



ST DYMUNA'S

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

OUR VISION

St Dymphna's seeks to provide a quality learning environment reflecting the Josephite spirit, so that our students are faith filled and prepared to make a difference. We aspire to be a community which truly reflects the vision of God's love for all.

MISSION

Our Mission is to be a welcoming and supportive Community where children experience inclusive and empowering Learning and where Faith is inspired by Gospel values.

Our School Context, Charism and History

The Sisters of St. Joseph opened St. Dymphna's School in 1963, with the Church and School covering a large area of land fronting Robinson Road, Aspley. St. Dymphna's is in the northern suburbs of Brisbane with a large majority of students living in and around Aspley, Bridgeman Downs, Carseldine, and Zillmere.

With significant student numbers, the school has over seventy staff, including a leadership team consisting of Principal, APA (Assistant Principal Administration) and APRE (Assistant Principal Religious Education). Our well-trained and dedicated staff offer high-quality teaching and learning in a very well-resourced and supportive environment. The school actively supports a range of social justice pursuits including Caritas, St. Vincent de Paul, Catholic Mission and Aspley Care (Parish outreach group).



Our school motto is **"Together We Walk in God's Light."**

A Catholic Christian school derives its identity and culture from its Catholic Christian character, known as its Charism. The central influence on the charism of the school is the person of Christ.

St Dymphna's School draws inspiration from its founding congregation, the Sisters of St Joseph. In 1963, two Sisters of St Joseph established the school enrolling ninety-year one students in the first class. The Sisters of St Joseph are an Australian congregation founded by St Mary MacKillop. Mary MacKillop was a strong, tender woman with boundless energy, who was prepared to go through anything to help anyone in need. The Josephine charism is reflected in our school Vision and Mission statement.

The name of our school 'St Dympna' is taken from a young Irish saint\martyr who is the patron of Mental Illness. As her life story was not entirely appropriate for children, as part of our Catholic Identity Dialogue School Project she was recontextualised to become for us the patron of mental health and wellbeing.

St Dympna's school takes the wellbeing of all its members very seriously and actively promotes activities to support this for example, a Wellness Week in the middle of every term. Wellbeing is highly important in the way we deal with children and incidents and consider the human dignity of each individual, made in the image of God.

Consultation and Review Process

St Dympna's School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with students and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents (ENGAGE data) and attendance also informed the plan. The Plan was endorsed by the Principal and the Senior Leader Progress and Performance and will be reviewed annually.

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.

Student behaviour support is at the core of business for all teachers. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. The positive behaviour begins in the classroom, with each individual student. This belief, learning and teaching is the foundation of the Alice Springs Declaration: Mparntwe.

The St Dympna's Student Behaviour Support Plan (SBSP) is based on our Mission and Vision Statement and our shared Beliefs and Values. St Dympna's has high behavioural expectations and believes in a school-wide system of support that includes proactive strategies for supporting appropriate student behaviour.

It is designed so that everyone in our school community is aware of our clear, consistent and positive approach to behaviour. While discouraging unexpected behaviour, we take every opportunity to reinforce positive behaviour. While making children take responsibility for their actions, we look to improve school situations and environments to encourage change and success. While setting clear expectations of acceptable behaviour at St Dympna's, we use a system of data collection and analysis in a team setting to support children with severe behaviour problems.

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.

