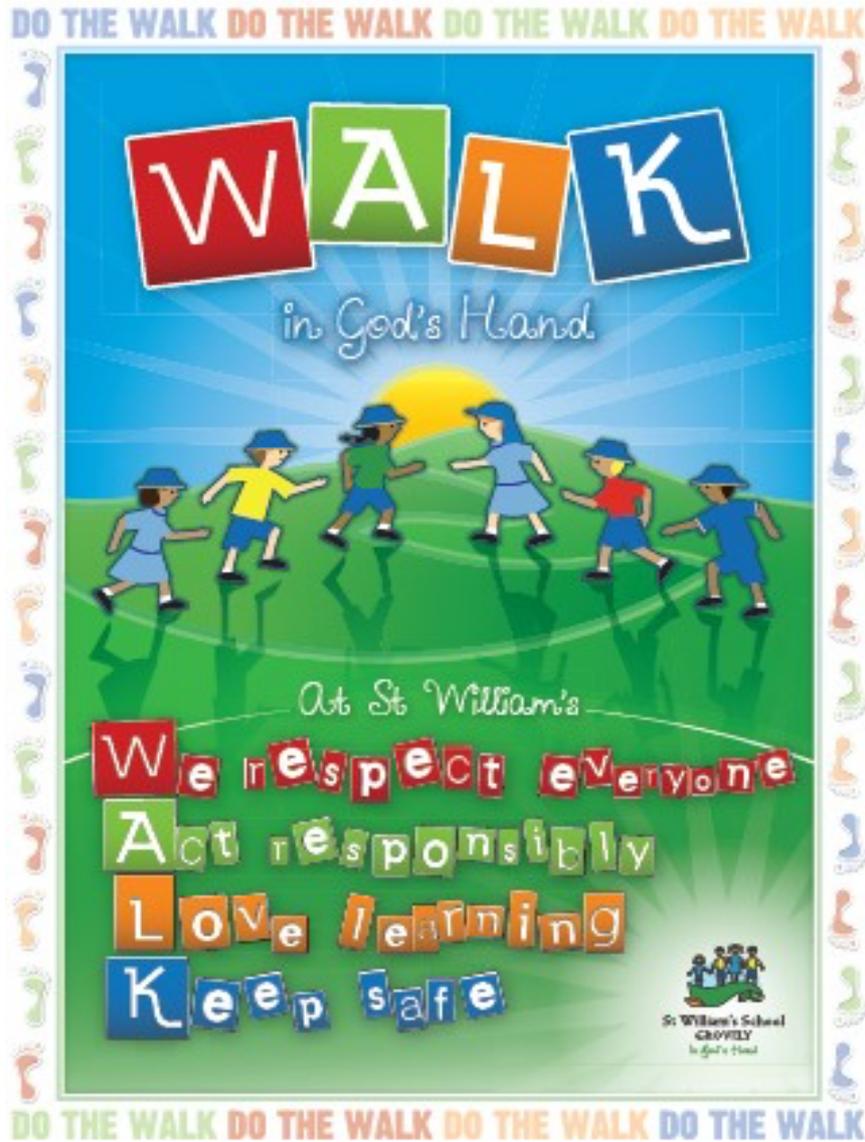


St William's Primary School, Grovely



Student Behaviour Support Plan

Revised 2023

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

The Mission - *Teach Challenge Transform*

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 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

Our School Context

St William's School is a Prep-to-Year-6 school, with 465 students currently enrolled. Located in the Brisbane North area, we have a diverse group of students from a variety of backgrounds and respond to that diversity by involving parents in our school community. Our dedicated staff includes: School Leadership Team, teaching staff, specialist teachers, Support Teacher: Inclusive Education, school officers, speech-language pathologist, and a Guidance Counsellor.

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 reducing 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 expectations 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.

As a Catholic school, St William's believes in the dignity and worth of each individual, and as such, our behaviour policy serves to promote quality relationships between and amongst students, staff and parents to develop the potential of all in our community.

Consultation and Review Process

This plan has been developed by recording the existing processes and policies relating to the teaching and learning of student behaviour. The plan will be available and revised by staff, students and parents each year by school board and staff including other data reviews e.g. Tiered Fidelity Inventory (TFI).

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.

- 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)
- Schools play a vital role in encouraging and supporting every student to be the very best they can be, no matter where they live or what kind of learning challenges they face (Alice Springs 'Mparntwe' 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.
- 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.

