

# St Rita's Primary School



## SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

# St Rita's Primary

## SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

### School Mission and Vision – Teach Challenge Transform

#### Our Mission

Inspired by Jesus' example of service, faith, **hope and** love St Rita's creates a culture of belonging and equity that envisions a **hope**-filled future for all. We promote a culture of excellence through providing contemporary educational experiences that empowers a life-long love of learning.

#### Our Vision

We are a Catholic learning community honouring God through **Faith, Love, Service** and **Hope**.

### Our School Context

St Rita's Catholic Primary School is a welcoming and vibrant community where respectful and positive relationships are fostered. Committed to providing quality programs and an engaging curriculum, our school strives to provide an environment where individual student needs are addressed to provide education for life.

Our school is in the Redland City bayside suburb of Victoria Point in a pleasing physical environment of landscaped grounds and modern learning teaching spaces. St Rita's is a well-resourced school providing optimal conditions for learning. Through extensive technology resources, our teachers implement an engaging curriculum using contemporary learning strategies.

Student well-being is a priority and is promoted by implementing a co-ordinated and targeted range of programs that promote social and emotional learning, personal safety and protective behaviours, and personal development. Parent partnership within the school community is welcome and greatly strengthens our continuous improvements for learning and student achievement.

Our St Rita's spirituality is richly expressed through the writings of St Augustine – it is one of warmth and love. Augustine greatly valued relationships with others and community. He reached out to people and touched them; he was in turn beloved and appreciated by them. Fittingly, the spirituality reflected in his writings is based on love of neighbour and on community – "Honour God in each other."

### Consultation and Review Process

St Rita's School has been implementing a school-wide approach to behaviour support since 2011. Our school program, PB4L (Positive Behaviour for Learning) is the result of the completion of PB4L training by the school's PB4L team. This team includes school leadership, teaching staff, and external consultants. Staff have participated in

professional learning and have contributed to the development of this plan. The process for implementing PB4L is evidence based with regular data collection and analysis to identify trends, emerging issues, and interests. Our PB4L is an integral component of induction for new staff and reviewed on an annual basis.

## **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.

We are committed to positive, proactive practices in support of student behaviour. This policy is based on the belief that young people in Catholic schools are on a journey to spiritual, social, emotional, physical, psychological, and intellectual wholeness and maturity (Alice Springs (Mparntwe) Education Declaration, 2019). St Rita's is committed to the development of the whole person, and we demonstrate this commitment through:

- Providing a caring and safe environment
- Recognising the individuality and dignity of each student and member of the school community
- Fostering life-giving relationships within our school community

A school-wide approach to Learning and Teaching has been developed at St Rita's. In addition to these school-wide 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 the curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

