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## **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

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

Queen of Apostles Catholic School is a Christ-centred community where we empower each other to live in faith, reach out in love and grow through learning. We aim to model our behaviours on the example of Jesus as shown through the Gospel. We acknowledge that all individuals are unique and created in the image of God; as such our behaviour support reflects the needs of the individual child. We strive to create a welcoming, nurturing and respectful environment which supports all members of our school community in a positive way.

We value appropriate behaviour and respectful relationships by:

Reaching out in love through:

- Showing care and concern for others in our community and beyond
- Being welcoming and showing hospitality
- Showing dignity and respect to all

Living in Faith through:

- Being examples of Jesus Christ in our words and actions
- Accepting each individual as an image of God

Growing through Learning by:

- Striving to do our best as life-long learners
- Having a go and accepting challenges
- Working together to reach our full potential

### **Our School Context**

Queen of Apostles School is a co – educational school with a current enrolment of 420 students from Prep through to Year Six. We are a two-campus school with Prep to Year Two at our Early Years Campus and Year Three to Year Six at our Thuruna Street Campus. The campus sites are 2km apart in distance and have their own distinctive environment suited to the age of the students.

The school values and enjoys a strong partnership with the Parish Priest and parish community, continuing to build on the traditions established by the Sisters of the Holy Family of Nazareth. Their spirit of Love, Unity, Hospitality, Faithful Listening and Simplicity is found within the school community. The Sisters of the Holy Family of Nazareth ceased involvement with the school at the end 2015. Their Charism remains a strong focus of the school. We offer our students a rounded Catholic education that encourages personal growth based on Christian values. We

encourage our students to participate fully in the life of the school and promote in a special way the ideals of respect, honesty, tolerance, cooperation, and a genuine concern for the welfare of others.

## **Consultation and Review Process**

Queen of Apostles School reviews this plan in consultation with the school stakeholders. Consultation occurred through staff meetings, meetings with our school's PB4L team which is made up of year level representatives, school board and BCE expertise. A review of school data relating to school disciplinary absences, behaviour incidents and attendance also informs the reviews. The Plan was endorsed by the Principal, the school board and the Senior Leader – Leading and Identity and will be reviewed every 2 years to ensure it provides an accurate reflection of our school behaviour processes.

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

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

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

At Queen of Apostles we value and believe that:

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration)
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- Behaviour is learned, therefore responsible behaviour can be taught
- Strong teacher-student relationships form the basis of successful learning engagement
- Student wellbeing is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success
- A tiered system of school wide, classroom and individual student supports enhance behaviour and learning
- The learning environment is inclusive of all learners' needs
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships

- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

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

### What is Positive Behaviour for Learning?

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

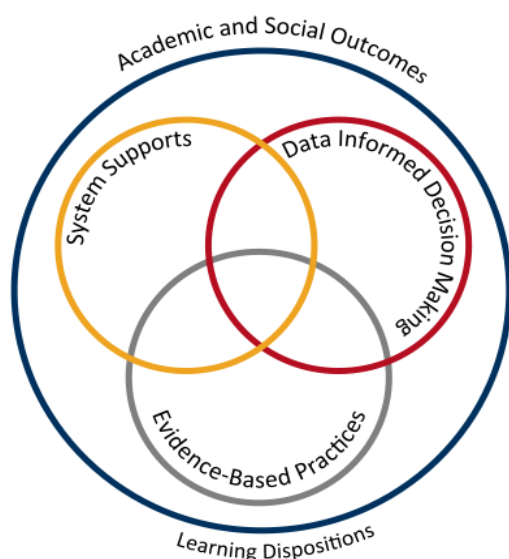


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in

determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

### **Continuum of support and key features**

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

#### **Tier 1 Universal Supports:**

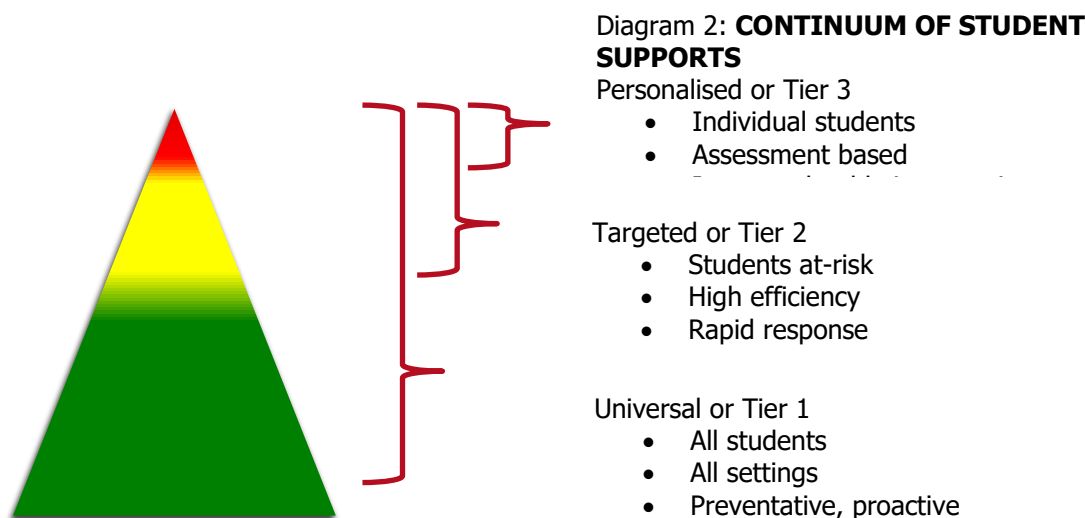
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