The school acknowledges that all people are created in the image of God, equal but with differences. Consequently, students are at different stages of development and are learning to respond appropriately to inevitable conflicts that arise in any community. Effective Teaching and Learning 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 each and every individual student.

All members of the St William's community have the responsibility to build the inclusive learning community described in the school Mission Statement. The St William's staff believes it has a responsibility to create a learning environment that is safe and comfortable. We share this with students, parents and the wider community.

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.

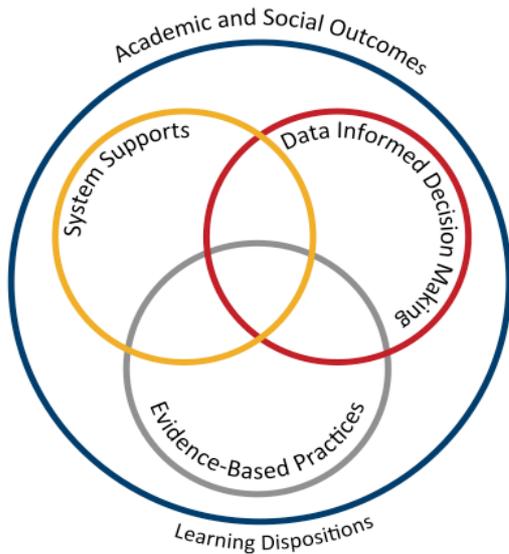


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

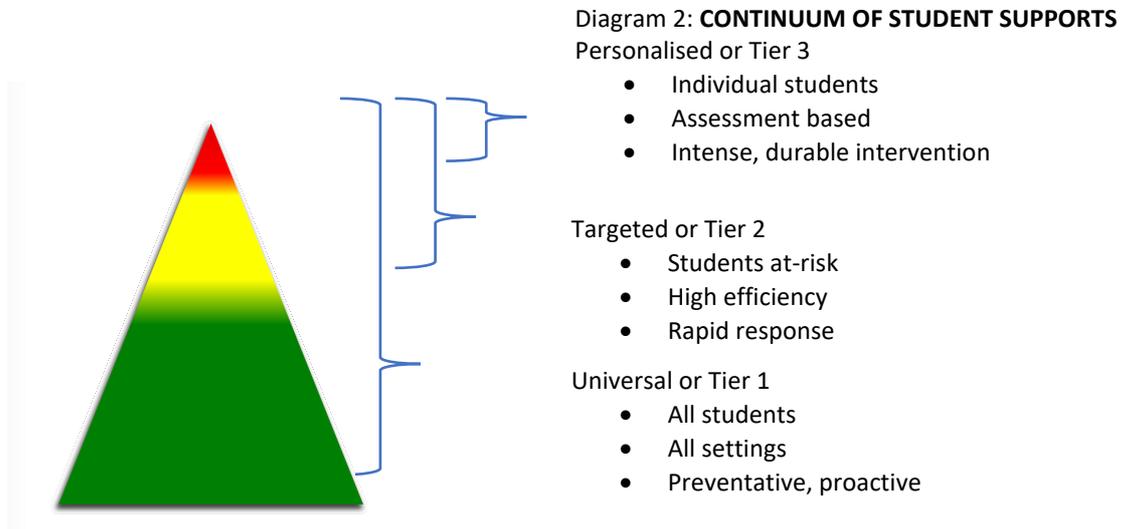
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 St William’s School we have a number of teams and processes for supporting the implementation of PB4L. Our Student Support team consists of Pastoral Care & Student Wellbeing Support, Guidance Counsellor and representatives from the School Leadership Team. They meet weekly to analyse data collected around student behaviour as well as the universal supports for students. They support the teaching staff with the implementation of targeted or individualised behaviour supports.

Our PB4L Team consists of teaching staff, ST:IE, Guidance Counsellor and representatives from the School Leadership Team. They meet at least once per term to analyse data collected around student behaviour, as well as the universal supports for students. The team is also responsible for updating and refining the SBS document and supporting the implementation of PB4L throughout the school.

Our staff engage in professional learning to build capacity in the implementation of PB4L. This includes but is not limited to:

Professional Learning for PB4L

What	When	Who
Restorative practices training	January 2023 PD Day	All Teaching Staff
Effective classroom practices and responses online training	Terms 3 and 4 2022 and repeated as needed	All Teaching Staff
Engage and responding to unproductive behaviours professional learning	Early Term 1 2023	All School Officers
Staff meetings dedicated to data analysis and discussion of SBS processes	Twice per term	All Teaching Staff
Positive Behaviour for Learning Annual Conference	Annually	Members of the PB4L Team
Crisis Prevention Institute Safety Interventions Training	As needed	Relevant staff members

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:

- We Respect Everyone
- Act Responsibly
- Love Learning
- Keep 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.

