



St Bernard's Primary School

POSITIVE BEHAVIOUR FOR LEARNING PLAN

2021

BE SAFE

ENCOURAGING WORDS

RESPECT ALL

NURTURE EXCELLENCE

INVITE AND INCLUDE



A place to learn and grow



1. INTRODUCTION

St Bernard's Catholic Primary School recognises that positive relationships are the foundation of all communities and works to establish and foster open, welcoming interactions between home, school, parish and community as the groups support each other through their distinctive roles in the education of children. *We accept that every person is created in the image of God and therefore contributes to the pursuit of shared wisdom and the building of community. (Vision for teaching and learning)*

2. OVERARCHING GOAL

I. OUR MISSION

To develop and nurture an environment where children learn about themselves, their world and God:

- ❖ By working in partnership with families, staff and the parish community
- ❖ By valuing the diversity of all members of our community
- ❖ By experiencing and living a Christian life in the Catholic faith.

3. RATIONALE

Relationships within a school exist between students, teacher, parents, extended family and parish. Building relationships on dignity, respect, compassion and diversity provides a foundation for children and adults to relate well with one another in all aspects of schooling. In the spirit of our Vision and Mission Statement, Charism, Vision for Teaching and Learning and our whole School Wide Behaviour Plan the school, parents, parish and community will work to build, develop and sustain relationships.

4. Context statement – Profile of St Bernard's Community.

St Bernard's Catholic Primary School

I. Enrolment

- ❖ 2020 average 315 Students 199 families
- ❖ 12 classes with traditional groupings throughout the school
- ❖ 1 class with co-year levels (Year 1/2)

II. Multicultural environment:

- ❖ Approx. 43 nationalities represented in the school.
- ❖ 33% of the school population is ESL

III. Grounds:

- ❖ St Bernard's is a land locked school and has no natural grassed play area. It does have a large undercover Sports area and an undercover gathering area, Dandiriiba, which the children use to play handball at break time. .
- ❖ The school does enjoy the use of the Local council park which is adjacent to the school and is used during first and second break.
- ❖ The Brisbane City Council upgraded the park in recent years resulting in several level playing areas and two adventure playgrounds

IV. Learning Programmes.

- ❖ 94% per cent of children experience literacy and numeracy levels at the minimum national standard or above.
- ❖ High percentage (variable each year) of students with EALD
- ❖ St Bernard's uses BCE's expected and effective teaching strategies across all KLAs.
- ❖ Australian National Curriculum is imbedded and utilised across all learning areas.
- ❖ Teachers plan engaging units of work using an pedagogical approach based on Inquiry, Whole Part Whole and the Gradual Release of Responsibility.
- ❖ PB4E successfully implemented throughout the school. Data is collected and recorded on BCE's Engage Application.
- ❖ Check in Check out, Check and Connect programs are available for supporting children.
- ❖ Weekly - Circle time focuses on student behaviour and self-efficacy, using a combination of Bounce Back units, PB4L strategies and other personal development and health units.

5. BELIEFS ABOUT BEHAVIOUR AND LEARNING.

- ❖ Parents are the first educators of their children and need to be included in all aspects of teaching and managing behaviour.
- ❖ We all have needs ... a need to feel accepted and loved, to experience success and fun with our work / learning, to have a sense of freedom within and control over our environment.
- ❖ At any given time we choose behaviours in an attempt to meet those needs.
- ❖ Behaviour encompasses not just actions but the words and gestures we use with each other and the how we talk and interact with others.
- ❖ We are each responsible for our behavioural choices (thoughts, feelings, actions).
- ❖ School / classroom cultures and teaching support us in choosing behaviours which are appropriate to the school and classroom culture.
- ❖ There will be occasions when someone's behaviour is seriously inappropriate within our school context.
- ❖ On such occasions a uniform approach by staff and parents in supporting children and each other to behave appropriately will be empowering to all.
- ❖ A desire by the child to change their behaviour skill set is important in order for children to be supported in that change.
- ❖ It is important to understand that we need to "teach" our students appropriate behaviour for the school context. We cannot assume that children know or understand what is expected of them.

- ❖ Occasions where inappropriate behaviour choices are made by children, should be seen as “learning moments/opportunities”. Supporting each other to change behaviour skill sets appropriately, is a collaborative task involving:
 - the child’s desire to change,
 - class teacher,
 - colleagues,
 - parents, and
 - outside agencies.

6. CODE OF EXPECTED STUDENT CONDUCT.

St Bernard's Catholic Primary School has 5 expectations known as the **BERNIS** which all students are taught and expected to keep: - **BERNI** matrix:

St Bernard's Berni Rules [RULE!]						
	Learning Spaces	Online	Playground	Toilets	Church	Transition
Be Safe	<ul style="list-style-type: none"> Follow teacher directions Use equipment appropriately Use our hands to create, read and gain attention Use our feet to walk in the classroom 	<ul style="list-style-type: none"> Keep my personal information safe Report inappropriate content Always have an adult near by 	<ul style="list-style-type: none"> Follow teacher directions Use our hands to play Use our feet to run, jump and play Wear your hat 	<ul style="list-style-type: none"> Go to the toilet at playtime Ask permission and go in pairs Use soap, wash and dry hands 	<ul style="list-style-type: none"> Safety with symbols, gifts, candles, etc Consider other people's personal space Be patient 	<ul style="list-style-type: none"> We are a walking school Follow teacher directions Walk in straight lines Stay with your class
Encourage All	<ul style="list-style-type: none"> Participate actively Take ownership of our words and actions 	<ul style="list-style-type: none"> Help others to succeed 	<ul style="list-style-type: none"> Explain the rules to others Praise others for having a go Make others happy 	<ul style="list-style-type: none"> Remind others to wash their hands 	<ul style="list-style-type: none"> Respond with a clear voice Smile and sing 	<ul style="list-style-type: none"> Model what to do, others will follow
Respect All	<ul style="list-style-type: none"> Respect others and school property Celebrate difference and effort Learn and let others learn 	<ul style="list-style-type: none"> Communicate in a friendly way Share ideas Get adult permission to share images of yourself or others 	<ul style="list-style-type: none"> Fair teams, rules and play Ask to join in Use equipment and space appropriately 	<ul style="list-style-type: none"> Flush the toilet Respect privacy Sensible use of toilet paper Turn off the tap and use the bin 	<ul style="list-style-type: none"> Respect the Eucharist Sit or stand quietly and calmly Use holy water to bless yourself Move in and out quietly 	<ul style="list-style-type: none"> Move quietly Be aware of others' personal space Use manners
Nurture Excellence	<ul style="list-style-type: none"> Take pride in yourself and your gifts Use a growth mindset - Use learning powers Set goals Ask for and accept feedback 	<ul style="list-style-type: none"> Research wonderings Stay on task Check your criteria 	<ul style="list-style-type: none"> Share your skills Take turns Know when to speak to the teachers about a situation 	<ul style="list-style-type: none"> Use facilities appropriately Model hygienic actions (leave food outside, flush toilets, wash hands) 	<ul style="list-style-type: none"> Listen to readings and homily Conduct your part in the liturgy as best as you can 	<ul style="list-style-type: none"> Be ready to learn, eat or play on time Finish the game on the bell Keep your eating area clean
Invite + Include	<ul style="list-style-type: none"> Find God in others Include others Make "Super Flex" choices 	<ul style="list-style-type: none"> Know who you are communicating with Ask before you take a photo or record someone else 	<ul style="list-style-type: none"> Be a friend to all Ask others to join in Be like Mary MacKillop 	<ul style="list-style-type: none"> Wait your turn One per cubicle 	<ul style="list-style-type: none"> Greet visitors appropriately Share your book or sheet with others Be aware of the space of others Let others be with God 	<ul style="list-style-type: none"> Let others lead Line up with anyone

7. RIGHTS, ROLES, RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

School Expectation	Community Member	Rights	Roles	Responsibilities
Be Safe	Student	To be safe at school	To learn	Wear a hat outside Wear sunscreen outside Eat in Dandiriiba Play in designated areas Use toilet appropriately Put litter in bin. Walk throughout the school Use all equipment safely
	Parent/Carer	To have children in a safe environment. To be included in decisions made about their child.	To support	To provide a hat To provide sunscreen Comply with car park procedure To influence the children to comply with safety directions.
	Staff	To work in a safe environment	To teach	To teach the rule in nominated contexts. To teach definitions of safe
Encouraging Words	Student	To be spoken to with courtesy and respect.	To learn	Use appropriate volume Show respect by use of tone, words, gestures. Use positive words Use positive comments/feedback.
	Parent/Carer	To be spoken to with courtesy and respect. To be included in decisions made about their child.	To support	To model respectful behaviour in all interactions. To nurture positive relationships.
	Staff	To be spoken to with courtesy and respect.	To teach	To teach appropriate behaviours in school contexts. To model appropriate relationships and language. To support the use of encouraging words.
Respect All	Student	To be supported and valued	To learn	To use respectful language and behaviour. To try their best. To respect other people's property. To use respectful language.

	Parent/Carer	To be respected and valued. To be included in decisions made about their child.	To support	Promote Positive Behaviour For Learning. Make links between home and school in behaviour and words. To use respectful language. To model respectful behaviour and language.
	Staff	To be respected and valued as a teacher.	To teach	To teach the rule in different contexts. To teach the meaning of respect. To model respect for others
Nurturing Excellence	Student	To be successful	To learn	To reach for the sky. (glass half full) To be engaged. To try their best. To ensure that the learning environment is conducive to success To take pride in their work. To be a positive role model To motivate others.
	Parent/Carer	To be informed To have their child in an environment that builds success. To be included in decisions made about their child.	To support	To ensure children have adequate sleep. To encourage a calm entry to school each day. To have the children punctual and ready for school each day To ensure the children have what they need for school (stationery, lunch, homework folder). To ensure homework is completed.
	Staff	To acknowledge diversity. To modify tasks to create success.	To teach	To diversify the curriculum for children. To provide a peaceful co-operative learning environment. To address children's needs. <i>Equality is not giving each child the same thing but giving each child what they need.</i>
Invite and Include	Student	To be accepted	To learn	To be aware of those who aren't included To actively include others.

