St William’s School,
Grovely

Student Behaviour Support Plan
Revised 2016
St William’s School Grovely Student Behaviour Support Plan

Mission and Vision Statement

School Vision
The St William’s School Community believes in the dignity and worth of each individual. We journey in partnership to affirm, nurture and develop the potential of all in our community. In recognising the uniqueness of each individual, we promote a caring, challenging, safe, Christian environment in which all are empowered through the skills acquired and the experiences offered to find the freedom known by those who confidently walk with God. We live in the knowledge that we are always in God’s Hand.

To act justly ... To love tenderly and to walk humbly with your God.

(Micah 6:8)

School Mission
At St William’s School we pride ourselves on a child centred education. We strive for excellence in teaching and learning, and parents and staff are committed to a holistic development of all individuals.

Therefore, our Mission commits us to the following beliefs:

- We believe in providing a holistic Catholic education.
- We believe in providing quality teaching/learning experiences.
- We believe in developing happy, disciplined and well-balanced children.

At St William’s School, we acknowledge that a diverse range of personal, social, cultural, family and religious influences can impact on the relational and behavioural responses of students at any given point in time.

In light of these influences, we seek to develop, throughout our school community, positive social behaviour and respectful human relationships that are infused with gospel values.

The following common features are integrated into existing curriculum programs and classroom practices with a focus on teaching and learning for all students:

- Quality relationships and partnerships: fostering 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 of self-discipline and responsibility: developing in students, qualities of self-discipline and reciprocal responsibility as well as a social conscience.
- Effective networks of care across the community: developing partnerships with the wider community, church groups, support services, respite care, and health services.
- Organisational structures: establishing specific whole-school structures, processes and arrangements in order 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 also during related off campus activities, can be effective, and so that students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting St William’s School to create and maintaining a safe and orderly learning and teaching environment.

Profile of the school
St William’s School is a Prep to Year 6 school, with 472 students currently enrolled. Located in the Brisbane North area, we have a mix of students from a variety of backgrounds, and respond to that mix by involving parents in our school community.

Our dedicated staff of 60 includes: Teaching Staff (classroom teachers, specialist teachers, support teachers) the School Leadership Team, School Officers, and a Guidance Counsellor.
Consultation and data review
This plan has been developed by recording the existing processes and policies relating to student behaviour teaching and learning. The plan will be available and revised by staff, students and parents each year by school board and staff including other data reviews, eg SET and EBS.

Beliefs about learning and behaviour
Student behaviour teaching and support is part of the teaching and learning process. Effective learning and teaching is supported by a safe, positive, and productive learning environment based on the principles of consistency, fairness, and engagement. This starts in the classroom, with every student.

At St William’s School, we believe that there are conditions for quality learning outcomes:

- There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
- Teachers teach the approved curriculum to all students and provide quality learning activities. Quality time on quality tasks is one measure of student engagement with the curriculum.
- Teachers promote and develop positive learner dispositions as articulated in the Light Up to Learn framework and vision for learning.
- It is our belief that all students can be taught to be self-regulated, self-directed learners. Teachers model, guide and share this positive practice to develop inter-dependent skills and general capabilities.
- Recognition, encouragement and feedback are given to all students regularly.
- Specific feedback regarding behaviour has a strong evidence for improving outcomes and learning.
- Teaching of positive behaviour must be taught in context so that students are given clear success criteria about the specific behaviours that the setting or situation requires (eg being quiet in the church, sitting when we eat).
- Knowledge and application of routines and familiar procedures increase the chances of student success with positive behaviour for learning.

Student Code of Conduct
As a school community, we use the following expectations as a framework for those behaviours which are considered appropriate positive social behaviours. These behaviours are taught in a variety of contexts so that expected behaviours are made clear to students.

At St William’s our school-wide expectations are:

- **We Respect Everyone**
- **Act Responsibly**
- **Love Learning**
- **Keep Safe**

Our school-wide matrix determines the social skills and 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 discipline.
Roles, rights, and responsibilities of school community members:

At St William’s School we expect that students will:
• Participate actively in the school’s education program and learning.
• Reflect on their own behaviour and learning goals.
• Learn to take responsibility for their own behaviour and learning.
• Demonstrate respect for themselves, other members of the school community, and the school environment.
• Behave in a manner that respects the rights of others, including the right to learn and the right to feel safe.
• Co-operate with staff and other students.
• Acknowledge the role of teachers and those in authority to provide direction and maintain expectations.