St William's School Wide Matrix is included as Appendix B.

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:

Teaching Expected Behaviours		
What	When	Who
Beginning of school year as part of establishing school and class expectations and routines. Explicit Teaching to introduce WALK matrix and classroom and expectations.	Term 1: Weeks 1-2 and beyond Reminders at the start of each term	Class teachers Specialist teachers <u>Supported by:</u> School officers Administration Learning Support
Development of Class Covenants with a focus on positive behaviour for learning.	Beginning of school year.	Classroom teachers
Revise expected behaviour with class. Reinforce WALK matrix	Beginning of each term and throughout the year as necessary Start of each lesson	Class Teachers Specialist Teachers <u>Supported by:</u> School officers
Wellbeing Week	Each term in Week 7	Wellbeing Committee
Health Strand / Social Capability	All year through Health unit plans	Class Teachers Specialist Teachers
Assembly presentation of rules and expectations, role modelling followed by group practice in class	Weekly	Leadership Team Class Teachers
New student orientation when needed	Start of year for new students and as needed	Leadership Team

	for new students throughout the year	
Student leaders support younger peers in playground	Daily	Year 6 students and teachers Teachers on duty
Revisit school expectations before specific school events i.e. mass, sports day, excursions	As necessary in lead up to event	Leadership Team Student Leaders

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:

Tier 1 Universal Supports (Practices that encourage expected behaviours)
WHOLE SCHOOL PRACTICES
Got’cha Card weekly draw: These dedicated school awards are presented to students who display behaviours from the St William’s WALK matrix.
Assembly Awards: (fortnightly) At St William’s, we believe that it is important to acknowledge significant academic, personal, or social achievements. Assembly awards provide the opportunity for students to be recognised and acknowledge by our whole school community. 2x awards are presented per class at each assembly.
All Star Awards: (annual) These awards are presented to one student per year level and provide an opportunity to recognise students who consistently and actively demonstrate the behaviours of the the St William’s WALK.
Year 6 Awards: (annual) The end of primary school is a significant time in the life of the students. To mark this occasion, St William’s has three year six awards: - Quiet Achiever (2 recipients)

- Spirit of St William's (2 recipients)
- Academic Excellence (2 recipients)

These awards are presented to students who demonstrate positive learning behaviour, leadership and character in their final year of primary school.

CLASSROOM PRACTICES

Class Captains:

Each term, two students from each class are selected as Class Captains. This provides an opportunity to recognise students who are positive role models to their peers to represent their class with class responsibilities such as being the class messenger and teachers' helpers.

Individual Behaviour Encouragement System:

Each classroom has their own system of regularly praising, rewarding and acknowledging students who demonstrate positive behaviours for learning. Some examples of these are: raffle tickets, points system, sticker charts and student-choice activities.

Class Reward System:

Students can work collaboratively toward a whole class reward for displaying positive behaviour for learning. These rewards vary from classroom to classroom, but may include - class sport time, Minecraft challenges, class game time, class free time.

Public Displays of Work:

Student effort and work is acknowledged and shared through public displays in classrooms or sending students to share their work with the principal, APRE, APA or other teachers and buddy classes.

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 interventions 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:

- Fortnightly Rock and Water sessions with the school's Guidance Counsellor for identified year levels
- Seasons for Growth program with the school's Pastoral Care and Wellbeing Officer for specific students as needed

- 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 Intervention 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
- Restorative Practices (Thorsborne)
- 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 C 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
<ul style="list-style-type: none"> • Short break e.g. for a drink or to deliver a message • Spend time a pre organised 'safe place' • Teacher/student conversation • Time out – either in class or in an alternative location • Removal from class for a session or a day • Removal from school for a day • Individual crisis support and management plan 	<ul style="list-style-type: none"> • Explicit reteach • Parent/Leadership conversation • Student/Leadership conversation • Teacher/Parent conversation • Request for additional support 	<ul style="list-style-type: none"> • Structured apology – verbal or written • Student/Student restorative conversation* • Student/Teacher restorative conversation* <p>*Note: restorative conversations follow structure outlined by Margaret Thorsborne and is utilised by staff who have had training in this area</p>

These responses are utilised as part of the St William's School Flowchart of Responses, which is included as Appendix C. The flowchart includes information about staff roles and lines of communication.

