

St Agatha's Primary School

Student Behaviour Support Plan



The community of St Agatha's School Clayfield as part of Brisbane Catholic Education (BCE) schools values an inclusive approach to student support. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

There are two major philosophies that underpin the belief about **Positive Student Behaviour Support**.

- Of prime importance to this process is the underpinning philosophy that all children will be supported based upon their own individual profile as well that the belief that there is no one correct approach for all children.
- Another belief that underpins this process is the Christian belief that we can that there is good in all. This leads to the assumption that when students are unable to meet our expectations it is largely due to a lack of skills or other variables in the environment. This places teaching as a major focus of the process.

St Agatha's School Student Behaviour Support has its basis in current research, focusing on enhancing a positive school ethos and promoting effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour.
- Effective behaviour management strategies.
- Consistent processes which recognise, teach, reward and celebrate positive behaviour.
- Consistent processes, rules and sanctions to deal with unacceptable behaviour.

Purpose of Education

Our shared value base is an important prerequisite for promoting learning and positive behaviour as well as responding effectively to behavioural issues when they occur. Our values underpin our practices.

Learning abilities and life skills are both important and complementary. Children and young people should have opportunities to develop different kinds of skills while experiencing challenges and successes within multiple contexts. The experiences children and young people gain throughout their life outside and inside the school must provide them with the

life skills required to equip them to participate safely, purposefully and positively in an increasingly complex world. Schools have a key role to play in nurturing young people's core skills to support them through childhood and in later life.

School Mission and Vision



St Agatha's School Context

St Agatha's School is a Catholic Parish Primary School, which has been providing quality education since 1926. The school provides coeducational teaching and learning opportunities for approximately 350 students from the Preparatory Year to Year 6 (children aged from 4-12).

Dependent on the year there are 13 classes, with double streams of Prep-Year 4 classes, and a variation of single or double streams in Years 5 and 6. The school caters for inclusive, co-educational learning. The school draws its students mostly from surrounding suburbs: Clayfield, Hamilton, Ascot and Nundah. The area is mostly residential, with some areas of higher density residential and some retail.

The school is staffed by quality teachers and school officers, with a range of age and experience, who offer an up-to-date curriculum to suit the needs of the students. Physical facilities and a high level of provision of technology resources which are well-used throughout the school, support the school curriculum.

The school offers specialist lessons in Music, Drama, Dance, Physical Education and Japanese, with Speech and Drama and Instrumental Music offered for interested students. The school participates in Zone Carnivals in swimming and athletics and in interschool Gala Days for Netball and AFL.

The parent body is actively encouraged to support the school as outlined in the Parent Engagement Policy.

Consultation and Review Process

The PB4L team consulted with students, parents and staff to prepare the school behaviour matrix which has now been implemented throughout the school. This was presented to parents in various forms and is included in the school newsletter at various times throughout the year.

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 philosophical focus for the **Positive Student Behaviour Support** is centred on the purpose and outcomes of behaviour support, which are pedagogical and instructional practices that enable the production of effective learning behaviours.

In positive student behaviour support we concentrate on the end purpose of behaviour support: that is, securing effective learning behaviour. It is in this area – promoting learning

behaviour through teaching – that the foundations for effective behaviour support in our school can be successfully managed. Our process shows an understanding that:

1. Student behaviour needs to be understood from an eco-systemic perspective. (The antecedents of an incident, the behaviour of a student and the consequences in the context).
2. Student behaviour support programs and practices must embrace a health-promoting approach to creating a safe, respectful and responsible environment.
3. Student behaviour support programs and practices must embrace inclusiveness, which caters for the different potentials, needs and resources of all students.
4. Student behaviour support programs and practices should incorporate a student centred philosophy that places the student at the centre of the education process and focuses on the whole student - personal, social and academic.
5. Student behaviour is inextricably linked to the quality of the learning experience.
6. Positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes.
7. Effective student behaviour change and student behaviour support is enhanced through internally-based school support structures, and externally-based family, education, community and interagency partnerships.

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.

