



St Mary's Primary School

**STUDENT BEHAVIOUR
SUPPORT PLAN**



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SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

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

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, Saying Sorry, Thankful, Inclusive, Enthusiastic.

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

Our School Context

St Mary's Primary School, Ipswich, is the oldest Brisbane Catholic Education 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 at St Mary's Primary School is "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

Section 1: Our Student Behaviour Support Systems

1.1 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. 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 (Alice Springs Declaration - Ministerial Council on Education, Employment, Training and Youth Affairs, 2020)
- 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
- Students exhibiting challenging behaviour are often the students that need us the most
- 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

1.2 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.

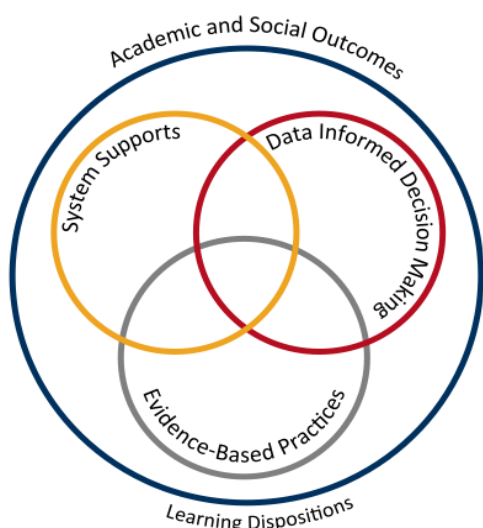


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

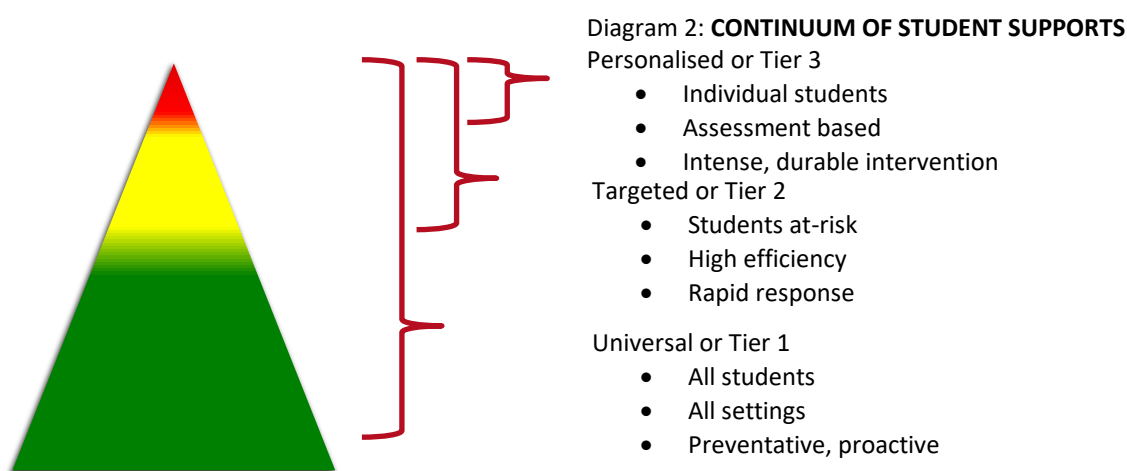
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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



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 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.

1.3 Student Behaviour Support Leadership & Professional Learning for School Staff

St Mary's Primary School has an active PB4L team that meets on a weekly basis consisting of Class Teachers, the STIE, the GC and members of the school leadership. In addition, St Mary's has a Tier 2/3 Team that meets on a weekly basis to address targeted and/or individual supports. The PB4L team are responsible for regular review of school policy and procedures, analysis of ENGAGE system data, staff professional learning and communication with the school community. Staff at St Mary's continue to participate in professional learning in PB4L. Regular staff meeting times are allocated to the review and analysis of student data.

At the beginning of the school year, new staff are involved in an induction process. As part of this process the PB4L Team deliver professional learning about the schools SBSP and processes in place to support a deeper understanding prior to students arriving. All teaching staff are invited to complete additional online PB4L training via iLearn titled Effective Classroom Practices and Responses.

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.

