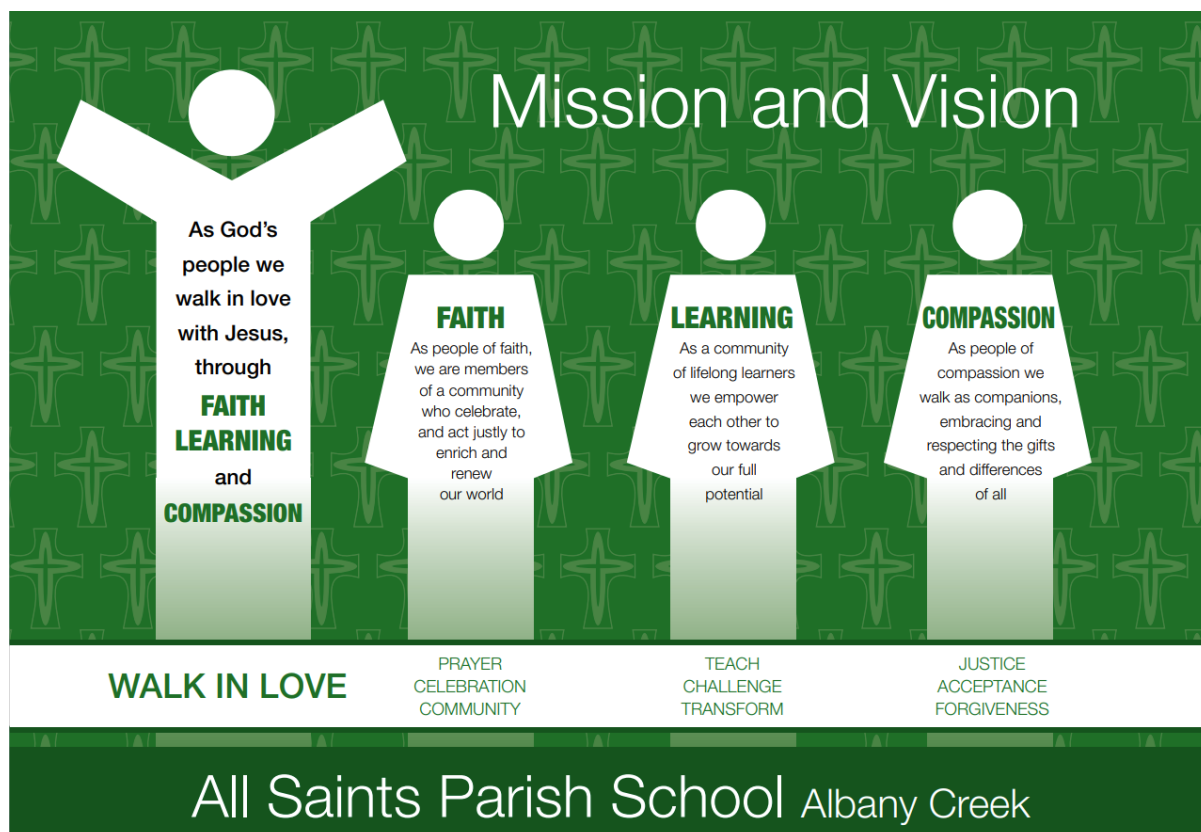


ALL SAINTS PARISH PRIMARY SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform



At All Saints we strive to be people of faith, learning and compassion as we walk in love with Jesus. In light of this statement our student behaviour support plan contributes to this mission through including the following features which are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students.

- *Quality relationships and partnerships* – the fostering of respectful interpersonal relationships among and between all community members.
- *A commitment to justice and service* – identifying and eliminating barriers that hinder students' participation and achievement.
- *Inclusive learning and teaching* – welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties.
- *Formation in self-discipline and responsibility* – the development in students the qualities of self-discipline and reciprocal responsibility and a social conscience.
- *Effective networks of care across the community* – partnerships with the wider community, church groups, support services.
- *Organisational structures* – the establishment of specific whole-school structures, processes and arrangements to support student formation and redirection, grievances and appeals, reconciliation and restoration.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and during related off campus activities can be effective and students can participate positively within our school community. Through our school plan shared expectations for student behaviour are clear for everyone, assisting All Saints to create and maintain a safe and productive learning and teaching environment.