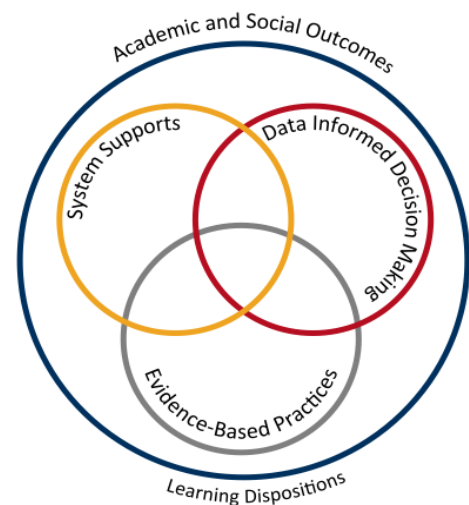


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

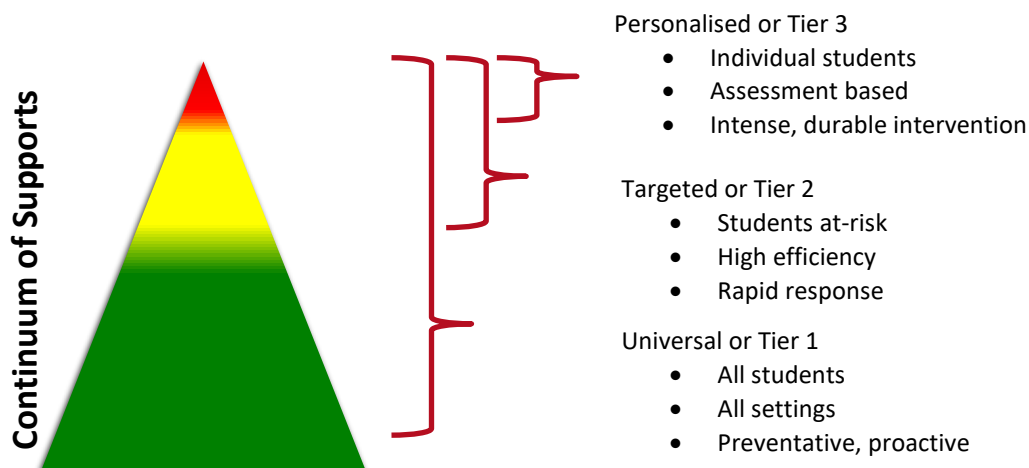
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

At the start of the year each class teacher explicitly teaches the matrix. The matrix is linked to their classroom rules. Teachers will explore productive and unproductive behaviours

listing specific expectations and the skills associated with each expectation as issues arise within a class or across the whole school. Teachers will follow the responding to unproductive behaviours flow chart. Teachers in buddy classes will support students with learning associated from unproductive behaviours and be supported by the Guidance Councillor and School Leadership team.

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.

The Australian Curriculum includes the General Capabilities. 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

Within St Agatha's school we expect that all students, staff and parents are:

- Be Safe
- Be Respectful
- Be Responsible



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.