Section 2: Our Student Behaviour Support Practices

2.1 Clarity: Our Expectations

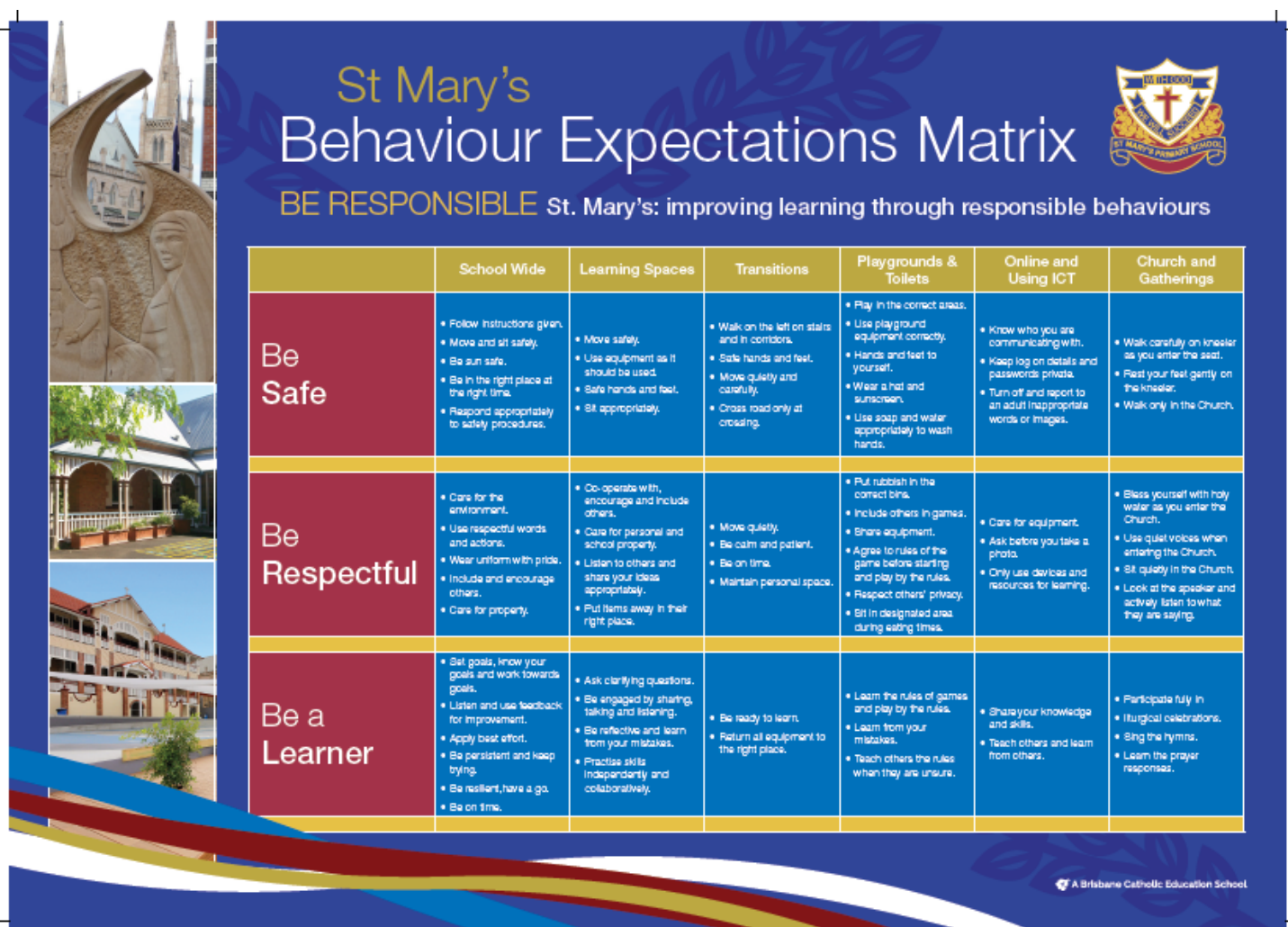
School-wide expectations encourage consistent communication among all staff, students, parents/carers and the broader school community. Agreed upon student expectations promote consistency and transparency.

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 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.

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



The graphic features a blue background with a decorative leaf pattern. On the left, there are three images: a stone relief sculpture, a school building with a veranda, and another school building. The title 'St Mary's Behaviour Expectations Matrix' is prominently displayed in white and yellow. Below the title, the motto 'BE RESPONSIBLE St. Mary's: improving learning through responsible behaviours' is written. The matrix table is organized into three rows (Be Safe, Be Respectful, Be a Learner) and seven columns (School Wide, Learning Spaces, Transitions, Playgrounds & Toilets, Online and Using ICT, Church and Gatherings). Each cell contains a list of specific behavioral expectations.

	School Wide	Learning Spaces	Transitions	Playgrounds & Toilets	Online and Using ICT	Church and Gatherings
Be Safe	<ul style="list-style-type: none"> • Follow instructions given. • Move and sit safely. • Be sun safe. • Be in the right place at the right time. • Respond appropriately to safety procedures. 	<ul style="list-style-type: none"> • Move safely. • Use equipment as it should be used. • Safe hands and feet. • Sit appropriately. 	<ul style="list-style-type: none"> • Walk on the left on stairs and in corridors. • Safe hands and feet. • Move quietly and carefully. • Cross road only at crossing. 	<ul style="list-style-type: none"> • Play in the correct areas. • Use playground equipment correctly. • Hands and feet to yourself. • Wear a hat and sunscreen. • Use soap and water appropriately to wash hands. 	<ul style="list-style-type: none"> • Know who you are communicating with. • Keep log on details and passwords private. • Turn off and report to an adult inappropriate words or images. 	<ul style="list-style-type: none"> • Walk carefully on kneeler as you enter the seat. • Fast your feet gently on the kneeler. • Walk only in the Church.
Be Respectful	<ul style="list-style-type: none"> • Care for the environment. • Use respectful words and actions. • Wear uniform with pride. • Include and encourage others. • Care for property. 	<ul style="list-style-type: none"> • Co-operate with, encourage and include others. • Care for personal and school property. • Listen to others and share your ideas appropriately. • Put items away in their right place. 	<ul style="list-style-type: none"> • Move quietly. • Be calm and patient. • Be on time. • Maintain personal space. 	<ul style="list-style-type: none"> • Put rubbish in the correct bins. • Include others in games. • Share equipment. • Agree to rules of the game before starting and play by the rules. • Respect others' privacy. • Sit in designated area during eating times. 	<ul style="list-style-type: none"> • Care for equipment. • Ask before you take a photo. • Only use devices and resources for learning. 	<ul style="list-style-type: none"> • Bless yourself with holy water as you enter the Church. • Use quiet voices when entering the Church. • Sit quietly in the Church. • Look at the speaker and actively listen to what they are saying.
Be a Learner	<ul style="list-style-type: none"> • Set goals, know your goals and work towards goals. • Listen and use feedback for improvement. • Apply best effort. • Be persistent and keep trying. • Be resilient, have a go. • Be on time. 	<ul style="list-style-type: none"> • Ask clarifying questions. • Be engaged by sharing, talking and listening. • Be reflective and learn from your mistakes. • Practise skills independently and collaboratively. 	<ul style="list-style-type: none"> • Be ready to learn. • Return all equipment to the right place. 	<ul style="list-style-type: none"> • Learn the rules of games and play by the rules. • Learn from your mistakes. • Teach others the rules when they are unsure. 	<ul style="list-style-type: none"> • Share your knowledge and skills. • Teach others and learn from others. 	<ul style="list-style-type: none"> • Participate fully in liturgical celebrations. • Sing the hymns. • Learn the prayer responses.