At St William’s School we expect that parents/caregivers will:
• Show an active interest in their child’s schooling and progress.
• Cooperate with the school to achieve the best outcomes for their child.
• Support school staff in maintaining a safe and respectful learning environment for all students.
• Initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing, and behaviour.
• Contribute positively to behaviour support plans that concern their child.

At St William’s School we expect that all staff will:
• Provide safe and supportive learning environments that promote risk taking, interdependence and personal growth.
• Develop, teach and maintain familiar routines in a variety of contexts.
• Teach appropriate behaviours in context.
• Provide inclusive and engaging curriculum and teaching.
• Treat all students with respect and dignity in word, action and attitude.
• Initiate and maintain constructive and timely communication and relationships with students and parents/carers regarding success and challenges with learning and behaviour.
• Promote the skills of responsible self-management.
• Maintain accurate student attendance records.
Our Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?
PB4L is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4L strategy.

Theoretical and conceptual characteristics
The theoretical and conceptual understandings of PB4L 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, behaviour is learned and rule governed, 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 PB4Learning is the adoption of a continuum of behavioural supports 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.

The first level of supports, or Tier 1, focus on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk 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).

The second level of supports, or Tier 2, focus on students who continue to display problem behaviour even with the Universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive targeted supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2013).

Finally, the third level of supports, or Tier 3 tertiary level of support, is intensive or 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.

Adapted from School-wide Positive Behaviour Support: implementers’ blueprint and Self Assessment, by OSEP Center On positive Behavioral Interventions and Supports, 2004, Eugene OR: Lewis
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 context.

**St William’s Continuum of Supports**

1. **Tier 1 Universal behaviour supports** (proactive/ preventative strategies)

At St William’s School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

**a. Establishing Behaviour Expectations**

At St William’s School there are several ways in which staff establishes the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of school expectations.
- Gradual release of responsibility.
- BCE Model of Pedagogy.
- REFERR model.
- Review and Response meetings.
- Modelling and role play methods used to teach and learn behaviours.
- Reinforcing positive behaviours.
- Displaying photos of positive behaviours.
- Developing and teaching appropriate routines.
- Displaying the school wide expectations, eg WALK, Blaze and REFERR.
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like) with reference to the WALK matrix.
- Giving appropriate feedback and feeding forward about unproductive behaviours.
- Filtering behaviour in terms of curiosity, development, age, gender, individual needs.
- Empowering students to take responsibility for their actions.
- Being flexible to allow for unforeseen circumstances or children with needs.
- Maintaining effective communication and sharing a common language about behaviour in our school community.
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.
b. Positive School Culture
Every week, our school community gathers together for either Sacred Singing or Whole School Assembly. During these times, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders, themes, and by raising awareness of current school events.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including:

- Praise/encouragement (verbal/non-verbal/written – Praise Note).
- Token/point/star systems (individual/group goal-setting).
- Public displays of work (classroom, library).
- Learning walks and talks.
- Individual class or year level awards.
- Class responsibilities (messenger, teacher’s helper, library monitor, tuckshop).
- Phone calls, emails, or communication to parents.
- Sharing work with others (Principal, APA, APRE, other year level classes, buddy classes, parents).
- The election of School, House and Class Captains.
- Gold cards that identify when a student has behaved appropriately.
- Teacher evaluations (marks/comments on work/behaviour reporting).
- Celebrations (birthdays, “outside” achievements).
- Articles in the School Newsletter (an electronic publication).

c. Rewards
We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school.

