and Harassment

At St Anthony's, we plan for a safe, supportive and inclusive school to prevent bullying and harassment through the implementation of a range of proactive processes and strategies which focus on educating for a culture of positive relationships and wellbeing.

1. Student Assemblies: expectations for behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. This is done through our 5 Star Achievers Behaviour Matrix, PowerPoints, roleplays.
2. ThinkUKnow Cyber Safety Presentations
3. Staff communication and professional learning: Staff will be supported through professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to bullying behaviours.
4. New and casual staff informed about school's approach, strategies and responses in the following way: staff inductions, relief teacher folders.
5. Communication with families: our school will provide information to parents to help promote a positive school culture where bullying is not accepted and to increase parent and caregivers understanding of bullying behaviour. This will be done through school assemblies, social media and newsletters.

6. Explicit promotion of social and emotional competencies among students: health units, Second Steps program, participation in National Day of Action Against Bullying.
7. Whole school programs that prevent and address bullying incidents including links to the independent research-based evaluation conducted to inform its selection. This includes the Second Steps Program.

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

1. Child's classroom teacher – contact via their work email or [palexhills@bne.catholic.edu.au](mailto:palexhills@bne.catholic.edu.au)
2. Members of the school leadership team – contact via their work email or [palexhills@bne.catholic.edu](mailto:palexhills@bne.catholic.edu)

### **How Will the School Respond to Cyber-bullying?**

Cyberbullying is treated at St Anthony's with the same level of seriousness as direct bullying. It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

When a cyber-bullying incident occurs, students are advised to tell an adult immediately. In this instance, staff will follow the Responding to Bullying Process outlined above.

If it is reported to the school, the school will assist to review the report and take appropriate action.

St Anthony's advises parents to report any cyber bullying or suspicious activity on the internet to the relevant authorities. For further information please refer to [www.acma.gov.au](http://www.acma.gov.au), [www.thinkuknow.org.au](http://www.thinkuknow.org.au), <https://www.esafety.gov.au/> or contact your local Queensland Police station.

### **Our Student Behaviour Support Data**

#### Data Informed Decision Making

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

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database. Our Student Support Team meet each week to analyse the data and identify trends and propose responses. They present information to all staff during staff meetings once a term.

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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
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	
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 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"	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	
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 a learning task, continuing on task, or completing learning tasks

## Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing 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	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s 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.	

	Descriptor	Definition	Example/Non-Example
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of 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	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	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
19	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

## Appendix B: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

Approver: Principal

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