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum (Figure 4). 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

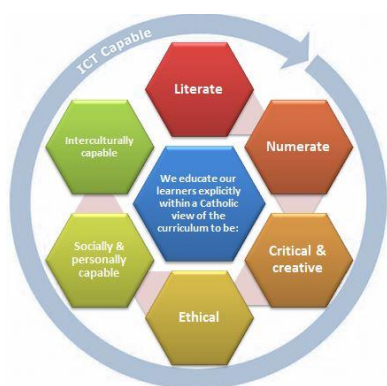


Figure 4: General Capabilities (ACARA, 2012)

2.2 Focus: 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

2.3 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). 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.

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. Students can choose to swap their Gotcha's for raffle tickets which are then drawn at whole school assemblies.

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 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/s 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 (William, 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)



Zones of Regulation

Zones of Regulation supports General Capabilities curriculum (ACARA) and is geared towards helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Students learn how to use strategies or tools to stay in a zone or move from one zone to another. The Zones of Regulation aims to deepen students understanding of how to self-regulate, read others social cues, perspectives about how others see and react to their behaviour and insights into events that trigger less regulated states. Explicit teaching of Zones of Regulation occurs at a minimum on a fortnightly basis in the classroom and Class Teachers regularly refer to the Zones language and strategies on a daily basis. Class Teachers also implement additional Zones lessons in response to specific student needs and/or class data.

Restorative Practices

Restorative Practices is a whole school approach to promoting resilience and aims to contribute to the building of positive relationships in school communities. It puts the onus on students to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. It helps build capacity in students to enable them to self-regulate their behaviour which contributes to the improvement of learning outcomes.

Restorative Practices gives a framework to help students learn from these mistakes by focusing on the behaviour and how it affects them and those around them. They must decide how they can make things 'right' again. An effort is also made to get them to reflect on how they might act differently in the future. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

By implementing Restorative Practices within the PB4L framework, St Mary's can tap into the power of restorative circles, conferencing and other techniques to address behavioural concerns. These practices emphasize empathy, personal responsibility, and the opportunity for growth and change. When conflict or challenges do occur, Restorative Practices provide a structured and supportive means to resolve them, repairing harm and rebuilding trust.

Types of Restorative Practices:

Circle Time is a group activity with a structured format involving game-like activities, in which active participation by every member of the circle is encouraged. The teacher and children sit in a circle, either on cushions or chairs. Often a "talking object" is used to facilitate discussion. The talking object can be anything - a cuddly toy, a cushion or a small soft ball. This talking object is passed around the circle and the only person allowed to speak is the person holding the talking object. Often Circle Time will begin with a fun activity. The teacher acts as facilitator and has a special responsibility to ensure that the agreed rules are kept and that the emotions of individuals are protected. The teacher will close Circle Time if students are persistently breaking the rules.

3 basic rules govern Circle Time:

- Only one person should speak at once - the talking object helps this rule.
- Participants can "pass" if they don't want to speak about something.
- Put downs are not accepted.

Circle Time provides opportunities for children to voice concerns and raise issues in a supportive, non-judgmental environment. It provides a forum for discussion, reflection, the development of social and emotional literacy skills and responsible decision making. Students get a chance to talk about their own experiences and perspectives, share their thoughts, feelings and needs and discuss how to meet these



needs together. It enables a collaborative approach to finding solutions to problems faced in the classroom, playground or real world situations, as well as providing children with the opportunity to be involved in the formulation and reinforcement of the St Mary's school values.

Restorative Practice Formal Conference is a structured and facilitated meeting that brings together individuals involved in a conflict or harm to engage in a collaborative and respectful dialogue. The goal of the conference is to repair harm, restore relationships, and promote accountability. Restorative practices focus on addressing the impact of actions on individuals and the community, rather than simply punishing or assigning blame.

Key elements of a Restorative Practice Formal Conference:

1. Preparation
 - A teacher organises the conference.
 - Participants are informed about the process, their roles, and the purpose of the conference.
2. Participants
 - The core participants typically include the person who caused harm (offender), the person harmed (victim) and relevant supports persons.
 - Teacher guides the process to ensure a safe and respectful environment.
3. Agreement to Participate
 - All participants must voluntarily agree to participate in the conference.
 - The process is based on the principles of voluntary engagement and open communication.
4. Opening Circle
 - The conference begins with an opening circle, where participants share their expectations and intentions.
5. Storytelling
 - Each participant is given an opportunity to share their perspective on the incident.
 - This involves listening actively and empathetically to understand the impact of actions on others.
6. Questions and Dialogues
 - Teachers use a structured format to guide the conversation, asking open-ended questions that encourage reflection and understanding (Appendix H – Restorative Practices Conference Script).
7. Agreement Building
 - Participants work collaboratively to develop an agreement that outlines steps for repairing harm, addressing the needs of all parties and preventing future incidents.
 - The agreement may include specific actions and apologies.
8. Closing Circle
 - The conference concludes with a closing circle where participants reflect on the process.
9. Follow Up
 - Teachers follow up with participants at set times to ensure the agreed upon actions are being followed through.