5. BCE Formal Sanctions

Detention process

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for repeated minor behaviour or a major behaviour. During a detention the time will be used to repair relationships, apply restorative practices, make plans for appropriate behaviour or completion of classwork. The key responding teacher who witnesses the unproductive behaviour informs an available member of the Senior Leadership Team. The member of the Senior Leadership Team will then facilitate student reflection, a restorative conversation where necessary and appropriate, and notify parents of students involved. The SLT Member will also support the re-entry process, which can involve a restorative conversation with the class teacher, a structured apology where appropriate and supervised re-entry into the classroom. At St William's, detentions are within school time and families will be notified on the day, or within 24 hours of the detention taking place, and will be recorded on Engage.

Suspension process

According to the BCE Suspension procedure, a Principal may suspend a student for:

- Persistent non-compliance: students, who in their relationships with staff, are
- persistently disobedient, insolent or engage in verbal harassment and abuse
- Persistent disruption: students who persistently disrupt and prevent the learning and teaching of others
- Breach of the school Student Behaviour Support Plan
- Students who seriously break school rules.
- Signal that the student's unproductive behaviour is not acceptable.

The purpose of suspension is to:

- Allow a cooling-off period and time to seek additional resources and develop a plan for assisting the student to demonstrate more productive behaviours.
- Allow time to negotiate some goals that the student will work towards, with support, on their return to school.
- Ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Suspension may occur, if decided by the Principal, after they have:

- Ensured that other appropriate and available student support strategies and response options have been applied and documented.
- Ensured that appropriate support personnel, both within the school and externally, are involved.
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or family regarding the unproductive behaviour which led to the suspension.
- Recorded all action taken in the Engage Student Support System Suspension Register.

As part of the return to school process, the Principal will organise a conversation with the student and/or the family to discuss the basis of maximising successful reintegration into the school, before the student returns to school. The aims of this conversation are to:

- Ensure that the student and the family understand the student's unproductive behaviour and the need for the formal sanction
- Encourage a mutually supportive position between the school, the student, and the student's family for the response that the school is taking
- Outline the return to school plan, goals, and follow-up evaluation for the student's return to school.

It is recommended that the return to school meeting should be before the student's return to school date, and will usually take place in the school, facilitated by the Principal.

At St William's, a student may be given a suspension by the Principal; in school or out of school for 1-2 days, 3-10 days or more than 10 days. In school suspension means the student comes to school but does not attend regular classes. Out of school suspension means the student does not attend school, however, can still engage in learning at home that is provided by the school and supervised by parents or carers. Where there is a suspension of less than one day, a note in the Engage system will suffice. An immediate suspension can be given due to reasons such as the safety of students or employees being threatened, presence of weapons or drugs. Parents will be formally notified of a suspension using the official School Suspension Letter. This will also be accompanied by a phone call to parents from the Principal.

Negotiated Change of School

Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, 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 should 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.

The Principal would be in negotiation with the Senior Leader to support the family through this process. The Principal, support staff (GC / STIE) and the parents of the child will be involved in this process. A negotiated change of school would be entered into after all other levels of support have been exhausted.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions, on the authority of the Learning Services Executive. This process will include the Principal, Senior Leader and at the decision of the BCE Deputy Executive Director.

Exclusion would only be entered into after all other levels of support have been exhausted.

For appeals, the school aligns to BCE processes. The following process of appeal aligns with BCE processes and can be used by parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

In relation to:	Who to contact:
A decision to suspend a student for less than three (3) days from school	The Principal
A decision to suspend a student for more than three (3) days from school	Senior Leader Progress and Performance Brisbane Catholic Education Office 2A Burke Street, Woolloongabba Brisbane, QLD 4102 Phone: (07) 3033 7000
A recommendation to exclude a student from a Brisbane Catholic Education school	The Executive Director Brisbane Catholic Education Office 2A Burke Street, Woolloongabba Brisbane, QLD 4102 Phone: (07) 3033 7000

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

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and there is an imbalance of power. Bullying is continuing to 'pick on' someone, torment them or exclude them, so that the person feels helpless. Cyberbullying 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 agree that a bystander who encourages bullying behaviours is also considered to be bullying. Students are also encouraged and supported to report bullying that they themselves have witnessed.

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, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, images, information technology, intimidation

Bullying is not:

- 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.

Staff at St William's engage in annual online professional development about harassment and bullying. Students learn about bullying through the Religious Education Curriculum, Health Curriculum and the annual National Day of Action Against Bullying, which occurs each March.

2. Teaching about Bullying and Harassment

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Mission and Vision, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents and carers, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment. It is the responsibility of staff, parents/carers and students to help make St William's bully-free.

This will happen by:

- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations.

At St William's, we take proactive and preventative action to prevent bullying and harassment from happening in the first instance. We do this by placing a strong emphasis on teaching prosocial behaviours from the commencement of Prep. Our students are taught the importance of communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.

We achieve this through:

3. The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
4. The establishment of play environments that foster active and friendly social engagement.
5. Fostering relationships between children and children that promote commitment to acting justly, loving tenderly and walking humbly with God.
6. The sincere pursuit of individual and communal goals.
7. Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
8. Ongoing professional development for staff about bullying and cyber bullying awareness, prevention and response strategies.
9. Ongoing awareness raising and education for the school community through school newsletter, parent information nights, anti-bullying events and focused teaching and learning experiences based on the ACARA personal and social capabilities, ACARA Health Curriculum and BCE Religious Education Curriculum.

3. Responding to Bullying and Harassment

Our school community does not condone bullying or harassment and the following process has been established to help us deal with such unacceptable behaviour should

it occur. Bullying requires schools and families to look beyond the observable behaviour of students to what is going on behind the scenes. The aim of our response is to restore a positive learning environment for all students. Our second aim is to avoid the escalation of issues that will cause more harm.

This process will be implemented once behaviour meets the above definition of bullying.

In partnership with parents and carers, our procedures involve:

- support for the person who is being bullied and the person who is bullying;
- clear consequences (See Behaviour Support Matrix – Stage 1,2,3)
- recording of behaviour incident in the Engage Student Support System;
- student behaviour support plan;
- parent/ carer conferences;
- track and analyse behaviour incident data to detect patterns of bullying and harassment.

Staff Responses to Reports of Bullying

All staff must take all reports of bullying and harassment seriously and respond with a school team process. When bullying is reported, the responding staff member must:

- **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.

When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:

- Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.
- A meeting between the students is facilitated by Leadership and/or the school's Student Wellbeing Officer and/or the school's Guidance Counsellor. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.
- The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.
- Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.
- Parents of both students are contacted and informed of the process.
- Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Engage system. This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

What Can Students Do If They Are Being Bullied?

- Talk about incidents of bullying with a teacher, parent or other responsible adult.
- The person receiving the complaint will report it to the Principal.
- Any report of bullying made to the School will be followed up sensitively and actions taken where necessary.
- If the bullying continues, Students/Parents are encouraged to report it again. It's important that bullies get the message that their behaviour will not be tolerated.
- Consider talking to the school counsellor for help in developing skills which can be useful in bullying situations.

How Can Students Help Someone Who Is Being Bullied?

Consider doing the following:

- If you know of bullying, tell a member of the School Staff, who will refer the matter to the Principal.
- Tell the bully that you and your friends strongly disapprove of his or her actions (a clear statement such as “you need to stop doing that; it’s not okay”).
- The person being bullied may be too scared or upset to tell anyone. Remember that NOBODY deserves to be bullied.
- Offer support to students who are bullied. Let them know they can do something about it.

Advice for Parents

- Be aware of St William’s definition of Bullying. If you think your child is being bullied, inform your child’s Teacher or the Principal to work together to find a solution.
- Listen sympathetically to reports of bullying and be aware of the frequency of reports. Do NOT encourage your child to hit back or respond verbally.
- Support your child in developing their confidence and relationships by participating in extra-curricula activities, e.g., sports, speech and drama, ballet.

4. Preventing Bullying and Harassment

To prevent bullying and harassment and maintain a supportive and inclusive school environment, the following occurs:

- 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. Each week, a school rule and dispositions are highlighted at morning notices. Class Covenants are developed at the start of each school year to establish ways of working productively together as a class.
- Staff communication and professional learning: Staff are 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. There is an annual review of School Behaviour Plan and twice termly data review of Engage incidents at staff meeting to allow for opportunities to problem solve ways to reduce incidents.
- School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying, through the Feeling Safe Poster available in all spaces in the school.
- New and casual staff are informed about our school’s approaches and strategies to prevent and respond to student bullying behaviour through our induction program.
- Communication with parents: Our school provides 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. This occurs through regular reminders in the newsletter and updates as needed about the School Behaviour Support Policy.

- Explicit promotion of social and emotional competencies among students: e.g. Zones of Regulation, social stories
- Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection including the use of the *Be You Programs Directory* and STEPS.

Key contacts for students and parents to report bullying

Principal: Nick Fogarty

Assistant Principal Administration: Nikki Saunders

Assistant Principal Religious Education: Amy Glisson

Phone number for all of the above: 3355 5122

Cyberbullying

Cyberbullying is treated at St William'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.

Cyberbullying can occur in many ways, including:

- Posting nasty comments
- Using intimate images to humiliate someone
- Threatening violence
- Misusing someone else's social media account
- Creating fake accounts to harass or intimidate others
- Sharing upsetting images or videos
- Making unwanted and persistent contact with someone online.

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.

St William's responds to incidents of cyber bullying and harassment in the same way that it responds to direct bullying.

Resources

St William's uses independent research-based evaluation conducted to inform the school's selection of any program i.e. [Be You Programs Directory](#) and [STEPS](#) – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

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

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.

2. Engage Student Support System

Student behavioural data is used together with other data sources to make informed decisions about appropriate student supports. This information is used during PB4L Team meetings Student Support Team meetings to analyse and prioritise students requiring or enrolled in targeted or personalised supports. Analysis of data occurs during these meetings and feedback is provided during staff meetings, Senior Leadership, Student Support Team meetings.

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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
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Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

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

	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal

Issue date: 14/2/2023

Next review date:

27/02/2024

Appendix B – St William’s School Wide Behaviour Matrix

WALK
in God's Honour

The St William's WALK matrix is designed to define right time, right place, right task behaviours in various places around the school. It is a starting point for teaching behaviour across our school.

WE DO THE WALK AT
St William's Grovely

	Class	Playground	Toilets	Eating Time	Cyberspace	Arriving and Leaving School	Church
We respect everyone	<ul style="list-style-type: none"> Listen to others Take turns Speak kindly Signal to speak 	<ul style="list-style-type: none"> Play in year level zone & fields Follow adult directions promptly 	<ul style="list-style-type: none"> Allow everyone privacy Use facilities for its purpose 	<ul style="list-style-type: none"> Put rubbish in bin or lunchbox 	<ul style="list-style-type: none"> Type only kind words/images Ask before you take a photo Care for equipment 	<ul style="list-style-type: none"> Wait your turn Wait patiently Use manners Follow adult directions promptly 	<ul style="list-style-type: none"> Listen to speakers
Act responsibly	<ul style="list-style-type: none"> Have correct equipment Be organised Remain on task 	<ul style="list-style-type: none"> Care for environment Look after equipment Follow rules of game Listen & react to bells & signals 	<ul style="list-style-type: none"> Wait patiently Flush toilet Wash hands 	<ul style="list-style-type: none"> Sit down to eat Eat before play Eat your own food or take it home 	<ul style="list-style-type: none"> Ask before you change settings Check before entering personal details 	<ul style="list-style-type: none"> Be ready Be on time 	<ul style="list-style-type: none"> Participate in rituals
Love Learning	<ul style="list-style-type: none"> Share your learning Participate to progress 	<ul style="list-style-type: none"> Include others Share spaces & equipment Be fair Use friendly five 	<ul style="list-style-type: none"> Be healthy Go at break times 	<ul style="list-style-type: none"> Eat what you can Drink water 	<ul style="list-style-type: none"> Stay on task Share your skills 	<ul style="list-style-type: none"> Look out for your transport Follow the routine 	<ul style="list-style-type: none"> Participate in prayers & songs
Keep safe	<ul style="list-style-type: none"> Follow directions promptly Walk at all times Use and respect equipment Use hands & feet appropriately 	<ul style="list-style-type: none"> Use equipment safely Wear hats Walk & keep on paths 	<ul style="list-style-type: none"> Walk at all times Close doors gently 	<ul style="list-style-type: none"> Signal to be dismissed Wait for supervisor to arrive 	<ul style="list-style-type: none"> Know who you are communicating with 	<ul style="list-style-type: none"> Wait in the correct areas Walk promptly to pick up area 	<ul style="list-style-type: none"> Move quietly & patiently

W1-1-102014

Appendix C – Flowchart of Responses



PB4L Flowchart (Draft v.10)