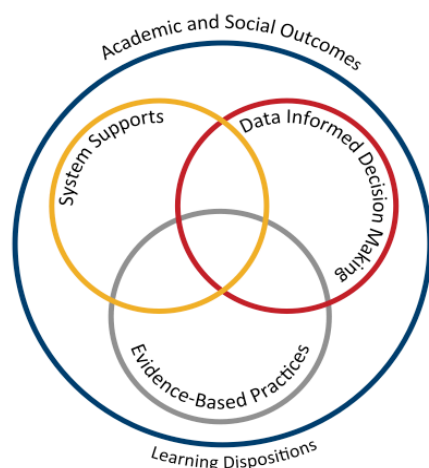


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

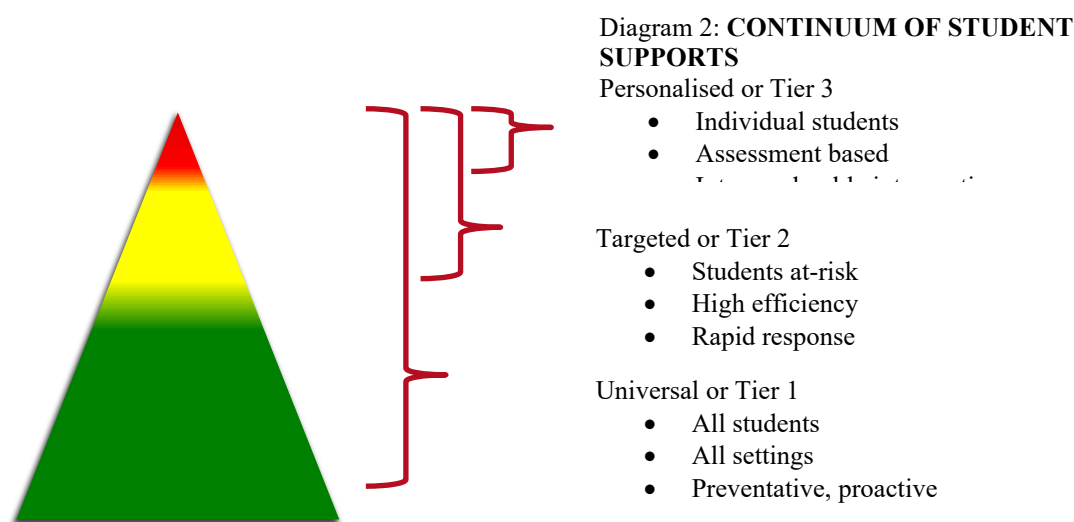
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 Enrichment Team is made up of Support Teachers Inclusive Education, Guidance Counsellor, Primary Learning Leader and a Leadership Team Member. This team meets on a weekly basis and addresses issues for students with needs that inform the agenda and minutes.

Our PB4L behaviour support consists of

Tier 1 - Universal Support Team:

St Dympna's with the support of BCE EOSW will begin implementing Tier 1 Team and processes in 2023. The Tier 1 Team is made up of the APRE, PLL and 4 classroom teachers. This team will begin to meet each term to discuss Engage data. Agendas and Minutes are kept on the school portal.

Tier 2 & 3 Support Teams

The Enrichment Team made up of STIE, GC and AP, PLL meets weekly. As part of their agenda, students with wellbeing concerns are discussed. Students requiring support are identified and

where required a follow-up Tier 2 or 3 meeting including the Leadership Team are held. Agendas and Minutes are kept on the school portal. Meetings will happen as required.

Professional Learning

There is ongoing professional learning on PB4L, SBSP and CYRMS with staff at January PD Days, staff meetings and upon induction of new staff. Education Officer Student Support, STIE's, GC and PLL are all involved in professional development with staff.

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



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

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social

management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected Behaviour

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

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

- *Weekly expectation focus-explicitly teach/ practise/model/unpack in the classroom the weekly expectation.*
- *Completing classroom y charts for each expectation.*
- *Teachers on duty- teach, name, affirm the focus for the week*
- *Take staged photos of students following (or not following) the expectation.*
- *Video students explaining expectations of what it means to show on assembly.*
- *Create social stories*
- *Do role plays, scripted drama*
- *Create Posters,*
- *Share/ create songs/jingles/raps.*
- *Buddy learning*
- *Create big books to read to preppies.*
- *Make Sways and using digital resources to unpack behaviour*
- *Explaining appropriate consequences for not meeting behaviour expectations*
- *Explaining why a behaviour is expected or a consequence is necessary*

Who school strategies to support the teaching of expected behaviours include

- *Resource space on the portal/teams with folders for each candle in the matrix.*
- *Assembly and line-up - talk to behaviours*
- *Assembly awards based on the expectations in the matrix*
- *Visual cues eg screen saver, posters, signage photos displayed*
- *Information and articles shared in the newsletter*
- *Staff meeting sharing of ideas.*
- *Staff share from the staff meetings will go out in newsletter.*
- *Staff news- information shared.*
- *Copies of candles/matrix in playground supervision bags*
- *Applying appropriate consequences for not meeting behaviour expectations*
- *Maintaining effective communication and sharing a common language about behaviour in our school community*