### **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.

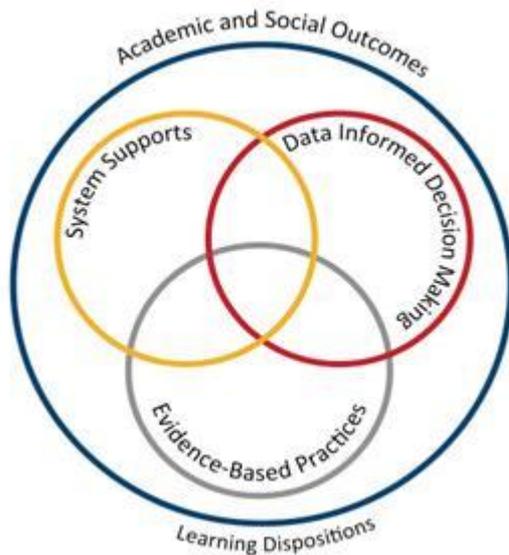


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

## 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).

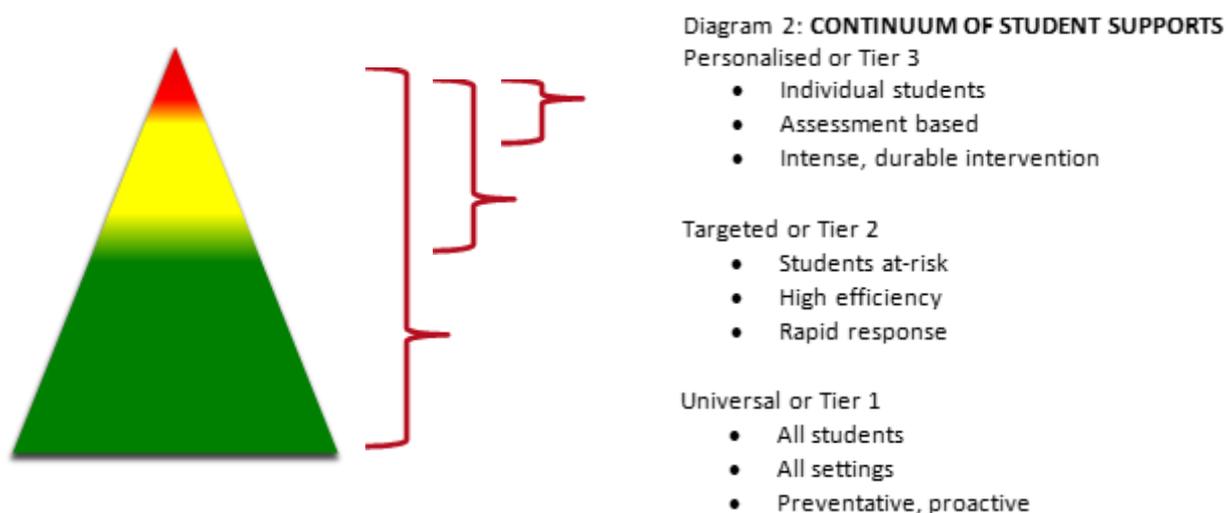
### Tier 2 Targeted Supports:

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

The PB4L team consists of members of the leadership, Student Support Teachers, Guidance Counsellor, and Primary Learning Leader. Meetings are scheduled weekly where data is reviewed, and proactive support measures are discussed.

PB4L offers training in a variety of areas, including Tier 1, 2 and 3 supports. In addition to this, restorative practice is a key feature of PB4L, and professional development is also provided to support in the implementation of these practices. The PB4L coach has attended training at all levels and works to build capacity among staff in their implementation.

## Section B: Our Student Behaviour Support Practices

### 1. Clarity: Our Expectations

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

Our expectations are:

**FAITH** – Academic 'On my way to achieving a learning goal.'

**LOVE** – Social 'I'm following my Class Covenant and school expectations'.

**SERVICE** – Community 'I'm a community contributor'.

**HOPE** - Learning Disposition 'I'm positive and have a growth mindset'

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.

	LEARNING	PLAYING	GATHERING	MOVING
<i>We are responsible</i>	Stay on task Be on time and prepared for work Be conscientious	Own our actions Follow game rules Say sorry	Keep spaces clean and tidy Have self-control Listen respectfully	Walk between areas Throw rubbish in bins Respond promptly
<i>We are respectful</i>	Use polite language Appreciate other's opinions Value curiosity	Include others Use manners Speak pleasantly	Treat others equally; fair and just Appreciate personal space	Walk quietly past classrooms and learning groups Greet others warmly
<i>We are faithful</i>	Learn from mistakes Recognise the good in others Be creative	Welcome others Take turns Choose kindness	Participate in all activities Be loyal	Be calm and patient Consider others and be helpful
<i>We are safe</i>	Follow instructions willingly and promptly Consider everyone's safety	Keep hands and feet to self Stay in correct areas Wear a hat	Enter and leave calmly and quietly Sit when eating	Show concern for others Ask for assistance

 **St Rita's**   
FAITH - LOVE - SERVICE - HOPE

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

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness, and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum.

[www.acara.edu.au](http://www.acara.edu.au)

## 2. Focus: Teaching Expected behaviour

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

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year – setting up class expectations and covenant
- Focused lessons throughout the year – as required and periodic re-enforcement
- Assemblies followed by class or year level practice
- New student orientation when needed

- Student leaders support younger peers – Friendology Team

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. St Rita’s also utilises material from a range of social skills programs including ‘Grow Your Mind’ and ‘URStrong’ and incorporating Catholic perspectives into learning areas.

### 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 RITA Awards at assembly	School Leadership Positions (Year 6)
Positive Engagement and Teamwork Tokens	Individual class reward systems
Friendology	Buddies
Grow Your Mind	Positive notes/email/phone call home

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:

- ARK (Awesome Rita Kids)

ARK is a 'Check In – Check Out' program that builds on the school- wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, an ARK facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- Check and Connect Program

The aim of Check and Connect is to build further trusting relationships between the student and a mentor. This mentor monitors student data – looking at attendance, behaviour and curriculum, and both advocates for and challenges the student to make improvements where necessary. This is done through a scheduled weekly time to connect. The mentor partners with the family, school, and community as needed, to help improve educational outcomes.

