

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Creating a culture that promotes positive behaviour for learning

School Mission and Vision - Teach Challenge Transform

St Andrew's is a Catholic Faith Community built on love and openness where we seek to uphold our School Motto:

"ATTEND WITH A LISTENING HEART"

The motto "Attend with a Listening Heart" comes from the prologue of the Rule of St Benedict. These words reflect the unique culture and ethos that is St Andrew's School. Accordingly, we;

- strive to ensure Gospel values and teachings of Christ's Church are reflected and witnessed in our prayer, policies, structures and relationships within family, school and wider community;
- provide for the development of each person-socially, spiritually, morally, intellectually and physically- through a sense of wonder and striving for excellence are valued; and
- welcome all to our community and respect the dignity of each individual building trust, self-esteem and commitment to reconciliation.

St Andrew's Catholic Primary School



Our Vision

At St Andrew's we strive to make Jesus real, through our words and actions in the spirit of St Benedict who invites us to "Attend with a Listening Heart".

Our Mission

We endeavour to ensure:

- Our actions give witness to the gospel values and are reflected in every aspect of school life.
- We provide inclusive, high-quality learning, striving for excellence through collaborative, contemporary pedagogy, and positive and supportive learning environments.
- We are a welcoming community and respect the dignity of each individual, building relationships with a culture of trust, and commitment to reconciliation and restoration.

Our Values

Our school community identifies with the charisms that echo the *Benedictine tradition* and enhance the ideals of Making Jesus Real.

Work | Prayer | Conversion |
Community | Peace | Obedience
Stability | Hospitality
Compassion | Humility

 A Brisbane Catholic Education School

Our School Context

St Andrew's is a systemic Catholic primary school and is administered by Brisbane Catholic Education. Our tradition lies with the spirit of St Benedict. St Andrew's school is a part of The Grovely/Keperra Parish which enjoys a unique arrangement that includes, as well as St Andrew's, St William's School, Grovely, Our Lady of Dolor's School at Mitchelton and Mt Maria College at Mitchelton. Specifically, the philosophy of St Andrew's school centres on a way of life that makes Jesus real in the lives of all those who make up the St Andrew's family. St Andrew's is a Prep – Year 6 Catholic Primary school. There are over 50 students currently enrolled, located on the fringe of Brisbane city Northwest. It is a three/four stream school situated in an area of Brisbane with predominantly middle-class families. St Andrew's school supports children of Defence Force members who make up approximately 15% of the total school student population. There is a very strong sense of family within the school. Students from St Andrew's generally move onto local secondary schools such as; Mt Maria, Mitchelton, Mt St Michael's, Ashgrove and Marist College, Ashgrove. There are twenty-one classroom teachers: a PE specialist, a Music specialist, Technologies specialist, Japanese specialist, Visual Arts specialist and Teacher Librarians. We have a Guidance Counsellor, 3 ST:IEs (Support Teacher: Inclusive Education), approximately 20 school officers and a part-time Defence School Mentor.

Consultation and Review Process

The St Andrew's School Behaviour Support Plan was created through consultation with a variety of stakeholders, distributed for review, and endorsed by the Principal and Senior leader. A high-level check has been undertaken at the commencement of 2025. This document will be shared at the commencement of the 2025 school year. A detailed review will occur at the end of 2025.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

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

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

At St Andrew's, we believe that the overarching principles in the Learning and Teaching Framework underpin acceptable behaviour, the learning of appropriate behaviour and the teaching of relational behaviour. This belief, learning and teaching is the foundation of the Alice Springs Declaration: Mparntwe.

We believe that:

- Every learner is created in the image and likeness of God and inspired by the Spirit;
- Every learner responds with passion and creativity to life;
- Every learner seeks to find meaning in life and learning;
- Every learner brings to the learning experience their own richly diverse life journey and we respond creatively, flexibly with a futures orientation to ensure dignity and justice for all;
- Teaching is relational with a shared responsibility to educate for the common good;
- Teaching is visible, explicit and responsive, creating equality and excellence for all learners;
- All classroom environments must be welcoming, disciplined, safe, and supportive, where students and teachers develop positive relationships;

- Teachers hold high expectations for students' academic and future behaviour choices;
- Teaching and learning occurs when learning is explicit, appropriately challenging, and encompasses deliberate practice aimed at attaining mastery of the goal;
- The teacher fosters effort, clarity and engagement in learning, where feedback is given and sought to evaluate and improve outcomes to develop positive dispositions to learning;
- Students actively engage in clearly defined learning goals for both academic and behaviour
- Students are able to describe what they are learning, how well they are going and what they intend to do next; and
- Recognition and encouragement are given to those students who have done their best.

