



## **ST PIUS V CATHOLIC PRIMARY SCHOOL BANYO SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

### **School Mission and Vision - Teach Challenge Transform**

Our St Pius V Vision is: As a faith-filled community, we LIVE, LOVE and LEARN together creating a better future for all.

Our St Pius V Mission is: We LIVE in a diverse, inclusive community guided by our faith in Jesus and through our Patron Saint, St Pius V. We show LOVE through compassion, care and service, inspired by St Mary of the Cross MacKillop and the Josephite Charism. We LEARN through active engagement, collaboration and creativity. We empower each other to reach our full potential.

In light of the school's Mission and Vision statement, our student behaviour support plan contributes to this mission through including the following features which are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students:

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

The St Pius V Primary School Student Behaviour Support Policy is designed to facilitate high standards of behaviour so that the learning and teaching in our school, and during related off-campus activities, can be effective, and so that students can participate positively within our school community. Through our school policy, shared expectations for student behaviour are clear for everyone, thereby assisting St Pius V Primary School to create and maintain a safe and orderly learning and teaching environment.

## **Our School Context**

St Pius V Primary School is a Catholic, co-educational primary school located in the northern suburbs of Brisbane, catering for students in Prep through to Year Six. There are currently 489 students enrolled at the school. St Pius V Banyo strives to build a community where all feel safe and treat each other with awareness, respect and understanding.

## **Consultation and Review Process**

St Pius V Primary School developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our School Board, and the distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informed the plan. The plan was endorsed by the Principal, the School Board and Senior Leader – School Progress and Performance and will be reviewed at least every two years.

## **Section A: Our Student Behaviour Support Systems**

### **1. Our Beliefs and Common Philosophy about Learning and Teaching**

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

At St Pius V Primary School, we believe that all learners are capable and can succeed. By having positive relationships and supporting our staff in their professional development, we best achieve our mission of quality inclusive Catholic education in a nurturing environment. These beliefs shape our teaching and learning practices. The school has undertaken many professional development initiatives to improve teacher quality and capacity and therefore assist learners to achieve their potential both academically and behaviourally. To ensure success for all students in the area of behaviour management, school rules are taught explicitly to promote shared language and teaching formats that are consistent throughout the school 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.

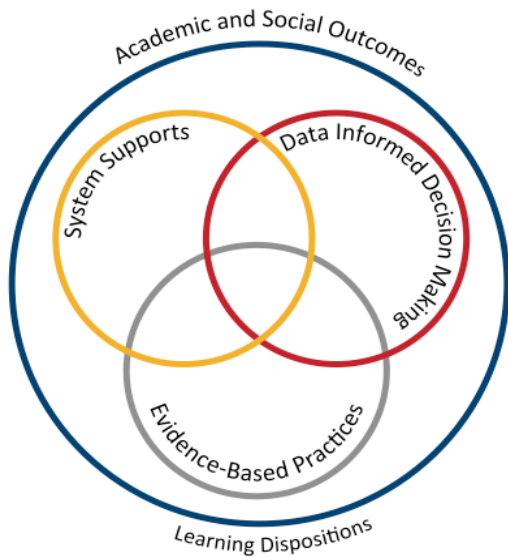


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### **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:**

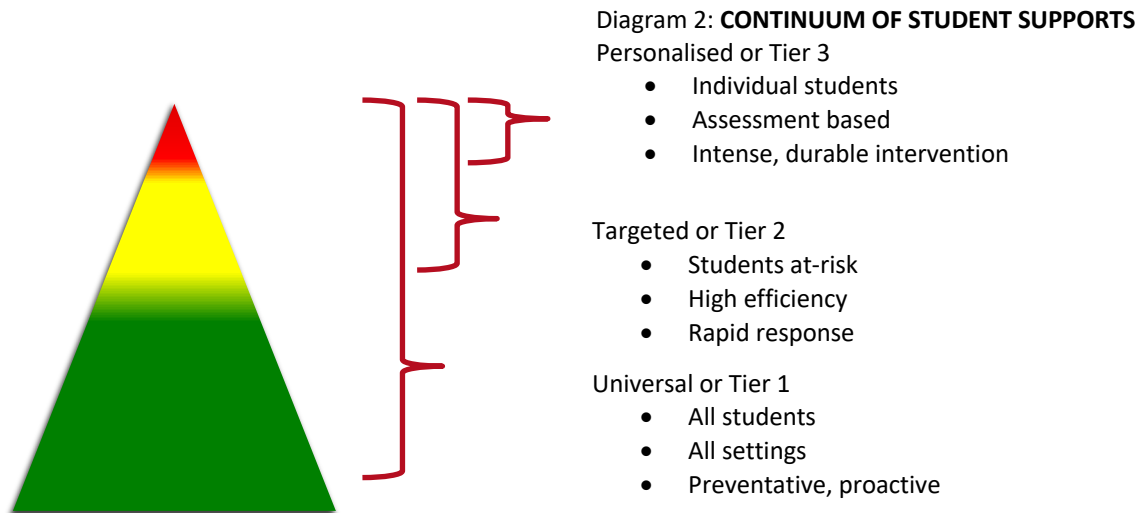
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

At St Pius V Primary School there are two Student Behaviour Support leadership structures:

#### PB4L Universal Supports Team:

Comprises of Principal, APA, APRE, PLL, Guidance Counsellor, Support Teacher Inclusive Education, classroom teachers and school officers. This team meets twice a term to discuss data gathered from Engage and to review and refine any issues arising from the implementation of the framework. Recommendations for specific students, areas where incidents occur, and times of incidents can then be made to the relevant stakeholders.

#### PB4L Targeted and Personalised Support Team:

Comprises of Principal, APA, APRE, PLL, Support Teacher Inclusive Education. This team meets regularly to analyse the school data. The principal meets with Learning

Support staff and Guidance Counsellor on a weekly basis to discuss support needed beyond universal support. The analysis of the data is used by the team to adjust individual, class and whole school practices. For students requiring Tier 3 support, an individual Crisis Management or Behaviour Support Plan will be collaboratively designed and implemented by the team. These plans are reviewed at least once per term in a team meeting with the student's teacher, the school Guidance Counsellor and Principal or Assistant Principal. Crisis Management and Behaviour Support Plans are shared with all relevant stakeholders and updates communicated as required.

All staff regularly engage in professional learning to build capacity in the implementation of PB4L. This includes an explicit PB4L professional learning focus during pupil free days at the beginning of each school year as well as dedicated staff meetings throughout the year to revisit the PB4L matrix and explicit teaching. New staff members complete the BCE online PB4L training with support from the Leadership Team. Staff also engage in specific behaviour support training to enhance their knowledge and skills when responding to students displaying challenging behaviours as required and in response to learners' needs.

## **Section B: Our Student Behaviour Support Practices**

### **1. Clarity: Our Expectations**

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner
- 

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



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](http://www.acara.edu.au)

# ST PIUS BEHAVIOUR MATRIX

## BE A LEARNER

### CLASSROOM

Whole body listening  
Ask questions  
Set, know and work towards goals  
Stay on task

### PLAYGROUND

Be responsible for your own actions  
If hurt always go to the staff on duty  
Report problems when they happen  
Try new things

### TRANSITIONS

Put my belongings in the right place  
Go to the toilet  
Have a drink  
Be on time

### TOILETS

Return to the classroom promptly  
In -Do-Out  
Report problems when they happen

### BEFORE & AFTER SCHOOL

Follow instructions  
Wait quietly  
Be responsible for my belongings  
Arrive and leave school at the right time

### CHURCH, ASSEMBLY & PRAYER

Whole body listening  
Participate appropriately  
Show reverence  
Participate appropriately  
Use manners  
Be calm and patient

### OUTSIDE OF SCHOOL Camps/Excursions/Sport

Follow instructions  
Ask questions  
Show good sportsmanship  
Try new things

### ONLINE LEARNING

Learning tool, not social media  
Check in regularly for teacher's instructions  
Ask for teachers assistance if unsure

## BE RESPECTFUL

Use manners  
Speak in a friendly manner  
Use people's names  
Cooperate with, encourage and include others

## BE SAFE

Safe hands and feet  
Follow instructions  
Use equipment correctly

## BE RESPONSIBLE

Have correct equipment  
Be organised  
Remain on task

Include others in our play and take turns  
Follow rules of the game  
Speak in a friendly manner  
Safe hands and feet  
Sit when eating  
Use equipment correctly

Wear a hat for play  
Move safely on hard surfaces

Care for the environment  
Look after equipment  
Follow rules of the game  
Listen & react to music and signals

Move quietly around the school  
Wait for an adult  
Keep to the left  
Be calm and patient

Walk only  
Safe hands and feet  
Line up  
Move safely

Put rubbish in the bin  
Keep out of the gardens

Wait your turn  
Quiet voices

Ask permission and go with a buddy  
Use the toilet for its proper use

Ask permission and go with a buddy  
Use the toilet for its proper use

Wear the correct uniform  
Use manners

Watch and be ready to move in the pick up / drop off zone

Arrive and leave school at the right time  
Care for siblings and others  
Move safely

Be Ready  
Be on time  
Sit quietly until the bell has rung

Be calm and patient

Enter and exit quietly and calmly  
Sit and stand quietly and carefully

Participate in the Liturgy / Mass

Wear the correct uniform  
Use manners  
Speak in a friendly manner  
Encourage others

Safe hands and feet  
Use equipment correctly  
Follow instructions

Safe hands and feet  
Keep your area tidy  
Care for belongings, equipment and resources  
Use equipment correctly  
Follow instructions

Always use appropriate language  
Students will only make contact with teachers within normal school hours  
Use manners when emailing peers and teachers

Follow Cyberafety and Cyberbullying rules  
Parents should always be aware of my online learning  
Parents should always be able to view me whilst on my device

Follow device time limits set by my parents  
Put device away at night for restful sleep  
Let my teacher know if I need ICT support

Live, Love, Learn

## **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:

- Time built into the first weeks of school
- Assemblies that have a PB4L weekly focus, followed by group practice
- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Displaying photos of positive behaviours
- Clearly displaying school and classroom rules
- Using explanations of the school and classroom rules (i.e. what they look like, sound like and feel like)
- Maintaining effective communication and sharing a common language about behaviour in our school community.

## **3. Feedback: Encouraging Productive Behaviours for learning**

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning.

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
<p><b>Bee Stickers</b> – These are given to students who are showing a great example of following our school rules: Bee Safe, Bee Friendly, Bee Respectful, Bee Responsible.</p>	<p>Stickers, stamps, individual or class charts</p> <p>Incentive based ‘chance’ draws or prizes</p>
<p><b>Live, Love, Learn Awards</b> – Each week at the whole school assembly, classroom teachers and specialist teachers award students from their class/es Live Love Learn awards for living our Vision and Mission.</p>	<p>Individual awards, group or whole class rewards</p> <p>Free time or other self-directed reward time</p>
<p><b>Principal’s Awards</b> – For exceptional or outstanding achievement, progress, or improvement, class teachers can nominate a student for a Principal’s Award.</p>	
<p><b>The Spirit of St Pius Award</b> – At the end of the year, two students from the graduating Year 6 classes are nominated to receive this award based on their ability to embody the school Vision – Live, Love, Learn</p>	
<p><b>Sandgate Quota Club Award</b> – Presented to a Year 6 graduating student who has consistently demonstrated outstanding school leadership throughout the year.</p>	

#### Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.
- Adjustments to Curriculum – This support involves appropriate adjustments being planned for and implemented by the classroom teacher in consultation with the Learning Support and/or Leadership Team in order to proactively support student learning engagement and behaviour in the classroom.

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

#### 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 B 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:

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

In addition, Appendix B – Student Behaviour Support Process provides a flowchart/diagram of Responses in line with the PB4L framework and philosophy implemented at St Pius V Catholic Primary School.

## 5. BCE Formal Sanctions

In alignment with BCE procedures, cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year level P – 12 and include:

- **Detention process** - Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and playtime, will be recorded in Engage (Student Behaviour Support System).
- **Suspension process** - Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.
- **Negotiated Change of School** - In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as 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. 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).

- **Exclusion** - Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, a Principal may, in consultation with the Senior Leader: Learning and Identity, make a submission to BCE's Director – School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director – School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For appeals, the school aligns to BCE processes.

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

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

### **Definition**

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

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

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

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

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

Our school uses the PB4L framework and the Australian Education Authorities resource [Bullying NoWay!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

### **1. Understanding Bullying and Harassment**

All staff members at St Pius V Primary School engage in regular professional learning throughout the course of each school year about the appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment. This includes pupil free days at the beginning of each school year, dedicated staff meetings and/or twilight meetings, as well as induction processes for new staff members. Professional learning is facilitated by the school Guidance Counsellor, school Leadership Team and supported by BCEO staff and outside agencies.

### **2. Teaching about Bullying and Harassment**

It is the responsibility of all staff to model and explicitly teach appropriate, positive anti-bullying behaviours and supportive bystander behaviours. At St Pius V Primary School, the approved curriculum (including the Personal and Social Capabilities ACARA and BCE Religious Education Curriculum) is used to explicitly teach all students in Prep to Year 6 about healthy relationships and positive behaviours in relation to bullying and harassing behaviours. The 'Bounce Back!' program is used throughout the whole school to enhance social and emotional teaching and learning. Teaching and positive reinforcement occur regularly throughout the year in classroom and playground.

### **3. Responding to Bullying and Harassment**

All staff at St Pius V Catholic Primary School must take all reports of bullying and harassment seriously and respond with the following school team process:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

#### 4. Preventing Bullying and Harassment

At St Pius V Catholic Primary School, proactive and preventative steps are taken to create a safe, supportive and inclusive school to prevent bullying and harassment. For e.g.:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Our Guidance Counsellor and Police Liaison Officers facilitate whole staff professional learning on a regular basis.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. St Pius V partner with Police Liaison Officers and Positive Behaviour Consultants to provide training on best approaches for staff and parents.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. This is detailed within the St Pius V Teacher Handbook and communicated to staff in the January Professional Development days and staff meetings.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of

bullying behaviour. Our communication methods include the school Newsletter and Parent Information Evenings.

6. Explicit promotion of social and emotional competencies among students through verbal praise and reinforcement in the classroom and playground as well as Bee Tickets, Live Love Learn Awards and Principals Awards.
7. Our Whole school implements the *Be You* program to develop a positive, inclusive and resilient learning community.

### **Key contacts for students and parents to report bullying**

Staff member: Principal – Peter Gordon – (07) 3267 7306

Staff member: Assistant Principal Administration – Amanda Steer - (07) 3267 7306

Staff member: Guidance Counsellor – Marlies Rodriguez - (07) 3267 7306

### **Cyberbullying**

At St Pius V, Cyberbullying is treated 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.

The following steps outline how St Pius V responds to incidents of cyber bullying and harassment:

- Concern is listened to and documented (immediate safety risks will be addressed)
- Student safety is prioritised
- Additional information/evidence is collected and actions, outcomes, people involved and conversations are documented. This information is recorded in the bullying register in the Engage Student Support System.
- Appropriate school personnel are contacted (School Leadership Team member and/or school Guidance Counsellor).
- Assessment is made of whether a criminal activity has taken place by school personnel in consultation with BCE Student Protection and Legal Counsel Teams.
- Where appropriate, the incident is reported to police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. The incident may also be entered into the Student

Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.

- Response and supports are implemented. This may include using resources at the Social Media Safety Centre and/or involving school or BCE Information Services staff.
- The student's parents/caregivers are contacted informing them of the incident and your course of action.
- Follow up meetings with parents and students at designated times.

## Resources

The [Australian Curriculum](#) provides the framework for your school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

In addition to the approved curriculum, evidence-based and government-supported resources include:

- [Be You](#)
- [Bullying NoWay](#)
- [Office of the eSafety Commissioner](#)
- [Australian Cybercrime Online Reporting Network](#)
- [National Centre Against Bullying](#)

## 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.

Behaviour Support Data is regularly reviewed and used to inform decision-making. The Universal Supports Team (consisting of Principal, APA, APRE, PLL, Guidance

Counsellor, Support Teacher Inclusive Education, classroom teachers, school officers) meet twice a term to discuss data gathered from Engage and to review and refine any issues arising from the implementation of the framework. The Targeted and Personalised Support Team (consisting of Principal, APA, APRE, PLL, Support Teacher Inclusive Education) meet weekly to analyse the school data. The analysis of the data is used by the team to adjust individual, class and whole school practices. The principal then meets with the learning support staff and guidance counsellor on a weekly basis to discuss individual student support needed beyond universal support.

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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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

<b>13</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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'

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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
<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>11</b>	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)
<b>12</b>	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
<b>13</b>	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
<b>14</b>	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
<b>15</b>	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.
<b>16</b>	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.

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>17</b>	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
<b>18</b>	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

## Appendix B – Student Behaviour Support Process

# St Pius V Primary School Student Behaviour Support Process

### Universal Positive Support Strategies

Teach and model expected behaviours using Bee Rules and Bee Matrix

Remind and Re-direct using the Bee Matrix

Use positive feedback and encouragement strategies

### Process to Support Minor Unproductive Behaviour

**Remind** – proximity, verbal and non-verbal signals, refer to Bee Matrix, tactical ignoring, parallel praise

**Check-in** – conversation with student to see if something is bothering them

**Calm down** – offer quiet time in supervised calm area

**Redirect** – redirect to the task and make adjustments if needed

**Positive Feedback** – specific praise and positive behaviour feedback

**WHO? – Class teacher**

### Process to Support Major Unproductive or Repeated Minor Unproductive Behaviour

#### De-escalation

- Calm down/quiet time in supervised safe space inside or outside classroom
- Re-state expectations and adjust learning environment
- Set limits with clear choices
- Strategies identified in Crisis Management or Individual Behaviour Support Plan if applicable

#### Problem-solving

- Teacher-student, Teacher-student-leadership and/or Teacher-student-parent conversation
- Re-teaching expected behaviours
- Analysis of data to determine potential patterns or triggers

#### Restorative

- Restorative conversation and relationship re-building
- Student apology
- Restorative actions – contributing back to class or school community

**WHO? – Class teacher with support of Leadership or Learning Support as required**

### Continuing Concerns for Unproductive Behaviour

**Parent Meeting** – Parents invited to discuss unproductive behaviour and plan next steps in partnership

**Request for Support** – Follow 'Request for Support' process

**Restorative Process** – Restorative conversations with student

**WHO? – Class teacher, Leadership Team, Learning Support Team**

### Tier 2/3 Support

Follow targeted and individualised supports