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 the Australian curriculum to support 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 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.

Students are identified for SMILE through the Class Teacher following the 'What If I Have a Concern about a Learner' process. This entails Class Teachers completing a student referral and they are released to work with the Support Team to create a Student Action Plan. Discussions occur during this meeting to determine the student's suitability for SMILE. Students who continually engage in disruptive behaviour which impacts their learning are best suited to this intervention.

If a student is deemed eligible for SMILE one of the support team members and/or Class Teacher, make contact with parents to discuss behaviour concerns and the SMILE process to ensure consent is provided. Three behaviour specific goals are co-created with the student, Class Teacher and Support Team. These goals fit with our school wide behaviour matrix using the 4 school expectations (Be Respectful, Be Safe, Be Responsible, Be a Learner). With improved learning behaviours improved academic results will occur.

Students on SMILE have a personal folder created which contains their weekly sheets outlining their 3 goals for each day. A support team member checks the student in each morning and asks the student to verbalise their goals and unpack what this might look like. Class Teachers provide hourly feedback on goals using the weekly book containing each day (not taken to specialist lessons). Students check out at the end of the school day with a Support Team member in the LEC. Together they add the scores for the day and change to a percentage to see if students have reached the target of 80% or above. At the end of each week a certificate is completed with daily results for each goal and sent home for parent information. These goals are reviewed every 5 weeks with the student, Class Teacher and Support Team. Data is also recorded daily in the ENGAGE Targeted Supports under the students SMILE profile.

- 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 and Connect is a trusting relationship between the student and a caring teacher mentor. This mentor supports the student and family in areas identified. Attendance data is reviewed each Semester by the PB4L Team and students with an attendance rate less than 80% are eligible for SMIRC. Reasons for attendance rates are investigated prior to commencing SMIRC. For example, if there is a legitimate reason for absenteeism then the student would not benefit from participating (e.g., illness, family holiday). If a student is deemed eligible for SMIRC one of the support team members and/or Class Teacher, make contact with parents to discuss attendance concerns and SMIRC process to ensure consent is provided. There are several SMIRC mentors at St Mary's Primary and data of students with low level attendance are highlighted to these mentors. Mentors can nominate to work with students they may already have a relationship with. Check and Connect occurs at the discretion of the mentor and the expectation is that this occurs at least once per Term. Some are pre-arranged check ins and others are incidental. Check and Connect involves listening and responding to the student voice. All students on SMIRC have an ENGAGE SMIRC profile where the mentor can add Check and Connect notes.

- Short and Long Wait

Students can access Short and Long Waits in the LEC, which is supervised by Support Team members. This support is provided once the Class Teacher follows the 'What If I Have a Concern about a Learner' process. This entails Class Teachers completing a student referral and they are released to work with the Support Team to create a Student Action Plan. Discussions occur during this meeting to determine the student's suitability for Short and Long Waits. Students who continually engage in disruptive behaviour and/or experience emotional regulation difficulties which impact their learning, are best suited to this intervention.

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

- Pro-active Collaborative Problem Solving process (Greene, 2018)
- Functional Behavioural Assessment or Prevent Teach Reinforce
- 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

2.4 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. Behaviour is learned in the same way that students learn any other subject and may require persistent and repetitive teaching.

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 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.

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 must also be documented on ENGAGE but may require support from the Leadership Team and/or a referral to the Support Team following the "What if I have a Concern about a Learner" process. 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 the students personalised support page in ENGAGE (if they have one, if not document 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 the students personalised support page (if they have one, if not document 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 “Major Behaviour 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 under the students personalised support page (if they have one, if not, document under ‘Conversations’).

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 C and include: reminders of expectations, re-directing to learning and re-teaching productive behaviours. All strategies to address unproductive behaviour should be done with explicit, 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 disruption to the classroom learning that requires a response using Tier 1 – Universal Supports, Tier 2 - Targeted Supports and Tier 3 – Individualised Supports. This will be determined using data logged on ENGAGE and through collaboration with the Support Team and Leadership Team.

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

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> • Restorative Process – Time to regulate. What Happened • 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/sanctions/restrictions • Individual Supports • Respectful conversations (student opportunity to be heard) 	<ul style="list-style-type: none"> • Restorative Process What were you thinking? • 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 	<ul style="list-style-type: none"> • Student apology • Student contributes back to the class or school community • Restorative conversation • Restorative conference • Restorative (Questioning)

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

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 from one student to another.

Refer to Appendix D – Flowchart responses and the decision-making process for Minor and Major Behaviours in both the classroom and the playground.

2.5 BCE Formal Sanctions

St Mary's Primary School manages formal sanctions in accordance with the procedures set down by Brisbane Catholic Education.

In every case where a formal sanction is under consideration, the proposed action must address the best interests of the student's education and wellbeing, and the security, safety, and learning environment of other members of the school community. The more serious the sanction under consideration, the more carefully the school must assess and decide whether all other reasonable responses to the situation have been taken, and whether the proposed action is, in fact, in the best interests of the student and the school.