ST AGATHA'S CLAYFIELD
GROWTH FRIENDSHIP FAITH

Journeying through GROWTH, FRIENDSHIP, FAITH

in the tradition of Nano Nagle

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Learning Spaces	<ul style="list-style-type: none"> Hands and feet to self Be aware of the people around you Walk and sit with care Walk and move safely 	<ul style="list-style-type: none"> Listen and speak respectfully Respect each other's differences and opinions Follow teacher directions 	<ul style="list-style-type: none"> Take ownership of your words and actions Wait outside the classroom until invited in Be organised Care for all belongings, equipment and resources Keep classroom and learning spaces clean and tidy Use time wisely and stay on track
Eating and Transitions	<ul style="list-style-type: none"> Hands and feet to self Practice good hygiene Be nut aware Walk in single file, keep left and keep moving Stay in lines when moving through school Follow adult instruction when using lift 	<ul style="list-style-type: none"> Move quietly Be mindful of others who are learning Use manners Leave the toilet area clean and tidy Put rubbish in the bin and keep your area tidy Follow teacher directions 	<ul style="list-style-type: none"> Be on time Take responsibility for your lunch box, water bottle and belongings Walk and move safely on hard surfaces Go directly to and from the toilet Eat your own lunch Use railings safely – hold with hand when using stairs / ramp
Play Spaces	<ul style="list-style-type: none"> Be sun safe Hands and feet to self Walk and move safely on hard surfaces Use equipment safely Play in the correct areas 	<ul style="list-style-type: none"> Listen and speak respectfully Include others in play Take turns and play fairly Follow directions from teacher on duty 	<ul style="list-style-type: none"> Care for the environment Play by the rules Find staff if you need help Care for and return borrowed items Be friendly and include others
Before and After School	<ul style="list-style-type: none"> Go to Presentation Centre from 8.15am Care for siblings and others Arrive and leave school on time Sign in and out with an adult for late arrivals and early departures 	<ul style="list-style-type: none"> Be seated and wait patiently Use manners Follow teacher directions 	<ul style="list-style-type: none"> Be alert and ready to move Leave bag racks clean and tidy Take all belongings home
School Gatherings, Church and Prayer	<ul style="list-style-type: none"> Hold symbols and candles carefully Follow teacher direction when moving to and from the church 	<ul style="list-style-type: none"> Show reverence Listen attentively Sing and respond appropriately Wear uniform with pride Follow teacher directions 	<ul style="list-style-type: none"> Be on time and settled in the gathering space Sit and stand quietly and carefully Care for resources and equipment
Online	<ul style="list-style-type: none"> Keep personal information private Report inappropriate images, words or content to an adult Know who you are communicating with 	<ul style="list-style-type: none"> Communicate in a friendly way Ask before you take or upload photos or videos Follow teacher directions 	<ul style="list-style-type: none"> Only access school approved websites and apps Look after all technology

SELF-DIRECTED **REFLECTIVE** **PERSISTENT** **RESILIENT** **ENGAGED**

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 to 3 School Rules and Learner Dispositions including unpacking of St Agatha's Behaviour Matrix.

- Integrate the Personal and Social Capabilities from the Australian Curriculum in our content areas and school-wide explicit teaching of behaviour
- Productive Behaviours explicitly taught/referred to by leadership at assemblies.
- Class Covenant co constructed by students and classroom teachers.
- Friendology Program is explicitly taught by teachers throughout the year across all year levels.
- Explicit teaching of Cyber Safety through Safer Internet Day, Year level ICT Bootcamps, ongoing teaching of the Australian national Curriculum Health Curriculum that includes a focus on online safety.
- Incidental Pastoral Care lessons as needed to reinforce positive behaviours.
- Expected Behaviours modelled by Year 6 Leaders at assembly at the beginning on each term.
- New student orientation by classroom teacher

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly Student of the Week Award for students demonstrating the Learner Dispositions through the week.	Stickers that award students for demonstrating the Learner Dispositions in class.
Three Bees awards for students demonstrating the 3 school rules in the playground	Three Bees awards for students demonstrating the 3 school rules in the playground
	Points System (e.g. Class Dojo) and incentives for expected behaviours
	Year 6 Mediation Mates encouraging expected behaviours on the playground

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.
- Lunch Time Play Options. 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. Additional structured lunch time play options have included but are not limited to: Lego, Minecraft, Origami, Zumba, Thinkers Club, Mini Vinnies, Enviro Club, Netball and Soccer.

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:

- Review and Response Meetings
- 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

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.

As with all strategies to address inappropriate behaviour, they are done privately with dignity and with a focus on teaching or re-teaching the correct behaviour.

There are three evidence-based approaches that we use at St. Agatha’s School to respond to unproductive behaviours and examples of the strategies used are listed in domains in the table below:

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

* The above table shows examples of the ways in which we respond and are not designed as a list of prescribed approaches to unproductive behaviours. The responses may include examples from one or all domains.

For major unproductive behaviours, when the behaviour is a more serious or chronic disruption to learning and there are concerns for safety for the student or others, or it is a potentially illegal behaviour there may be responsive actions taken by the School Leadership Team that include more intensive teaching, restitution activities and intervention strategies to help the student respond appropriately to future situations. It may be that the student requires a period of time away from the class learning environment.

Crisis prevention and student support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of this practice is to provide the student with an opportunity to regulate their emotions and regain control of their own behaviour.

