

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

At Sts Peter and Paul's School, we firmly believe that our core business is the learning of students. The Alice Springs (Mparntwe) Declaration (2019) states that "all young Australians must have opportunities to become successful learners who are confident and creative individuals and active and informed decision makers". As learning is integral to the success of a school, then any dialogue around student behaviour must be clearly connected to the learning of the students.



In the tradition of the Sisters of the Good Samaritan of the Order of St Benedict, we provide a contemporary primary school education that values Faith, Compassion, Community and Excellence. Vision Learn together for life and live the teachings of Jesus. Mission Educate the whole child by guiding and inspiring them to reach their potential.

Our School Context

Situated in the heart of the parish of Bulimba, Saints Peter and Paul's is a thriving coeducational school community. Our parish values the special educational mission undertaken by the school staff. Sts Peter & Paul's School offers a well-balanced Catholic education from Prep to Year Six following the tradition of the Sisters of the Good Samaritan. Currently, the student population is approximately 600 students.

Consultation and Review Process

This document is the product of a consultative and collaborative process involving staff, children and parents of the school attempting to create a plan that truly reflects the aspirations of our beliefs and values about learning and positive behaviour. Consultation occurred through Student Behaviour Support Committee meetings, staff meetings, meetings with BCE Support Staff and distribution of the draft plan for comment and review. It is hoped that, through the implementation of these practices, children will develop respectful and co-operative relationships and learn skills in positive behaviour and resilience.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

The general capabilities, a key dimension of the Australian Curriculum, encompass the knowledge, skills, behaviours and dispositions needed to assist our children to live and work successfully. At Sts Peter and Paul's our motto is 'Learning Together for Life'. We believe that everyone can be successful. A great learner is a student who is engaged in their learning and is developing the capacities to be collaborative, reflective, creative, organised, resilient, independent, curious, thoughtful and determined. We believe student behaviour is closely intertwined with effective learning and teaching. It is supported by safe, positive and productive learning environments based on respect, cooperation and consistency. Because behaviour is

learned there must be explicit teaching about appropriate expected behaviour and what it means. It is important that our approach should include strategies for instruction, practice, feedback, re-teaching, and encouragement. In doing this positive relationships will be promoted, creating a sense of community and engaging students in their learning. At Sts Peter and Paul's we believe students learn best when they feel they can, they want to and that they belong. In order to achieve this it is essential:

- They feel safe and respected
- They are a part of a supportive, welcoming school environment • Learning is engaging, challenging and collaborative
- There is teamwork and cooperation
- There are high expectations for behaviour and learning which are clearly stated, practised and reminded
- Behavioural expectations are explicitly taught as part of the curriculum

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.

