St Mary's Primary School Student Behaviour Support Plan

School Mission

As a faith community, we strive to make Jesus real in the lives of our students, families and staff by living the Gospel values in our daily work. (Faith) As an educational community, we recognize that each child is created in the image of God. We are committed to supporting and motivating all students to achieve their full potential. (Learning) As a professional community of educators we are committed to ensuring every child develops the knowledge, skills and values necessary to actively engage in the world of the future. (Growth)

School Vision

We will be a community of lifelong learners who make Jesus real by living the Gospel values of love, service and compassion.

School Values

Blessed Edmund Rice, founder of the Christian Brothers and Catherine McAuley, founder of the Sisters of Mercy, were motivated by a Christian love of the poor and marginalized, a commitment to the development of young people, a devotion to Mary, the mother of Jesus and the establishment of communities based on Gospel Values. Following their example, St Mary's Primary School Faith Community seeks to Make Jesus Real. Our school values are summarized in the acronym WESTIE- Welcoming, Encouraging, Sorrowful, Thankful, Inclusive, Enthusiastic.

With our focus on Positive Behaviour 4 Learning (PB4L) we are balancing teaching with correction, ensuring that each individual receives the support they need to grow as life long learners and leaders.

<u>Our School Context</u>

St Mary's Primary School, Ipswich, is the oldest Catholic school in Queensland. We have been dedicated to Catholic schooling since the arrival, in 1863, of the Sisters of Mercy followed by the Christian Brothers in 1892. These founding religious orders brought the traditions and spirituality of their founders, Catherine McAuley and Blessed Edmund Rice. We are rightfully proud of our historical, cultural and religious heritage and we acknowledge and respect the foresight and contributions of a long line of priests, religious and lay people who laid the foundations of our school.

St Mary's Primary is a co-educational Catholic Primary School that caters for students in Prep to Year Six. We are one of many schools in the Brisbane Catholic Education System in the Catholic Archdiocese of Brisbane. We are located in inner city Ipswich and draw our school population from a wide geographical area. Our school population is close to 600 students with 3 classes in each year level. Our dedicated staff include Teachers, Office Staff, Leadership Team, Guidance Counsellor, Speech Pathologist, Support Teacher, School Officers, Groundsman and Tuckshop Convenor who are committed to making Jesus real by supporting students to be the best they can be.

Our students come from predominantly middle-income families and a range of different cultural backgrounds. There is a strong sense of community within our school with a warm, welcoming feel. As a school community, we recognise the role of parents and carers in the educative process and every effort is made to support each family, to foster communication and encourage parental involvement. We are committed to making St Mary's Primary School a place of learning, friendship, justice and unity, where parents, staff and students respect and listen to each other.

Consultation and Review Process

At St Mary's Primary School we believe the most effective way to support student behaviour is through a school-wide approach called *Positive Behaviour for Learning* (PB4L). PB4L is about people, relationships, practices, processes and learning. It focuses on building capacity to support students, parents and teachers through use of data and evidence-based practices, which are all integrated into the PB4L strategy.

St Mary's Primary School developed this Student Behaviour Support Plan in consultation with our school community. Consultation occurred through staff meetings and the widespread distribution of the draft Student Behaviour Support Plan for comment and review. A review of school data relating to behaviour incidents, including absenteeism, informed the Student Behaviour Support Plan. The Plan was endorsed by the Principal and the Senior Learning Leader. It will be reviewed annually and modified every 2 years to reflect changes in our context. The School Leadership Team, Teachers, Parent Body and Senior Learning Leader, participate in the review as the Plan continues to evolve over time.

Our overarching expectation is that we BE RESPONSIBLE for our actions.
The following three expectations guide how all members of our school community can BE RESPONSIBLE citizens:

- Be safe
- Be respectful
- Be a learner

Our Beliefs and Common Philosophy

Our school emphasises the importance of the development of the whole person. As a Catholic School we aim to develop responsible citizens who consciously attempt to make Jesus real in their encounters with others.

At St Mary's Primary School, we acknowledge that learning and growth is a journey. A safe, harmonious environment, based on Christian living, is needed to enable our students to learn how to manage their own behaviour. As such, our Student Behaviour Support at St Mary's Primary School aims to develop the whole person, with dignity, in a community where students can learn to build, maintain and restore relationships in a climate of safety, acceptance and reconciliation. It recognises that, in order to develop self-discipline and character, students may need support to modify their own behaviour from time to time through the use of explicit teaching and responding to student behaviour in an open, honest and respectful manner.

Our beliefs about student behaviour, discipline and learning, unify us and direct our actions in the decisions we make, the practices we choose and our interactions with others. The following beliefs reflect current literature in positive behaviour supports:

- Behaviour communicates a need
- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual, aesthetic development and wellbeing of young Australians (Melbourne Declaration - Ministerial Council on Education, Employment, Training and Youth Affairs, 2008)
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction
- Every day at school, students have the opportunities to learn and practise social skills and develop the General Capabilities outlined in the Australian Curriculum (ACARA)
- Behaviour is learned in the same way that students learn any other subject. Behaviour can be taught using the same strategies used to teach academics

- Students need and want high expectations of their behaviour. Maintaining high expectations does not require punitive approaches. Student engagement is best achieved through instruction rather than punishment
- Unproductive behaviour presents the student with an opportunity to learn, the educator with an opportunity to teach, re-teach and model
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships. To develop and retain new behaviours, students must be given specific positive feedback, opportunities to practise and regular reinforcement of these behaviours in a variety of locations
- Student support is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success
- An integrated system of school wide, classroom and individual student supports can play a central role improving student behavioural outcomes and developing learning dispositions

Our Approach - Positive Behaviour 4 Learning (PB4L)

What is Positive Behaviour 4 Learning?

PB4Learning is about people, relationships, practices, processes and learning – it is a framework for how we work. It aims to enhance academic and social competencies and learning dispositions by using data informed decisions, evidence-based practices and a range of system supports. It is a data informed process and BCE has developed the ENGAGE Student Support System to record and monitor this data.

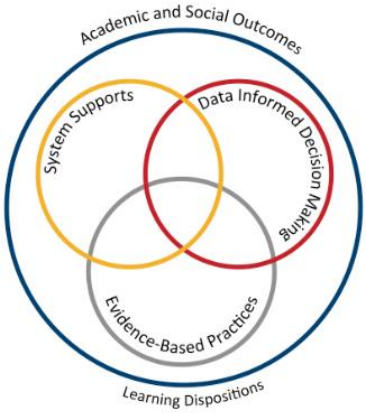


Figure 1: PB4L Framework (OSEP Center, 2004; Lewis et al, 2006).

Continuum of Support and Key Features at St Mary's Primary School

An important component of PB4Learning is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges 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:

The first level focuses on behavioural and academic supports for all students (Universal). Here the focus is on prevention of unproductive behaviours by providing early intervention for those at risk and creating positive learning environments across all settings in the school.

Research has shown that approximately 80-85% of students will respond to proactive Universal Support, display the desired appropriate behaviours and have few unproductive behaviours (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 - Targeted Supports:

The second level focuses on students who continue to display unproductive behaviour even with the Universal Supports in place. Through the use of data, students are identified early, before unproductive behaviours become intense or chronic. Some of these students will participate in

Targeted Supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2009).

Tier 3 - Personalised Supports:
The third level of support is intensive and/or personalised. These students will require highly personalised behaviour support programs based on a comprehensive behavioural assessment which, at times, will include mental health professionals, family and community services.

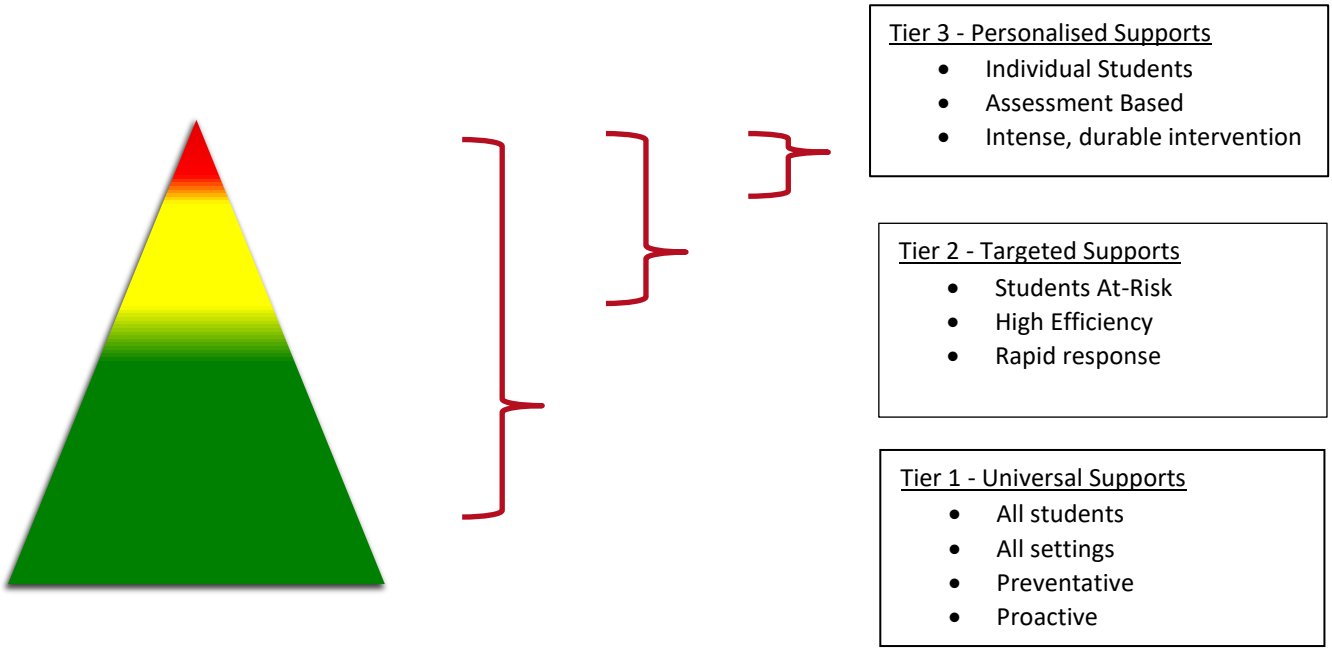


Figure 2: Continuum of Student Supports (Lewis et al , 2006).

All students remain within Tier 1 - Universal Supports whilst also receiving the Tier 2 – Targeted, or Tier 3 - Personalised Supports they may need at different times or in different contexts.

By building a connected continuum, everyone in the school is aware of how each level of support is connected to Tier 1 - Universal Supports e.g., all Tier 2 - Targeted and Tier 3 - Personalised Supports use the Tier 1 - Universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

Student Behaviour Support Leadership & Professional Learning for School staff

Staff at St Mary's continue to participate in professional learning in PB4L. Members from the teams for the Teaching Responses have also accessed Professional Learning through BCE and this will continue as we grow and develop.

Our Support Structure for PB4L at St Mary's Primary School

Tier 1 - St Mary's Primary School Universal Supports:
Tier 1 – Universal Team consists of a member of the Leadership Team, the Guidance Counsellor, the Support Teacher Inclusive Education (STIE) and several Class Teachers representing all 3 areas of the school (Early, Middle, Senior School). The team meets weekly to promote Universal (Tier 1) Supports and systems and assist all staff to embed these strategies and supports in their teaching practice. They assist in the presentation of staff professional development on PB4L. This team constantly reviews Universal Supports in the school and assesses their effectiveness. Trends in data entered on ENGAGE are shared (collected by Tier 2/3 team) and possible action identified. School

documentation and systems are developed in consultation with this group before being presented to the wider staff and school community.

Tier 2 - St Mary's Primary School Targeted Supports:
Tier 2 - Support Team consists of the Assistant Principal Administration (APA), Guidance Counsellor (GC), Support Teacher Inclusive Education (ST-IE) and when necessary, other key staff are invited to attend to address a concern about a student. This team meets once a week to discuss current behaviour concerns, review ENGAGE data, review current students on Targeted Supports, address requests for support from teachers for individual students and continue to develop Targeted Supports for students.

Tier 3 - St Mary's Primary School Personalised Supports -:
Tier 3 - This team consists of the same personnel in Tier 2 - Targeted Supports with the addition of other relevant staff members, and other allied health professionals when necessary. This team meets on a needs basis as the Tier 3 - Personalised Supports are accessed by a very small percentage of our school students.

St Mary's Behaviour Expectations

School-wide expectations encourage consistent communication among all staff, students, parents/carers and the broader school community. Agreed upon student expectations promote consistency and transparency.

At St Mary's Primary School, our school-wide expectations fit under the overarching expectation of BE RESPONSIBLE. The following three expectations guide how all members of our school community can BE RESPONSIBLE citizens:

- Be Safe
- Be Respectful
- Be a Learner

Our ***school-wide matrix*** determines the social skills and behaviours we expect all students and staff to learn, practise and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviour.

Figure 3: St Mary's Behaviour School Wide Matrix (Appendix A).

In addition to our school–wide 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 **General Capabilities** include:

- Personal and Social capability
- Ethical Understanding
- Intercultural understanding which focus on ways of being, behaving and learning to live with others
- Critical and Creative thinking

Figure 4: General Capabilities (ACARA, 2012)

Teaching Expected Behaviour

At St Mary's Primary School we believe effective instruction requires more than providing the behavioural expectations. It requires instruction, practice, feedback, re-teaching, and encouragement of the expected behaviours (Sprague & Golly, 2005). Student behaviour significantly impacts learning for all in the classroom and it is important to ensure the teaching and reteaching of expected behaviours occurs continuously to support the engagement of all students. Instruction takes place each day, throughout the day, all year long.

- Opportunities for direct teaching may include: Beginning of school year and during the first weeks of each term in each classroom
- Visual displays of the School Matrix – each class unpacks what this looks like in their context
- Generating behaviour goals in classrooms and playgrounds based on St Mary's School Primary School Behaviour Matrix
- Assemblies with a weekly school wide focus
- Explicit teaching of Making Jesus Real (MJR) values
- Positive feedback to students through the use of rewards e.g., GOTCHAs, WESTIE bands/ stickers, Student Achievement Awards
- Tracking class/students data and responding to data trends highlighted on ENGAGE.
- Reflecting on and responding to current year level or class behaviour trends
- New student orientation when needed
- Student leaders may serve as orientation models for newly enrolled students

Encouraging Productive Behaviours for Learning

Tier 1 - St Mary's Primary School Universal Supports

We believe that students learn best in safe, supportive environments. These environments are best developed through clear expectations and consistency of implementation. Positive environments are enhanced by positive staff/student relationships. When staff show an interest in students and their lives (non-contingent attention), this promotes positive, productive behaviours.