- Social Skills Clubs/Groups

Social skills clubs and groups are flexible and depend on the needs of the students at the time. They may be offered during normal learning and teaching time, or during scheduled break times. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. It is targeted towards smaller groups of students who require additional practice and feedback on their behaviour. Social skills clubs / groups are organised and overseen by the STIE or Guidance Counsellor but may be implemented with School Officer facilitators.

### Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment
- Collaborative and Pro-Active Solutions; use of the Assessment of Lagging Skills and Unsolved Problems - ALSUP (Dr Ross Greene)
- Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program (as noted in Tier 2)

Teaching expected behaviours is the core work of all teachers in our school. The expected behaviours are outlined in the school matrix (above). Using the behaviour matrix, productive behaviours are taught by teachers in context, so that students can make connections about how behaviours for learning changes in different settings. The Personal & Social Capabilities are taught in context to develop self and social awareness and self and social management skills at school. The behaviour matrix is taught explicitly on the first 13 days of a school year. A class covenant is created from these lessons. The behaviour matrix is clearly displayed in every room and referred to continuously throughout the year.

#### 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 reteaching behaviours. Appendix A includes a summary of practices that may be utilised.

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

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom	Teacher – student conversation Work it out together plan – teacher and student	Student apology Student contributes back to the class or school community Restorative conversation

Supervised calm time in a safe space outside of the classroom Set limits Individual crises support and management plan	Teacher – student – parent meeting Teacher – student – leadership conversation	Restorative conference
--	---	------------------------

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

## 5. BCE Formal Sanctions

- **Detention process**

At St Rita's, detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours. During a detention, the time should be used to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours.

- **Suspension process**

At St Rita's, the purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a cooling-off period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school.
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

- **Negotiated Change of School**

At St Rita's, negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). 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.

- **Exclusion**

At St Rita's, exclusion is the full-time withdrawal of a student's right to attend a school and school related functions, on the authority of the Learning Services Executive. The purpose of exclusion is to:

- signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees.
- remove the student from an established environment in which unproductive behaviour patterns have become entrenched.
- provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

For appeals, the school aligns to BCE processes.

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

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

### **Definition**

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

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

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

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

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

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

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

Bullying /Harassment are behaviours that target an individual or group due to a particular characteristic or characteristics; and that offends, humiliates, intimidates, or creates a hostile environment. It may be a single act or an ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons. The sub-categories here give an indication of the characteristic(s) or focus of the bullying/harassment i.e. what the bullying was about:

- Physical
- Emotional
- Racial
- Sexual
- Gender
- Religious
- Disability

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

At St Rita's we teach about bullying and harassment through the PB4L framework, the using the resources; Australian Education Authorities Resource Bullying NoWay! and the Grow Your Mind and URstrong, to assist our students, staff, and school community to understand, teach, prevent, and respond to bullying and harassment.

At St Rita's we will:

- Openly talk about bullying – what it is, how it affects individuals, groups, and the community and what we can do about it.
- Provide our students with opportunities to develop skills, which will build their self-awareness and self-management skills.
- At the beginning of a school classes follow the URStrong Program. The program consists of 8 lessons for Prep, Yr1/2, Yr3/4 and Yr 5/6. (It is to create a culture of kindness at school with a whole-school friendship strategy that empowers students with friendship skills).
- Encourage students to report incidents of bullying or of being bullied.
- Establish reporting as acceptable and responsible behaviour valued in our community.
- If bullying is confirmed, then see Responses below.

Concepts covering bullying are used in varying aspects of our Religious and Health and Physical Education programs.

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

At St Rita's, all staff must take all reports of bullying and harassment seriously and respond with a school team process.

When an investigation about bullying is required, the following procedures will be followed:

1. St Rita's adopts a 'no blame' approach and process in the first instance. Those involved will be interviewed (by teacher or Leadership Team member) and made aware of the suspected bullying and the school's anti-bullying position. At this stage there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, may be recorded, and tracked according to the Student Behaviour Support Plan.
2. If bullying is identified, the teacher/ Leadership Team/ Learning Engagement Teacher – Wellbeing, may choose to use the following methods (Rigby, K. 2013) with the children involved:
  - Mediation
  - Method of shared concern (if group involved)
  - Individual counselling
  - Restorative Conversations
  - Restorative Circle (whole class/small group)

Parents of both the child exhibiting the bullying behaviour and the child who has been bullied will be notified of the level and severity of the incident/s and our response. A record of the incident will be recorded in our Engage data base. An action plan is formulated.

3. Monitor and Support - continued monitoring by the classroom teacher and support will take place for an agreed period. This will be dependent on several variables some of which may be:
  - 1) age
  - 2) severity of incident
  - 3) frequency
  - 4) patterns of behaviour

Monitoring and support given will be recorded.

4. Continued bullying would result in a further action plan being devised, appropriate consequences for the child (see list below), and further dialogue with the parents. The Guidance Counsellor and or Learning Support staff and Brisbane Catholic Education personnel may be involved in formulating this action plan. Responses to bullying actions may include:
  - a. Risk management procedures (e.g Withdrawal from playground)
  - b. Teaching of social problem-solving strategies
  - c. Offering opportunities for reconciliation between all parties
  - d. Ongoing counselling from an appropriate agency
  - e. Rewards for positive behaviour
  - f. Internal suspension
  - g. External suspension

If parents have knowledge or concerns about bullying that the school may not be aware of, the first step is to contact the child's teacher where the investigative process can commence.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document, and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

- **Plan** the response with the student/s and their families to provide support, teaching, and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

#### **4. Preventing Bullying and Harassment**

1. Assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted, for example, we have a fortnightly focus on how to grow our mind, focuses include kindness, gratefulness, empathy, and joy.
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. Staff will be PB4L, Restorative Conversation, URstrong and Grow Your Mind trained.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. BCE provide support to staff and students on Cyberbullying. Through Health lesson students are taught about cyberbullying.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour. This will be in the form of a booklet when they first come to our school.
5. Communication with parents: 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. Parents will be informed through School Newsletter and at the beginning of each year.
6. Explicit promotion of social and emotional competencies among students: Recognise significant days, for example, Harmony Day and National Day of Action Against Bullying.
7. Whole school programs Grow Your Mind and Friendology.

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

Classroom Teacher – Contact via their email

Assistant Principal Administration - Ms Gemma Lovell Ph:(07) 3207 6628

Assistant Principal Religious Education - Mr Thomas Kirby Ph:(07) 3207 6628

Principal - Mrs Carolyn Watson Ph:(07) 3207 6628

## Cyberbullying

Cyberbullying is treated at St Rita's with the same level of seriousness as direct bullying.

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

When a cyberbullying incident occurs, students are advised to tell an adult immediately. In this instance, staff will follow the Responding to Bullying Process outlined above. If it is reported to the school, the school will assist to review the report and take appropriate action. St Rita's advises parents to report any cyberbullying or suspicious activity on the internet to the relevant authorities. For further information please refer to [www.acma.gov.au](http://www.acma.gov.au), [www.thinkuknow.org.au](http://www.thinkuknow.org.au), <https://www.esafety.gov.au/> or contact your local Queensland Police station.