<table>
<thead>
<tr>
<th>Achievement Awards</th>
<th>Acknowledge achievements made by students in a public forum.</th>
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<tbody>
<tr>
<td><strong>At St William’s School, we believe that every child is worthy of receiving an Achievement Award to celebrate and acknowledge significant academic, personal, or social achievements. Each fortnight on whole school assembly, teachers and specialist teachers have the opportunity to give a student from their class/es an Achievement Award.</strong></td>
<td>Should be for academic achievement, arts achievement, or personal or social based on the list of learning behaviours.</td>
</tr>
<tr>
<td><strong>At St William’s School, the social development program, ‘Program Achieve -You Can Do It’ is foundational to the teaching and learning of positive social learning behaviours which we believe is important to recognise.</strong></td>
<td>Award to two children from every class each assembly week.</td>
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<td><strong>The awards recognise character, leadership and academic performance.</strong></td>
<td><strong>Fill in all awards by Tuesday morning of assembly.</strong></td>
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<td><strong>The Year 6 teachers nominate two students from each Year 6 class via an online process. The teachers write a paragraph explaining how the students have met the selection criteria.</strong></td>
<td><strong>The awards are presented at the end of primary school celebration in the final week of school.</strong></td>
</tr>
<tr>
<td><strong>The end of primary school is a significant time in the life of the student and two awards, ‘The Quiet Achiever’ and the ‘Spirit of St William’s’ are awarded to students who demonstrate positive learning behaviour, leadership and character in their final year of primary school.</strong></td>
<td><strong>The awards are presented at the end of primary school celebration in the final week of school.</strong></td>
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<tr>
<th>You Can Do It Awards</th>
<th><strong>Recognises consistent demonstration of the ‘keys to success’ behaviours (organisation, persistence, resilience, getting along, confidence) throughout the year.</strong></th>
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</thead>
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<td><strong>Awarded to one child from each year level at the last school assembly of the year.</strong></td>
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<tr>
<td><strong>Teachers complete an online application in Term 4 and compose a paragraph outlining how the student has demonstrated these behaviours.</strong></td>
<td><strong>The awards are presented at the end of primary school celebration in the final week of school.</strong></td>
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<tr>
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</table>
2. **Tier 2 Targeted behaviour supports**

Targeted strategies are implemented for students who are at risk, and may include Intervention programs involving school support staff, specialist staff or outside agencies. Communication between parents/caregivers and staff will take place before, during, and after additional supports are implemented.

Some of the targeted interventions at St William’s School are:

- **Behaviour Education Program (BEP).** This program builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected Check in, Check out facilitator and the student’s parents, for demonstrating appropriate behaviour and academic engagement. The ultimate goal is to move the student to self-management.
- **Support meetings including teacher, leadership, STIE and Guidance Counsellor** that review data and respond to student needs.
- **Personal and Social Capability building groups.**
- **This type of intervention involves directly teaching personal and social capability skills** to enhance a student’s ability to interact with peers and adults. Whilst personal and 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.
- **Adjustments to Curriculum.**

3. **Tier 3 Individualised behaviour supports**

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care. Individual supports may include:

- **Individual Education Plans (IEP).**
- **Education Adjustment Plans (EAP).**
- **Crisis Management Plan.**
- **Individual behaviour plan based on Functional Behaviour Assessment.**
- **Support and intervention from our specialist staff** (i.e., Support Teacher Inclusive Education, Guidance Counsellor).
- **Wrap Around meetings with outside agencies.**
- **STAR Support meetings** to support strategies for student behaviour and learning needs.
- **We welcome the involvement of other professional personnel** who have a vested interest in the student’s welfare.
Responding to Unproductive Behaviours at St William’s School

Even with our positive approach to teaching and supporting appropriate behaviour, some problem 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 other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

The process of responding to unproductive behaviour is much like an error analysis, which is commonly used for academic work. Students who have a “skills deficit” will need more explicit instruction and practice while students who have a “performance deficit” need more prompts and cues to highlight the need for the replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.

To correct behavioural “errors”, we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious and major problems. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral. The definitions of teacher managed behaviours (minors) and office managed behaviours (majors) have been included in Appendix A.

Responses are designed to teach new and appropriate replacement behaviours related to the context and nature of the violation and these are often more intensive, direct and personalised teaching and learning processes. In designing and implementing responses the components of effective and evidenced based teaching practices are used to support students to learn and consistently demonstrate appropriate positive learning and social behaviours. Responses also involve restorative practices designed to repair and rebuild damaged relationships and address the emotional hurt that may have resulted from the protagonist’s behaviour towards a student or a staff member.