	Parent/Carer	For their children to be a part of an inclusive community To be included in decisions made about their child.	To support	To understand the school's expectations (friendships, birthday parties) To model awareness of others. To include all members of the community. To be included in relevant decisions made about their child.
	Staff	To be accepted	To teach	To teach the concept of inclusion To teach the expectation in all contexts. To model including others To practise inclusion

8. CELEBRATIONS

- ❖ Prayer Liturgy to Commission our Year Six Leaders and bless their badges is held in Term 1.
- ❖ Learning within the classroom is celebrated during assembly time when nominated classes lead assembly
- ❖ Celebrations of Learning are sometimes held at various times of each term or as part of Prayer Celebrations / Liturgy of the Word.
- ❖ STEAM and Book Week are celebrated each year.
- ❖ Dance Cart performances are held either during Spring Fair or as a separate event.
- ❖ Masses, Prayer Celebrations, Liturgy of the Word also involve a communal morning tea to celebrate community.
- ❖ Feast Day is held each year in August to celebrate St Mary MacKillop of the Cross (8 August).
- ❖ A week of celebrating learning and student achievement is conducted in the week of St Bernard's Feast Day (20 August)
- ❖ Mothers' and Fathers' Day Prayer and Moring Tea or Breakfast is held each year to celebrate family and parenting.
- ❖ Spring Fair. This is currently held each year and is a celebration of a community working together.
- ❖ Staff ~ Year 6 Netball game is held each year.
- ❖ Class excursions are well supported by parents attending to help support children.
- ❖ Prayer Liturgy of Thanksgiving is conducted each year to farewell, congratulate and bless our Year Six leaders held in Term 4.

9. PROFESSIONAL DEVELOPMENT

- ❖ Teachers trained in the PB4E process for Tier I (Green Zone) and Tier II (Yellow Zone).
- ❖ Essential Classroom Skills Management ECSM, a teacher attended course and employs this training at designated staff meetings to upskill teacher classroom management.
- ❖ Additional PD is provided for new staff and teachers with support of BCE Staff. – Mark Wakefield
- ❖ In classroom modelling and peer observations are utilised to strengthen cooperation and consistency amongst staff
- ❖ PB4E Goal setting is a focus of year goal setting expectations.
- ❖ NVC TRAINING undertaken by most staff will be reviewed in 2021.

10. WHOLE SCHOOL/CLASS PREVENTATIVE STRATEGIES.

- ❖ Parents are included as partners by
 - Explanation of our School Wide Behaviour approach at initial interviews and Orientation.
 - Reviewing aspects of our SWBP at Parent Teacher nights.
 - Parent involvement in classroom. Excursions, Classroom, Prayer/ Liturgy of the word/ Mass
 - Parents are kept informed of PB4E through the newsletter and the website.
 - Parent involvement is encouraged through the class co-ordinator.
- ❖ Positive behaviour and relationships promoted through classroom curriculum
 - Children are specifically taught the BERNIs in the classroom.
 - Positive reinforcement of BERNI Expectations within classrooms in the following ways.
 - Class incentives decided individually by teacher and their class
- ❖ Pastoral care provided by School Chaplain, APRE, Principal, Guidance Officer, Classroom Teachers, School Officers, Specialist teachers, and Auxiliary staff.

School Chaplain conducts

- ❖ different play lunchtime sessions for children
- ❖ Starfish Room 3 – First Break Monday to Friday (max 10)
- ❖ Library – Second break
- ❖ Mini Coders club – Once a week (Timings based on school timetable)
- ❖ Art Club (Tuesday Second break)
- ❖ Dance Club (Thursday Second break)
- ❖ Minecraft Club (Tuesday Afternoon – Year 5)
- ❖ STEM Club (TBC 2021)
- ❖ FLUME: Families Living and Learning Uniquely Through Medical Experiences:(A support group for children who currently have a close family member with a significant medical diagnosis)
- ❖ Behaviours actively taught in classrooms. Each term the PB4E team meets and sets a timetable for the teaching of the expectations within the classroom. – Circle Time Booklet
- ❖ Guidance Officer provides weekly advice and updates for parents/guardians on effective parenting.
- ❖ School TV
- ❖ Guidance Officer conducts social skills to enhance personal and social skills

Program/ Facilitator	Description
BERNI Rules	<p>BERNI visual prompt displayed in Dandiriiba.</p> <p>Poster of the BERNIs displayed in all areas of the school.</p> <p>Weekly teaching of expectation – timetabled. Teachers use year level Circle Time booklet.</p> <p>Monday morning message advising of the BERNI for the week. BERNI rule focus area at Assembly to help teach the rules.</p> <p>BERNI Awards presented at Assembly to recognise children’s talents/ efforts/ co-operation within the classroom</p>
Parent / Carers communication	Teacher initiates discussion with regard to behaviour concerns with parents via various methods.

	<p>Administration advises parents after second Office Referral for breach of BERNIs via various methods.</p> <p>PB4E explained to parents/carers at initial interview, Orientation, Parent/Teacher night and throughout the year.</p> <p>BERNI of the week publicised in the weekly newsletter</p>
<p>St Bernard's Five</p>	<p>1st demonstration of unproductive behaviour-</p> <p>Effective Teaching Practices (eye contact, whole class reminders, praise correct behaviour, proximity, etc.) and / or Remind the student of the expectations regarding behaviour</p> <p>2nd demonstration of unproductive behaviour -</p> <p>Remind the student of the expectations Discuss emotional regulation/zones etc with the child (if required) The method will vary depending on the individual child but some ways include: a quiet conversation, tapping the zone on the student's desk, checking in with the child and then prompting them to use the available strategies Get student to state productive behaviour and demonstrate it Praise student on demonstrating productive behaviour</p> <p>3rd demonstration of unproductive behaviour -</p> <p>Remind the student of the expectation and explain that if the unproductive behaviour persists, they will need to spend some time in the buddy class Recorded in Engage by teacher (along with every further phase)</p> <p>4th demonstration of unproductive behaviour -</p> <p>Student is moved to the buddy class (peer chaperone) for 3 minutes for lower school, 5 minutes for middle and upper school. Student sits at designated spot in class. No interaction is provided or needed by buddy class or teachers. Student's teacher will send another peer to collect the student from the buddy class after the allotted time. Debrief with class teacher upon re-entry and reflection sheet completion (if required) Explain to the student that if the behaviour persists that a member from the admin team will be coming to collect them</p> <p>5th demonstration of unproductive behaviour -</p> <p>Teacher rings the office and has a member of the Admin team collect the child. Student moves to admin building to return to the Green Zone. Parents are contacted by classroom teacher or by admin if behaviour is high unproductive, unsafe, or involves and form of physical or verbal threat to themselves or others Once returned to the Green Zone Admin member will review, revise expectations, use social stories to explain, get student to state productive behaviour Escort back to class or call parents if student does not return to Green Zone.</p>