Vision for Learning

Our Vision for Learning supports the Alice Springs (Mparntwe) Declaration's goals for all young Australians



2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

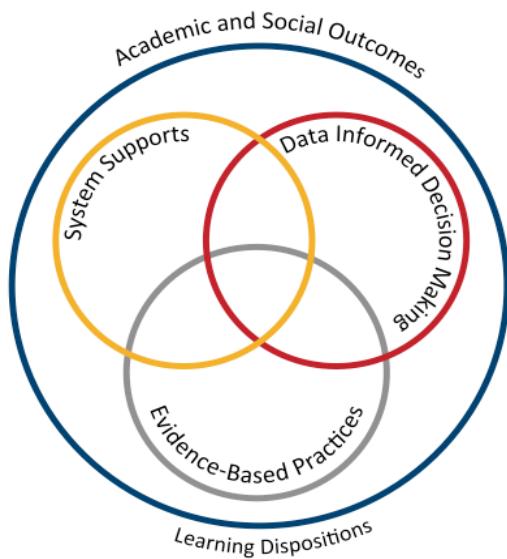


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

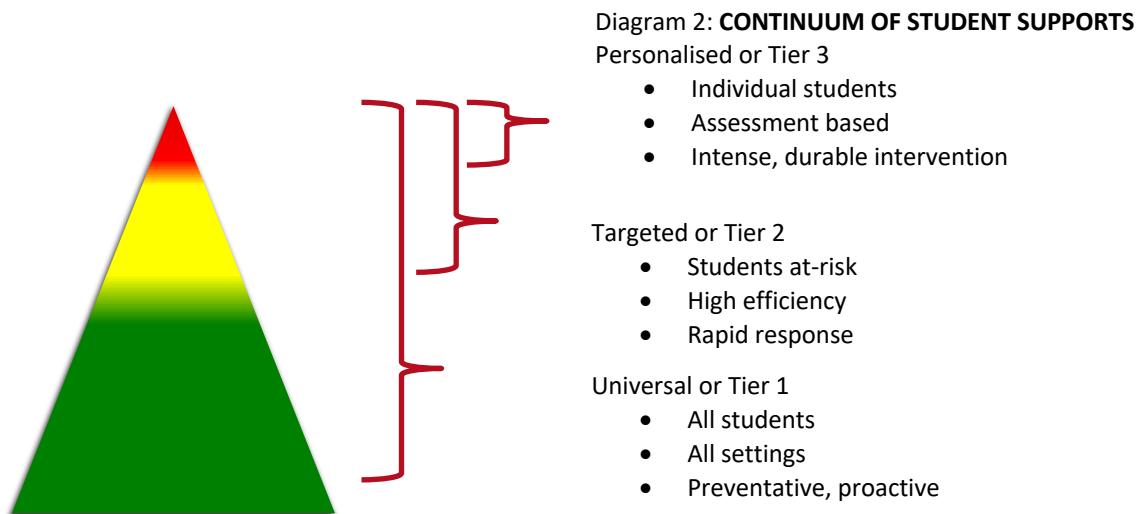
Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small

group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

Our Student Learning Support Team is made up of Support Teachers Inclusive Education, Guidance Counsellor, Primary Learning Leader and Leadership Team. This team meets on a regular basis and addresses issues for students with needs, that inform the agenda and minutes, which are then placed on the Engage Student Support system.

Our PB4L Behaviour Support Tier 1 - Universal Support Team is made up of the Leadership Team, members of the Learning Support team and selected classroom teachers. This team meets each term to discuss ENGAGE data. Agendas and Minutes are kept on the school portal.

Tier 2 & 3 Support Teams consist of Assistant Principal Religious Education, Assistant Principal, Guidance Counsellor, Support Teachers; Inclusive Education and Principal. Agendas and Minutes are kept on the school portal. Meetings will happen as required.

Professional Learning for staff – Ongoing professional learning on PB4L and its Tier support structure happens with staff at January Professional Development Days and at staff meetings throughout the year. The School Behaviour Support Plan and Child Youth and Risk Management Strategy are shared with all staff at January Professional Development Days and upon induction of new staff. Education Officer Student Support, Support Teachers: Inclusive Education Tier 1 team, Guidance Counsellor and Primary Learning Leader are all involved in professional development with staff.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:

- Respect Relationship
- Respect for Environment
- Respect for Acting safely
- Respect for Learning



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.