Our School Context

All Saints, Albany Creek, is located in the northern suburbs of Brisbane. Currently there are 619 students enrolled, 70.2% of whom identify as Catholic.

Consultation and Review Process

All Saints Primary School developed this Student Support Plan with our school community. The staff have engaged with professional development led by BCE staff about the Positive Behaviours 4 Learning Framework. Staff continued to meet to create the behaviour expectation matrix guided by a committee comprised of administration staff, teachers and the guidance counsellor. This committee met to consult and review practices and procedures to ensure the continued progress of the adoption of a PB4L framework. The matrix has also been shared with parents. It is our expectation that these procedures are regularly reviewed with staff, parents and students, at least 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.

The following beliefs reflect current literature in positive behaviour supports.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition

for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

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.

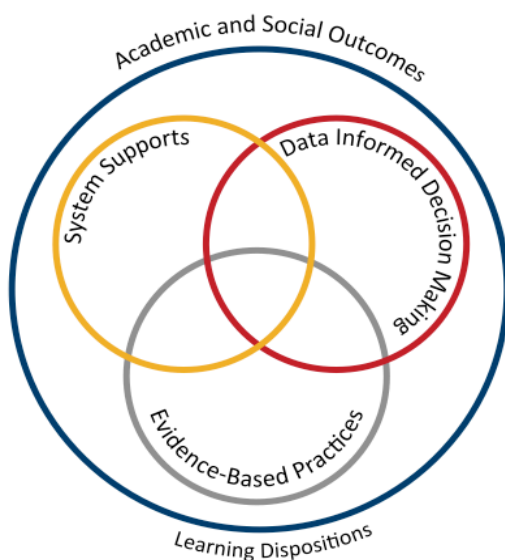


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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

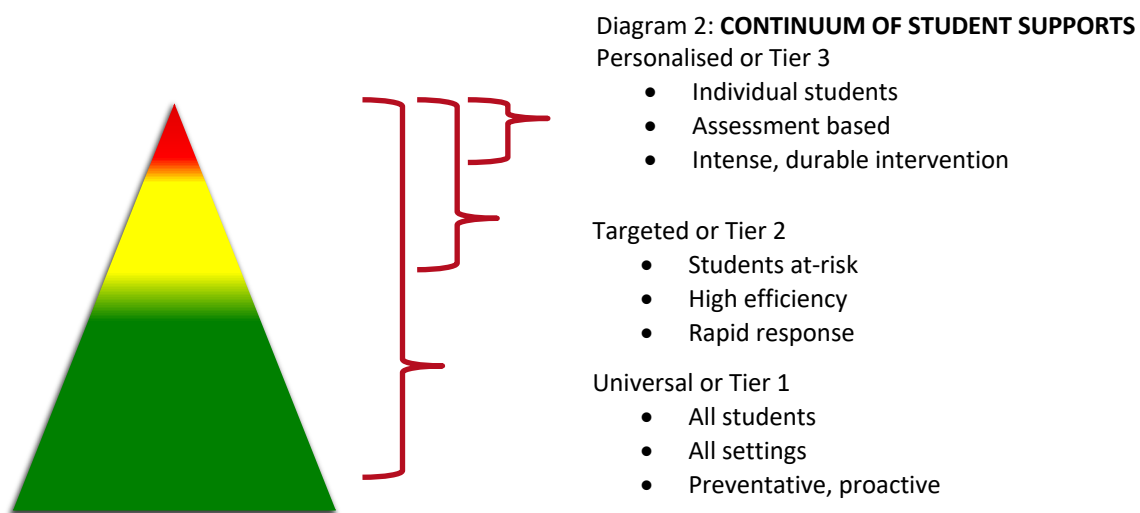
universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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 staff

At All Saints there are two Student Behaviour Support Teams:

Universal Support Team:

Principal, Assistant Principals, Guidance Counsellor, Support Teacher Inclusive Education. This team meets every week to discuss data gathered from Engage and to review and refine any issues arising from the implementation of the framework. Recommendations for specific students, areas where incidents occur, and times of incidents can then be made to the relevant stakeholders.