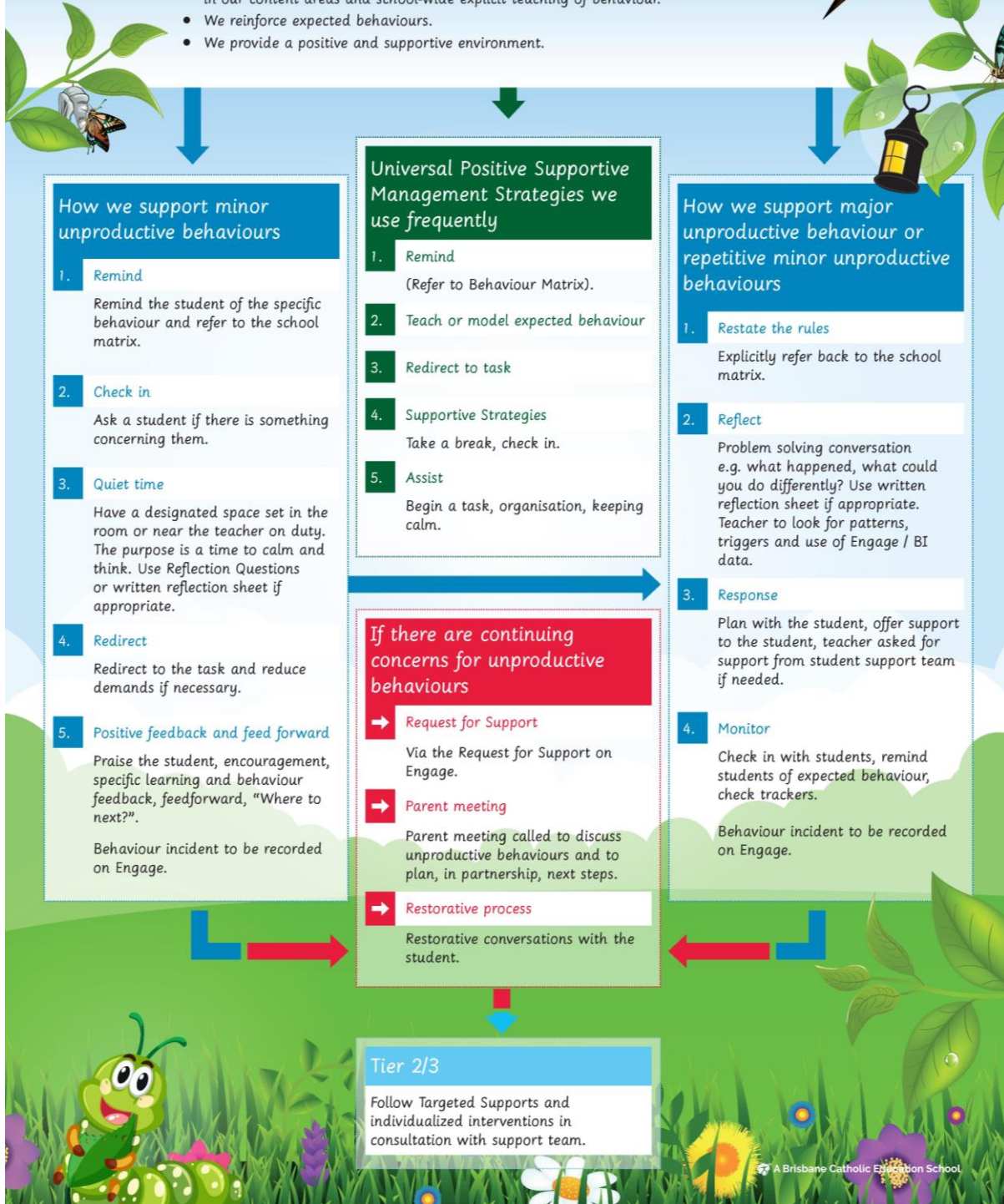


St Agatha's School-Wide Behaviour Support and Decision Making Process



As a PB4L (Positive Behaviour for Learning) School at St Agatha's we:

- Ensure expectations have been taught and practiced from the behaviour matrix.
- We integrate the Personal and Social Capabilities from the Australian Curriculum in our content areas and school-wide explicit teaching of behaviour.
- We reinforce expected behaviours.
- We provide a positive and supportive environment.