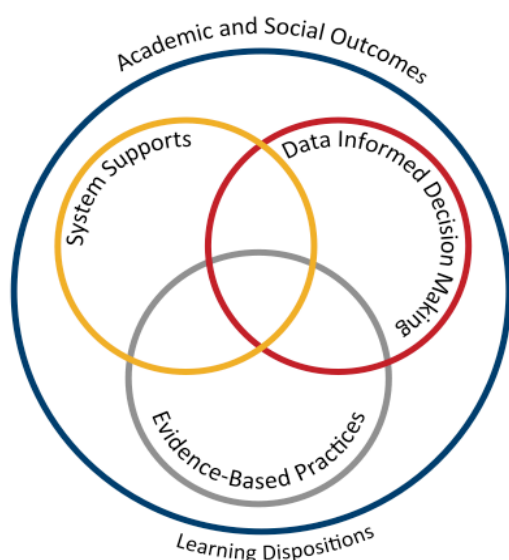


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

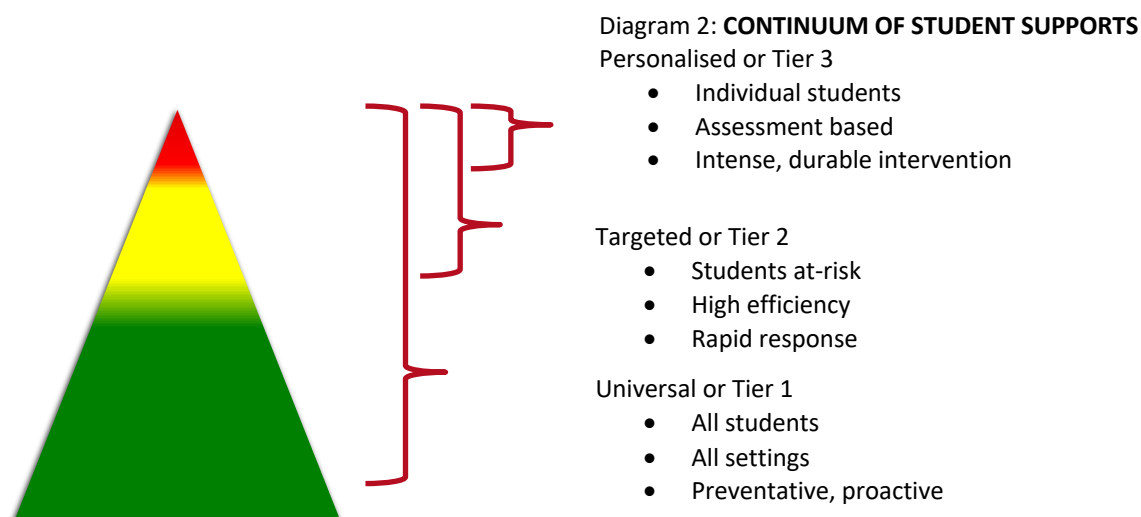
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

Our Universal Support Team is our teaching team supported in the first instance by the

- APA for P-2
- APRE for 3-6

Our Targeted/Individual Support Team also involves

- Support Teachers (Inclusive Education)
- Guidance Counsellor
- Principal

The Student Support Team meets weekly and involves:

Principal

APA

APRE

Support Teachers

Guidance Counsellor

Staff participate in ongoing professional development in the areas of:

- Positive Behaviour For Learning
- Restorative Practices
- Zones of Regulation
- Prevent-Teach-Reinforce (Functional Behaviour Assessment)

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:

- Be Respectful
- Be Responsible
- Be A Great Learner

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They

allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

Sts Peter & Paul's Catholic School
Expected Behaviour Matrix

Learning Playing Eating Gathering

BE SAFE	<ul style="list-style-type: none"> I use equipment correctly I wait my turn I move appropriately I use appropriate volume 	<ul style="list-style-type: none"> I use equipment correctly I am sun safe I am where I should be I follow the rules of the game 	<ul style="list-style-type: none"> I eat my own food I wait to be dismissed I store belongings safely I walk to play 	<ul style="list-style-type: none"> I aim to remain calm I use self-control I use clues in my environment I follow instructions
BE RESPECTFUL	<ul style="list-style-type: none"> I use kind words and manners I listen with my whole body I am cooperative 	<ul style="list-style-type: none"> I move safely I play fairly I am aware of others I follow instructions I ask for help 	<ul style="list-style-type: none"> I include others I clean up I follow instructions I sit to eat I use manner 	<ul style="list-style-type: none"> I am where I should be I am aware of others I use appropriate volume I listen with my whole body
BE A GREAT LEARNER	<ul style="list-style-type: none"> I give things a go I work cooperatively with others I stay on task I use positivity 	<ul style="list-style-type: none"> I am cooperative I bounce back I problem solve I try new things 	<ul style="list-style-type: none"> I am organised I follow instructions I consider healthy choices I listen to conversation I model excellent choices 	<ul style="list-style-type: none"> I am on time I listen to instructions I am present I aim to remain calm

Faith, Compassion, Community, Excellence

A GREAT LEARNER IS:
Organised
Collaborative
Reflective
Determined
Creative
Independent
Thoughtful
Resilient