	<p><u>Playground /Unstructured situations</u></p> <p>Steps.</p> <p>1st chance- Remind student of the expected behaviour</p> <p>2nd chance- Have the student walk with teacher and discuss expectations vs what they were doing, what they need to do in the future etc</p> <p>3rd chance-</p> <p><i>At teacher’s discretion depending on the severity of the incident and the mood of the student, 2 options include:</i></p> <p>Option A- Have the student move to another game (e.g. leave Lower Park and go to Undercover Sports) or area (e.g. leave the sandpit)</p> <p>Option B- Have the student walk with the teacher to calm down and keep themselves as well as others safe</p> <p>The teacher on duty who witnessed the incidents will record the incident on ENGAGE and convey to the student’s classroom teacher what has happened. The classroom teacher will then give the consequence.</p> <p>At times the child may be suspended from school (at the discretion of the Principal) to enable time to reach a consensus on the approach to be taken with the child and to put necessary structures in place to support the child’s successful re - entry into school life.</p> <p>Expulsion is at the discretion of the Executive Director, Brisbane Catholic Education.</p>
<p>BERNI Kids Improving Daily</p>	<p>Check in/ Check Out process of PB4E</p> <p>Children who are challenged to manage an aspect of their behaviour are identified by the teacher and a Request for Assistance is completed. From this point a mini Functional Behaviour Assessment is completed to gain a picture of the child within different contexts. From the FBA goals are set. The child becomes a BERNI KID in order to be supported to change their behaviour skill set.</p> <p>Goals for the child are drawn up.</p> <p>Parents are brought into the process, the “Check In Check Out” process is explained and parents help set rewards for goal achievement.</p> <p>Each day the child checks in and out at the Library with the Librarian or other school staff.</p> <p>PB4E Team reviews the process and the children who are BERNI KIDS.</p>
<p>PB4E team</p>	<p>Effective Behaviour Support Survey conducted each year. Action plan developed from the data gathered.</p>

11. DIMENSION 2 – SMALL GROUP SUPPORT AND INTERVENTION.

Parents/ carers Communication	Classroom teacher contacts parents with concerns or with a request for a meeting. Administration contacts parents with concerns or with requests for a meeting. Parents are a vital part of the process in setting goals for the BERNI KID programme.
Reflection sheets	Reflection sheets are completed by children who reach Step 3 as a way of assisting them to take charge of their behaviour See Appendix A
Circles	Guidance officer works in classrooms to begin the strategy. The class teacher then uses the strategy to continue to build
Small group social skills	Conducted by the Guidance Officer in whole class and withdrawal situations.
Lunch time activities – STARFISH RM	Held by the ST:IE, Chaplain and Guidance Officer second lunch break.

12. DIMENSION 3 INDIVIDUAL SUPPORT AND INTERVENTION.

- ❖ BERNI KIDs Programme (Check in Check Out) See Dimension 1
- ❖ Individual Education Programmes are developed for children on an identified needs basis.
- ❖ Educational Adjustment Profiles are developed for children who are identified as having a need for adjustment to their learning or social interaction in the playground.
- ❖ Guidance Officer works with various children. Children identified by teachers using the Referral Form for Student Support (See Appendix)
- ❖ Mini Functional Behaviour Assessments are conducted to help ascertain where goals should be set for children who are identified for the BERNI KID programme.

Functional Behaviour Assessment (FBA) conducted for children whose behaviour is considered in the Red Zone.12 A Consequences for Unacceptable Behaviour.

Distinction between Classroom and Playground behaviour and Office Referral.

- Parents Contacted ~ P.C.
- Community Service ~ C.S.
- Social Story Revised ~ S.S.
- Time out at the office ~ T.O.
- Withdrawal from the playground ~ W.P. / W.O.P Withdrawal to Other Place
- Sent Home ~ S.H.

Suspension ~ Internal External ~ S	Classroom teacher Teacher on duty	Consequences <i>Currently under Review - 2021</i>	Office Referral to be dealt with by Administration.	Consequences
Be Safe	Out of bounds Running on cement	St Bernard's 5	Physical aggression or contact	T.O.: P.C. : W.P.: S.S.: S.H.: Suspension
	Swinging on chair or unsafe use of equipment		High level unsafe behaviour, e.g. biting, leaving school property	T.O.: P.C. : W.P.: S.S.: S.H.
Encouraging Words	Name calling	St Bernard's Five	Aggression	T.O.: P.C. : W.P.: S.S.: S.H.
	Put downs verbal and visual.		Sexual swearing Taunting Abusive language	T.O.: P.C. : W.P.: S.S.: S.H.
Respect All	Misuse of child's property	St Bernard's Five	Refusal to follow teacher's instructions, defiance or rudeness.	T.O.: W.P. S
	Misuse of school property		Destruction of property Breach of Acceptable Use Policy for technology and the internet. Racism/racial comments Harassment	W.O.P. S: Loss of device access T.O.: P.C. : W.P.: S.S.: S.H.
Nurture Excellence	Off task Calling out	St Bernard's Five	Persistent non - compliance	T.O.: W.P: S.S.
	Disruption of class Distracted behaviour		Persistent disruption of classroom or playground	T.O.: P.C. : W.P.: S.S.: S.H.
Invite and include	Excluding children from play or group work.	St Bernard's Five	Repeated exclusion ~ Bullying Harassment	T.O.: P.C. : W.P.: S.S.: S.H.: Suspension