5. BCE Formal Sanctions

Formal sanctions include detention, suspension, negotiated Change of School and exclusion. For appeals, the St Agatha's school aligns with Brisbane Catholic Education policies.

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

Bullying/Harassment is a Major behaviour. Bullying is a systematic and repeated abuse of power (Rigby 2010). Bullying is intentional and there is an imbalance of power. Bullying occurs when someone repeatedly gains power over another person by hurting or harming that person. Bullying is the repeated use of any of the following forms of oppression:

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

Bullying is not:

In keeping with the above definition, “one off” incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying.

Some examples of situations that are not bullying are:

- A conflict between two students where there is an equal balance of power and both students want to find a solution to the conflict.
- Talking to a teacher or parents about something that someone has done.
- A random act of hurt or harm against another without provocation.
- A random act of destroying property.
- Leaving someone out of an activity once because of different interests or skills.
- Standing up for others and reporting bullying behaviours.
- Accidents are not bullying as there is no intention to hurt or harm.

Policy

At St. Agatha’s School every child has the right to personal safety, and to live and learn in a safe and happy environment. This is a core value which underpins our Behaviour Learning Program. Bullying is a breach of the respect and safety of an individual. Bullying is a serious matter and is not an acceptable practice within St Agatha’s School. This applies to all members of the school community – not just children. In accordance with the Parent Code of Conduct it is unreasonable for members of the school community to make judgements as to if bullying has or has not occurred. It is the responsibility of the school to determine if bullying has taken place.

Implementation of Policy

The school has a four-phased approach to bullying that involves prevention, early intervention, intervention and consequences. It is believed that by focusing efforts on the first two phases there should be reduced risk of having major issues of bullying resulting in intervention and consequences in the school.

1. Primary Prevention

- Model service, dignity and compassion to empower all through 'growth, friendship and faith' by embracing tolerance and understanding of difference in living the gospel of Jesus.
- Children will be regularly exposed to education activities to reinforce positive social behaviours. This will be achieved through the teaching of the Personal and Social Capabilities across content areas and in school-wide explicit teaching of behaviour. In addition, St Agatha's school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- Professional development of staff relating to bullying, harassment and the strategies to counter-act them in alignment with Brisbane Catholic Education's Employee Code of Conduct.
 - Buddy program (Prep / Year 6, Year 1 / Year 5)
- Each classroom teacher to teach about bullying during term 1 in alignment with the Bullying No Way! National Day of Action against Bullying and Violence
- Annual school-wide promotion and participation in Bullying No Way! National Day of Action against Bullying and Violence
- Communication to parents and carers around what Bullying is and what it is not by the school leadership team. Parent information sessions about parenting in the digital age.

2. Early Intervention

- Encourage children to report bullying incidents involving themselves or others.
- All teachers on a regular basis remind children to report incidents and emphasise that reporting is not dobbing.
- Parents are encouraged to contact the class teacher if they become aware of a problem.
- Recognition and rewards for expected behaviours as outlined in responding to productive and unproductive behaviours.

3. Intervention

- Incidences of bullying will be recorded on the school incident register (ENGAGE). The register will be regularly monitored and tracked for any patterns.
- Once identified, the children involved in bullying incidences and witnesses will be spoken with and all allegations of bullying will be fully investigated and documented.
- All parties involved will be offered support in line with our faith and community policies.

- **If bullying is identified**, parents of all children involved will be contacted to discuss the incidence and action of support.
- Action taken will be consistent with school's Student Behaviour Support Plan.
- Individual Behaviour Learning Plans may be developed.
- Referral to Guidance Counsellor maybe considered on case-by-case basis.

4. Consequences

The consequences for bullying will depend on the severity of the incident but can range from:

- Exclusion from class.
- Exclusion from the playground.
- Internal suspension - exclusion from the class for an extended period in discussion with parents.
- External suspension.
- Ongoing counselling from appropriate agency for individuals involved in bullying.
- Ongoing monitoring and social skilling for children demonstrating bullying behaviour.