#### **Tier 2 Targeted Supports:**

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

#### **Tier 3 Personalised Supports:**

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



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

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

Student Behaviour Support leadership consists of PB4L teams across the school.

Universal/Tier 1 support team – Year level teaching representatives and leadership. This team meets on a regular basis (2 times/term). Meetings are facilitated by leadership and items for discussion are raised on the agenda and addressed. Here the support team analyses data collected on Engage around student behaviour as well as the universal supports currently in place for students.

Tier 2 support systems occur through the request for support in Engage. A subsequent review and response meeting would be held with the teacher and the Principal or Assistant Principals along with support from the school's guidance counsellor and STIE.

Staff across the school have engaged with professional development to build capacity in the implementation of PB4L. Each term there is a dedicated staff meeting focused on PB4L practices.

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

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

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

Our expectations are:

- Act Safe and Be Safe
- Think Smart – Work Smart
- Value Self, Others and the Environment

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

Queen of Apostles Primary School  
*Live in faith, Reach out in love, Grow through learning*

	Learn	Eating/Play	Gather	Move	Online
Act Safe and Be Safe	<ul style="list-style-type: none"> <li>We use learning resources appropriately and safely</li> <li>We follow instructions</li> <li>We work co-operatively with others and respect their personal bubble</li> </ul>	<ul style="list-style-type: none"> <li>We are sun smart</li> <li>We use equipment appropriately</li> <li>We use caring hands and feet</li> <li>We play in the right areas</li> </ul>	<ul style="list-style-type: none"> <li>We respect own and others personal space</li> <li>We know how to stay safe when we are away from school (e.g. excursions, carnivals)</li> </ul>	<ul style="list-style-type: none"> <li>We move with care</li> <li>We move quietly and promptly to where we need to go</li> <li>We make sure we're in the right place at the right time</li> </ul>	<ul style="list-style-type: none"> <li>We know who we are communicating with</li> <li>We report inappropriate use to an adult</li> <li>We keep personal information private</li> </ul>
Think Smart - Work Smart	<ul style="list-style-type: none"> <li>We are motivated and ready to learn</li> <li>We are engaged, persistent and stay on task</li> <li>We share our thoughts about learning and actively listen to others</li> <li>We give and accept helpful feedback</li> </ul>	<ul style="list-style-type: none"> <li>We know and follow the rules of the game</li> <li>We are good sports and encourage and support others</li> <li>We find staff on duty if we need help</li> </ul>	<ul style="list-style-type: none"> <li>We listen to learn</li> <li>We use appropriate actions and responses (e.g. signing)</li> <li>We are aware of where and how we gather</li> </ul>	<ul style="list-style-type: none"> <li>We return to learning spaces promptly</li> <li>We put our belongings in the right place</li> </ul>	<ul style="list-style-type: none"> <li>We stay on task</li> <li>We use technology appropriately and for learning</li> </ul>
Value Self, others and the environment	<ul style="list-style-type: none"> <li>We demonstrate that everyone has the right to learn</li> <li>We challenge ourselves to reach our personal best</li> <li>We give and accept helpful feedback</li> <li>We take care of our own and others' belongings</li> </ul>	<ul style="list-style-type: none"> <li>We play fairly, take turns and include others</li> <li>We look after our school environment and put rubbish in the bin, even if it's not ours</li> </ul>	<ul style="list-style-type: none"> <li>We show reverence and respect</li> <li>We enter and exit calmly</li> <li>We celebrate together</li> </ul>	<ul style="list-style-type: none"> <li>We use our manners</li> <li>We use paths where possible</li> <li>We show hospitality</li> </ul>	<ul style="list-style-type: none"> <li>We communicate online in a respectful and friendly way</li> <li>We share our skills</li> <li>We look after all technology</li> </ul>

A Brisbane Catholic Education School

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. [www.acara.edu.au](http://www.acara.edu.au)