When a student has been taught a behaviour and/or needs support to use this behaviour effectively, the use of behaviour specific positive feedback (contingent attention) and tangible rewards will help them to develop and maintain these behaviours. Research indicates that to develop and maintain positive, productive behaviours a minimum ratio of four positive interactions to one negative interaction is required (Reavis, Jenson, Kukic, Morgan, 1993).

At St. Mary's Primary School we use the ideas developed by Mr Peter Mitchell (2002) to educate students in making Jesus real in their everyday words and actions. Making Jesus Real (MJR) is a part of everyday school life and is reflected in our school wide behaviour expectations. Classroom teachers can use ideas and lessons from the MJR books.

Our school has developed a motto / acronym to remind us of how we should conduct ourselves in all our relationships and how we should treat one another according to the teachings of Jesus- Be a W.E.S.T.I.E. (Welcoming, Encouraging, Saying sorry, Thankful, Inclusive, Enthusiastic).

Our encouragement system utilises effective, behaviour specific feedback, adult attention and a variety of tangible reinforcements. To promote productive behaviours all staff are expected to use these reward systems **on a daily basis and ensure a conversation giving behaviour specific feedback to the student occurs.** Students will be praised and rewarded for showing desired behaviours. Gotchas reward any desired behaviours both in and out of the classroom and WESTIE bands acknowledge the MJR values students display. We also have WESTIE stickers, which teachers may utilise to reward any MJR behaviour.

GOTCHAs –presented to students when they demonstrate expected behaviours in both the classroom and playground. They may also be given to students for displaying WESTIE values. There are a variety of GOTCHA cards which include: the face of Jesus, Organisation, Persistence, Getting Along, Confidence, and Resilience.

Each week senior students run a 'Gotcha trading program' where students are able to trade their Gotchas for a tangible reward. When Prep students earn 5 Gotchas they can trade them for a prize. All other year level students can trade when they have earned 10 Gotchas. 20 Gotchas can be traded for a larger reward such as a tuckshop voucher, movie ticket.

WESTIE Bands – Bands are awarded to students when they display the WESTIE values of being:

WELCOMING

ENCOURAGING

SAYING SORRY WHEN WE MAKE MISTAKES

THANKFUL

INCLUSIVE

ENTHUSIASTIC

Teachers are expected to provide specific verbal feedback to the students when they present the band to the students so students' recognise why they have been given the band.

MJR Awards – The MJR Awards are presented by the class teacher each week on assembly. Class teachers are able to present an unlimited number of awards across the year. The awards may recognise WESTIE behaviour in the classroom with a specific focus on our whole school weekly value for learning.

MJR Stickers - Stickers are presented to students as a reminder of our WESTIE values. Stickers can be presented by teachers but are also presented by senior students in the mornings to encourage a

WELCOMING atmosphere in the school. Senior students encourage all younger students to use the daily greetings.

Monday – Mate Monday

Tuesday – Cheers Tuesday

Wednesday – Wink Wednesday

Thursday – Thumbs up Thursday

Friday – High Five Friday

Class Teachers also have their own reward system in place in their classroom e.g., Dojo points, raffles, group points, marble jars. Each classroom teacher is expected to utilise a classroom system of rewards to motivate and encourage students.

Teachers are expected to develop positive relationships with students using a variety of interpersonal skills. Some examples of positive teacher interactions with students include:

- Making eye contact
- Smiling, nodding, winking
- Welcoming
- Offering a greeting
- Asking if assistance is required
- Providing specific positive feedback regarding appropriate student behaviour
- Provide specific positive feedback regarding academic tasks
- Maintain an attitude of respect and support, even when correcting student behaviour

The reward systems described should be used for academic tasks as well as encouraging the use of productive behaviours. The use of specific positive feedback for academic tasks can: increase the engagement of the students in tasks, increase understanding of what they are doing well and promote a positive classroom environment thus reducing the use of unproductive behaviours by students (Wiliam, 2011).

There are several benefits in the daily use of specific positive feedback as it is the most powerful behaviour change tool teachers have in their repertoire. Some of these benefits include:

- Helping adults and students focus on positive social behaviours and actions
- Increasing the likelihood students will use the recognised behaviours and skills in the future
- Decreasing unproductive behaviour and therefore, reducing the need for correction
- Enhancing self-esteem and building self-regulation

(Missouri School-Wide Positive Behaviour Support, 2016)

Tier 2 - St Mary's Primary School Targeted Supports

Targeted Supports play a key role in supporting students at risk of academic and social difficulties and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have difficulty with low level, but disruptive behaviours that are detrimental to instruction and interfere with the learning of themselves and other students. Targeted Supports should be timely and responsive.

Students are identified proactively, using teacher nomination and/or academic, behaviour and attendance data gathered from the Business Intelligence (BI) Tool and/or ENGAGE Student Support System. There are systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

Targeted Supports at St Mary's Primary School include:

- S.M.I.L.E (St Mary's Improving Learning Engagement) Check in- Check out(Crone, Horner & Hawken, 2004)

  This intervention 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. This intervention focuses on both behaviour goals and academic engagement. The ultimate goal is to move students to self-management.

- S.M.I.R.C (St Mary's Improving Relationships and Caring -Check and Connect Mentoring Program (Christenson et al, 2012)

  The core of Check & Connect is a trusting, relationship between the student and a caring teacher mentor. This mentor supports the student and family in areas identified.

- Lunch Club

  This type of intervention involves teaching social skills through peer and adult interactions to enhance a student's ability to interact with others. 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 may require additional supported practice and feedback on their behaviour. For some students, Lunch Club is a Tier 2 Targeted Support, however, it is open to all students from Year 2 to Year 6 who would like to access the activities provided during lunch breaks.

Tier 3 - St Mary's Primary School Personalised Supports

A function-based approach is an essential feature of PB4L. This highlights the belief that all behaviour has a function – to either access or avoid something. Successful outcomes for students whose behaviour has not responded to Tier 1 - Universal or Tier 2 - Targeted Supports are dependent upon our ability to intervene as early as possible with appropriate evidence–based interventions.

Personalised Support interventions offered at St Mary's Primary School include:

- Pro-active Collaborative Problem Solving process (Greene, 2018)
- Functional Behavioural Assessment
- Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised behaviour support plans and monitoring of data
- Partnerships with outside support agencies and specialists

Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting productive behaviours, some unproductive behaviour may still occur. For some students, they do not know how to perform the expected behaviour or do not know it well enough to use it routinely at the appropriate times. For other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

We have a system in place that enables staff to respond efficiently and effectively to a range of unproductive behaviours. These unproductive behaviours range from Minor unproductive behaviours including persistent Minor behaviours (Appendix B) to Major unproductive behaviours (Appendix C) that hinder learning. All members of the school community should be aware of the distinction between Minor and Major Unproductive Behaviours (see Figure 4 below and Appendix B & C).

Teachers should be aware that Minor Unproductive Behaviours should be dealt with at a class teacher level utilising Tier 1 - Universal strategies and supports. These Minor Unproductive Behaviours need to be documented on ENGAGE by the teacher. Persistent Minor Unproductive Behaviours may require support from the Leadership Team and/or the PB4L Tier 2 - Targeted Team. As soon as an unproductive pattern of behaviour has been identified in the class setting, it is the classroom teachers' responsibility to contact parents to discuss strategies to address the behaviour and document this contact under 'Conversations' in ENGAGE.