12B EXAMPLES OF CONSEQUENCES

Warning	(Refer to Dimension 1) Personal Reflection on behaviour Child is verbally warned.
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Withdrawal	<p>Demonstration of unproductive behaviour more than once (Refer to Dimension 1) Personal Reflection on behaviour</p> <ul style="list-style-type: none"> -Walk with the teacher on duty -From the park because of misuse of Park facilities -From the Playground
Community Service	<p>Sweep up sand in the PREP area</p> <p>Sharpen pencils, sort items etc in the ART room</p> <p>Water plant</p> <p>Put books away in the Library</p> <p>Hand out lost property</p> <p>Straighten the silver seats in Dandiriba</p> <p>Pick up rubbish with the claw or with gloves</p>
Reflection Worksheet	<p>Directed worksheet employed by the teacher when a student demonstrates an unproductive behaviour three or more times.</p> <p>See Appendix A</p>
Office referral	<p>Reteaching of the BERNIs Negotiated Consequences Social Story Revised</p> <p>Withdrawal from the playground</p>
Internal suspension	<p>Withdrawal from the classroom and from the playground when a child has reached Step 4.</p>
Suspension	<p>A child is suspended for</p> <p>Persistent noncompliance -persistent disobedient, insolence or for engaging in verbal harassment and abuse.</p> <p>Persistent disruption to prevent the learning and teaching of others.</p> <p>Serious breach of St Bernard's published rules and regulations.</p> <p style="padding-left: 40px;">All reasonable steps are taken to ensure that discussion appropriate to the circumstances has occurred with the student and/or parent/caregivers regarding specific misbehaviour which the school finds unacceptable and has led to suspension</p> <p>A re-entry consultation with the students and their parents/carers is undertaken before the student returns to class.</p>