In addition, students who have been involved in a bullying incident and go onto showing positive behaviour, such as attributes outlined in Personal and Social Capabilities of the Australian Curriculum, should be acknowledged by the school through school reward activities and in general communication with teaching staff and family members. It is also important the child is encouraged to be self-affirming about positive behaviour without a reliance on external rewards.

Procedures

St Agatha's School and its students, staff and parents want all to feel safe within the school. However, it is important to acknowledge that dealing with bullying is difficult as many of the behaviours are not readily observed with much taking place 'out of sight' away from the attention of teachers or adults. One critical factor in the treatment of bullying is having disclosure from the students to an appropriate person. Knowledge is the key to addressing bullying in a school and we encourage students to be the primary reporter and parents to alert the school to any incidence.

Our emphasis is on the emotional well-being of the person being bullied and the protagonist. Our aim as a school is to develop the scaffold for the students involved in the experience to break the cycle of bullying. This is in alignment with the Social and Personal Development guidelines in the Australian Curriculum.

This requires staff to:

- Provide children with clear procedures in the event of bullying – validate the concern, recognise the student's grievance and provide direction for closure.

- Be vigilant at all times and observant of signs of distress and suspected incidents of bullying.
- Be positive role models.
- Make efforts to reduce opportunities for bullying through active supervision at all times.
- Continue to educate children about prevention of bullying through 'Say No to Bullying' National Day of Action against Bullying and Violence.
- Take appropriate action by reporting suspected incidents to appropriate staff member, firstly the Class Teacher, then if need be the APRE or the Principal.
- Proactively teach students about the benefits of positive online interactions, how to identify and respond to unproductive online behaviours. This would be achieved through direct teaching, schoolwide programs e.g. Friendology, whole school promotions and year level initiatives.
- Respond to parents if they report an incidence of suspected bullying relayed by their child.
- Inform parents if their child has been involved in a bullying incident and continue to liaise.

This requires children to:

- To put in place strategies from 'Say No to Bullying' such as 'High 5 – Problem Solving Strategy' - this includes: Ignore, Talk Friendly, Walk Away, Talk Firmly, Report
- Understand that to spectate or witness bullying and not do anything is to condone it
- If children are directly involved or present when bullying occurs, they should:
 1. take some form of preventative action
 2. not condone, encourage or be a spectator to bullying
 3. report the incident or suspected incident to a teacher or parents.

The school requests that parents:

- Provide positive role models for their child around the issue of bullying
- Watch for signs that their child may be bullied
- Take an active interest in their child's whereabouts after school and their child's friends and acquaintances
- Discuss with your children within the event of bullying – acknowledge the concern, validate the student's grievance and provide direction for closure. Parents are reminded to reassure their child without amplifying the incident.
- Encourage their child to inform the class, but for parents to communicate if child reluctant to do so. Inform their child's class teacher if bullying is suspected, if the child is reluctant to do so.
- Encourage their child to 'tell' their teacher if they are being bullied. If possible allow the child to report and deal with the problem him/herself. They will gain increased confidence and resilience by taking the initiative and dealing with the problem with minimal parent help.

- Discourage their child from retaliating
- Be willing to attend meetings with staff at the school if their child is involved in a bullying incident.
- Accept that there are many factors at play in a school setting and that the school is there to help all students learn from such incidents.
- Support the school's response to bullying outlined in the Student Behaviour Support Plan
- Model and Encourage the safe use of digital devices and how we show productive behaviours on Technology and respond to unproductive behaviours online.

For further information about bullying at schools visit:

- ❖ Personal and Social Development Program (Australian National Curriculum)
- ❖ National Centre Against Bullying: www.ncab.org.au
- ❖ Bullying No Way! www.bullyingnoway.com.au
- ❖ eSmart <https://www.esmart.org.au/>
- ❖ eSafety Commissioner <https://www.esafety.gov.au/>

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.

The St. Agatha's Student Support Team (Principal, APRE, PLL / STIE, GC) meet regularly to analyse and discuss student behavioural data. Decisions are made based on this data and priority is given to students requiring specific support. Expert assistance is sort as required depending on needs of students.

Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Brisbane Catholic Education Employee 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.

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Appendix A - Behaviour Definitions

Minor Behaviours

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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.

	Descriptor	Definition	Example
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence,	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal
Anne-Marie Maw

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