When implementing any formal sanctions, school employees must ensure that no student is unlawfully discriminated against and that their individual circumstances, such as age, individual needs, disabilities, and the developmental level of the student are considered.

- **Suspension process at St Mary's Primary School:**

Suspension of a student is a de-escalation strategy. St Mary's Primary School acknowledges that a suspension may help to; de-escalate an incident; give students a chance to reflect on their behaviour; give students a chance to calm, feel safe and respected; give the school time to assess a situation and develop appropriate supports; encourage all stakeholders to realise the gravity of a student's needs. Suspensions can occur externally or internally. St Mary's provides appropriate learning for students when external and internal suspensions occur. If the suspension occurs externally, parents are responsible for keeping their child at home and monitoring their learning. If the suspension occurs internally, the student is supervised by a staff member and withdrawn from all class activities including break time to complete assigned learning.



Suspensions can range from one to ten days. (Suspensions of more than 10 days can be imposed for serious, persistent or repeated breaches of the school's behaviour expectations in consultation with the Cluster Leader and Cluster manager) The length of the suspension is dependent on the severity and/or frequency of the behaviour/incident. BCE mandates suspension for a number of major behaviours including the possession of alcohol, drugs, weapons and serious violence or threat of physical violence.

Suspensions take place when:

- a student displays persistent non-compliance, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse
- persistent disruption occurs preventing the learning and teaching of others
- there is a serious breach of the School Student Behaviour Support Plan
- students seriously break school expectations or display 'major' behaviours

The Principal/Assistant Principal nominates and completes the Suspension Record in Engage. Parents are notified via an official Suspension letter and phone call. The re-entry process is detailed in the suspension letter and/or via a phone call. St Mary's holds a return to school meeting with parents, student and a member of the leadership team and on occasions a member of the support team. This meeting documents the concerns to be addressed as well as the outcome we are striving for, feedback from suspension, supports currently in place and supports moving forward. All attendees are documented on the meeting plan. This plan is uploaded to Engage as a record of evidence.

- **Negotiated Change of School at St Mary's Primary School:**

Negotiated change of school for a student may be an appropriate method to protect the wellbeing of a school community e.g., when a student's continuing presence poses a danger to that community's safety. A negotiated change of school offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

The following matters should be considered: the environment that best provides for the student's learning, personal, social, emotional, and spiritual needs, schools that provide an educational program suitable to the student's needs, abilities, and aspirations, the process by which the change is to be negotiated, the support required by the student and family to make the transition, document all considerations, determinations, and communications of the negotiated change of school.

These and other relevant matters are included in a documented record of Negotiated Change of School and are kept on the student file. If a negotiated change of school cannot be achieved, the student remains enrolled at St Mary's Primary School, unless the circumstances require a recommendation to the BCE Head of School Progress and Performance for exclusion. The BCE Head of School Progress and Performance may approve or reject a proposal for a negotiated change of school made by a Principal through the Senior Leader – School Progress and Performance.

St Mary's Primary School acknowledges a negotiated change of school is an extremely rare response. St Mary's Primary School seeks to work in partnership with parents, external stakeholders, staff and students to achieve the best possible outcomes for all students in our care.



- **Exclusion at St Mary's Primary School:**

Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions approved by Executive Director or delegate. The purpose of exclusion is to: signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees, remove the student from an established environment in which unproductive behaviour patterns have become entrenched, provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs. Exclusion from one BCE school does not prohibit the enrolment of the student in another BCE school, unless the BCE Learning Services Executive has specifically prohibited the student from attending all BCE schools.

The Principal must:

- consult with the BCE Senior Leader - Progress and Performance
- place the student on suspension for a maximum period of ten (10) school days pending the outcome of the decision-making process. This action is to be taken irrespective of any action by another agency
- notify the student and the family that the initial period of suspension will be for ten (10) school days, but that exclusion from the school is being recommended, giving reasons for the proposed action, and allowing seven (7) school days for the student, and family to respond
- provide the family with a copy of all the documentation on which the recommendation to exclude is based (while mindful of protecting the anonymity and privacy of possible complainants and/or witnesses)
- remove the names or other identifying information of complainants or witnesses, while providing enough information to enable the student or family to respond to the proposal to exclude
- request a meeting with the student's family member to outline the process and the reasons for the recommendation
- provide the family with information about the implications of exclusion, their right to appeal, and the appropriate procedures for submitting an appeal and their right to have a support person present
- consider any response from the student and their family before formulating a recommendation to exclude to the BCE Learning Services Executive
- forward the recommendation to the BCE Head of School Progress and Performance via the BCE Senior Leader - School Progress and Performance, detailing the reasons, the action taken to moderate the students' behaviour (where appropriate) and a copy of all required documentation and any response from the student and/or family

For appeals, St Mary's Primary School aligns to BCE processes which can be found in Section 3.8 of the BCE Suspension Procedure, Appeals ([BCE Suspension procedure.pdf](#)).



2.6 Bullying and Cyberbullying – Information, Prevention, and School Responses

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

Definition

The national definition of bullying and harassment for Australian schools from Bullying No Way 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 (Bullying. No Way!, 2020).

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

St Mary's Primary School uses the PB4L framework and the Australian Education Authorities resource **Bullying NoWay!** to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

Understanding Bullying and Harassment

Staff access professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment through staff meetings, school twilights, BCE led professional learning and external agencies (e.g., Cyber Safety workshop, Office of the eSafety Commissioner). St Mary's Primary School has constructed pamphlets to support and unpack Bullying and Harassment Procedures for students, parents and the school community. These are available on the school portal. Some information sessions about PB4L, including bullying, is made available to students as well as the parent body.