## 2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction,

practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year focus on the expectations and matrix (school-wide and classroom) and after term breaks
  - Time built into the first weeks of schools to consolidate routines and processes
  - Proactive teaching of school-wide expectations at assemblies followed by group practice
  - New student orientation when needed
  - Student leaders support younger peers

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

Tier 1 Universal Supports:

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

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

School practices which encourage expected behaviours:

Twice a week, our school community gathers together for Whole Campus Assemblies. During these times, we create and enrich our positive school culture through prayer, acknowledgement of achievement and by raising awareness of the weekly behaviour focus. The behaviour expectation of the week is shared to our school community through the school newsletter so parents can use a common language at home. A school QACOR (award) is given weekly to one student in each class and is recognised for demonstrating growth or leadership with the weekly targeted behaviour expectation. Each campus has a Golden Bin draw each week we students are acknowledged for keeping the school grounds tidy.

Classroom practices which encourage expected behaviours:

At Queen of Apostles there are many ways in which staff establishes the behaviour expectations of our students in the classroom. Examples of this include; learning opportunities provided through explicit teaching and consistent follow-up of school expectations. There is a focus at the beginning of each year for each class to co-construct their class covenant which includes behaviour expectations and a connection to the values of the Sisters of the Holy Family of Nazareth. Classrooms

have visual displays of the school matrix and refer to it regularly giving appropriate feedback and feeding forward about unproductive behaviours. Teachers support behaviour learning through gradual release of responsibility, modelling and role play, reinforcing positive behaviours, teaching of routines, maintaining effective communication and sharing a common language about behaviour in our school community. We have support structures in place to transition students to new year levels and new teachers at the end of the school year for the following year.

### Tier 2 Targeted Supports:

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

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

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

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

Other of the targeted interventions at Queen of Apostles include; Support meetings including teacher, leadership, ST:IE and Guidance Counsellor that review data and respond to student needs, adjustments to curriculum and Rock and Water program with School Guidance Counsellor.

### Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible



with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data. Student Support Team may include some or all of the following: parents, teachers, principal, Support Teacher: Inclusive Education, Student Wellbeing Officer, Guidance Counsellor, Speech therapist
- Partnerships with outside support agencies and specialists

#### **4. Feedforward: Responding to Unproductive Behaviours**

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

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

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

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

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

Crisis prevention and support strategies may include giving a student time away from their regular program to decrease demands at that point in time in a separate area in the classroom, in another supervised classroom or in the office. The intent of the 'time out' is for a student to regain control of their own behaviour.

For Major behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

Following a crisis or major behaviour that results in a student having time away from school, a re-entry process is undertaken with the Principal and the students' parents. This involves a meeting between a member of the Leadership Team and the student to ensure expectations are clear prior to the student re-entering the classroom. Depending on the severity of the behaviour, the student's parents may also be involved in this meeting.

## **5. BCE Formal Sanctions**

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

- Detention

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class'

time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

- Suspension

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

- Negotiated change of school

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety).

- Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE’s Director – School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director – School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

### Process for Appeals:

#### Process for Appeals

The following processes of appeal can be used by parents/caregivers, or students living independently, who consider that either correct procedures have not been followed, or that an unreasonable decision has been made:

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

Note: The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

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

Queen of Apostles School participates in the annual National Day of Action Against Bullying and Violence as well as the celebration of Harmony Day

### Definition

Bullying is the “repeated oppression of a psychological or physical nature, of a less powerful person by a more powerful person or group of persons” (Rigby, 1996).

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and there is an imbalance of power. Bullying is continuing to ‘pick on’ someone, torment them or exclude them,

so that the person feels helpless. Cyberbullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, social media, photographs and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At Queen of Apostles School, we believe a bystander has a responsibility to ensure the bullying stops by reporting the incident. Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridicule, humiliation, intimidation
- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

Bullying is not:

- A 'one off' incident involving social isolation, conflict, random acts of aggression/intimidation or meanness
- Conflict between two students where there is equal balance of power between students and both students want to find a solution to the conflict
- Talking to a teacher or parent about something that someone has done
- A random act of hurt or harm against another without that student provoking the other
- A random act of destroying property
- Leaving someone out of an activity once because of different interests or skills
- Standing up for others and reporting bullying behaviours
- Accidents where there is no intention to hurt or harm

Responsibilities of Children:

- To have an understanding of bullying, bullying behaviours, bystanders and cyberbullying
- To appropriately report incidents – if you believe you are being bullied; or are a bystander to a bullying incident
- To work in partnership with the school and their family to resolve bullying incidents
- To help someone who is being bullied
- To not bully others

- To use appropriate, positive anti-bullying behaviours

#### Responsibilities of Staff:

- To model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours
- To work in partnership with families to resolve bullying incidents
- To listen to all student reports and watch for signs of possible bullying
- To ensure that children are supervised adequately
- To respond to all reported and observed incidents of bullying as set out in this section.

#### Responsibilities of Parents:

- To support the information outlined in the Queen of Apostles Student Behaviour Support Plan
- To work in partnership with the school to resolve bullying incidents
- To model, educate and discuss appropriate, positive anti-bullying behaviours
- To watch for signs of changes in behaviour at home, which may be an indication of bullying and inform the child's teacher of these changes in a timely manner
- To encourage and support your child to inform to a teacher if they are being bullied or witness bullying as a bystander
- Parents may need to be an advocate on their child's behalf about bullying with the class teacher or school leadership team members
- Under no circumstances should parents contact other parents or children regarding the issue

#### Response

##### Investigating Potential Bullying

When an investigation about bullying is required, the following procedures will be followed:

1. Queen of Apostles School adopt a 'no blame' approach and process in the first instance. Those involved will be interviewed and made aware of the suspected bullying and the school's anti-bullying position. At this stage, there may not be any consequences and parents may not be notified. The incident, if deemed not to be bullying, will be referred back to the classroom teacher so the incident can be tracked according to the behaviour support plan. If the incident is deemed to be bullying, it is logged via the online student behaviour system 'Engage'.

2. If bullying is identified, Leadership Team members may choose to use the following methods with the children involved:

- Method of shared concern
- Mediation
- Individual counselling
- Parents of students involved in the incident will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on 'Engage'.

3. Continued bullying would result in a further action plan being devised, appropriate consequences for the child, and further dialogue with the parents. The Guidance Counsellor and /or Learning Support may be involved in formulating this action plan. Support for all individuals involved in the incident. We support the students in the following ways:

- Offering them an opportunity to talk about the experience with their class teacher, or another teacher or member of administration.
- Informing the child's parents as required.
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child.
- Offering continuing support when they feel they need it and encouraging immediate reporting of incidents.
- Taking necessary actions to prevent more bullying.
- Continuing to monitor the child's behaviour and offering appropriate support (eg: regular check-in time with a staff member).
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

#### Positive, Proactive Anti-bullying Approaches at Queen of Apostles School

At Queen of Apostles School, we take a positive, proactive approach to bullying by teaching the five anti-bullying strategies displayed on the Hands Up approach. The strategies are as follows and are displayed on a poster in all classrooms:

- IGNORE
- TALK FRIENDLY
- WALK AWAY
- TALK FIRMLY
- REPORT

The RECOGNISE, REACT, REPORT Poster provided by Brisbane Catholic Education is used to teach Protective Behaviours across all phases of the school. The You Can Do It! Program, teaching resilience, getting along, organisation, persistence and confidence is taught across the school. Additional programs such as Rock and Water, 1-2-3 Magic, Circle Time and Peaceful Kids also assists with explicit teaching. At times, there will be parent inservices provided around these programs. Supportive bystander behaviours are addressed at assemblies using the RECOGNISE, REACT, REPORT framework, with a focus on safety and responsibility when reporting incidents of bullying.

Links to related BCE policies

- Student Behaviour Support Policy
- Student Behaviour Support Regulations and Guidelines

Related resources

- School Wide Positive Behaviour Support ([www.pbis.org](http://www.pbis.org))
- You Can Do It! Program (<http://www.youcandoit.com.au/>)
- Circle Time
- Rock and Water
- Peaceful Kids
- 1-2-3 Magic

## **Section C: Our Student Behaviour Support Data**

### **1. Data Informed Decision Making**

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

[Queen of Apostles ENGAGE data](#)



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This data is used on several levels. The first level is in regard to individual student behaviour, allowing monitoring of times, trends and frequency. This can be used when placing students on Individual Behavioural Plans. This data is presented during discussions to empower productive solutions and responses to student behaviour.

The second level is in regard to whole school issues presenting in data. This data is presented via graphic form to the PB4L committee and Staff to promote discussions on a whole school basis and ways to respond to inappropriate behaviours. This enables a creative and collective response to issues.

The third level is in regard to staff and student training. Data can be used with staff to discuss consistency of approaches to addressing behaviours. It can also be used to conduct specific teaching with specific classes/year levels should patterns be observed.

## References

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## Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy

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- Student Behaviour Support procedure
  - Student, Parent and Guardian Complaints Management policy
  - Student Wellbeing policy.

## Appendix A - Behaviour Definitions

### Minor Behaviours

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

<b>13</b>	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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### Major Behaviours

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

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

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

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

Approver: Principal

Issue date: dd/mm/2019

Next review date:

dd/mm/20yy