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 365 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 – School Progress and Performance and will be reviewed every 2 years to ensure it provides an accurate reflection of our school behaviour processes. An annual high-level check is conducted during Senior Leader visits.

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.

The staff weekly news outlines the focussed area for explicit teaching by classroom teachers each week. This is further re-enforced at the campus assemblies weekly and may involve role plays by students to embed in 'student friendly' language the focussed areas. Weekly student awards are based on the explicitly taught areas for that week.
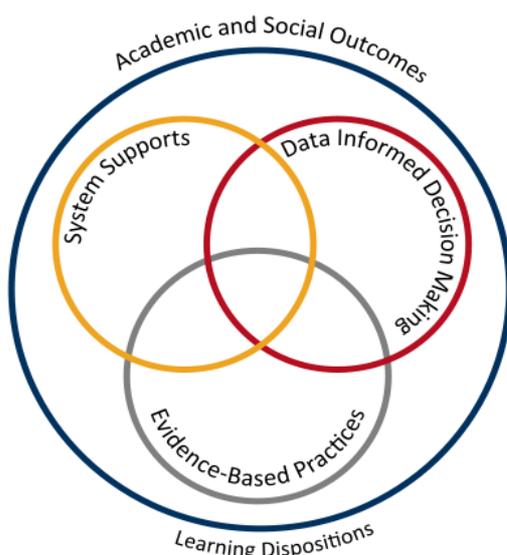

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.
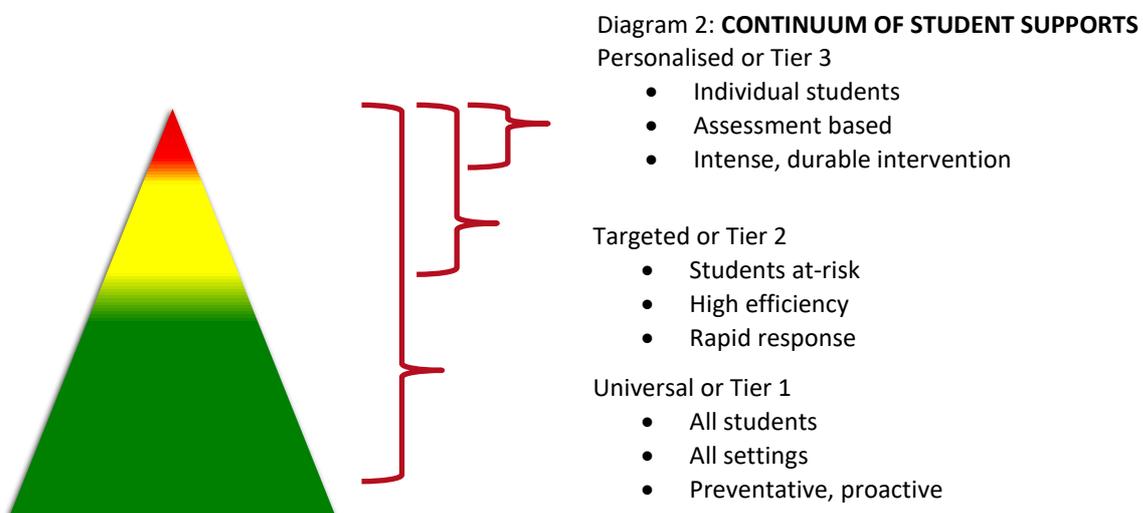
Tier 1 Universal Supports:

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.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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. The Principal or delegate facilitates these meetings and the guidance counsellor has the responsibility of taking notes.

Tier 3 support systems occur through the request for support in Engage. Students may be on a CMP (Crisis Management Plan) or Personalised Support Plan. These plans are reviewed each term in a team meeting with teacher, school's guidance counsellor and Principal or Assistant Principals. The Principal or delegate facilitates these meetings and the guidance counsellor has the responsibility of taking notes and making adjustments to the plan as required. Any changes to the plans are communicated to general staff.

Staff across the school have engaged with professional development to build capacity in the implementation of PB4L. The annual Professional Development days contain a revisit of the PB4L matrix and the role of explicit teaching. Each couple of years the online training course of PB4L001 is re-visited as a refresher. 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.

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

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

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

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

- Beginning of school year orientation day as part of the annual setting up the classroom for success.
- Time built into the first weeks of schools and increased later in the year. Each classroom establishes a classroom covenant in the first two weeks of the school year and the PB4L matrix is used as a starting point.

- The Weekly Staff News has a focussed area for explicit teaching each week and this is re-enforced at the weekly assembly.
- Weekly Assemblies on a Monday re-enforce the weekly focussed area. Student leaders may perform role-plays, show a video created for that focussed area or talk to that focussed area.
- Upcoming events may lead to a focussed area. For example, during COVID restrictions, when we were finally able to gather, the 'Gather' section of the matrix became the targeted focussed area.
- New student orientation when needed. School tours always have a time spent discussing the matrix so new students are aware from the start.
- Student leaders support younger peers. Both the Year 2 and Year 6 Leadership Days have components outlining the student leader role in emphasising the matrix.

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 inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

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

- Restorative Interventions. Classroom teachers, Specialist teachers and School Leadership have all undergone intensive training in restorative practices. At the Tier Two level, a distinction is made between minor incidents/issues and major incidents/issues and the interventions can vary from informal to formal. At the heart of these interventions is 'connect before correct'.

- 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 targeted interventions at Queen of Apostles include: Support meetings including teacher, leadership, STIE and Guidance Counsellor that review data and respond to student needs, adjustments to curriculum, 'Making Friends' with the Student Wellbeing Officer and the Rock and Water program with the School Guidance Counsellor.

- Hugo, our 'Therapy Dog' is also used as a support for Tier 2 students

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, STIE, Student Well Being Officer, Guidance Counsellor, Speech Therapist and EAL/D teacher.
- Partnerships with outside support agencies and specialists
- Shared Crisis Management Plans and staff training in CPI.

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom supervised by Classroom Teacher Supervised calm time in a safe space outside of the classroom. This is negotiated with the student and must be in a line of sight by the teacher	Teacher – student conversation. This may require a member of the Leadership team to take the class. The sooner this conversation takes place to the behaviour the more productive it is. Work it out together plan – teacher and student	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

Set limits Individual crisis support and management plan. These are reviewed each term and changes shared with staff	Teacher – student – parent meeting Teacher – student – leadership conversation	

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 – 6 and include:

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

Suspension process At Queen of Apostles, 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 Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For appeals, the school aligns to BCE processes.

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

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.

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

During the Pupil Free Days in January staff complete the BCE mandatory training modules and are reminded of the expectations at our school. All new staff are guided in the expectations through the provision of an induction booklet that outlines our school policy. This year all teaching staff engaged in a twilight and follow-up staff meeting facilitated by Sue Attrill from 'Relationships @ School'. This Professional Development focused on developing teachers' understanding about restorative practices. Restorative approaches and collaborative problem solving are supportive ways to respond to student conflict, harassment and bullying in schools implemented by teachers in partnership with school leadership and families.

2. Teaching about Bullying and Harassment

It is the responsibility of all staff to model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours. Staff use the approved Australian Curriculum including the personal and social capabilities and the BCE Religious Education Curriculum to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. Staff also use the Program Achieve as a resource to teach the personal and social capabilities. Students are taught that they have the responsibility:

· 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

3. Responding to Bullying and Harassment

Staff work in partnership with families to resolve bullying incidents. It is the responsibility of all staff to listen to all student reports of bullying and watch for signs of possible bullying. Staff ensure that students are adequately supervised.

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.

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

- ➢ **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

- ➢ **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.

- ➢ **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- ➢ **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- ➢ **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.

- ➢ **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.

- ➢ **Plan** the response with the student/s and their families to provide support, teaching and strategies.

- ➢ **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

At Queen of Apostles, we use the response to bullying/harassment as a learning opportunity for everyone involved. The school's intervention is based on the understanding that children and young people are learning how to be a member of the school and wider community.

The steps below provide a general guide and are provided to illustrate the key steps in positive responses.

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Collect additional information.
3. Discuss a plan of action with the student.

4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the bullying occurs again.
6. Set a date for follow up review/s.
7. Record the incident in the Engage Student Support System
8. Contact appropriate school personnel (may include the school Guidance Counsellor)
9. Contact the family/guardian informing them of the incident and your course of action.
10. Make sure to follow up with the student over the next several weeks and months.

4. **Preventing Bullying and Harassment**

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 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 in-services 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)
• You Can Do It! Program (http://www.youcandoit.com.au/)
• Circle Time
• Rock and Water
• Peaceful Kids
• 1-2-3 Magic

During weekly assemblies a specific focus area from the PB4L matrix is identified and focused on. This is also reinforced in the school newsletter and the staff newsletter. Where appropriate, resources from 'Program Achieve' are linked for staff to access.

Explicit promotion of social and emotional competencies is evident through the weekly Queen of Apostles Certificate of Recognition which focuses on the PB4L focus of the week or on learning dispositions.

Communication with parents:

At Queen of Apostles we provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. This is achieved through school newsletter articles, use of the LED sign and discussions at parent gatherings.

Key contacts for students and parents to report bullying

Staff member Principal- Nigel Bird- 33529200

Staff member Assistant Principal- Leonie McCormack – 33529200

Staff member Assistant Principal Religious Education- Meg Conroy- 3326 0400

Cyberbullying

Cyberbullying is treated at Queen of Apostles with the same level of seriousness as direct bullying. Cyberbullying involves the use of technology to harass, intimidate, humiliate, or threaten a child or young person. These technologies include social networks, instant messaging, and email. (eSafety.gov.au).

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

The steps below provide a general guide for a response process for incidents of reported cyberbullying

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Ensure that the student is safe.

3. Collect additional [information](#)/[evidence](#) and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the Engage Student Support System.
4. Contact appropriate school personnel (may include the school Guidance Counsellor).
5. Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour affecting themselves or another student? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If you are uncertain whether the incident is a criminal offence contact the Legal Counsel team at BCE.
6. Report the incident to the police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. If the matter is not urgent use the [reporting facility](#) on the eSafety Commissioner site or the Australian Cybercrime Online reporting Network's (ACORN) [reporting tool](#). The incident may also be entered into the Student Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.
7. Respond and provide supports. This may include assisting the student to have the inappropriate behaviour removed. For assistance with this see the resources at the [social media safety centre](#) and/or involve school or BCE Information Services staff.
8. Contact the parents informing them of the incident and your course of action.
9. Follow up with parents and students at a designated time in the following weeks or months.

Resources

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

The Student Support team meet monthly to look at the data to discuss and make decisions about student supports. This team analyses universal school data to find a focus area and prioritises students requiring Targeted or Personalised supports. Throughout the decision-making process, data is used to guide us to ask the "right" questions. The right question, asked at the appropriate time can deepen the dialog from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et. Al, 2009). The STIE, GCs & leadership meet weekly to analyse and prioritise students requiring additional behaviour support.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

| 13 | Incomplete tasks | Student has failed to complete a set piece of work in a clearly specified time frame | Has difficulty starting learning task, continuing on task or completing learning tasks |

Major Behaviours

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

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

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

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