

School Student Behaviour Support Plan

St AGATHA'S PRIMARY SCHOOL, CLAYFIELD

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN



Our School Context

St Agatha's School is a Catholic Parish Primary School located in Clayfield, Brisbane. The school provides co-educational learning and teaching in a Catholic context for approximately 350 students from the Preparatory Year to Year 6 (children aged from 4-12). The school draws its students mostly from surrounding suburbs: Clayfield, Hamilton, Ascot and Nundah. The school is staffed by quality teachers and school officers, with a range of age and experience. The school offers specialist lessons in Music, Drama, Dance, Physical Education and Japanese. There is a wide range of extracurricular activities available for students before and after school. An onsite Outside School Hours Care program operates during term and school holiday time. Parents and carers of St Agatha's are actively encouraged to support the school as outlined in the Parent Engagement Policy.

Consultation and Review Process

School consultation with students, parents and staff was used to create and ongoingly review the School Student Behaviour Support Plan and School Behaviour Matrix. Regular reviews of the Student Behaviour Support Plan and Behaviour Matrix is conducted using data from Tell Them From Me and BCE Listens survey data, school review data and consultation with the School

Board, P&F, staff meetings and student feedback. A detailed review of the School Student Behaviour Support Plan occurs every two years in Term Two and a high-level check is performed annually in Term Two as part of St Agatha's Wellbeing Week activities.

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. These are pedagogical and instructional practices that enable the production of effective learning behaviours.

Student Behaviour Support - Regulations and Guidelines

The focus of positive behaviour support is on supporting students to regulate behaviour to engage in learning. Promoting learning behaviour through explicit and intentional teaching – supports the foundations for effective behaviour support to be successfully managed.

1. Student behaviour needs to be understood from an eco-systemic perspective. (The context of an incident, the behaviour of a student and the consequences in the context).
2. Student behaviour support programs and practices promote a safe, respectful and responsible environment.
3. Student behaviour support programs and practices recognise inclusivity and cater for the different potentials, needs and resources of all students.
4. Student behaviour support programs and practices should incorporate a student-centred philosophy, placing the student at the centre of the education process and focusing 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 changes 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).

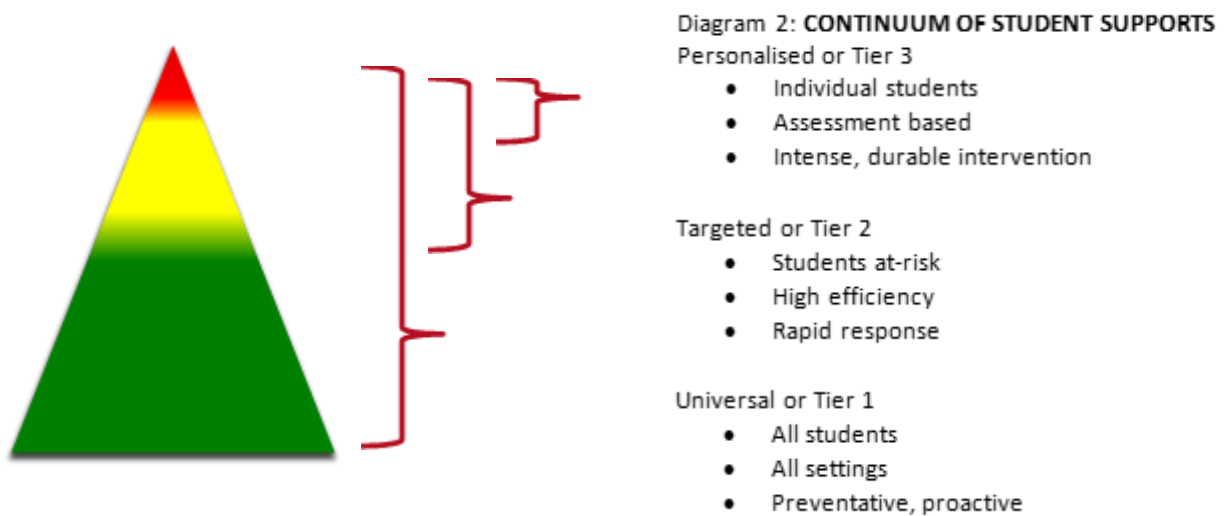
Tier 2 Targeted Supports:

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 Leadership & Professional Learning for School/College staff

In the first two weeks of the school year, class teachers outline the school rules using the PB4L Behaviour Matrix as a key resource and the behaviour flowchart as a supporting resource. As a class, students work collaboratively with the teacher to create class expectations and expected behaviours. As a school community, during the first weeks of the school year, the Leadership Team provide explicit instruction in relation to whole school expectations. These include the safe movement in the playground and in transition from play to class. The school rules 'Be Safe, Be Responsible, Be Respectful' are used to guide school expectations and behaviour support throughout the school. The language of the school rules anchor behavioural expectations for all in the community.

Student Behaviour Support is addressed as part of professional development. In 2024, Student Behaviour Support was addressed as part of the 'High Impact Teaching' PD sessions with staff and the Child and Youth Risk Management Strategy PD session. Follow up professional learning is scheduled during the Term 1 staff meeting.

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.

At St Agatha’s, our expectations are: Be Safe, Be Respectful and 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.

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

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 not aware Walk in single file, keep left and keep moving Stay in lines when moving through school Follow adult instruction when using lifts 	<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

ENGAGED

SELF-DIRECTED REFLECTIVE PERSISTENT RESILIENT

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

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 class expectations and explicit teaching of the 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 expectations.
- Expected Behaviours explicitly taught/referred to by staff, including School Leadership Team at whole school assemblies and line up time after break.
- Drawn from our behaviour Matrix, class expectations are 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 support and reinforce positive behaviours.
- Expected behaviours modelled by Senior students including examples given at assembly.
- New student orientation by classroom teacher and when setting up buddy students.

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.

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.	Learner Disposition Stickers: in all playground duty medical bags and available in classrooms and office: award students for demonstrating the Learner Dispositions in class.
Three Bees and Learner Disposition stickers for students demonstrating the 3 school rules in the playground	Three Bees Stickers: in all playground duty medical bags and available in classrooms and office for students demonstrating the 3 school rules in the playground.
	Points System (e.g. Class Dojo, class marble jar etc) and incentives for expected behaviours.
	Senior buddies supporting younger students and 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. We target supports for identified students and 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 Structured 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, 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:

- Team meetings to discuss and support positive and expected behaviours.
- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management meetings- planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies, specialists and BCE personnel

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour can still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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

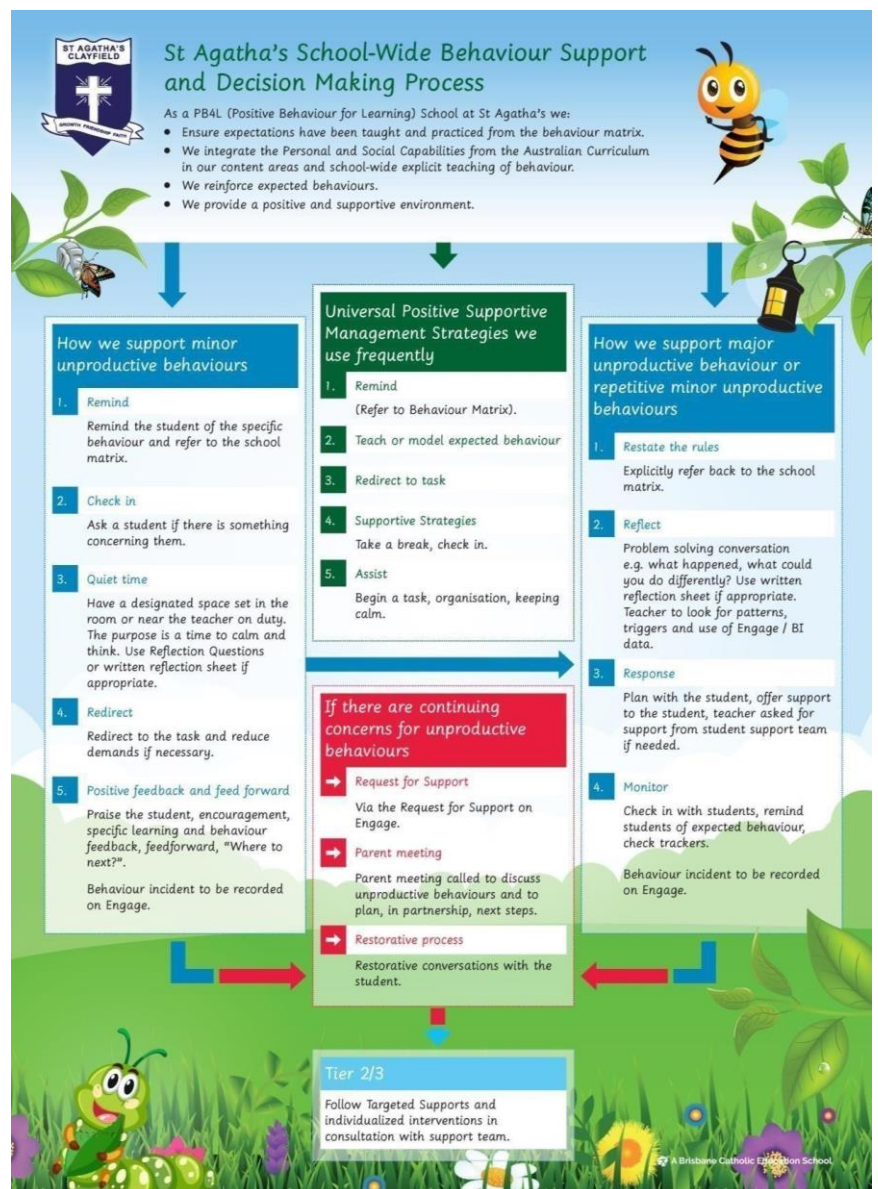
De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Set limits • Individual crisis support and management plan 	<ul style="list-style-type: none"> • Teacher – student conversation. • Work it out together plan – teacher and student or Teacher – student – parent meeting • Teacher – student – leadership conversation 	<ul style="list-style-type: none"> • Student apology written or verbal. • 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 continued 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 gain control of their own behaviour.

At St Agatha's the following decision-making process is followed.



References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). *Check and Connect- Implementing with Fidelity*. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behavior in schools*. New York: Guilford Press.
- Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S.
- Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sophis West.

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

Appendix A - Behaviour Definitions 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
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
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 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.
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 normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	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

5. Formal Sanctions

In cases of ongoing unexpected behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions may be applied. These formal sanctions may include:

Detention Process The use of the word detention isn't used with students, students partake in a coaching session with a leadership member using positive behaviour for learning restorative practices. During this time the student is required to remain at school, in a particular location or in an activity, in non-class time. A decision is made by the leadership team member about the appropriateness to the behaviour and appropriate to the age, development and specific needs of the student. Exclusion from the playground for a short time to reflect on their behaviour is typical, with appropriate movement, meal and toilet breaks provided. Restorative practices may include a written student reflection 'Behaviour Think Sheet' where the problem is reviewed, writing a apology or making an apology card.

Suspension Process is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, fulltime or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the responsibility of parents/caregivers for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, including the re-entry process being focused on learning and a positive move forward. Parents and their responses may be taken into consideration.

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

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: School Progress and Performance, make a submission to BCE's Director -School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for a decision.

Process for Appeals

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

In relation to:	Who to contact:
A decision to suspend a student for less than three (3) days from school	The Principal St Agatha's School 6 Hunter Lane, Clayfield, 4011 Phone: (07) 33269222
A decision to suspend a student for more than three (3) days from school	Senior Leader–School Progress and Performance–Cluster 3 North Schools Service Centre12 Endeavour Blvd, North Lakes Phone: (07) 34901700
A recommendation to exclude a student from a Brisbane Catholic Education school	The Executive Director Brisbane Catholic Education Office2A Burke Street, Woolloongabba Qld 4102 Australia. GPO Box 1201 Brisbane 4001. Ph. (07) 30337542

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

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

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: "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.

Definition

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

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

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

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

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

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

Understanding Bullying and Harassment

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 (Friendology) 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.
- 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.
- Buddy program (Prep / Seniors)
- 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.
- Regular reminders by staff for 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/carers 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.

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.

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. This may include a 'check-in' with the family outlining the positive change or a supportive verbal acknowledgement through conversation 'I can see you are working hard / really trying in this area'. It is also important the child is encouraged to be self-affirming about positive behaviour without a reliance on external rewards.