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

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

2. Focus: Teaching Expected behaviour

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

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

- Orientation/re-orientation at the beginning of each school year
 - o Sts Peter and Paul's School Behaviour Matrix (of expected behaviour)
 - o Restorative Practices (model of repairing any harm caused to others as a result of one's own actions)
 - o Zones of Regulation Resource (empowering children to be self-aware and self-responsible when it comes to emotional regulation)

- Ongoing teaching and learning in class
 - o Driven by the APA providing messaging appropriate to current behaviour trends seen in Engage student behaviour data
- Assemblies (weekly)
 - o Where the 'Three Bees" (Be respectful, Be Safe, Be A Great Learner) visit in costume to reinforce expected behaviours
- Additional resources for the teaching and reteaching of expected behaviours are available to staff via the school portal

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
Student of The Week Awards (assembly)	Points system for reward (e.g. class dojo)
Bee Champion ticket draw & ice block reward (assembly)	Bee Champion ticket distribution to students displaying expected behaviours (submitted for draw via box in library)
Expected Behaviours (Be Respectful, Be Safe and Bee A Great Learner) displayed in each play space for student/staff reference	Expected Behaviour Matrix displayed in each classroom space for student/staff reference
Visit to the Leadership Team/office to shared exemplary student work/effort for positive reinforcement and feedback	Referral of students who have completed exemplary work/demonstrated determination and effort in their learning to the office for positive reinforcement and feedback.

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.
- • 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 with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- • Guidance Counsellor support services
- • Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- • Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by

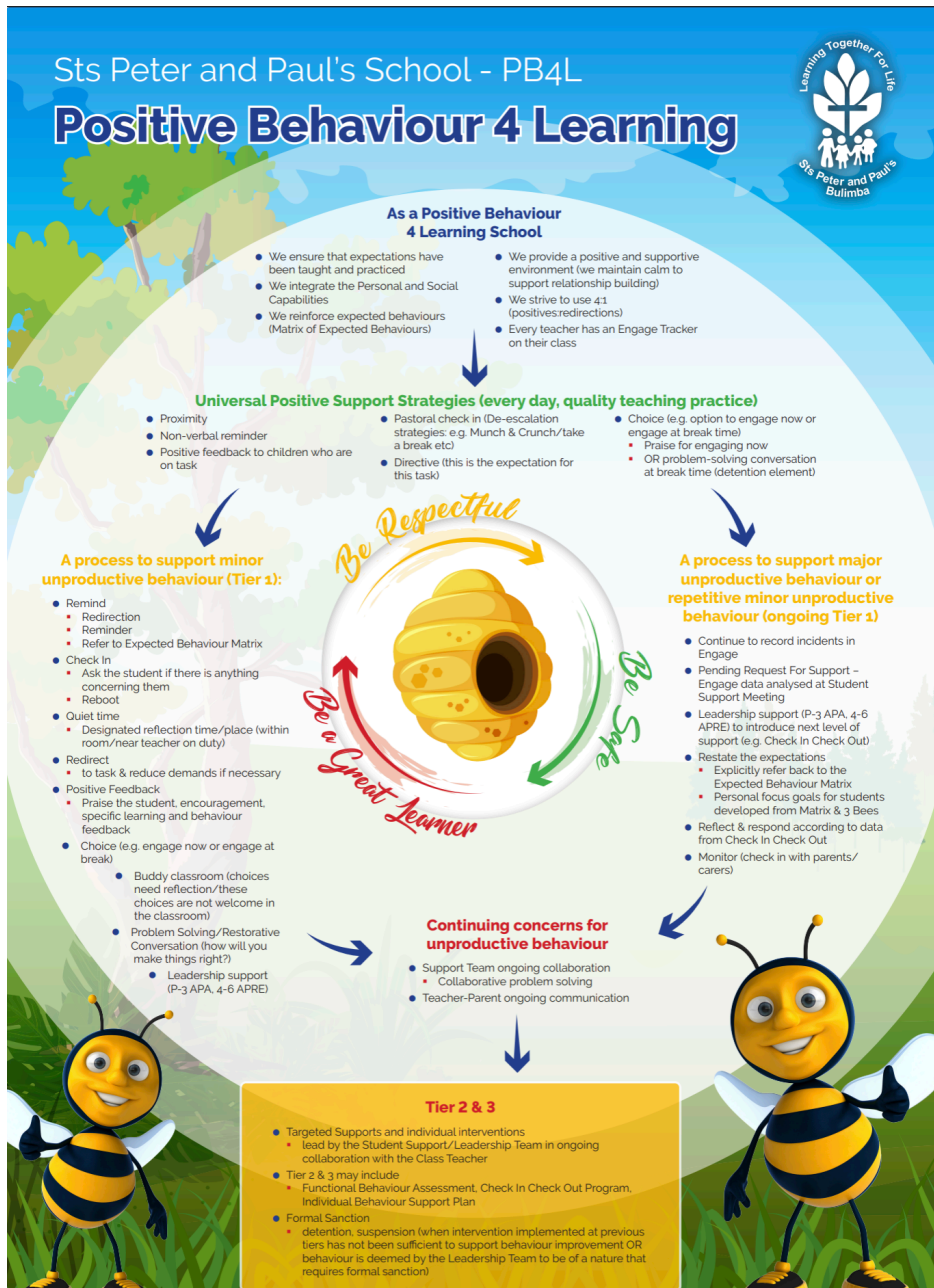
teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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

The Sts Peter and Paul’s School flowchart of Responses implemented by the school is found below.



5. BCE Formal Sanctions

Sts Peter and Paul's School aligns with BCE procedures for formal sanctions as a Tier 3 response (as indicated in the diagram of responses above).

- Detention process** at Sts Peter and Paul's School: takes place as a Tier 3 response (as per diagram above). Principal, APA or APRE can nominate a detention, the school leadership supervises an 'in school detention', parents are responsible for supervising 'at home detentions'. Parents are notified verbally and in writing of the detention.
- Suspension process** at Sts Peter and Paul's School: takes place as a Tier 3 response (as per diagram above). Principal, APA or APRE can nominate a suspension, the school leadership team completes the Suspension record in Engage, parents are notified verbally and in writing via official suspension letter. A re-entry meeting with relevant parties including child, parents/carers

and school leadership team member/s takes place following suspension and prior to returning to school routine.

Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. A student should be suspended for the shortest time necessary, and the school, the student and their parents/carers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student focused re- engagement strategies.

Suspension is the temporary, 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/caregiver's 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.

Examples of when a suspension may occur, if so decided by the principal, include:

- When reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/caregivers regarding misbehaviour that the school finds inappropriate, and which may lead to suspension
- When all actions have been recorded in appropriate school files/systems or in Brisbane Catholic Education Student Behaviour Support database
- Persistent non-compliance: students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse;
- Persistent disruption: students who persistently disrupt and prevent the learning and teaching of others; and
- Breach school's Student Behaviour Support Plan: students who seriously breach the school's published rules and regulations

Suspension 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
- Allow a cooling off period and time to muster school and/or Brisbane Catholic Education resources, and set in motion a plan for assisting the student to demonstrate behaviour
- Establish a negotiation process for the student's re-entry to the school, based on the student achieving some explicit goals related to improved behaviour

- Ensure that the student’s parents/caregivers are aware of the seriousness of the student’s behaviour and are involved in the process of negotiation for re-entry
- Protect the right of staff and students to establish environments that promote a positive learning environment for all
- **Exclusion** - at Sts Peter and Paul’s School: is considered when considerable behaviour at odds with the schools expected behaviours exist and negatively impact the wellbeing of other students and staff. The school leadership and support team, supported by relevant BCE representatives (e.g. this may include combinations of, but is not limited to: Executive Director, Senior Leader, Cluster Manager, Education Officer Inclusive Education, BCE Health and Safety) determine proposal of exclusion.

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: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – information, prevention, and school 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 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

Sts Peter and Paul's School provides professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment annually via Student Protection Training.

2. Teaching about Bullying and Harassment

Sts Peter and Paul's School use the approved curriculum (ACARA - including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. This content is reflected in approved planning templates prior to teaching and learning and undergoes curriculum compliance cross checking by the Primary Learning Leader and Assistant Principal Religious Education.