Teaching about Bullying and Harassment

St Mary's Primary School have implemented the following resources/strategies to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviour in alignment with ACARA, including the personal and social capabilities and the BCE Religious Education Curriculum:

- Explicit classroom teaching and use of relevant literature
- Zones of Regulation
- Stop Walk Talk
- Make Jesus Real
- School Behaviour Matrix
- Restorative Practices



- School assemblies
- National Day of Action Against Bullying and Violence (3rd Friday in March)

Responding to Bullying and Harassment

Staff

All staff must take all reports of bullying and harassment seriously and respond with a school team process. In situations where bullying behaviour is alleged, staff at St Mary's will follow the steps below:

- **Listen** carefully and calmly, and document what the student tells you. Take the time to clarify with the student who has reported the incident and you have all the facts, including if there are immediate safety risks. Let the student know how you will address these.
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved. This may include diligently observing student/s, monitoring and recording observations.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, the incident can be recorded as Minor-Teasing in the Engage Student Support System. If it is determined to be a bullying or harassment incident, it is to be recorded as a Major-Bullying/Harassment in the Engage Student Support System. This automatically generates an email to the leadership team and a bullying/harassment record must be completed in Engage.
- **Respond** to incident following St Mary's Primary School Student Behaviour Support Plan. Where possible, St Mary's Primary School works towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Contact** all parents/guardians to inform them of the incident, give details of the St Mary's Primary 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.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.

St Mary's Primary School will not give parents/carers any of the personal details of other students involved or any details of consequences given to other students involved.

Students and/or Families

If you suspect or your child has reported, they are being bullied follow the steps below:

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 to de-escalate the situation
 - "Talk" to the teacher or a trusted adult



3. Become familiar with the St Mary's Student Behaviour Support Plan and Information Pamphlets. Copies can be obtained from the school office or on the St Mary's website (<https://www.stmarysipswich.qld.edu.au>) or Parent Portal.
4. Contact St Mary's Primary 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. Never let the situation go unattended.
5. Stay in contact with St Mary's Primary School staff to let them know if things improve or if there are further reports of bullying.

Preventing Bullying and Harassment

St Mary's Primary School plan for a safe, supportive and inclusive school to prevent bullying and harassment. St Mary's Primary School do the following to prevent bullying and harassment:

1. Student assemblies: Student bullying and expectations about student behaviour is discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff are supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. New and casual staff are informed about our school's approaches and strategies to prevent and respond to student bullying behaviour. This is achieved through an induction process as well as having access to our Student Behaviour Support Plan and our Professional Learning.
5. Communication with parents: St Mary's Primary School provides information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.
6. Explicit promotion of social and emotional competencies among students. This involves the explicit teaching of ACARAs General Capabilities - Personal and Social Capabilities. This also includes the explicit teaching of Zones of Regulation and may include You Can Do It and Games Factory.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection.

Be You Programs Directory - **Be You**

STEPS - **STEPS framework (bullyingnoway.gov.au)**

Bullying No Way – **Bullying No Way**

St Mary's employs a proactive focus on educating and empowering bystanders of bullying through focused and planned interventions. St Mary's recognise the importance of bystanders and their role in the prevention of bullying as research has demonstrated bystanders are present most of the time (85%) where adults are rarely present.



Cyberbullying

Cyberbullying is treated at St Mary's Primary 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.

St Mary's Primary School provides education and prevention strategies related to cyber bullying and harassment by:

- Explicit teaching and class discussions on what cyber bullying is and is not and ways to respond if cyberbullying occurs (at school and at home)
- St Mary's Primary Student Device and Internet Resource Consent Form
- Students and parents sign terms and conditions of Technology Use annually
- Classes have a mobile phone lock box where students are required to hand in their mobile phone at the start of the school day and retrieve at the end of the school day
- Clear expectations of technology use (e.g. iPads, Laptops)
- Class information sessions from external professionals
- Parent information sessions from external professionals
- Staff information sessions from external professionals

Key contacts for students and parents to report bullying

Class Teacher – Staff – 3281 1998

APA – Gavan Minz – 3281 1998

Principal – Christopher Bartlett – 3281 1998

Resources

The **Australian Curriculum** provides the framework for St Mary's Primary 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. St Mary's Primary School use the following resources to further develop these personal and social capabilities:

- **Be You Programs Directory**
- **STEPS**
- **Bullying NoWay**
- **Office of the eSafety Commissioner**



Section 3: Our Student Behaviour Support Data

3.1 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.

St Mary's Primary School use behavioural data together with other data sources to make data informed decisions about student supports. This includes the PB4L Universal Team (consisting of teachers and leadership) meeting every week to respond to behavioural concerns and termly analyse school data and feedback to staff meetings. Twice a year this data is shared at a whole school staff meeting to identify patterns and implement relevant responses to behaviour needs. In addition, the Tier 2/3 Team meet weekly to prioritise students requiring or enrolled in Targeted or Personalised supports.