At St William’s School, the REFERR model is a guide for teachers to use when responding to unproductive student behaviours. The model uses a proactive, preventative approach to problem solve with the student followed by a restorative process to ensure relationships are restored. Feedback is given to students about expected behaviours. Feedforward is used to respond to unproductive behaviours as a teaching opportunity for the teacher involved and a learning opportunity for the student(s) involved.

The teacher is the key problem solver when addressing minor behaviours; they can and should collaborate with and share creative strategies with families and colleagues. Teachers typically address minor behaviours using best practices that include correction and re-teaching.

Major behaviours result in a referral to School Leadership because of their seriousness. When major problem behaviours occur, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour.
The witnessing staff member then completes the blue major violation form and alerts the School Leadership Team member to the event. Parents are notified by a phone call or email if their child was the protagonist or target of a major violation. The student support team is carbon copied into the email for all major violations.

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<tr>
<th>Behaviour Classification</th>
<th>Range of responses include</th>
<th>Managed by:</th>
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<tbody>
<tr>
<td>Minor unproductive behaviours (class and/or playground).</td>
<td>REFERR, rule reminders, time out, re-teach, feedback &amp; feedforward strategies, parent contact, coaching, work it out plans, restorative conversations.</td>
<td>Teachers, School Officers</td>
</tr>
<tr>
<td>Persistent minor unproductive behaviours (across settings).</td>
<td>As above and parent meetings, support meetings, curriculum adjustments, gradual release playground support, BEP, restorative meeting.</td>
<td>Teachers in collaboration with year level School Leadership team member including STIE, Guidance Counsellor together with parent(s).</td>
</tr>
<tr>
<td>Major unproductive behaviours (across settings).</td>
<td>Individual goal setting, individual behaviour plan based on FBA, crisis management plan, wrap around meetings, formal restorative process, formal sanctions.</td>
<td>As above with designated year level School Leadership team member together with parent(s).</td>
</tr>
</tbody>
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**Formal Sanctions**

Under the BCE Student Behaviour Support Policy – Procedures and Regulations, formal sanctions include:

1. Detention
2. Suspension
3. Exclusion
4. Negotiated Change of School

Under the BCE SBS Procedures and Regulations, it is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community.

For more information, refer to BCE Student Behaviour Support portal: [https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Student%20Behaviour%20Support/Pages/default.aspx](https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/Student%20Behaviour%20Support/Pages/default.aspx)

**Process for appeals**

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents, or students living independently may appeal a suspension of longer than three days to the Area Supervisor. Parents or students living independently may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to:

- The Principal of the school, about a decision to suspend a student for less than three days.
- The Area Supervisor, about a decision to suspend a student for more than three days from a particular school.
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).
Data collection and the violation system

At St William’s School data is collected on student behaviour as this is the evidence and documentation needed to monitor the progress and effectiveness of student behaviour support and informs relevant interventions. This data records the frequency of minor violations and major violations (office referrals) and reveals patterns and trends of student behaviour.

Data informs decision-making. For example, office referral data are used to identify students in need of more assistance, professional learning, and school areas in need of environmental changes. Finally, data provides a useful way to share the impact and effectiveness of strategies with staff and to plan adjustments.

In 2016, St William’s School will be implementing the BCE Student Behaviour Support System (SBSS) to record minor and major behaviour incidents occurring across a range of locations and during specified learning times. This system will connect with other BCE systems to offer teaching and leadership staff a range of student data to analyse when problem solving.
Bullying and Cyber Safety

a. Definitions

Bullying is the “repeated oppression, psychological or physical of a less powerful person by a more powerful person or group of persons” (Rigby, 1996).

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional, and involves an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment, them or exclude them, so that the person feels helpless. Cyber bullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs, and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St William’s School we maintain that if you are a bystander who encourages bullying behaviours, or if you witness bullying and do not report the incident, your behaviour may be considered to be bullying.

Bullying may include:
- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm.
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone.
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating.
- Racist: taunts, graffiti, gestures, intimidation.
- Sexual: unwanted physical contact, abusive comments, intimidation.
- Cyber: unwanted text messages, emails, information technology, intimidation.

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

For use with older students:
Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.

What is not Bullying?
There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:
- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Conflict:
- Conflict is a mutual disagreement, argument or dispute between people where no one has a significant power advantage and both feel equally aggrieved.
- Conflict is different to bullying because there is always an imbalance of power in bullying. However, poorly resolved conflict situations, especially those involving friendship break-ups or romantic break-ups, sometimes lead to either aggression or bullying.
- Conflict can be a precursor to bullying where there are instances of repeated conflict and where the balance of power changes.

For use with younger students:
Although it isn’t nice if someone says or does something mean to someone else, it is not called bullying. It also isn’t bullying if children of the same age have a one-off argument.

For use with older students:
Although it’s neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it isn’t considered bullying. A fight or disagreement between students of equal power or status isn’t considered bullying.
What is Cyber Bullying?
Cyber bullying refers to bullying that occurs through the use of information and communication technologies.
- Cyber bullying is often combined with offline bullying.
- Cyber bullying may include a combination of behaviours such as pranking (ie hang-up calls), sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites.
- It is also cyber bullying when a student uses technology to run a multi-step campaign to bully another student (eg setting another student up to be assaulted, video recording their humiliation, posting the video-recording online and then sending the website address to others).

b. Response Process to Bullying/Potential Bullying
c. Investigating Potential Bullying
When an investigation about bullying is required, the following procedures will be followed:

1. St William’s School adopts a ‘no blame’ approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the anti-bullying position. At this stage, there might not be any consequences, and parents might not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so that the incident can be tracked according to the behaviour support plan.

2. If bullying is identified, Leadership Team members may choose to use the following methods with the children involved:
   - Method of shared concern.
   - Mediation.
   - Individual counselling.
   - Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences.
   - A record of the incident is kept on file.

3. Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and/or Learning Support may be involved in formulating this action plan.

d. Support for the Target Student and Perpetrator
We support the target student in the following ways:
   - Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or member of administration.
   - informing the child’s parents.
   - Suggesting and role playing appropriate, positive anti-bullying behaviours with the child.
   - Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents.
   - Taking necessary actions to prevent more bullying.

We support the perpetrator in the following ways:
   - Talking immediately with their class teacher, another teacher, or member of administration about what has happened and the behaviours the child has been displaying.
   - Informing the child’s parents.
   - Continuing to monitor the child’s behaviour and offering appropriate support; and enforcing appropriate consequences that are directly linked to the child’s bullying behaviour.

e. Positive, Proactive Anti-Bullying Approaches at St William’s school
At St William’s School, we take a positive, proactive approach to bullying by teaching the Friendly Five.

Resources and Related BCE policies:
   - Student Behaviour Support Policy
   - Student Behaviour Support Rationale and Guidelines
   - Student Behaviour Support Procedures and Regulations
   - Student Protection Policy
   - PB4L Portal
   - School Wide Positive Behaviour Support (www.pbis.org)
   - Bullying No Way www.bullyingnoway.gov.au
### Appendix A Behaviour Definitions – Minor and Major

#### Minor Behaviours

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
<th>Example/Non-Example</th>
</tr>
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<tbody>
<tr>
<td>1  Inappropriate verbal</td>
<td>Student engages in low intensity instance of inappropriate language</td>
<td>Calling someone an “idiot”, swearing if they kick their toe</td>
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<tr>
<td>language</td>
<td></td>
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<td>2  Physical contact</td>
<td>Student engages in non-serious, but inappropriate contact</td>
<td>Pushing in the tuckshop line</td>
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<td>3  Defiance/non-compliance</td>
<td>Student engages in brief or low intensity failure to respond to adult</td>
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<td></td>
<td>requests</td>
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<td>4  Minor Disruption</td>
<td>Student engages in low intensity, but inappropriate disruption</td>
<td>Calling out, talking to a peer in class</td>
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<tr>
<td>5  Uniform violation – Minor</td>
<td>Students wears clothing that is near but not within the school's dress</td>
<td>Wrong socks, wrong shorts for sport</td>
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<td></td>
<td>code</td>
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<td>6  Technology Violation -</td>
<td>Students engages in non-serious but inappropriate (as defined by the</td>
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<tr>
<td>Minor</td>
<td>school) use of mobile phone, mp3 player, camera and/or computer</td>
<td></td>
</tr>
<tr>
<td>7  Property misuse</td>
<td>Student engages in low intensity misuse of property</td>
<td>Using equipment contrary to its design or purpose</td>
</tr>
<tr>
<td>8  Late</td>
<td>Students arrive late to class</td>
<td>Tardy late to class not late to school as this is often beyond the control of a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>primary school student</td>
</tr>
<tr>
<td>9  Out of Bounds</td>
<td>Student is in an area within the school grounds that has been designated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“off limits” at that particular time</td>
<td></td>
</tr>
<tr>
<td>10 Lying/Cheating</td>
<td>Student engages in “White Lies”</td>
<td></td>
</tr>
<tr>
<td>11 Teasing</td>
<td>Isolated inappropriate comments (ongoing teasing would fit under bullying)</td>
<td></td>
</tr>
</tbody>
</table>