3. Responding to Bullying and Harassment

Every person within Sts Peter and Paul's School community is encouraged to be vigilant in recognising and discouraging bullying in any form, and to foster gentleness and tolerance so that our school is a happy and supportive community of learners. Raising awareness of bullying and promoting a supportive climate for children is the responsibility of all within the school community.

It must be noted that not all behaviours are bullying, despite having been perceived differently by some students. Behaviours deemed as bullying are clarified against the definition as detailed in this policy (below). All staff are briefed annually on the requirements of this policy regarding behaviour support and bullying.

The following strategies are implemented as a proactive deterrent to bullying behaviours:

- The school has a duty of care for both the victim and the perpetrator of bullying and must advocate for both parties;
 - Constant reinforcement of Expected Student Behaviour occurs; • Spelling out what each element of Expected Behaviours looks like, sounds like and feels like must occur in classroom teaching and re-teaching;
 - Whole school behaviour plan (including Agreed Responses to behaviour) is adhered to;
 - Social Skills programs implemented where appropriate (determined by the Student Support Team);
 - Student Protection Program (within the Health Curriculum);
 - Displaying "Feeling Un-Safe" posters in all student access areas (& highlighting of these by classroom teacher and on assembly each term);
 - Student participation in awareness programs such as the Daniel Morcombe Program and Cyber awareness programs;
 - Staff (Student Protection) training to ensure consistency of approach and provide strategies to handle disclosures of aggressive or bullying behaviour;
 - We recognise that there are students within our community with specific learning and behavioural differences. This is considered in regard to bullying situations as these children may be at risk of being more involved in bullying situations either as the victim or the perpetrator.
-
- **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

Sts Peter and Paul's School plans for a safe, supportive and inclusive school to prevent bullying and harassment.

Measures to proactively support this include:

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. The 'Three Bees' (Be Respectful, Be Safe & Be A Great Learner) messaging is represented at each school assembly.
2. Staff communication and professional learning: Staff will be supported with ongoing 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. Such professional learning includes Positive Behaviour For Learning (PB4L), Restorative Practices and Reboot. Continuous messaging throughout the school year via the weekly Staff Memo re: supporting school wide Expected behaviours takes place.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff complete mandatory Student Protection Training annually.
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 14 following ways: new staff (Staff Handbook & Induction), casual staff (Relief Folder contents) on arrival for each casual day.
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. Positive Behaviour for learning is a recurring theme within our weekly newsletter/newsflash as well as school social media.

6. Explicit promotion of social and emotional competencies among students: Social and emotional competencies are highlighted by teachers in relation to their teaching of the relevant stage of the Australian Curriculum. In addition to the schools use of the Zones of Regulation resource which is communicated regularly about via the school newsletter/newsflash as well as school social media. Zones of Regulation is common language across the school and Zones of Regulation posters can be found in every classroom for reference.

Key contacts for students and parents to report bullying

Lisa McCormick – Principal – 07 3399 1281

Julia McLean – Assistant Principal Administration – 07 3399 1281

Sarah Esbensen – Assistant Principal Religious Education – 07 3399 1281

Kimberley Bock – Guidance Counsellor – 07 3399 1281

Nicole Jones – Support Teacher – 07 3399 1281

Brooke Fitzgibbon – Support Teacher – 07 3399 1281

Cyberbullying

Cyberbullying is treated at Sts Peter & Paul's School 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.

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.

Sts Peter and Paul's School responds to incidents of cyber bullying and harassment via:

- 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. 15
- 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

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.

Sts Peter and Paul's School uses behavioural data together with other data sources to make data informed decisions about student supports. This includes teaching/support and leadership staff tracking relevant behaviour data daily, weekly Student Support Team meetings where student behaviours and supports (universal, targeted, personalised etc) are reviewed via Requests For Support submitted as deemed necessary via classroom teachers.

References

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

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. 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 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.

	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

Approve: Principal

Issue date: 23/03/2026

Next review date: 2028