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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

Appendices

Appendix A – School Wide Behaviour Matrix

Appendix B – Major and Minor Behaviours

Appendix C – Strategies to Manage Minor
Behaviours

Appendix D – Flowchart

Appendix E – Major Behaviour Office Referral

Appendix F – Pamphlet Student Information on
Bullying

Appendix G – Pamphlet Parent Information on
Bullying

Appendix A – School Wide Behaviour Matrix



St Mary's

Behaviour Expectations Matrix

BE RESPONSIBLE St. Mary's: improving learning through responsible behaviours

	School Wide	Learning Spaces	Transitions	Playgrounds & Toilets	Online and Using ICT	Church and Gatherings
Be Safe	<ul style="list-style-type: none"> • Follow instructions given. • Move and sit safely. • Be sun safe. • Be in the right place at the right time. • Respond appropriately to safety procedures. 	<ul style="list-style-type: none"> • Move safely. • Use equipment as it should be used. • Safe hands and feet. • Sit appropriately. 	<ul style="list-style-type: none"> • Walk on the left on stairs and in corridors. • Safe hands and feet. • Move quietly and carefully. • Cross road only at crossing. 	<ul style="list-style-type: none"> • Play in the correct areas. • Use playground equipment correctly. • Hands and feet to yourself. • Wear a hat and sunscreen. • Use soap and water appropriately to wash hands. 	<ul style="list-style-type: none"> • Know who you are communicating with. • Keep log on details and passwords private. • Turn off and report to an adult inappropriate words or images. 	<ul style="list-style-type: none"> • Walk carefully on kneeler as you enter the seat. • Rest your feet gently on the kneeler. • Walk only in the Church.
Be Respectful	<ul style="list-style-type: none"> • Care for the environment. • Use respectful words and actions. • Wear uniform with pride. • Include and encourage others. • Care for property. 	<ul style="list-style-type: none"> • Co-operate with, encourage and include others. • Care for personal and school property. • Listen to others and share your ideas appropriately. • Put items away in their right place. 	<ul style="list-style-type: none"> • Move quietly. • Be calm and patient. • Be on time. • Maintain personal space. 	<ul style="list-style-type: none"> • Put rubbish in the correct bins. • Include others in games. • Share equipment. • Agree to rules of the game before starting and play by the rules. • Respect others' privacy. • Sit in designated areas during eating times. 	<ul style="list-style-type: none"> • Care for equipment. • Ask before you take a photo. • Only use devices and resources for learning. 	<ul style="list-style-type: none"> • Bless yourself with holy water as you enter the Church. • Use quiet voices when entering the Church. • Sit quietly in the Church. • Look at the speaker and actively listen to what they are saying.
Be a Learner	<ul style="list-style-type: none"> • Set goals, know your goals and work towards goals. • Listen and use feedback for improvement. • Apply best effort. • Be persistent and keep trying. • Be resilient, have a go. • Be on time. 	<ul style="list-style-type: none"> • Ask clarifying questions. • Be engaged by sharing, talking and listening. • Be reflective and learn from your mistakes. • Practise skills independently and collaboratively. 	<ul style="list-style-type: none"> • Be ready to learn. • Return all equipment to the right place. 	<ul style="list-style-type: none"> • Learn the rules of games and play by the rules. • Learn from your mistakes. • Teach others the rules when they are unsure. 	<ul style="list-style-type: none"> • Share your knowledge and skills. • Teach others and learn from others. 	<ul style="list-style-type: none"> • Participate fully in liturgical celebrations. • Sing the hymns. • Learn the prayer responses.



Appendix B – Minor and Major Behaviours

	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 CONNECTED devices (including smart watches) during school time. Failure to hand over devices 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).

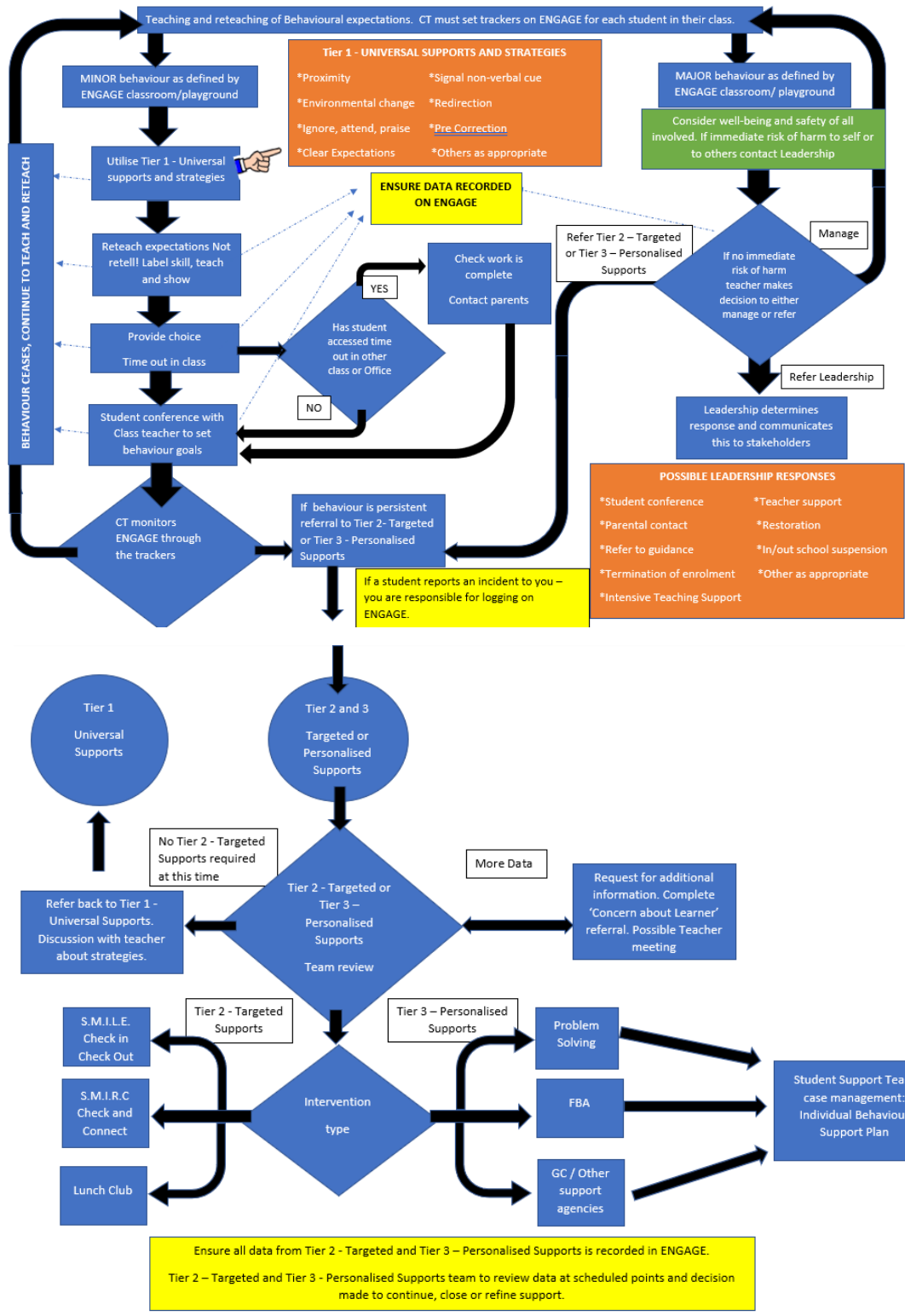
	Descriptor	Definition	Example/Non-Example
1	Academic Disengagement	Student repeatedly does not complete and/or submit assigned tasks including assessments.	Repeated refusal to write, participate in activities.
2	Aggression – Physical (intent to harm)	Actions involving serious physical contact where injury 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.