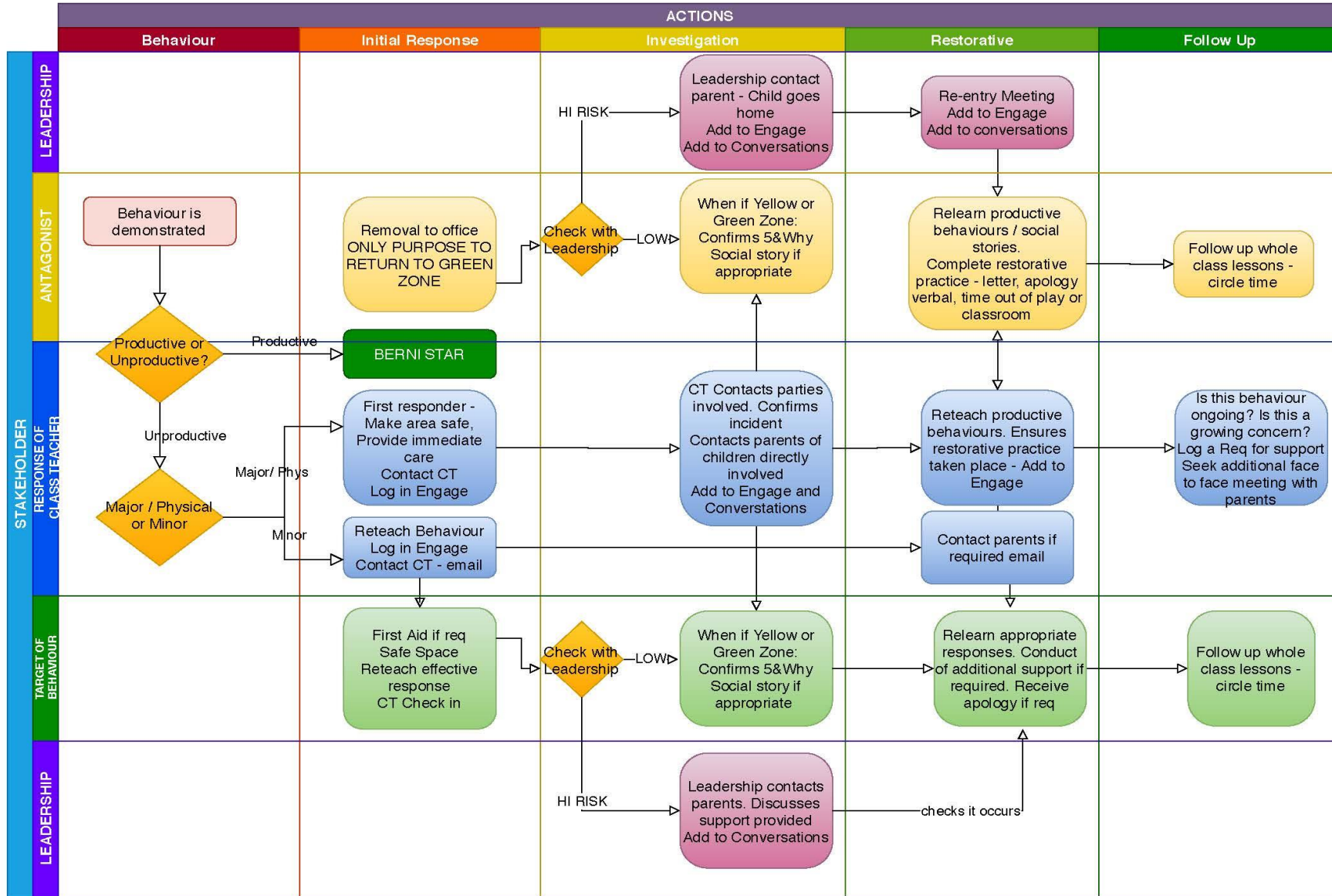
12 C UNACCEPTABLE BEHAVIOUR

	Definition	Procedure
Bullying	<p>Bullying is any on-going, intentional pattern of unwelcome and unwanted behaviour of a verbal, non-verbal, written, graphic, sexual or physical nature that hurts or intimidates an individual or group of individuals on the basis of difference which may relate to gender, race, colour, ethnicity, ability, disability, socio-economic status or religious belief.¹</p> <p>The victim or target is not fully able to defend themselves.</p>	See Anti Bullying Policy
Harassment	<p>Any behaviour which is not invited or welcome. It is not always intended and acts which may seem trivial or amusing to one person may hurt or offend another.²</p>	Grievance Policy Ascertainment of Intensity Consequences as per 12B
Truancy	The prolonged absence of a student from school	<p>Notification to parents.</p> <p>Meeting with Teacher/ guidance Officer/ BCE personnel.</p> <p>Meeting with Parents/Carers Contact with outside agencies.</p>
Violence	<p>The use of physical force to injure someone.</p> <p>The use of physical force to damage someone or something.</p>	Ascertainment of Intensity Consequences as per 12B
Theft	The act of taking someone else's property without their permission.	Ascertainment of Intensity Consequences as per 12B
Drug related incidents	The presence of illicit drugs and/or alcohol at school.	Principal makes notification to parent.
Suspected Abuse	A disclosure is made	Principal makes notification to DOCS, Police, and Executive Director.

1. St Bernard's Anti Bullying Policy

2. Policy procedures and Guidelines for the prevention and Elimination of Workplace Bullying and Harassment - Schools – Brisbane Catholic Education.

13. REPORTING OF UNPRODUCTIVE BEHAVIOUR FLOW CHART



14. PROCESS FOR APPEALS

Parents/caregivers, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension according to the table below.

The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made.

A parent/caregiver, or independent student who requires assistance to participate in the inclusive community will have access to help with the appeals' process.

Appeals process	Suspension less than a day	Suspension one or two days	Suspension 3 – 10 days	Exclusion
	Appeal made to the Principal	Appeal made to the Principal	Appeal made to the Area Supervisor	Appeal made to Executive Director

15. FORMAL SANCTIONS

- Detention
- Suspension
- Exclusion.
- The purpose of formal sanctions is to reduce the number of detentions, suspensions and exclusions; to reduce the frequency of adverse behaviour and to build positive relationships.³
- All Formal Sanctions are followed up with a re – entry consultation with the students and their parents/carers.

I. Detention

'Detention' is any relatively short period when a student is required to remain at school, or in a particular classroom, in student's 'non-class' time (break time, recreation time, after school)

A student can be excluded from normal classes, or from a particular class or activity, pending negotiated conditions for re-entry (time-out).⁴

Students are withdrawn from the classroom or playground as indicated in Dimension 1

II. Suspension

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and school related functions for a defined period of time:

Any single suspension cannot exceed ten school days without being referred to the Deputy Executive Director

Suspension can be part-time, in which event the student is not permitted to attend school for certain times of the day or of the school week. Part-time suspension should not exceed more than ten school days. ⁵ Protocols for Suspension include

Proforma 1 Notification to parents of proposed suspension. Proforma 2 Notification of suspension to student

Proforma 3 Notification of suspension to parent

Proforma 4 Notification of immediate suspension - opportunity to be heard Proforma 5
Brisbane Catholic education Advice

³ Student Behaviour Support, Regulations and guidelines, Catholic Education Archdiocese of Brisbane. Revised 2011. Pg 35

Exclusion Definition

Exclusion is the complete withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director (or nominee). ⁶ Exclusion is sought when all other avenues have failed.

Proformas are completed by the Principal and forwarded as required by the Brisbane Catholic Education Student Behaviour Policy.