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

- *Class encouragers*
- *Verbal praise and affirmations*
- *Class reward systems*
- *Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)*
- *Whole class rewards (parties, fun days, game time, sport, DVDs)*
- *Phone calls, emails or communication to parents*
- *Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy classes, parents)*



School practices that encourage expected behaviours

- *Walk Stickers- students are rewarded with WALK stickers during break time. Which match the categories on the matrix. These stickers are tallied as a school and during wellbeing week (week 5) and/or end of term (week 10) those students who have achieved 10 stickers will be rewarded with an ice-block with the principal. At the end of term, the highest achievers will also be acknowledged with a certificate at assembly.*
- *Fortnightly assembly award*
- *Public display of work (classroom, library)*
- *Recognition on assembly or school lone up for achievement in cultural, sporting community, academic areas.*

To support school wide responses to behaviour the teachers may draw upon a variety of social emotional programmes which include Zones of Regulation, We Thinkers, Friendology.

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*
- *Enrichment Team case management - planning and implementation of individualised support plans and monitoring data*
- *Partnerships with outside support agencies and specialists*
- *Individual Crisis Management Plan*

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
Self regulation break (chill out time, quiet time, time out) Set limits Supported play Individual crisis support and management plan time out in the office Check-in check-out Decrease demands	Remind/reteach/reward Problem solving conversation (student/teacher -work it out plan) Problem solving conversation (student/ teacher/leadership) Parents contacted (teacher or leadership) meeting with parent/ teacher/ Leadership/student Engage request for support	Student apology Logical consequences Student contributes back to the class or school community Restorative conversation(teacher/student) Restorative conversation(Leadership/student)

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 completed*

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 is to notify parents.

Suspension process

It is the Principal's/AP/APRE decision to suspend a child. The Principal/AP /APRE will notify the parents via phone and with suspension letter. Suspension may occur at home or school at the Principal's/AP/APRE discretion. The Principal/AP/APRE completes the record on Engage. Re-entry meeting occurs with parent, child and Principal.

Negotiated Change of School

Negotiated change of school for a student may be considered to protect the wellbeing of a school community e.g., when a student's continuing presence poses a danger to that community's safety. A negotiated change of school offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. The Principal will provide the family with an opportunity to discuss the implications of the negotiated change of school and provide information about why the change is being proposed.

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.

For appeals, the school aligns to BCE processes.

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

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

Definition

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

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

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

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

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

Our school uses the PB4L framework 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

At St Dymphna's 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, assembly prayer 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 nights, home & school communication, school website, newsletters, class correspondence and school assemblies, staff and parents' handbook.

2. Teaching about Bullying and Harassment

- Our school has a positive pro-active approach to support students in making the right choices through our matrix where "together we WALK in Gods Light".
- Classroom expectations are explicitly taught, with the inclusion of student voice, and communicated through something like a Class Covenant document.
- 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.

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 St Dymphna's we plan for a safe, supportive and inclusive school to prevent bullying and harassment through

- For all students 'Walking Together in Gods Light' behaviour Matrix and expectations, as well as Josephite charism are embedded and explicitly taught from P-6 with a focus on positive relationships.
- Classroom expectations explicitly taught, with the inclusion of student voice, and communicated through something like a Class Covenant document.
- 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.
- 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.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying thorough staff meetings.
- New staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Induction Process, PD Days, policy reviews.

- 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 now way day resources, sharing of SPSP.
- Explicit promotion of social and emotional competencies among students.
- 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.

Key contacts for students and parents to report bullying

Peter Surawski Principal 33758900

Jen Kowalenko Assistant Principal Administration 33758900

Tanya McNeill Assistant Principal Religious Education 33758900


Cyberbullying

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

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

Incidents 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 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.

Other resources include

- 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.

Tier 2 and Tier 3 Teams will regularly review data on Engage as per processes outlined above. The Learning Enrichment Team meet, and as part of their processes analyse and prioritise students requiring or enrolled in Targeted and Personalised Supports.

The Leadership Team will 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	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
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

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

	Descriptor	Definition	Example
		drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	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.
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