Targeted & Personalised Support Team – Tier 2 & 3 Support Team

Principal, Assistant Principals, Guidance Counsellor, Support Teacher Inclusive Education. The Student Behaviour Support Team meet weekly to analyse the school data and to discuss support needed beyond universal support. The analysis of the data is used by the team to

adjust individual, class and whole school practices. As part of their agenda, students with wellbeing concerns are discussed. Students requiring support are identified and where required a follow-up specific Tier 2 or 3 meeting are held. Agendas and Minutes are kept on the school portal. Meetings will happen as required.

Professional Learning Opportunities

Staff are engaged in ongoing professional learning that enables staff to build their capacity in the implementation of PB4L. Professional learning includes:

- Induction processes to school PB4L processes and Student Behaviour Support Plan.
- Completion of modules in the BCE Spire resources in Effective Classroom Practices and Responses (ECPR).
- Maintaining a currency in effective contemporary pedagogy by participating in professional learning initiatives. Staff that have effective pedagogy will have engaged students.
- Engaged with MAPA – Non-violent crisis intervention training. Trauma-informed practices in classrooms.
- Members of Leadership including Principal, APRE and Guidance Counsellor are trained Student Protection Contacts.
- All staff complete mandatory training at the commencement of each school year, including Code of Conduct and Student Protection.
- Ongoing training is provided for ST:IEs and GCs in Prevent, Teach, Respond, in relation to the use of functional behaviour assessments and more strategic responses for students requiring higher levels of behaviour support.

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 based on our mission statement focus - WALK:

- **W**e Respect
- **A**ct Responsibly
- **L**earn Together
- **K**eeP Safe

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.



At All Saints, we WALK in Love when.....

	LEARNING SPACES	PLAY SPACES	ASSEMBLY/ LITURGY/MASS	ON THE GO	COMMUNITY
We respect	<ul style="list-style-type: none"> I respect everyone's right to learn I respect my own and others property I listen and respond appropriately I co-operate, encourage and include others 	<ul style="list-style-type: none"> I care for the environment I play fairly I speak and act respectfully I use school property and equipment respectfully 	<ul style="list-style-type: none"> I listen and respond appropriately I participate fully and reverently in rituals 	<ul style="list-style-type: none"> I walk safely and quietly I am calm and patient I put rubbish in the bin I listen and respond appropriately 	<ul style="list-style-type: none"> I welcome others I use my manners I respect everyone's right to listen and speak I listen and respond appropriately
Act responsibly	<ul style="list-style-type: none"> I am ready to learn I am organised I begin and stay on task I am responsible for my words and actions I keep my area clean and tidy 	<ul style="list-style-type: none"> I play in the correct area I move when the bell rings I am responsible for my words and actions I ask for help from a teacher 	<ul style="list-style-type: none"> I am responsible for my actions 	<ul style="list-style-type: none"> I arrive on time I return promptly to the classroom I ask permission to leave an area I stay in the right area 	<ul style="list-style-type: none"> I lead by example I take care of my belongings
Learn together	<ul style="list-style-type: none"> I set, work towards and achieve goals I contribute positively to learning I contribute positively to the learning of others 	<ul style="list-style-type: none"> I include others I problem solve in the playground I wait my turn 	<ul style="list-style-type: none"> I participate by learning responses and singing hymns 	<ul style="list-style-type: none"> I support others to do the right thing through my words and actions 	<ul style="list-style-type: none"> I contribute positively to learning
Keep safe	<ul style="list-style-type: none"> I use my hands and feet safely I use equipment safely I move with care for myself and others I follow instructions I am a STAR ICT user 	<ul style="list-style-type: none"> I use playground equipment safely I am sun safe I move with care for myself and others I use my hands and feet safely 	<ul style="list-style-type: none"> I am calm and allow others their personal space 	<ul style="list-style-type: none"> I move with care for myself and others I use toilets appropriately I use my hands and feet safely 	<ul style="list-style-type: none"> I stay with my class I follow staff instructions I am a STAR ICT user in the cyber community

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.

Staff follow the approach below in a positive teaching/learning cycle.

- Focus – know our learners, build strong relationships with students, provide a calm routine and a safe learning environment.
- Teach – explicitly teaching of expected behaviours
- Remind – regularly remind students of behaviour, procedures, and routines
- Supervise – monitor student performance or compliance in all settings
- Feedback – provide feedback

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

- Beginning of school year focus
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- 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:

- Classroom practices that encourage expected behaviours
- Classroom recognition based on dispositions
- Student of the week awards
- Playground awards based on PB4L matrix, sticks for section of our WALK.
- Teaching of social emotional program, *Second Steps*
- Weekly classroom wellbeing check-ins

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.