We	Learning Spaces	Playground & Eating Areas	Toilets	Transitions	Gatherings
R Have positive Relationships	Listen and follow instructions. Include and encourage others. Let others learn. Say please and thank you. Wait patiently for your turn.	Encourage and include others by asking them to join in. Be respectful of personal space - stay in your bubble! Take turns and share equipment. Play for enjoyment and play by the rules. Say please and thank you at the tuckshop.	Wait quietly for your turn. Give others privacy. Wait for your buddy.	Walk quietly and calmly. Be considerate of the learning of others as you move around.	Be on time. Listen attentively to the speaker. Be reverent / show respect. Say please and thank you
E Take care of the Environment	Use equipment and belongings appropriately. Clean and tidy up. Use an inside voice. Ask for permission to leave the learning space. Put rubbish in the correct bin.	Place rubbish in the correct bin. Care for gardens and wildlife. Return equipment. Return Tuckshop tubs.	Use water, soap and paper properly. Keep the toilet area tidy. Use paper towel to wipe your hands.	Walk on paths.	Put equipment away.
A Have safe Actions	Keep hands and feet and other objects to yourself. Use technology safely and appropriately. Use resources, tools and utensils appropriately. Remain in the Learning Space.	Keep hands and feet and other objects to yourself. Eat only your food. Walk on paths. Wear a hat on your head. Wait for teachers before playing. Place lunch box in the correct place.	Keep hands and feet and other objects to yourself. Ask teacher for permission. Walk with a buddy. Use a quiet voice. Put toilet paper in toilet. Flush toilet. Wash hands with soap. Paper towel goes in the bin.	Keep hands and feet and other objects to yourself. Walk safely as instructed by an adult. Wait in lines as instructed by an adult.	Keep hands and feet and other objects to yourself. Listen and follow instructions. Stay with your group. Walk calmly.
L Engage in Learning	Follow directions. Have equipment ready for learning. Display a growth mindset. Cooperate with others by following all instructions. Listen to feedback.	Walk on paths. Wear a hat on your head. Wait for teachers before playing. Place lunch box in the correct place.	Use the toilet during break times.	Be on time.	Arrive and leave quietly. Wait patiently.

A Brisbane Catholic Education School

Attend with a listening heart

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:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours
- Assemblies followed by group practice
- Displaying photos of positive behaviours
- Displaying the school and classroom expectations and PB4L Matrix clearly
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
- Maintaining effective communication and sharing a common language (being WESTIE, MJR and PB4L Keeping it Real) about behaviour in our school community
- Transitioning students to new year levels and new teachers at the end of the school year for the following year
- New student orientation when needed
- Implementing Zones of Regulation to assist students with emotional regulation to support positive behaviour choices We value the supportive partnerships of our families to reinforce the goals of our PB4L strategy.

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
Teaching of MJR / Ubuntu / Benedictine Values	Systems for rewarding positive choices
Weekly MJR awards at Assembly	Class awards
Good to Great phone calls / emails to parents	Individual goal setting and achievement
Sharing of 'good news' stories in newsletters, at assemblies and on Facebook	Differentiation of learning
Lunchtime games room – supported play	Zones of Regulation
Reflection worksheets	Social Stories

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:

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

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- 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)
- Individual Safety Plan

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
Reminding (non-verbal cues, proximity, ignore, praise, attend)	State and demonstrate the REAL expectations	Student apology
Calm down time	Teacher – student conversation	Making it right action
State and demonstrate the REAL expectations	Work it out together plan – teacher and student	Student contributes back to the class or school community
Individual crisis support and management plan	Teacher – student – parent meeting	Restorative conversation
Provide choices, reallocate seating	Teacher – student – leadership conversation	Restorative conference
	Teacher – parent conversation – request for support	

In addition, de-escalation crisis prevention and support strategies may include involvement of BCEO Education Officer, Guidance Counsellor and support team, to create an individual safety plan.

School Wide Behaviour Support System and Decision Making Processes

Positive Behaviour for Learning



We keep it R E A L at St Andrew's

- We teach the behaviour**
- We practise the behaviour**
- We integrate the personal and social capabilities from the Australian Curriculum.**

PB4L & MJR UNIVERSAL RESPONSES
(to all students, all of the time)

- 1. Remind and redirect** - refer to Keeping it REAL matrix
- 2. Teach or model behaviours** - quality pedagogy, Personal and Social capabilities, ensure dignity
- 3. Supportive strategies** - check-in, break, praise
- 4. Assist** - begin a task, support organisation, use calm verbals and non-verbals, give feedback about learning

Processes to support...

- 1. ..minor unproductive behaviour:**
Remind (non-verbal cues, proximity, ignore, praise, attend), calm down time, state and demonstrate the REAL expectations
- 2. ..repetitive minor unproductive behaviour:**
De-escalate by providing a clear choice, re-allocate seating position, problem solving conversation (teacher and student), contact parent (phone or email), Make it Right action, Restorative conversation.
- 3. ..continuing concerns for unproductive behaviour**
Parent meeting, request for support (STIE, GC, Leadership – drop-in session, professional conversation), Restorative conversation, log a "Request for Support" in Engage so that the student support team can keep track of and manage these requests that could see a student on Tier 2 or Tier 3 supports.

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5. BCE Formal Sanctions

Detention process

In response to repeated minor or major behaviours, leadership team nominates detention during break times in consultation with class teachers. Leadership team member to supervise and, repair relationships, apply restorative practices, make plans for appropriate behaviour, or completion of classwork. Class teacher to notify parents.

Suspension process

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

Exclusion

Because of the serious long-term consequences for the student and the family, exclusion will be considered only as a last resort. The school will be aware of and consider the legal and equity issues applying to the exclusion of students with a disability, marginalised students, and students in out-of-home care, and consult with the appropriate employees, including the Lead Education Advisor - Inclusive Education and Student Wellbeing and/or BCE Legal Counsel. The school will demonstrate that it has made efforts to identify and address the cause of the behaviour and documented range of intervention strategies that have been tried. Families have a right to know of the processes involved in exclusion, as well as of their right to cancel the student's enrolment at the school. Where a family exercises the right to move the student to a new school prior to a decision being made in relation to the recommendation to exclude the student, the Principal (or delegate) will facilitate the transition to the new school, if there is a request to do so. For appeals, the school aligns to BCE processes.

Appeals Process

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

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.

Examples 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. This can also include 'flaming' and online hate sites/bash boards.

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 No Way!](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

During "Bullying no way Day" (or upon induction) staff will be taken through the SBSP, ENGAGE definitions and processes and Child Youth Risk Management Strategy as well as participate in presentation on Bullying and PB4L.

2. Teaching about Bullying and Harassment

For all students Making Jesus Real, Ubuntu, and Benedictine values are embedded and explicitly taught from P-6 with a focus on positive relationships. Catholic Perspectives are addressed in planning documents helping to support the teaching of healthy relationships and positive behaviours. The HPE curriculum is taught by class / specialist teacher addressing safety issues as per year level curriculum demands. The school's Adopt-a-cop presents annually about cyber bullying. Acceptable use of technology session for students from Year 4 is delivered by the school's IT co-ordinator. Personal safety lessons completed each semester by class teachers - teachers access resources such as the Daniel Morecombe Child Safety Curriculum "Keeping Kids Safe" resources, Kids Help Line online resources, and 'Bullying No Way' website resources

3. Responding to Bullying and Harassment

Students or parents or teachers should express their concerns regarding a bullying incident either verbally or via email to the class teacher or principal. At St Andrew's we believe all students are created in the image of God, and are like some others, like all others, and like no other. All suspected incidents of bullying, including those against students with a disability, will be communicated to the principal who will delegate the staff involved in following the process outlined below.

All staff must take all reports of bullying and harassment seriously and respond with a school team process.

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

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. Eg "Bullying No Way Day"
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. PB4L will be part of Professional Development each year for all staff.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. SBSP, CYRMS and school based bullying presentation presented to staff annually
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. Eg handbook, induction process
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. Eg School newsletter, Parent Handbook, School Website
6. Explicit promotion of social and emotional competencies among students: eg Health lessons, social stories as required, supported play.
7. Whole school plans and processes to prevent and address bullying
8. Whole school incorporates a variety of strategies and resources including literature and strategies implemented by Guidance Counsellor.

Key contacts for students and parents to report bullying

Principal – Mrs Amanda Steer – 3351 6366

Your child's teacher – pfernigrove@bne.catholic.edu.au

Assistant Principals – Michelle Kneen or Stephen Locke – 3351 6366

Cyberbullying

Cyberbullying is treated at St Andrew's School Ferny Grove with the same level of seriousness as direct bullying.

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

Incidents that occur during school time or using school device should be reported to the school. IT staff will investigate any incidents involving the school equipment. Parents will be contacted. Please refer to the school's Acceptable Use of Technology Agreement.

Parents are welcome to inform the school of any incidents outside of school hours, however the school is not responsible for dealing with these issues (eg social media) or offering support to students in these instances.

Resources

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 St Andrew's 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
- Kids Help Line resources

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.

BCE Engage system is used to record data.

Team meetings –

- Universal team (consisting of teachers and leadership) meet systematically to analyse universal school data and feed back to staff during staff meetings,
- Targeted and personalised team (including members of the Learning Support Team, Guidance Counsellor & Leadership) meet systematically to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

References

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Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Procedure: Alcohol and other drug-related issues
- Procedure: Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
3	Disrespect/non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying "No", "Not going to do it", "I don't want to do that"
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school's policy
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice

	Descriptor	Definition	Example
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude 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

	Descriptor	Definition	Example
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal 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.
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: 01/04/2025	Next review date: 01/04/2026
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