	Descriptor	Definition	Example/Non-Example
10	Dress Code Violation (Major)	Student wears clothing that does not fit within the dress code of the school.	“Gang” undershirts, offensive T-shirts.
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 C - 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. Goals should be set and clearly displayed. Goal specific feedback should be given specific to the student at regular intervals. The student should have some means of recording progress. A system of rewards could be utilised to reinforce the desired productive behaviours.

Appendix D – Flowchart



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

- | | |
|--|--|
| <ul style="list-style-type: none">• Aggression—Physical• Aggression—Verbal• Bullying/Harassment• Concerning Sexual Behaviour• Defiance/non compliance• Disruption | <ul style="list-style-type: none">• Drug use / possession• Technology violation• Theft• Truancy/ Skip class• Vandalism/property damage• 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 reteach 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 counselling 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.

Appendix G - Pamphlet - Parent 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.
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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

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.

Approver: Principal

Issue date: 03/08/2022

Next review date:

dd/mm/20yy

Appendix H – Restorative Practice Conference Script

Conference Script

1. Introduction

Thanks for agreeing to meet today (check that everyone knows each other).

We're here to talk about _____ which happened yesterday (be specific about the facts).

This is an opportunity for all of us to make sense of what happened. It's not about deciding whether someone is good or bad, but rather to explore what harm has been done and see what we can do to address the issues and repair the harm.

2. Telling the story, exploring the harm.

To the person responsible:

- *Tell us what happened. How did this unfold? When did all this trouble begin?*
- *What were you thinking when you _____ ?*
- *What have you thought about since?*
- *What do you think that was like for _____ ?*
- *Was anyone else affected? In what way?*

To the person harmed:

- *What did you think when _____ happened?*
- *What have you thought about since?*
- *How has this affected you? What's changed for you?*
- *How did your parents/friends/colleagues/classmates react when you told them?*
- *What was the worst of it?*

If support people present, person harmed supporters go first, then supporters of the person responsible.

- *What did you think when you heard/saw _____ ?*
- *How do you feel about what has happened?*
- *What changes have you seen in _____ ?*
- *What/s this been like for you?*
- *What has been the worst/hardest/most difficult bit of this for you?*

3. Acknowledgement and Apology

To the person responsible:

- *Now that you've heard from everyone, what do you think now about your role in all of this?*

Then:

- *Is there anything you could say at this point that might begin to make things right? Is there something that (person harmed name) needs to hear from you now?*

If an apology or acknowledgement is offered to someone in particular, give them a chance to respond.

4. Developing the plan

Develop the plan according to the script, working with those affected first, asking:

- *What would you like to see happen to repair the harm to you?*
- *What suggestions do you have that might address the issues you mentioned? (e.g. How would you like _____ to manage this issue in the future?)*
- *Ask the person responsible if they have any ideas about what would work.*

It might be useful to ask the group if they think it's necessary to have a hard copy of the plan signed off by everyone. If they do, proceed with the usual process of recording, writing, and having the plan signed off. Offer to make them copies to take with them if they want. You do the monitoring unless the group wants someone else to do it. Ask each person how they would like you to check in with them (face to face, email, phone call, text) and when. If someone says *I'll be fine, no check-in-needed*, please do insist. Explain that follow-up is an important part of the process.

5. Close.

If the group doesn't want a formal agreement, tell them that you will email the agreement to them, and will follow up as agreed.

Thank everyone for their help and wish them well with the agreement. There may not be time for refreshments. Use your judgment about that.

Conference Agreement

The following agreement was reached at a Community Conference that took place at _____.

It was facilitated by: _____.

Date: / / .

It was attended by:

It was agreed that:

Names and Signatures: