# SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

## School Mission and Vision - Teach Challenge Transform

Immaculate Heart Catholic Primary School is a community whose core values are:
- Respect for self
- Respect for others
- Respect for the environment

The Kingdom of God proclaimed and lived by Jesus is experienced in our community as we:
- build and sustain a learning community grounded in Jesus' vision of love, liberation and
  justice.
- develop a Christian spirituality through an integrated religious education program.
- engage in an active Christianity using sign, symbol and action.

 Working in partnership, our relationships:
- promote a sense of belonging in our school community.
- nurture an environment in which all feel accepted, valued and supported.
- develop positive, open and honest communication.

Our curriculum is designed to be inclusive, holistic, contemporary and individual in order to:
- support and nurture each child to develop the skills to be a life long learner.
- offer a creative program which is broad and balanced.
- focus on outcomes for life and living.

## Our School Context

The students at Immaculate Heart Catholic Primary School come from a wide range of social, economic and academic backgrounds. The range of abilities, strengths and gifts that our students bring to our community is rich and valuable. Our children engage with the opportunities on offer to them and many of them excel in areas of the curriculum and all of them experience success. There is a high degree of care shown by all of the older students for the younger ones and we operate as a supportive community.

We engage the children in a program that has educational rigour and we have high expectations for our students. We endeavour to make the environment in which the students learn and play an attractive and happy place to be. We teach the children to be resilient and to be able to talk about any concerns or problems that they have in an open and honest manner. In this way we teach about how to be a valuable member of a community and how to resolve common childhood issues when they arise. We provide a flexible learning environment where learning styles of the children are catered for and which has an emphasis on inclusion. Learning experiences are provided that have relevance and application for the student's current lives and which look forward to the future. Students are given appropriately levelled feedback to advance their learning.

Learning intentions and success criteria are made visible and explicit.

## Consultation and Review Process

Immaculate Heart Catholic Primary School is developing our plan in consultation with our school community throughout 2019. Consultation has and will occur through staff

meetings, meetings with our School Board and distribution of the draft plan for comment and review.

A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. The plan will be endorsed by the Principal, the School Board and the Senior Leader – Learning and Identity and will be reviewed every 2 years.

## 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.

At Immaculate Heart School we emphasise the importance of the development of the whole person and the implementation of behaviour support strategies which promote the dignity of all.

At Immaculate Heart Catholic Primary School, we are a nurturing community with a distinct Catholic ethos which is at the core of every decision and practice. We have high expectations and hopes for the future of our students. This means that we believe and value: a safe caring environment, purposeful learning, connected community and contemporary resourcing. (Immaculate Heart Catholic Primary School Vision for Teaching and Learning).

## 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.
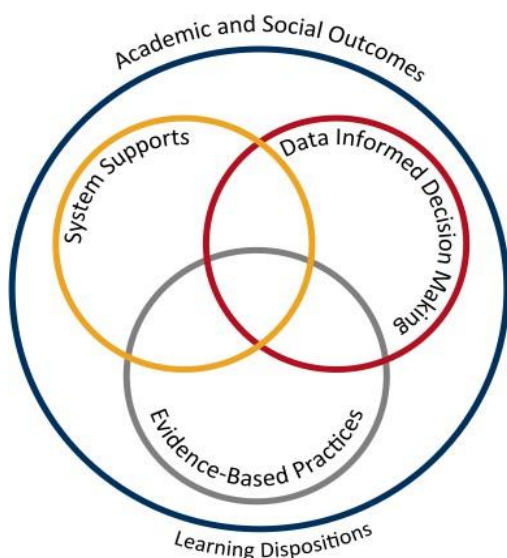


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

## 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).
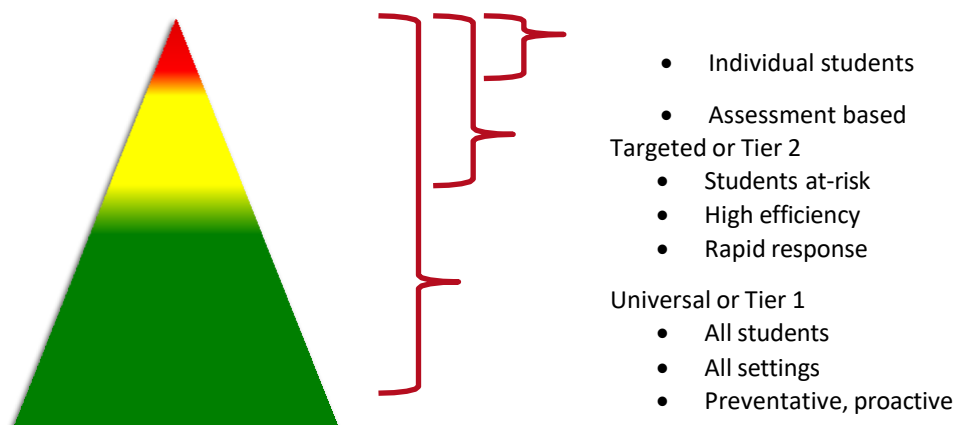
Tier 2 Targeted Supports:

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.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3 Intense, durable intervention



- Individual students
- Assessment based

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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 staff

Staff at Immaculate Heart continue to participate in professional learning in PB4L. Each year, opportunities are provided for professional development in PB4L philosophies. BCE personnel are accessed to deliver PD in January pupil free days.

### Student Support Team

The student support team consists of the Principal, APRE, STIE, Guidance Counsellor, Primary Learning Leader and Speech Pathologist. This team meets weekly and has the following priorities:

- Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' (Engage) from teachers.
- Raising any teacher concerns and discussing best ways to support teachers o Addressing and revising tier 2 and 3 interventions.
- Releasing teachers to discuss particular concerns with the team as well as with parents.
- To monitor attendance data and plan for proactive interventions

**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:

- Respect Self
- Respect Others
- Respect Safety

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



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

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

## 2. Focus: Teaching Expected behaviour

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

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

Beginning of school year orientation day
Pastoral care period, weekly throughout the year
Time built into the first weeks of schools

Assemblies where a behaviour focus is presented by senior students
New student orientation when needed

Student leaders support younger peers
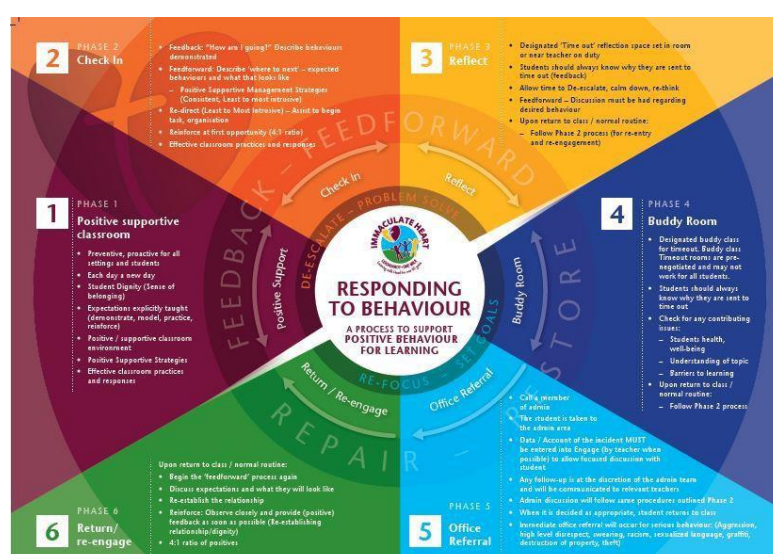


## 3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

| School practices that encourage expected behaviours | Classroom practices that encourage expected behaviours |
|---|---|
| Weekly student of the week awards | Positive reinforcement and clearly defined expectations |
| Positive Playground awards - ticket in weekly draw for ice blocks | Class reward systems |

Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 - 12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan

- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor and Speech Therapist support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

## 4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

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

In addition, de-escalation crisis prevention and support strategies will be managed as per the chart below. Every teacher at Immaculate Heart has received professional development in the many preventative and restorative strategies outlined in each phase of response.

## 5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 6 and include:

- Detention

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as Break time. Immaculate Heart only utilises this strategy within school hours. This strategy forms part of our 'Teaching Response Phases' located in section 2.

When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention at Immaculate Heart could include (but not limited to) the following in an effort to de-escalate, reflect on behaviour and determine behaviour goals on return to the learning environment:

- Time out in a buddy classroom
- Time out in the office during class time
- Time out in the office during break time (student is always provided with a during and their lunch box on these occasions)
- Suspension

Suspension 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, full-time or parttime 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 parents/caregivers responsibility 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, and their responses may be taken into consideration.

A condition of re-entry following a period of suspension is a re-entry meeting with the Principal and possibly: class teacher, student support team members. This purpose of this meeting is to:

- Reflect on circumstances resulting in suspension
- Discuss the time away from school
- Discuss and ongoing concerns or support requirements with parents
- Set learning and behaviour goals prior to re-entering the learning environment

- Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Process for appeals:

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

For appeals, the school aligns to BCE processes.

| Sanction | Appeal Process |
|---|---|
| Suspension 1-5 days | Appeal made to the school principal |
| Suspension 6+ days | Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au |
| Outcome of Appeal | The appeal reviewer (Principal or Senior Leader – School Performance) must:<br>(a) make the review decision within 5 business days after the application is made; and<br>(b) as soon as practicable after the decision is made give the person written notice of the decision. |
| Exclusion | An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion. |

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

"All Australian schools are safe, supportive and respectful learning and teaching communities that promote student wellbeing" NSSF (revised 2011).

A safe and supportive school is described in the following way:

"In a safe and supportive school, the risk for all types of harm is minimized, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing". (NSSF)

Brisbane Catholic Education promotes and aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody.

All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, is addressed at Immaculate Heart Catholic Primary School. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Assistant Principal (RE) and/or Principal and be responded to in line with BCE Student Protection processes.

Immaculate Heart Catholic Primary School and Brisbane Catholic Education take the issue of bullying and cyber safety very seriously. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community. Through our PB4L system we establish a climate of respectful relationships where bullying or harassing behaviours are not tolerated and cannot flourish. Anti-bullying messages are incorporated into the curriculum area each year, including supportive by-stander behaviour and training, and all incidents recorded in the Engage Support System.

Immaculate Heart Primary School has developed clear procedural steps for responding to bullying/harassment incidents to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviours – through intervention, calm discussions with all involved which state clearly that the behaviour must cease, teaching and modelling of productive behaviours, restorative practices, personnel resourcing and mediation

- React to the incident in a reasonable, proportionate and consistent manner

- Protect the student who has experienced the behaviour and provide appropriate support through referral to the guidance counsellors, in-class support, buddy systems and personnel resourcing on duty

- Ensure there is a positive outcome by following up after the incident and that relationships are restored for all

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

**Definition**

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

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

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

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

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

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

### 1. Understanding Bullying and Harassment

Aggression:

Aggression is words or actions (both overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.


Bullying:

Definition for Teachers, Parents and Carers:

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

- Cyber bullying refers to bullying through information and communication technologies.
- Conflict or fights between equals and single incidents are not defined as bullying.
- Bullying of any form or for any reason can have long-term effects on those involved including bystanders.

What is NOT Bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- **Mutual conflict** which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

- **Single-episode** acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.

- **Social rejection** or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Conflict:

Conflict is a mutual disagreement, argument or dispute between people where no one has a significant power advantage and both feel equally aggrieved.

- Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups sometimes lead to either aggression or bullying.

- Conflict can be a precursor to bullying where there are instances of repeated conflict and where the balance of power changes.

## 2. Teaching about Bullying and Harassment

For use with younger students

Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

Although it isn't nice if someone says or does something mean to someone else, we don't necessarily call that bullying. It also isn't bullying if children of the same age have a one-off argument.

For use with older students

Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them. Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn't considered bullying. A fight or disagreement between students of equal power or status isn't considered bullying.

### 3. Responding to Bullying and Harassment

The BCE 'Engage' Student Support System allows for frequent behaviour incidents to be tracked effectively and all high level incidents should be recorded within this database.

Keeping records of bullying and harassment incidents will enable the school to:

- Manage individual cases effectively;
- Monitor and evaluate the effectiveness of strategies;
- Celebrate the anti-bullying work of the school;
- Demonstrate defensible decision making in the event of complaints being made;
- Engage and inform parents and other services as necessary.


Procedural steps in responding to bullying/harassment incidents:

The development of clear procedural steps for responding to bullying/harassment incidents are required to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour
- React to incidents in a reasonable, proportionate and consistent manner
- Protect the student who has experienced the bullying/harassing behaviour and provide appropriate support for the student
- Apply the appropriate Student Behaviour Support procedure for the student/s who has engaged in bullying/harassing behaviour and ensure that there is a positive outcome, adequate follow up and that relationships are restored for all involved.

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

➢ **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

➢ **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

➢ **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- ➤ **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- ➤ **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

- ➤ **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

- ➤ **Plan** the response with the student/s and their families to provide support, teaching and strategies.

- ➤ **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. **Preventing Bullying and Harassment**

Immaculate Heart plans for a safe, supportive and inclusive school to prevent bullying and harassment through the following strategies and initiatives:

1. Student 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. Give examples.
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. Give examples.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this. Give examples
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Give examples.
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. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students: Give examples.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection

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

Staff member Principal – Brendan O'Reilly – 3812 1077

Staff member APRE – Kelli Broadbent – 3812 1077

Staff member Guidance Counsellor – Sarah Rerrie – 3812 1077

## Cyberbullying

Cyberbullying is treated at Immaculate Heart with the same level of seriousness as direct bullying. Cyber bullying refers to bullying that occurs through the use of information and communication technologies.

- Cyber bullying is often combined with offline bullying.
- Cyber bullying may include a combination of behaviours such as pranking (i.e. hangup calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns on social networking sites.
- It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (e.g. setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).

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.

Immaculate Heart Primary School has developed clear procedural steps for responding to cyber bullying/harassment incidents to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviours – through intervention, calm discussions with all involved which state clearly that the behaviour must cease, teaching and modelling of productive behaviours, restorative practices, personnel resourcing and mediation.

- React to the incident in a reasonable, proportionate and consistent manner.

- Protect the student who has experienced the behaviour and provide appropriate support through referral to the guidance counsellors, in-class support, buddy systems and personnel resourcing on duty.

- Ensure there is a positive outcome by following up after the incident and that relationships are restored for all.

**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

- 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.

### PB4L Team Tier 1 Universals:

Student Support Team – Tier 1 data analysis • The student support team consists of the Principal, APRE, STIE, Guidance Counsellor, Speech Therapist and PLL. This team meets weekly and has the following priorities:

- Attendance data
- Responses to inappropriate behaviour and Response phases to be promoted and refined as required
- Whole school routines, procedures and transitions
- School wide positive reinforcement
- Playground equipment and activities
- Procedures: line up, moving around the school, play zones etc to be refined and refreshed as required.
- Consistent data entry by teachers on Engage system

Student Support Team – Tier 2 and 3 data analysis

- The student support team consists of the Principal, APRE, STIE, Guidance Counsellor, Speech Therapist and PLL. This team meets weekly and has the following priorities:

- o Analysing relevant behaviour data
- o Discussing any student concerns. This may be observations of the team or via lodgement of 'Request for Support' (through Engage) from teachers
- o Raising any teacher concerns and discussing best ways to support teachers
- o Addressing and revising tier 2 and 3 interventions
- o Releasing teachers to discuss particular concerns with the team as well as with parents

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**Relevant Brisbane Catholic Education Policies**

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

## Appendix A - Behaviour Definitions

### Minor Behaviours

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

| 13 | Incomplete tasks | Student has failed to complete a set piece of work in a clearly specified time frame | Has difficulty starting learning task, continuing on task or completing learning tasks |

## Major Behaviours

|  | Descriptor | Definition | Example |
|---|---|---|---|
| 1 | Verbal Aggression | Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear | Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice |
| 2 | Physical Aggression | Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear | Hitting, punching, hitting with an object, kicking, pulling hair, scratching |
| 3 | Bullying/Harassment | Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.<br>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' |

| | Descriptor | Definition | Example |
|---|---|---|---|
| | | | and online hate sites/bash boards. |
| 4 | Defiance/non-compliance | Failure or refusal to comply or obey directions, a resistance to authority | Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away |
| 5 | Disruption | Persistent behaviour causing an interruption in a class or an activity | Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour |
| 6 | Dress Code Violation | Student wears clothing that does not fit within the dress code of the school | "Gang" undershirts, offensive T-shirts, steel capped shoes. |
| 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. |

| | Descriptor | Definition | Example |
|---|---|---|---|
| 11 | Technology Violation | Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer | Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images) |
| 12 | Drug-use or Possession | Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions | Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment |
| 13 | Weapons Use or possession | A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm | Knife, toy gun, gun |
| 14 | Combustibles Use or possession | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage | Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid |
| 15 | Bomb Threat/False Alarm | Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school | The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat. |
| 16 | Concerning Sexual Behaviour | Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability<br>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading | Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public<br><br>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |

| | Descriptor | Definition | Example |
|---|---|---|---|
| 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 |