#### Major Behaviours

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
<th>Example/Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Verbal Aggression</td>
<td>Language directed at others in a demeaning or aggressive manner</td>
<td>Swearing, aggressive stance, language directed to hurt or show disrespect,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>intimidating body language, intimidating tone of voice</td>
</tr>
<tr>
<td>2 Physical Aggression</td>
<td>Actions involving serious physical contact where injury might occur</td>
<td>Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.</td>
</tr>
<tr>
<td>3 Harassment/Bullying</td>
<td>Student delivers disrespectful messages (verbal or gestural) to</td>
<td>Disrespectful messages include negative comments based on race,</td>
</tr>
<tr>
<td></td>
<td>another person that includes threats and intimidation, obscene gestures,</td>
<td>religion, gender, age, and/or national origin; sustained or intense verbal</td>
</tr>
<tr>
<td></td>
<td>pictures, or written notes</td>
<td>attacks based on ethnic origin, disabilities or other personal matters</td>
</tr>
<tr>
<td>Descriptor</td>
<td>Definition</td>
<td>Example/Non-Example</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4 Defiance/non-compliance – Major</td>
<td>Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away</td>
<td>Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour</td>
</tr>
<tr>
<td>5 Major Disruption</td>
<td>Persistent behaviour causing an interruption in a class or an activity</td>
<td>Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour</td>
</tr>
<tr>
<td>6 Major Dress Code Violation</td>
<td>Student wears clothing that does not fit within the dress code of the school</td>
<td>“Gang” undershirts, offensive T-shirts etc.</td>
</tr>
<tr>
<td>7 Property Damage/Vandalism</td>
<td>Student participates in an activity that results in substantial destruction or disfigurement of property</td>
<td>Throwing a computer, graffiti of school buildings, arson</td>
</tr>
<tr>
<td>8 Skip Class/Truancy</td>
<td>Students leaves class/school without permission or stays out of class/school without permission</td>
<td></td>
</tr>
<tr>
<td>9 Theft</td>
<td>Student is in possession of, having passed on, or being responsible for removing someone else’s property</td>
<td></td>
</tr>
<tr>
<td>10 Forgery/Plagiarism</td>
<td>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.</td>
<td>Accessing inappropriate websites, using someone else’s log in details, inappropriate additions to Facebook (written and images)</td>
</tr>
<tr>
<td>11 Major Technology Violation</td>
<td>Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.</td>
<td>Accessing inappropriate websites, using someone else’s log in details, inappropriate additions to Facebook (written and images)</td>
</tr>
<tr>
<td>12 Use/possession of Alcohol</td>
<td>Student is in possession or is using alcohol</td>
<td></td>
</tr>
<tr>
<td>13 Use/possession of Other Drugs</td>
<td>Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor’s directions</td>
<td>Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a “Buzz”</td>
</tr>
<tr>
<td>14 Misuse of Legal Drugs</td>
<td>Inappropriate use or distribution of legal drugs/medications</td>
<td>Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a “Buzz”</td>
</tr>
<tr>
<td>15 Use/possession of Tobacco</td>
<td>Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform</td>
<td>Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a “Buzz”</td>
</tr>
<tr>
<td>16 Use/possession of Weapons</td>
<td>Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm</td>
<td>Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a “Buzz”</td>
</tr>
</tbody>
</table>
Appendix B Flowcharts

Universal Responses

Targeted and Individual Responses

1. BEP stand for Behaviour Education Program (Crose et al., 2004) and refers to the School’s Behaviour Support Program.