- Learning Support staff work with individual students to share social stories that are specific to their social learning needs. These are then reinforced with the students by the classroom teachers.
- Access to outside support programs that focus on student personal and social capabilities including a program run by Luke McKenna called 'Unleashing Personal Potential' for students in years 5 and David Jorna's Leadership Program for year 6.
- Activity room at both breaks supports students experiencing difficulty socialising.

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

To further clarify different strategies listed above:

Responses to minor behaviours may include

- Re-teach
- Remind of expectations
- Decrease demands
- Set limits
- Apology
- Encourage expected behaviour
- Logical consequences
- Self-regulation break
- Restorative conversation- teacher/student/s
- Problem solving conversation- teacher/ student/s

Responses to repeated minor behaviours may include

- Targeted/strategic levels of teaching response
- Personalised remind/re-teach/reward
- Personalised PB4L tracking- teacher/student/parents
- Parents contacted by teacher
- Supported play
- Engage request for support complete

Responses to major behaviours may include

- Restorative conversation- Leadership/student/s
- Problem solving conversation- Leadership/ student/s
- Supported play
- Detention
- Time out in office
- Self-regulation break
- Parents contacted by leadership
- Crisis management plan followed
- Engage request for support completed
- Check in check out- Collaborative Team



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.

Detention process

In response to repeated minor or major behaviours, the Leadership Team nominates detention during break times in consultation with class teachers. A Leadership Team member is to supervise, repair relationships, apply restorative practices, make plans for appropriate behaviour, or completion of classwork. Class teachers will notify parents. All detentions, including ‘non-class’ time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

Suspension process

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, fulltime or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the 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 record of the suspension is made in Engage. Re-entry meetings occur with the parent, student and Principal.

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. The Parents will be informed of the decision made by the Executive Director by the Principal.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and 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/college responses

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

Definition

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

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

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

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

There are also some behaviours, which, although they may 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.

Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are defining features of a dynamic, Christ-centred community.

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

The National Safe School's Framework (2011) states a safe and supportive school is one in which "...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". In line with this framework, All Saints is:

- Committed to positive, proactive practices in support of student behaviour and wellbeing
- Dedicated to ensuring Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships
- Passionate about fostering respectful interpersonal relationships among and between all community members
- Focussed on promoting positive behaviour support as an integral part of all learning and teaching experiences

At All Saints there are many ways in which we provide professional learning & information to our community:

- During PD day (or upon induction) staff will be taken through the SBSP, Child Youth Risk Management Strategy as well as PB4L.
- Staff members will participate in ongoing professional development relating to behaviour education to ensure a proactive approach is adopted and adapted. During staff meetings throughout the year- staff will revisit bullying, definitions, responses, process, entering behaviour on Engage.
- Our school curriculum will include the promotion of inclusion, acceptance, tolerance, love and friendship with strong anti-bullying messages and strategies eg: class culture established, identified Religious Life of our School.
- Classroom teachers will discuss and clarify our school's approach with the students in his or her class at the start of each year and at regular intervals throughout the year as a priority. For example, engagement in Bullying No Way Day at School, weekly assembly, special presentations at assembly and opportunities for students to practise key messages, etc.
- Community awareness to promote our school's programs and response is a priority. This is achieved through parent information sessions, home & school communication, school website, newsletters, class correspondence and school assemblies, staff and parents' handbook.

Brisbane Catholic Education promotes the use of positive language that supports the values of the National Safe Schools' Framework 2011 and the Australian Curriculum (i.e. Civic and Citizenship, Health and Physical Education Curriculum and the General Capabilities).

The terms 'bullies' and 'victims' are not recommended as appropriate terminology to use when identifying, reporting, recording and responding to incidents of bullying. More appropriate terms to use may include 'bullied students', 'students who are bullied', 'students who bully' and 'students who engage in bullying behaviour'. This will ensure that the unacceptable behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

2. Teaching about Bullying and Harassment

All Saints Primary School utilises a range of education programs and strategies to promote positive behaviours including reporting of bullying and preventing bullying behaviours. ACARA personal and social capabilities, BCE Religious Education Curriculum and PB4L are embed in our ways of working and teaching.

- Our school has a positive pro-active approach to support students in making the right choices through our WALK matrix
- Classroom expectations are explicitly taught, with the inclusion of student voice, and communicated.
- There is an option of structured play at break times as part of our teacher supervision roster to support learning and social skills.

- Catholic Perspectives are addressed in planning documents helping to support the teaching of healthy relationships and positive behaviours.
- HPE curriculum is taught by class/ specialist teacher addressing safety issues as per year level curriculum demands.
- Acceptable use of technology agreement for students. These are unpacked by class teachers, acknowledged and accepted by parents.
- Personal safety lessons completed by class teachers- teachers access resources such as Daniel Morecombe "Keeping Kids Safe" resources, kids help line online resources, 'bullying no way' website resources, safety commissioner resources, and Second Steps
- All Saints School employs a Guidance Counsellor on-site full-time. The Guidance Counsellor coordinates social-emotional and wellbeing programs within the school and is available to assist students involved in bullying incidents by providing counselling support.

3. Responding to Bullying and Harassment

Students or parents or teachers should express their concerns regarding a suspected bullying incident either verbally or via email to the class teacher in the first instance.

All suspected incidents of bullying will be communicated to the principal who will delegate the staff involved in following the process outlined below.

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

At All Saints, we plan for a safe, supportive and inclusive school to prevent bullying and harassment through

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. PB4L announcements and recognition, Day for Daniel, Bullying No Way Day and the mantra is repeated 'I have the right to feel safe at all times' and the principal repeatedly asks for students to repeat 'What is my most important job?', students reply 'to keep us safe'. Students reminded by all staff with their right to be safe is the responsibility to tell someone about it if they feel unsafe, we use the hand to display five people who they trust.
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.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying through staff meetings.
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. Staff are provided with a Sway Handbook which shares their responsibilities.
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. Examples include promotion of Bullying No Way resources, School TV, All Saints podcast, regular communication through newsletters.
6. Explicit promotion of social and emotional competencies among students: teachers refer to the personal and social capabilities continuum when examining data of students.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection, such as Be You, Second Steps.

Key contacts for students and parents to report bullying

Principal – Roycelyn Wilden – 3325 6900

Assistant Principal Administration – Shelley Isbester – 3325 6900

Assistant Principal Religious Education – Jess Marshall – 3325 6900

Assistant Principal Teaching and Learning – Suellen Cotter – 3325 6900

Guidance Counsellor – Tanya Munro – 3325 6900

Cyberbullying

Cyberbullying is treated at All Saints Parish 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.

Incidents that occur during school time or using school device should be reported to the school. IT staff will investigate any incidents involving the school equipment. Parents will be contacted. Please refer to Acceptable use of Technology Agreement. Parents are welcome to inform the school of any incidents outside of school hours, however the school is not responsible for dealing with these issues (eg social media) or offering support to students in these instances.

Resources

The Australian Curriculum  provides the framework for our 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
- Day for Daniel (Daniel Morcormbe Foundation)
- Second Steps
- Internet Safe Education – Think U Know through the Federal Police

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.

Tier 2 and Tier 3 teams regularly review data on Engage as per processes outlined above. The Student Engagement Team meet and as part of their processes analyse and prioritise

students requiring or enrolled in Targeted and Personalised Supports. The Leadership Team regularly review bullying data available on BI.

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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

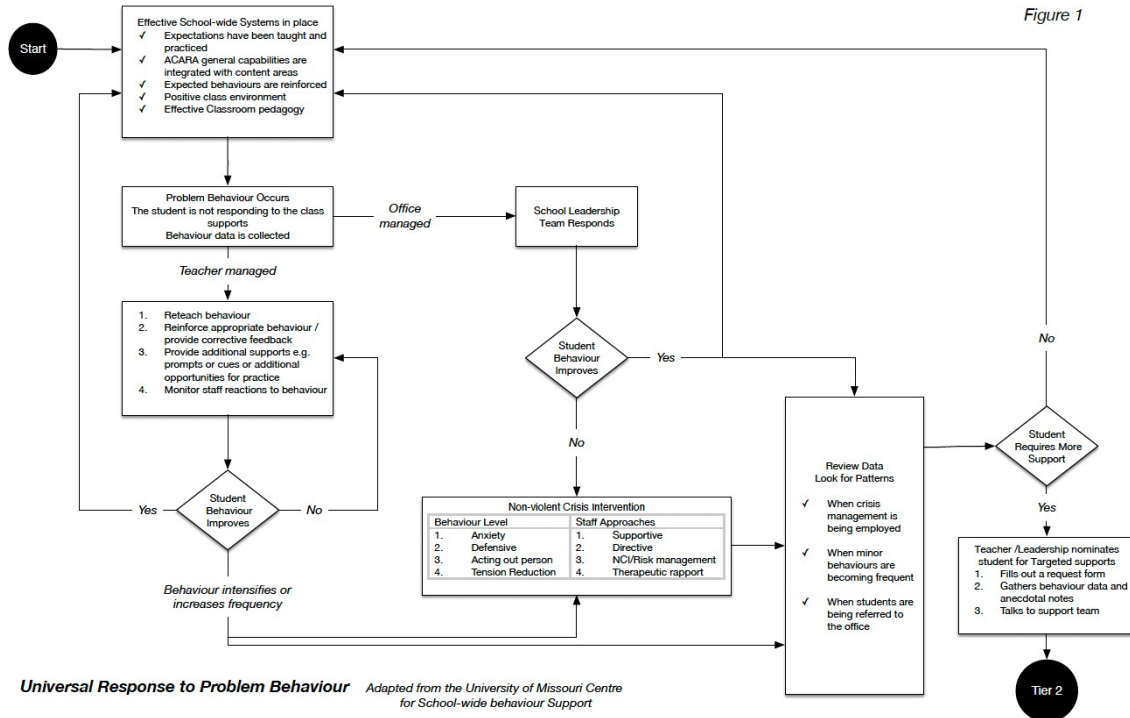
Major Behaviours

	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	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence;</p> <p>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>Racial: taunts, graffiti, gestures, intimidation;</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.</p>
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

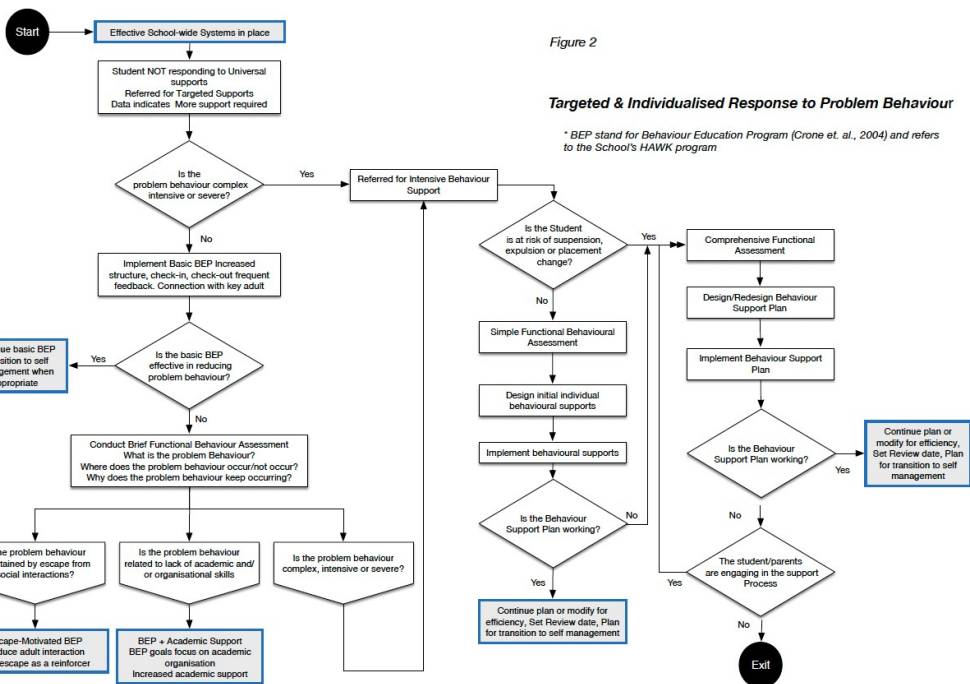
	Descriptor	Definition	Example
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within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

	Descriptor	Definition	Example
		use is capable of causing bodily harm	
15	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
16	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.
17	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.
18	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
19	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

Universal Response to Problem Behaviour



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Approver: Principal Issue date: 2/03/2026 Next review date: 2/7/2028