In the event of any Office Referral resulting from persistent minor unproductive behaviours, the referring teacher must contact parents within 24 hrs and document this on the ENGAGE system under "Conversations". If teachers have tried to contact parents and were only able to leave a message, teachers will ensure this attempt at communication is documented.

In the event of a Major Behaviour requiring an immediate Office referral, the teacher should attempt to make contact with a member of the Leadership Team. If the teacher is unable to make contact, the teacher must complete "Office Referral" (Appendix E) to accompany the student to the Office. The teacher must log the behaviour in ENGAGE and a member of the Leadership Team will make contact with parents and document this contact in 'Conversations' in ENGAGE.

This continuum of Minor to Major unproductive behaviours begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an Office referral with leadership in partnership with the class teacher. Although the teacher is the key problem solver when responding to Minor behaviours, they can, and should, collaborate with and share creative strategies with colleagues. Teachers typically respond to Minor behaviours using best practices from the least intrusive to the most intrusive strategies. These strategies are outlined in Appendix D and include: reminders of expectations, re-directing to learning and re-teaching productive behaviours. All strategies to address unproductive behaviour should be done with instructional teaching as the focus. The teacher who witnessed an incident or to whom the incident was reported, records this information on the ENGAGE database. Repeated Minor behaviours that disrupt learning may build to become a major behaviour that requires a response using Tier 1 – Universal Supports, Tier 2 - Targeted Supports and Tier 3 – Individualised Supports. This will be determined by the appropriate PB4L Team using data logged on ENGAGE.

Teachers complete the following records for Minor or Major unproductive behaviour:

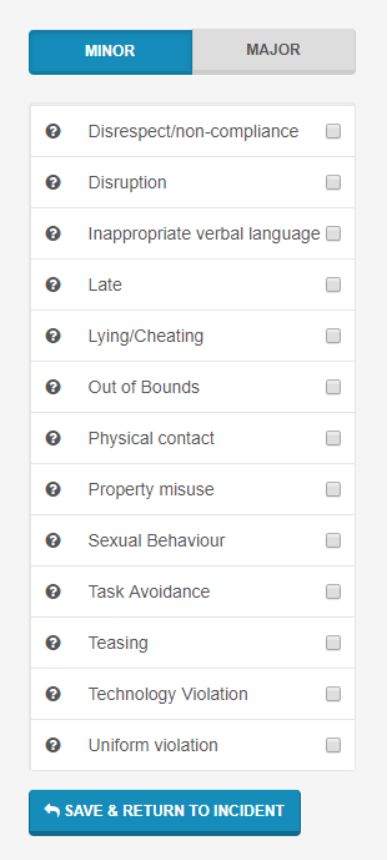
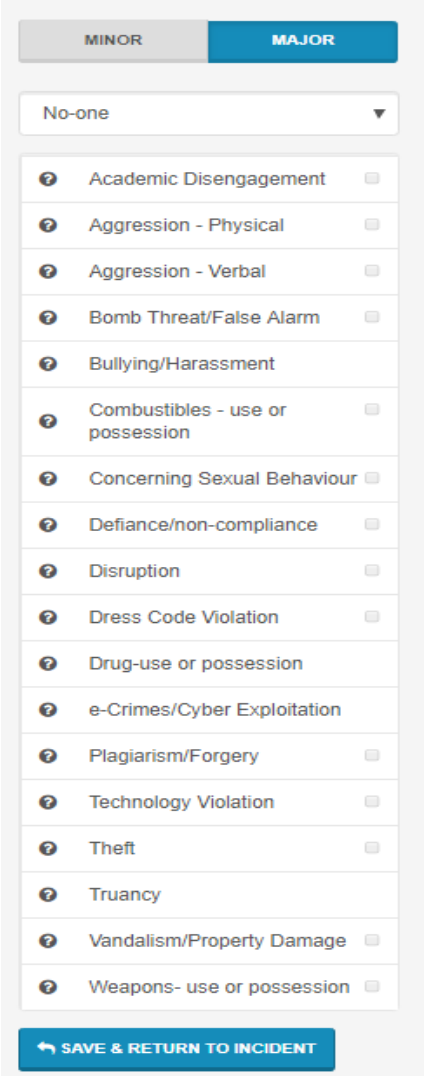


Figure 5 : ENGAGE Screen Shot



Major behaviours are dealt with on an individual basis. In some instances, a classroom teacher may manage the major behaviour without referring to the Leadership Team. However, this behaviour must still be recorded in ENGAGE. If the Major behaviour involves bullying or behaviour of a sexual nature the Leadership Team must be contacted and registers completed. When a Major Behaviour Referral is made to the Leadership Team it is the responsibility of the Leadership Team to inform and meet with all stakeholders. Major unproductive behaviours may result in suspension or exclusion. St Mary's Primary School follows the BCE SBS guidelines and procedures on any formal sanctions that might include suspension or exclusion.

There are three evidence-based approaches that we use at St Mary's Primary School to respond to unproductive behaviours. The strategies used are listed in table below:

De-escalation	Problem-solving	Restorative
• Time out in classroom e.g., a safe space to calm and regain control over own behaviour • Time out in another classroom • Time out in the Office • Set limits • Individual Supports • Respectful conversations (student opportunity to be heard)	• Role play or practice • Reflecting with the student on the unproductive behaviour and the alternative productive behaviour • Teacher, student and parent meeting • Teacher, student and Leadership Team meeting	• Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference

Effective staff responses result in greater learning and often involve learning tasks or opportunities directly related to the unproductive behaviour.

Time Out- Time Out may be utilised as a de-escalating response to unproductive behaviours. There are three types of Time Out used at St Mary's Primary School.

1. Time Out in the classroom/playground (TOIC) - this may be a safe space within the classroom/playground where a student can go to calm himself/herself or complete tasks without interactions or distractions from peers.
2. Time Out in another class (TOAC) - this may be a neighbouring classroom or buddy class. This must be pre-arranged with the appropriate teacher/s. Students may go to another class to de-escalate a situation, avoid a distraction or to complete a set task. This should be for a maximum of 30 mins. The Class Teacher (CT) or buddy CT determine when it is appropriate for the student to return to his/her class. A conversation between the CT's should take place and a conversation with the student must occur. A reminder - if a student is sent out of the room parents must be informed and this should be documented on ENGAGE.
3. Time Out Send to Office (TOSTO) - this may be used when a student has not responded to previous time out options or if a major behaviour requires de-escalation. TOSTO may also be used when a student displays repeated, minor unproductive behaviours that hinder learning for other students. A conversation between the CT and a member of the Leadership Team should occur when the student is returned to class.

Effective responses maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though responses for unproductive behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the unproductive behaviour. Responses are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Each individual's needs differ and it is important to note that responses to similar behaviour may differ.

Bullying – information, prevention and responses

*Bullying is when a child, or a group of children, **deliberately** and **repeatedly** upset or hurt another child. The person/people doing the bullying will have some form of **power** over the target.

*Bullying is not one-off incidents of name calling or physical abuse, it is only bullying when it is repeated, deliberate and there is an imbalance of power involved.

*Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

Pro-active Support

Research has demonstrated that bystanders play a significant role in bullying. Bystanders are present most of the time (85%), where adults are rarely present. St Mary's Primary School employs a pro-active focus on educating and empowering bystanders through focused and planned interventions as most young people feel uncomfortable but very few know what to do to stop bullying. Bullying behaviour is reinforced where people watch but do nothing.

St Mary's Primary School recognises the importance of 'bystanders' and their role in the prevention of bullying and has the following pro-active measures in place:

- Makes bullying an open topic, destroying the secretiveness by which it thrives
- Encourage students to speak out if they see or hear something
- Encourage students who feel they are being bullied to talk to an adult about it
- Use stop, walk, talk

How can I tell if my child is being bullied?

Sometimes children who are bullied do not talk about it with parents or teachers. They are concerned that "telling" will make matters worse. Some signs that a child may be experiencing bullying may include:

- Loss of confidence, fearfulness or anxiety
- Changes in eating or sleeping habits, bedwetting
- Health problems, vague headaches or stomach aches
- Unhappiness, tearfulness or mood swings, sudden temper tantrums
- Reluctance to go to school, changes in academic performance
- Lack of friends
- Missing belongings or torn clothing

What should I do if my child tells me they are being bullied?

1. Stay calm and help your child to identify the bullying behaviour and ask them:
    - What has been happening?
    - Who has been involved?
    - Where have the incidents occurred?
    - Has anyone else seen the bullying behaviour?

2. Discuss with your child some immediate strategies. Make a plan to deal with the bullying. Encourage them to:
    - Use Stop, Walk, Talk
    - Firmly say "Stop" whatever the action is being done
    - Walk away
    - Talk to the teacher

3. Become familiar with the St Mary's anti-bullying policy and information pamphlets. Copies can be obtained from the school office or on the St Mary's website or Parent Portal

4. Contact the school to check that your child has spoken to someone about the problem and to arrange a meeting to find out what the school will do to address the situation.

5. Stay in contact with the school to let them know if things improve or if there are further incidents of bullying.

Refer Appendix F and G for pamphlets on bullying or visit St Mary's Primary School Portal www.stmarysipswich.qld.edu.au/

Data Informed Decision Making

All teachers at St Mary's Primary School are expected to record behavioural data on ENGAGE in a timely manner (at least weekly). Additionally, class teachers are expected to track all students in their class.

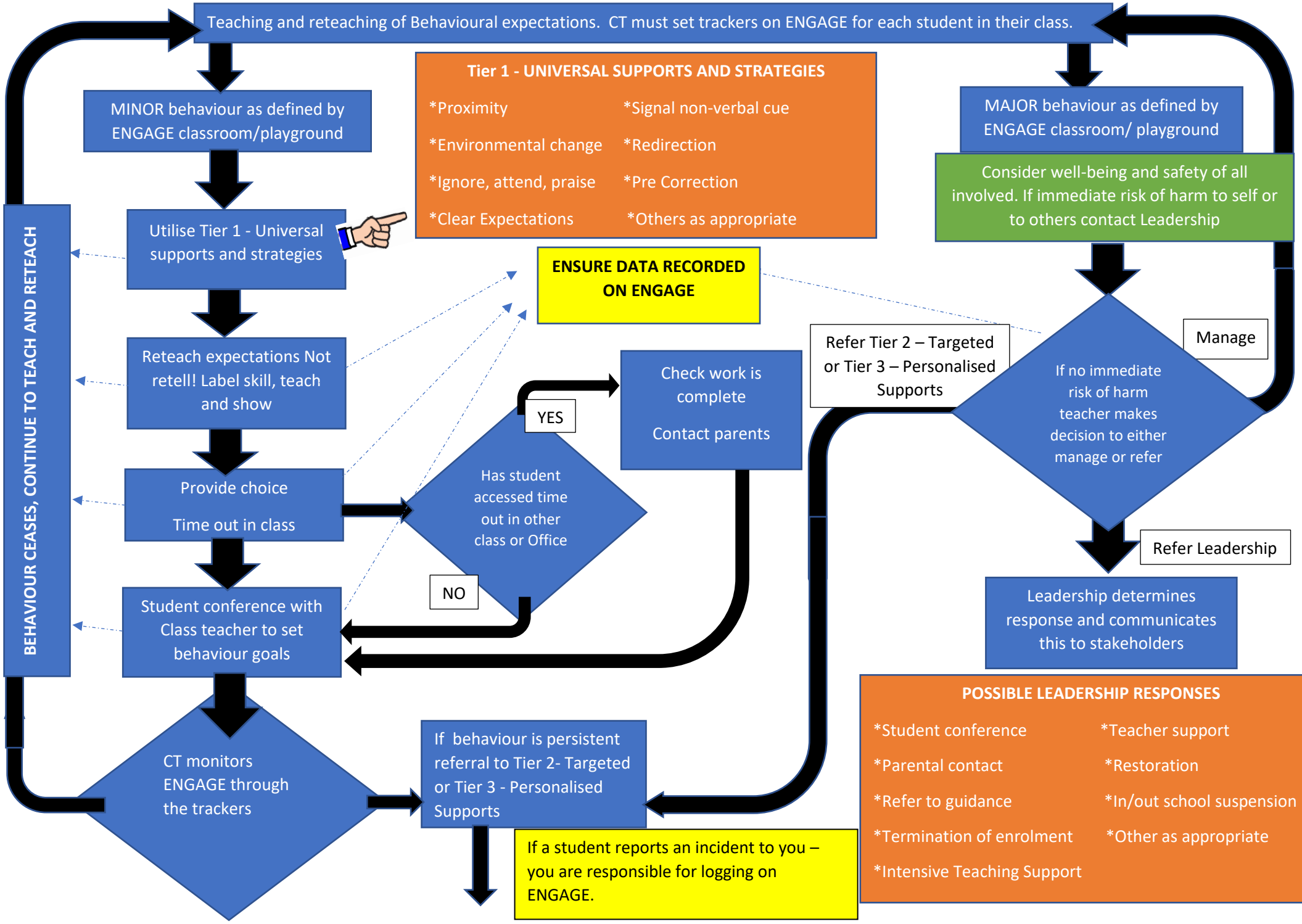
ENGAGE, the BCE Student Support System is the database all BCE schools are required to use to collect behavioural data. ENGAGE has capacity to record Minor and Major behavioural incidents so that schools can make data informed decisions about student supports.

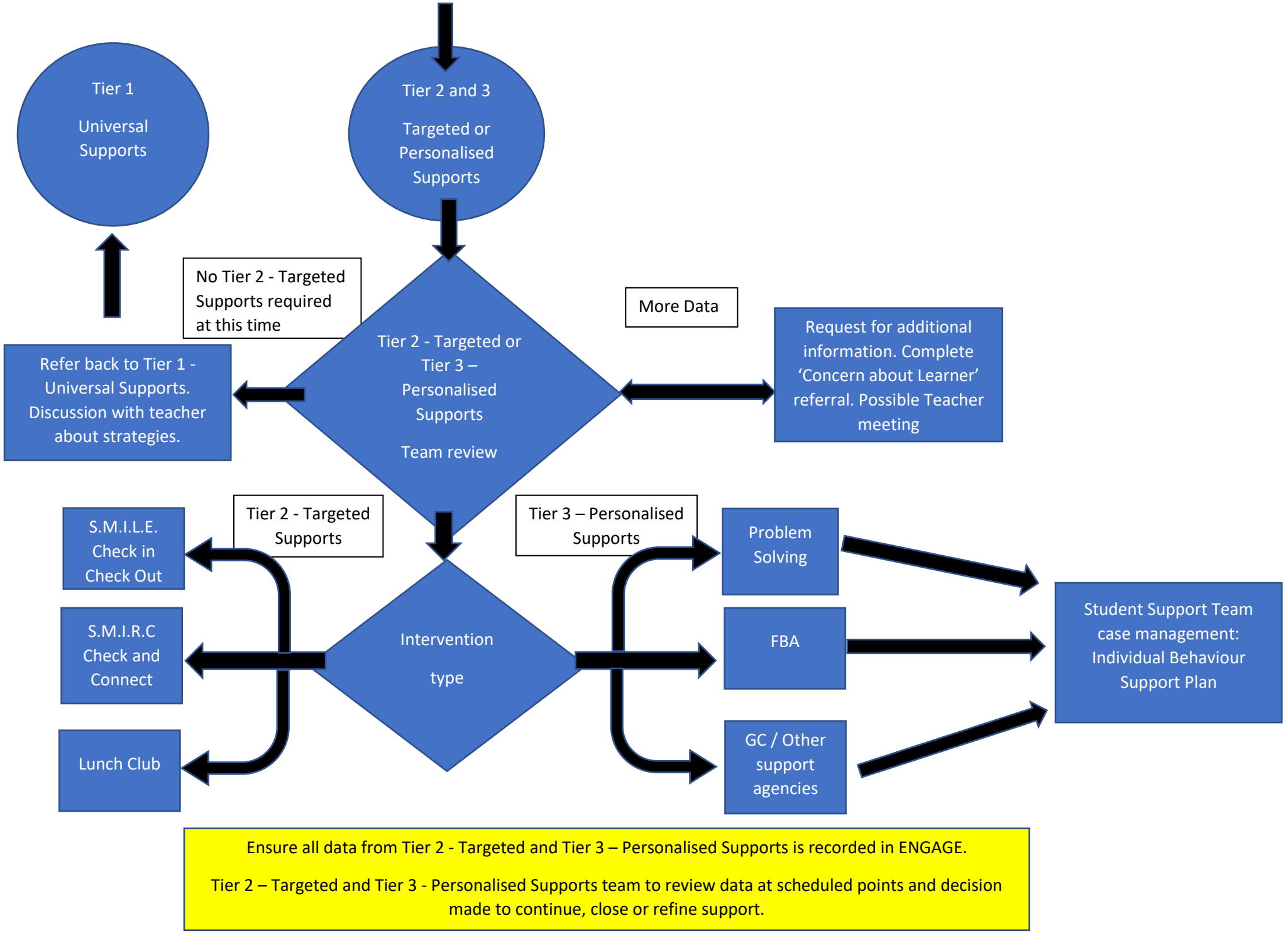
Throughout the decision making process, data is used to guide us to ask the "right" questions. The right question, asked at the appropriate time, can deepen the dialogue from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009).

- Class teachers use this data to inform teaching and learning (Tier 1 - Universal Supports)
- PB4L Tier 2 - Targeted Supports Team uses this data to inform the decision-making process for Targeted Supports
- PB4L Tier 3 - Personalised Supports Team uses this data to ensure that Personalised Supports are tailored to match the needs of the student

It is mandatory for all BCE schools to record in ENGAGE Major incidents of Bullying, Weapons and Drugs and complete the accompanying record documentation in the system. Suspension records are also mandatory to complete in ENGAGE.

Figure 4 describes responses and the decision-making process for Minor and Major Behaviours in both the classroom and the playground.


Teaching and reteaching of Behavioural expectations. CT must set trackers on ENGAGE for each student in their class.
MINOR behaviour as defined by ENGAGE classroom/playground
Tier 1 - UNIVERSAL SUPPORTS AND STRATEGIES
*Proximity
*Signal non-verbal cue
*Environmental change
*Redirection
*Ignore, attend, praise
*Pre Correction
*Clear Expectations
*Others as appropriate
MAJOR behaviour as defined by ENGAGE classroom/ playground
Consider well-being and safety of all involved. If immediate risk of harm to self or to others contact Leadership
BEHAVIOUR CEASES, CONTINUE TO TEACH AND RETEACH
Utilise Tier 1 - Universal supports and strategies
ENSURE DATA RECORDED ON ENGAGE
Reteach expectations Not retell! Label skill, teach and show
Refer Tier 2 – Targeted or Tier 3 – Personalised Supports
If no immediate risk of harm teacher makes decision to either manage or refer
Manage
Provide choice
Time out in class
YES
Has student accessed time out in other class or Office
Check work is complete
Contact parents
NO
Refer Leadership
Student conference with Class teacher to set behaviour goals
Leadership determines response and communicates this to stakeholders
CT monitors ENGAGE through the trackers
If behaviour is persistent referral to Tier 2- Targeted or Tier 3 - Personalised Supports
POSSIBLE LEADERSHIP RESPONSES
*Student conference
*Teacher support
*Parental contact
*Restoration
*Refer to guidance
*In/out school suspension
*Termination of enrolment
*Other as appropriate
*Intensive Teaching Support
If a student reports an incident to you – you are responsible for logging on ENGAGE.


Tier 1
Universal Supports
Tier 2 and 3
Targeted or Personalised Supports
No Tier 2 - Targeted Supports required at this time
More Data
Refer back to Tier 1 - Universal Supports. Discussion with teacher about strategies.
Tier 2 - Targeted or Tier 3 – Personalised Supports
Team review
Request for additional information. Complete 'Concern about Learner' referral. Possible Teacher meeting
Tier 2 - Targeted Supports
Tier 3 – Personalised Supports
S.M.I.L.E. Check in Check Out
S.M.I.R.C Check and Connect
Lunch Club
Intervention type
Problem Solving
FBA
GC / Other support agencies
Student Support Team case management: Individual Behaviour Support Plan
Ensure all data from Tier 2 - Targeted and Tier 3 – Personalised Supports is recorded in ENGAGE.
Tier 2 – Targeted and Tier 3 - Personalised Supports team to review data at scheduled points and decision made to continue, close or refine support.

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Appendices

Be Responsible

At St. Mary's we are Responsible for our Behaviour Choices

Rules	School Wide	Learning Spaces	Transitions	Playgrounds and Toilets	Online and Using ICT	Church and Gatherings
Be Safe	Follow instructions given.	Move safely.	Walk on the left on stairs and in corridors.	Play in the correct areas.	Know the person you are communicating with.	Walk carefully on kneeler as you enter the seat.
	Move and sit safely.	Use equipment as it should be used.	Safe hands and feet.	Use playground equipment correctly.	Keep log on details private.	Rest your feet gently on the kneeler.
	Be sun safe.	Safe hands and feet.	Move quietly and carefully.	Hands and feet to yourself.	Turn off and report to an adult inappropriate words or images.	
	Be in the right place at the right time.	Sit appropriately.	Cross road only at crossing.	Wear a hat and sunscreen.		
				Use soap and water appropriately to wash hands.		
Be Respectful	Care for the environment.	Co-operate with, encourage and include others.	Move quietly.	Put rubbish in bins.	Care for equipment.	Bless yourself with holy water as you enter and leave the Church as a sign of our Christianity.
	Use respectful words and actions.	Care for personal and school property.	Be calm and patient.	Include others in games.	Ask before you take a photo.	
	Wear uniform with pride.	Listen to others and share.	Be on time.	Share equipment.	Use devices and resources for learning.	Sit quietly in the Church to allow people to pray.
	Include and encourage others.	Put things away in their right place.		Agree to rules of the game before starting and play by the rules.		Honour and respect our Church as a place of prayer.
	Care for property.			Respect the privacy of others.		Look at the speaker and actively listen to what they are saying.
Be A Learner	Set goals, know your goals and work towards goals.	Ask clarifying questions.	Be ready to learn.	Learn the rules of games and play by the rules.	Share your knowledge and skills.	Participate fully in the liturgical celebration.
	Listen and use feedback for improvement.	Share, talk and listen.	Return all equipment to the right place.	Learn from my mistakes.	Teach others and learn from others.	Join in singing the hymns.
	Apply best effort.	Make mistakes and learn from them.		Teach others the rules when they are unsure.		Learn the prayer responses.
	Be persistent and resilient.	Practise.				

	Descriptor	Definition	Example/Non-Example
1	Disrespect/ non-compliance	Student engages in brief or low intensity, failure to respond to adult requests.	Not responding to requests of staff member, talking back in an angry and/or rude manner to staff.
2	Disruption	Student engages in low intensity, but inappropriate disruption.	Calling out, talking to a peer in class.
3	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language.	Calling someone an "idiot", swearing if they kick their toe.
4	Late	Students arrive late to class. This does not include arriving late to school as this is often beyond the control of a primary school student.	Late after breaks and/or to class after being dropped off, long time to return to class after bathroom visit.
5	Lying/Cheating	Lying or cheating that does not cause harm to others.	Student engages in "White Lies".
6	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time.	In the wrong place at the wrong time.
7	Physical contact	Student engages in non-serious, but inappropriate contact.	Pushing in the tuckshop line, playground equipment and rough play in games.
8	Property misuse	Student engages in low intensity misuse of property.	Using equipment contrary to its design or purpose.
9	Sexual Behaviour	Sexual behaviours that are age appropriate.	Spontaneous, curious, mutual, and easily diverted experimentation.
10	Task Avoidance	Student avoids or withdraws from an academic task or produces work below the quality that he/she is reasonably deemed capable of.	The task may be an in-class task e.g., refusing to write, or a homework task.
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying).	One off incident e.g., name calling, derogatory comment.
12	Technology Violation	Student engages in non-serious but inappropriate use of technology.	Use of mobile phone and/or other personal devices (including smart watches) during school time. Failure to hand over mobile phone to class locked box. Use of computer inappropriately e.g., accessing inappropriate sites, deleting others files, using another student's log on.
13	Uniform violation	Student wears clothing that is near, but not within the school's dress code.	Tucking shirts in, appropriate hair wear, appropriate jewellery (see uniform policy in diary).

Appendix C – Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Academic Disengagement	Student repeatedly does not complete and/or submit assigned tasks including assessments.	Repeated refusal to write, participate in activities.
2	Aggression – Physical (intent to harm)	Actions involving serious physical contact where injury might occur, that is directed towards another and intended to harm, distress, coerce or cause fear.	Deliberate hitting, punching, hitting with an object, kicking, pulling hair, scratching.
3	Aggression - Verbal	Language directed at others in a demeaning or aggressive manner and which intends to harm, distress, coerce or cause fear.	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
4	Bomb Threat/False Alarm	Using a false message with the intent of disrupting school routines.	Bomb threat, lock down, fire alarm.
5	Bullying/Harassment	Student repeatedly delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Repeated disrespectful messages include negative comments based on race, religion, gender, age, disability, personal matters and/or national origin.
6	Combustibles – use or possession	Student is in possession of or uses substances that ignite and/or burn readily.	Student is in possession of and/or uses matches, lighters, firecrackers, gasoline, lighter fluid.
7	Concerning sexual behaviour For further information refer to: https://www.protectivebehaviourswa.org.au/sexual-behaviours	**Orange behaviours** – Sexual behaviours that are outside age appropriate 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.	**Orange behaviours** *explicit talk, art or play of sexual nature *persistent questions about sexuality despite being answered *persistently exposing private parts in public places *persistently watching or following others to look at or touch them *repeatedly pulling other children's pants down or skirts up against their will **Red behaviours** *sexual behaviour with significantly younger or less able children *using mobile phones and internet which includes giving out identifying details or sexual images *force or coercion of others into sexual activity
8	Defiance/non-compliance – (Major)	Failure or refusal to comply or obey directions, a resistance to authority.	Walking or running away from staff after several requests for compliance.
9	Disruption (Major)	Persistent behaviour causing an interruption in a class or an activity.	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour.
10	Dress Code Violation (Major)	Student wears clothing that does not fit within the dress code of the school.	"Gang" undershirts, offensive T-shirts.

	Descriptor	Definition	Example/Non-Example
11	Drug use or possession	A drug is any substance, which produces a psychoactive effect.	Any occasion involving alcohol, tobacco, and/or other illicit or unsanctioned drug use and/or possession, distribution or supply of a drug or drug-related equipment (except for legal medical use).
12	e-Crimes/Cyber Exploitation	Illegal actions that are carried out through the use of the internet or mobile phone technology.	Asking others to send sexually explicit photographs of themselves or publishing such images; stealing someone's identity and impersonating them. These are crimes that are listed under Australian Federal or State laws.
13	Plagiarism/Forgery	Plagiarism is the act of stating or implying that another person's work is your own. Forgery is signing a person's name without that person's permission.	Copying someone else's work and claiming it is your own. Signing parents name without their permission.
14	Technology Violation	The inappropriate or unauthorised use of school technology.	Using technology in a way that is different to its intended purpose. Using a mobile phone to record a fight and posting the video.
15	Theft	Theft is dishonestly appropriating property belonging to another with the intention of permanently depriving the other of it.	Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's consent.
16	Truancy/Skip class	Regular or persistent unexplained absences from school or from a class.	Student leaves class/school without permission or stays out of class/school without permission.
17	Vandalism/Property Damage	Vandalism is an action involving deliberate destruction of, or damage to, public or private property.	Throwing a computer, graffiti of school buildings, breaking school equipment purposefully, blocking school toilets, arson.
18	Weapons – use or possession	A weapon is any object, device or instrument designed as a weapon or through its use, is capable of threatening or producing bodily harm or which may be used to inflict injury. A Concern Object record form must be completed.	The use or possession of a weapon such as a pocket knife. BCE's current Student Behaviour Support Guidelines, Regulations and Procedures clearly state that "any student possessing a weapon or using or threatening to use any item or instrument as a weapon, may be suspended immediately".

Appendix D- Strategies to Manage Minor behaviours in the classroom and or playground

Technique	Explanation
Proximity	This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his/her impulses by his/her proximity.
Signal **Non-verbal Cue**	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the school wide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student **Conference**	This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.

Major Behaviour Office Referral Form

(Must complete to accompany student when sent to the office if phone contact has not been made)

Student's Name: _____Date: _____Time: _____

Grade: P 1 2 3 4 5 6 Referring Staff Member: _____

Location:

Playground Classroom Toilets Other

Circle Major Unproductive Behaviour	
• Aggression—Physical	• Drug use / possession
• Aggression—Verbal	• Technology violation
• Bullying/Harassment	• Theft
• Concerning Sexual Behaviour	• Truancy/ Skip class
• Defiance/non compliance	• Vandalism/property damage
• Disruption	• Weapons—Use or possession

Others involved in incident:

None, Peers, Staff, Teacher, Relief Teacher, Unknown, Other

Other comments:

_____

_____

What will school staff do?

When bullying occurs, staff at St Mary's may:

- Teach, reteach and reteaach students how to cooperate and "get on" with others.
- Work out a behaviour plan or playground plan for some students, to keep everyone safe.
- Teach students about conflict and bullying.
- Use programs and resources that help students become more confident and resilient. MJR, You can Do It.
- Run anti-bullying workshops. (Individual or group)
- Have special meetings to work things out with the involved students.
- Have student complete classroom tasks about bullying in school.

What can I do if I feel that St Mary's is not dealing with the bullying?

- Talk to your parent.
- Make an appointment to meet with your teacher, School Guidance Counsellor or the Principal
- Ask your parent to contact Brisbane Catholic Education Office to speak to the Area Supervisor South West Region on 34407905.

Where can I get more information about bullying?

Kids Helpline: a free, private and confidential, 24 -hour telephone and online counseling service for young people aged between 5-25 years. http://www.kidshelp.com/au/

Act Smart Be Safe: a gateway for parents, students, teachers and the community to access information to help improve youth safety. http://education.qld.gov.au/actsmartbesafe/

Alannah and Madeline Foundation: a national charity protecting children from violence and its devastating effects. http://www.amf.org.au/AboutUs/

Bullying. No Way!: an online resource providing information for parents, students and educators. http://www.bullyingnoway.com.au/who/default.shtml

KidsMatter: aims to improve the mental health and wellbeing of children. http://www.kidsmatter.edu.au

National Centre Against Bullying: a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. http://www.ncab.org.au

St Mary's Primary School does not tolerate bullying.

St Mary's Primary School

Positive Behaviour for Learning (PB4L)

Student Information on Bullying

What is Bullying

- Bullying is when someone feels hurt or upset because of the things another person or group is doing to them over and over again.
- Bullying is not when one person calls another person a name, or hits a person. It is when that behaviour happens repeatedly.
- Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

What should you do if you are being bullied?

If you are being bullied:

- Stay calm.
- Use STOP, WALK, TALK
  - Tell the bully to STOP- *Stop calling me that . It hurts my feelings.*
  - Walk away from the situation.
  - Talk to someone you trust about what has happened, for example the teacher on duty, your class teacher or the Principal. It is vital that you TALK. Bullies thrive on secrecy.

When talking about what has happened make sure you tell them:

1. What the person/s has been doing? Be specific about the behaviour.
2. Who has been involved?
3. Where have the incidents occurred?
4. Has anyone else seen the bullying behaviour?
5. When it has happened and How often has it happened?
6. What have you already done about it?

What should I do if I see someone being bullied?

If you see someone being bullied, keep safe and choose your response to match the situation:

- Use STOP, WALK, TALK
  - STOP ! Speak up and let the person doing the bullying know that what they are doing is bullying and we do not do that at St Mary's.
  - WALK Refuse to join in with the bullying and walk away.
  - TALK Ask a teacher or support person for help.
  - Help the student who is being bullied to ask for help.
  - Report what happened.
  - Use some of the links on the back of this pamphlet to help you find more information on bullying.

What will St Mary's Primary do?

In situations where bullying occurs, staff at St Mary's may:

- Apply disciplinary consequences
- Assist students to develop more appropriate social skills
- Implement a behaviour management plan or playground plan for individual students
- Explicitly teach about conflict and bullying
- Implement resilience and anti-bullying programs
- Address bullying in their curriculum

The school will not give you any of the personal details of other students involved. They will not give you any details of consequences given to other students involved.

What can I do if I feel that St Mary's is not addressing the bullying appropriately?

- Make an appointment to meet with the Principal.
- Contact Brisbane Catholic Education Office to speak to the Area Supervisor South West Region on 34407905. They will endeavour to work with you and the school to try and solve the problem.

Where can I get more information about bullying?

Kids Helpline: a free, private and confidential, 24 -hour telephone and online counselling service for young people aged between 5-25 years. http:*www.kidshelpline.com.au/Child-Bullying*

Act Smart Be Safe: a gateway for parents, students, teachers and the community to access information to help improve youth safety. http://education.qld.gov.au/actsmartbesafe/

Alannah and Madeline Foundation: a national charity protecting children from violence and its devastating effects. http://www.amf.org.au/AboutUs/

Bullying. No Way!: an online resource providing information for parents, students and educators. http://www.bullyingnoway.com.au/who/default.shtml

KidsMatter: aims to improve the mental health and wellbeing of children. http://www.kidsmatter.edu.au

National Centre Against Bulling: a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cyber safety. http://www.ncab.org.au

St Mary's Primary School does not tolerate bullying.

St Mary's Primary School

School-Wide Positive Behaviour Support

Parent Information on Bullying

What is Bullying

- Bullying is when a child, or a group of children, **deliberately and repeatedly** upset or hurt another child. The person/people doing the bullying will have some form of power over the target.
- Bullying is not one-off incidents of name calling or physical abuse, it is only bullying when it is repeated, deliberate and there is an imbalance of power involved.
- Bullying can happen anywhere and can involve both staff and students. It can happen at school, in the community and online.

Pro-active Support

St Mary's recognises the importance of 'bystanders' and their role in the prevention of bullying and has the following pro-active measures in place:

- Making bullying an open topic, destroying the secretiveness by which it thrives.
- Research has demonstrated that bystanders play a significant role in bullying. Bystanders are present most of the time (85%), where adults are rarely present.
- Most young people feel uncomfortable but very few know what to do to stop it happening. Bullying behaviour is reinforced where people watch but do nothing .

St Mary's employs a pro-active focus on educating and empowering bystanders through focused and planned interventions.

How can I tell if my child is being bullied?

Sometimes children who are bullied do not talk about it with parents or teachers. They are concerned that "telling" will make matters worse. Some signs that a child may be experiencing bullying may include:

- Loss of confidence, fearfulness or anxiety
- Changes in eating or sleeping habits, bed-wetting
- Health problems, vague headaches or stomach aches
- Unhappiness, tearfulness or mood swings, sudden temper tantrums
- Reluctance to go to school, changes in academic performance
- Lack of friends
- Missing belongings or torn clothing.

What should I do if my child tells me they are being bullied?

1. Stay calm and help your child to identify the bullying behaviour and ask them:
   - What has been happening?
   - Who has been involved?
   - Where have the incidents occurred?
   - Has anyone else seen the bullying behaviour?
2. Discuss with your child some immediate strategies. Make a plan to deal with the bullying. Encourage them to:
   - Use Stop, Walk, Talk
   - Firmly say "Stop" whatever the action is being done.
   - Walk away.
   - Talk to the teacher
3. Become familiar with the St Mary's anti-bullying policy and Information Pamphlets. Copies can be obtained from the school office or on the St Mary's website or Parent Portal
4. Contact the school to check that your child has spoken to someone about the problem and to arrange a meeting to find out what the school will do to address the situation.
5. Stay in contact with the school to let them know if things improve or if there are further incidents of bullying.