Teaching about Bullying and Harassment

St Agatha's uses the Australian and Archdiocesan approved curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. These include through:

- The general capabilities of the Australian Curriculum, specifically the Personal and Social Capability of the Australian curriculum.
- Personal, Social and Community Health strands in the Health and Physical Education curriculum.
- Exploration of characters, settings, plot and circumstances through rich literature in English, Historical events in HaSS and Moral Formation Strand of the BCE Religious Education Curriculum.

In addition to using the approved curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours, St Agatha's identified 'teachable moments' throughout the year that relate to the curriculum. These include but are not limited to:

- National Day of Action Against Bullying (Named at St Agatha's as 'Friendship Friday')
- Harmony Day
- Friendology and UR Strong program as a key resource school wide
- Day for Daniel
- ICT Bootcamp, Safer Internet Day
- Wellbeing Week activities and experiences.

Responding to Bullying and Harassment

St Agatha's School and its students, staff and parents want all to feel safe within the school. It is understood at St Agatha's that all staff must take all reports of bullying and harassment seriously and respond with a school team process. 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 coming to a solution that helps grow understanding, compassion and reducing further incidents with the person or people involved. 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. All staff must take all reports of bullying and harassment seriously and respond with a school team process.

The school responds to allegations of bullying and harassment through the following:

1. **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).

2. **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
3. **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.
4. **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
5. **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
6. **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
7. **Plan** the response with the student/s and their families to provide support, teaching and strategies.
8. **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

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:
- take some form of preventative action
- not condone, encourage or be a spectator to bullying
- 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 use their voice by reporting and dealing with the problem themselves. They will gain increased confidence and resilience by taking the initiative and dealing with the problem with support from the parent but not having parents solve for them.
- Discourage their child from retaliating to the bullying, instead respond through the process of 'Recognise, React, Report'.
- 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/>

Preventing Bullying and Harassment

St Agatha's are proactive in their approach to preventing bullying and harassment. We plan for a safe, supportive and inclusive school to prevent bullying and harassment through (but not limited to) the following ways:

1. **Assembly:** Student bullying and expectations about student behaviour will be outlined and information presented to promote a positive school culture where bullying is not accepted. This

includes student leaders presenting short plays and providing examples that are contextual to St Agatha's – for example: arguments in handball or excluding behaviours.

2. **Staff communication and professional learning:** Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. This includes our PB4L strategies, UR Strong Friendology program and Daniel Morcombe curriculum.
3. **Staff access to foundational training:** Staff have access to information and training on how to recognise and effectively respond to bullying, including cyberbullying. This has been addressed through Professional Learning days in January and staff meetings. Information is also accessible in the staff handbook and School Portal.
4. **New Staff Induction:** New staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through the annual induction day for new staff and through mentor and ECT days.
5. **Communication with parents/carers:** Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This is provided through newsletters, class Parent Information Evening in Term 1, social media posts and direct emails from class teachers and Leadership Team.
6. **Explicit promotion of social and emotional competencies:** This promotion is enacted through Wellbeing Week and Friendship Friday as well as the Assembly and Student Leadership Experiences. Promotion of these competencies are also supported through MacKillop Mentors program.
7. Whole school programs to prevent and address bullying including links to the independent researchbased evaluation conducted to inform its selection. For St Agatha's this includes: Positive Behaviour for Learning, UR Strong Friendology Program and the Daniel Morcombe curriculum.

Key contacts for students and parents to report bullying

Principal Anne-Marie Maw - 33269222

Assistant Principal – Religious Education Jake Knowles 33269222

Support Teacher Inclusive Education – Emma Foreman 33269222

Guidance Counsellor – Kate Mason 33269222

Cyberbullying

Cyberbullying is treated at St Agatha'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.

Incidents of cyber-bullying and harassment are treated in line with other forms of bullying and harassment. Staff listen to students, collect information, contact parents/guardians, determine the incident, recording the incident, responding to the incident, planning a response and following up.

Students have ongoing education to provide supportive structures in addressing any incidents of cyberbullying and harassment through ICT Bootcamp and ongoing cyber safety lessons.

Resources

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

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

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 monthly 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 and consultation with Brisbane Catholic Education Support personnel is accessed as required in relation to the specific needs of students, the school and family context.