### Resources

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

- Bullying NoWay
- Office of the eSafety Commissioner

## Section C: Our Student Behaviour Support Data

### 1. Data Informed Decision Making

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

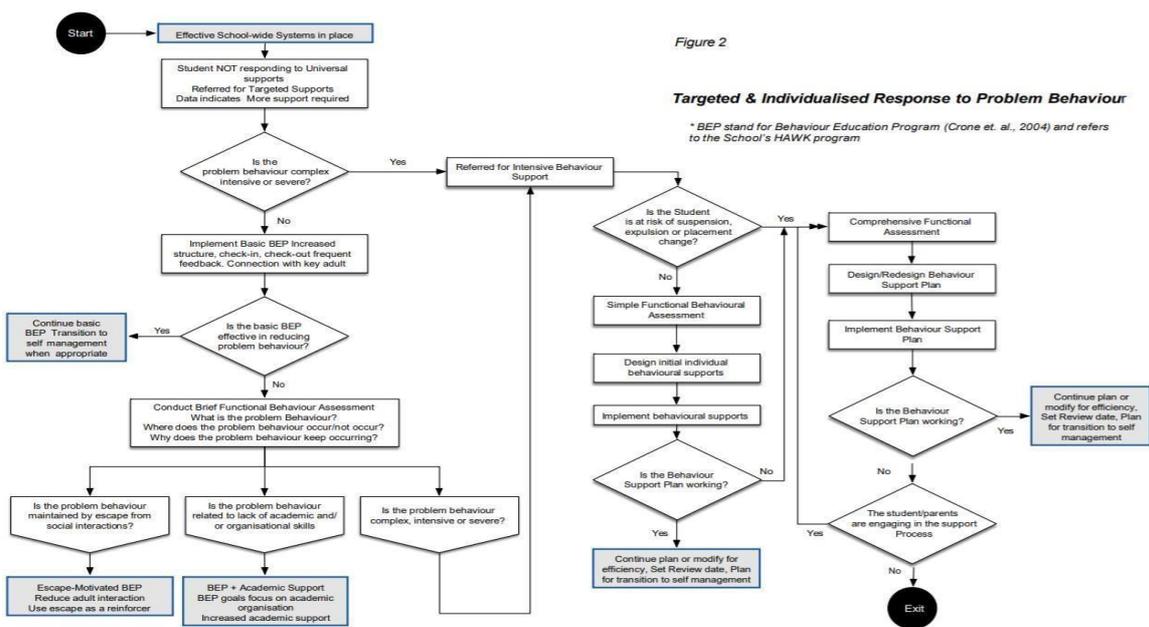
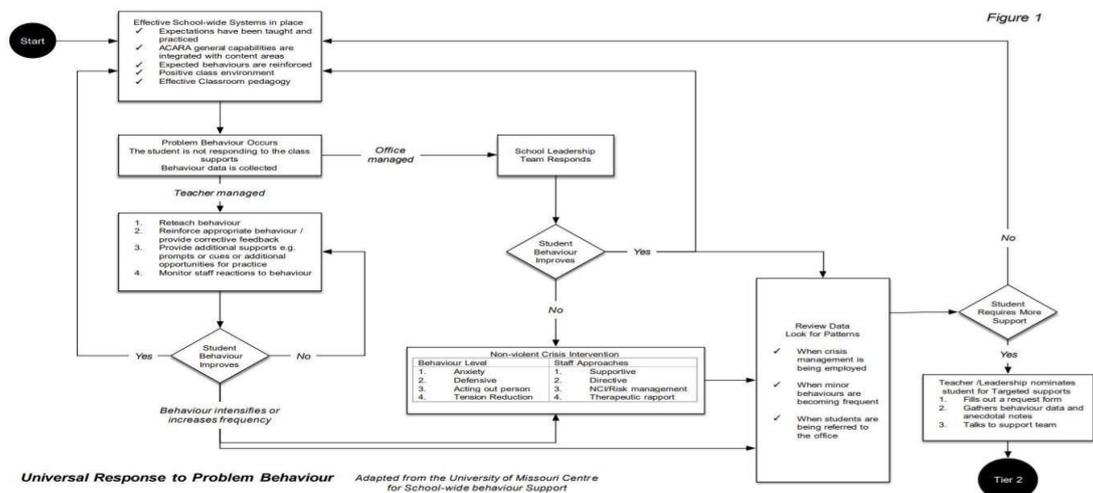
It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as

comprehensively as possible. Suspension records are also mandatory to complete in the database.

The Leadership Team and ST:IE meet weekly to look at the data to discuss and make decisions about student supports. This team analyses universal school data to find a focus area and prioritises students requiring Targeted or Personalised supports.

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

Figure: 1 and 2 describe our Universal and Targeted and Personalised responses to problem behaviours.



## 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: Sopris West.

## Relevant Brisbane Catholic Education Policies

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

## Appendix A - Behaviour Definitions

### Minor Behaviours

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

## Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
<b>2</b>	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
<b>3</b>	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates, or creates a hostile environment. It may be a single or ongoing pattern of behaviour. 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.
<b>4</b>	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling, or screaming; repetitive noise with materials; and/or

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			sustained out-of-seat behaviour
<b>6</b>	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
<b>8</b>	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>13</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>14</b>	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>15</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a “prank” to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>16</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power, or ability 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.
<b>17</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone’s identity and impersonating them online, sending sexually explicit images
<b>18</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal	Issue date: 03/03/2024	Next review date: 01/02/2025
---------------------	------------------------	------------------------------