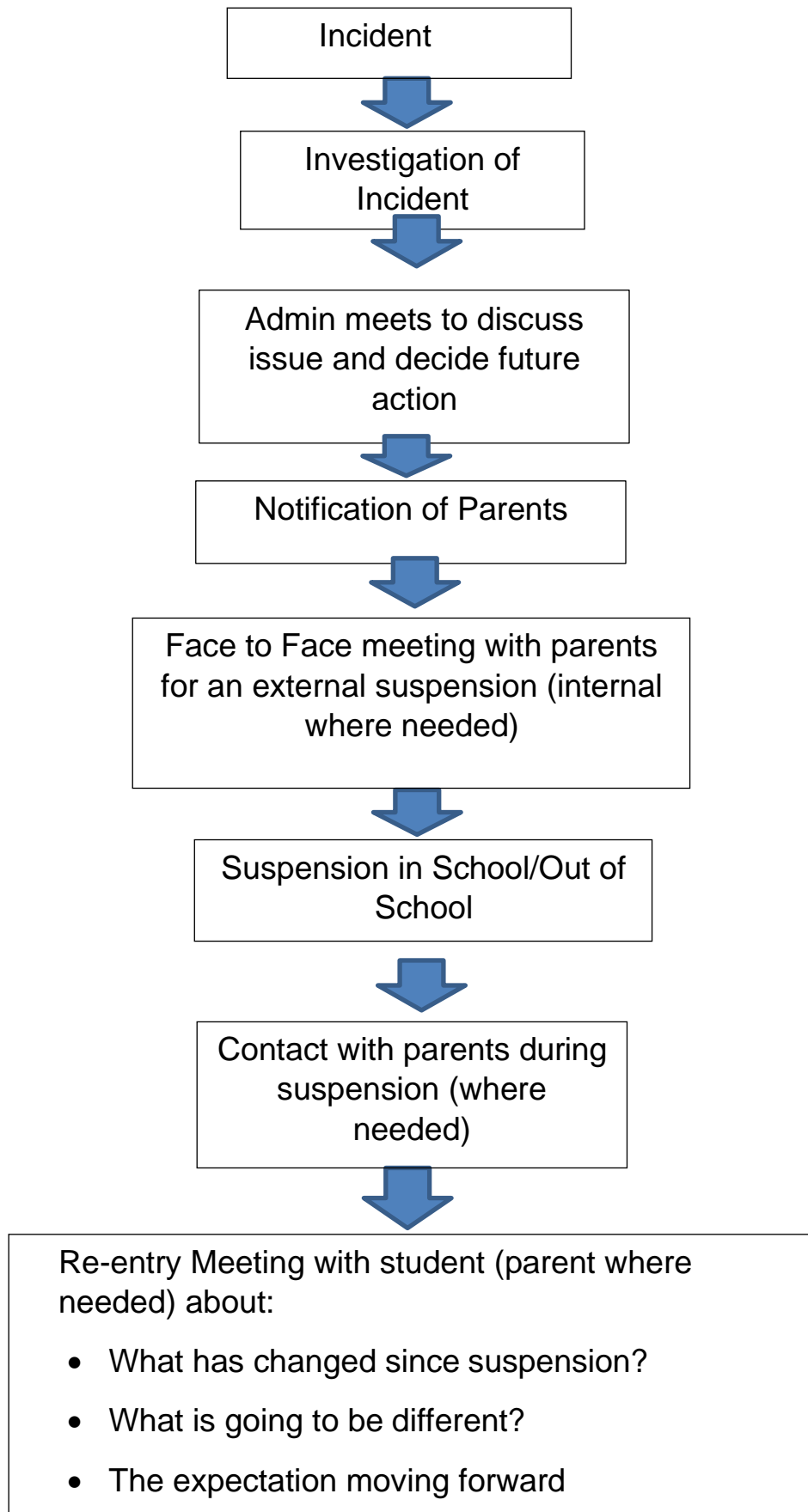
Refer to Student Behaviour Supporting Document For School Leaders for Pro Forma letters for Suspension and Exclusion

1 Student Behaviour Support, Regulations and guidelines, Catholic Education Archdiocese of Brisbane. Revised 2011. Pg. 37

2 Student Behaviour Support, Regulations and guidelines, Catholic Education Archdiocese of Brisbane. Revised 2011 pg. 38

3 Student Behaviour Support, Regulations and guidelines, Catholic Education Archdiocese of Brisbane. Revised 2011. Pg. 40

St Bernard's Suspension Flowchart





I make choices

Describe what happened.

What behaviour did you choose?

What other choices could you have made?

The choice I made was

The best choice for me now is



ernard's Catholic School

Behaviour Reflection Form

Complete the form below in a careful and detailed manner. BEHAVIOUR

What did I do / say that was against our school 'BERNI' Rules?

VALUE JUDGEMENT Is what I did / said acceptable at St Bernard's School? _____

MAKING THINGS RIGHT AGAIN What do I plan to do to make things right?

Appendix B

A BETTER CHOICE FOR NEXT TIME what do I plan to do / say if I am in a similar situation in the future?

COMMITMENT Do I promise to carry out my plan? _____

Child's Signature

Parent Signature

Teacher/s Signature/s

Appendix C

1.2 REQUEST FOR ASSISTANCE

Date: _____ Teacher/Team: _____

Student Name: _____

be the problem behaviour	Where and when is the problem most and least likely to occur?

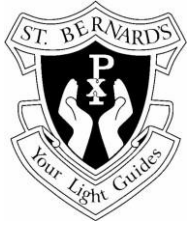
a. Check the areas of concern

Academic	Problem Behaviours	Communication	Personal Care	Health	Contributing Factors
Reading Maths Spelling Writing Study skills Organisation Other: Any class activity	Aggressive Non-compliant Poor attention Work completion Withdrawn Disruptive Other: Very competitive	Language Fluency Articulation Voice ESL Other:	Dressing Hygiene Organisation Glasses Other:	Visual acuity Visual tracking Hearing Physical Seizures Medication Gross/fine motor Other	Curriculum Trauma Personal loss Anxiety Peers Family Other: Poor attendance

b. Check the strategies tried so far and circle those that were effective

General Review	Modify Environment/ presentation	Modify Curriculum/ homework	Modify Expectations	Teach Expected Behaviour	Consequences Tried
Review file Talk with parents Talk with previous teacher Seek peer help Classroom assessment Other:	Changed seating Provided quiet space Encouraged work breaks Provided alternate space Pre-teach Give extra practice Give extra feedback Establish routines Vary materials Planned positive reinforcer Other:	Change task size Change colour Provide resources Use visuals/ manipulativ es Change instruction Provide a model Other:	Group product Individual product Make it easier Give more time Tutor/mentor Alternative response Emphasise quality over quantity Other:	Gave reminders about problem behaviour when problem behaviour was likely Self- management program Clarified rules and expectations for the whole class Practiced expected behaviours in class Contract with student Other:	Increased rewards for expected behaviour Phone call to parents Office referral Time out Reprimand Lunch detention Loss of privileges Meeting with parents Other:

Comments: _____



St Bernard's Referral Form

For Student Support



Please complete this form and return it to the Guidance Counsellor / Support Teacher

INFORMATION

Student's Name:	Grade:
Referred by:	Date of Referral:

STUDENT INFORMATION CHECKLIST

1. Area(s) of Concern		
Academic () ?	Behaviour ?	Emotional ?
Speech / Language ?	Physical ?	Social ?
Fine Motor ?	Hearing ?	Organisation ?
Gross Motor ?	Vision ?	Other ()

2. Is the concern more evident at any particular time of day, during specific activities or when the student is with particular people?		
3. How frequently do these behaviours / concerns occur?		
Several times a day?	Once or twice a day ?	Every couple of days?

Appendix D

4. To what extent do these behaviours / concerns impact on the student's ability to learn?		
Minimally <input type="checkbox"/>	Moderately <input type="checkbox"/>	Significantly <input type="checkbox"/>

5. To what extent do these behaviours / concerns impact on the learning of others in the class?		
Minimally <input type="checkbox"/>	Moderately <input type="checkbox"/>	Significantly <input type="checkbox"/>

6. Which of these factors may have contributed to / exacerbated the current concerns?		
Age (e.g. youngest in class) <input type="checkbox"/>	Change of school <input type="checkbox"/>	Absences <input type="checkbox"/>
Health issues <input type="checkbox"/>	Classroom skills <input type="checkbox"/>	Home environment <input type="checkbox"/>
Self esteem <input type="checkbox"/>	Other <input type="checkbox"/>	

7. What are the student's strengths and interests?	
Student Strengths	Interests

8. What are the circumstances in which the behaviours / concerns rarely occur?	

Appendix D

9. Current Student Attainment			
	Not coping at Year level	Coping at Year level	Coping above Year level
Mathematics	?	?	?
Oral Language	?	?	?
Reading	?	?	?
Spelling	?	?	?
Written Expression	?	?	?
Health and PE	?	?	?
Science	?	?	?
I.T.	?	?	?
Art	?	?	?
Music	?	?	?

10. Where does the student stand in relationship to others in the class?			
	Below average	Average	Above average
Attention, concentration	←-----→		
Organisation	←-----→		
Cooperation	←-----→		

Appendix D

Independence	←-----→
Completion of work	←-----→
Motivation	←-----→
Attitude to school	←-----→
Maturity	←-----→
Social skills	←-----→
Friendships	←-----→
Self-esteem	←-----→

Adjustments and Accommodations are alterations in the way situations are managed or tasks are presented or responded to that make it more possible for students to engage more successfully in learning.

Which of the strategies below are currently being implemented – either for this student or generally in the classroom?

Indicate with a **✓**

Which could be put in place to support the learning of this student?

Indicate with a *****

Environmental

Create a "minimal distraction zone" as an alternative work space when needed	Provide varied learning spaces – desks, reading corner, group mat, activity tables, outdoor learning	Create visual cues and prompts – number facts, word / sounds charts, sentence starters, stimulus pictures for use on walls and desks
Consider the impact of lighting and acoustics	Use timers, visual timetables	Organize a variety of storage spaces
Provide options for students to have food at school if needed (e.g. breakfast club)	Be aware of seating (at the end of a row, close to the teacher)	Create smooth movement pathways within and out of the classroom
Establish a quiet spot for "chill-out" or students to have a sleep if needed		

Appendix D

Organizational / Management / Behaviour

Provide options for students to have breaks between tasks	Make expectations explicit before beginning an activity or task	Ensure you have attention before giving directions
Use visual / auditory cueing systems as prompts for beginning / changing tasks	Teach and consistently practice routines for transitions and movement in the classroom and around the school	Specifically teach and practice organisational skills using lists and visual cues and routines
Teach the ability to make decisions by gradually introducing choice into tasks	Teach students to manage change by gradually building in changes to routines / practice	Use a variety of groupings – pairs, small groups, whole class for different activities
Give praise for effort rather than achievement	Pair less able with more able students in partner activities	Use photos / video clips as models of expected behaviour
“chunk” tasks into manageable segments and give feedback as each is completed	Teach and use specific co-operative learning strategies (Placemats, Jigsaws, Think, Pair Share)	Have regular movement breaks, incorporate specific exercises / movement routines
Train peer tutors to support other learners	Provide a mentor / check-in person for selected students	Ensure consistent home-school liaison
Alternate more demanding / challenging tasks with easier ones	Teach relaxation and self-control strategies and practice these frequently	Use social stories and scripts to enhance coping skills
Explicitly teach communication skills – conversation, asking questions	Teach and use- self-monitoring strategies and self-exit strategies	Use proximity, tactical ignoring , parallel reinforcement ,re-direction and humour
Reinforce appropriate behaviour with attention, acknowledgement and rewards	Teach students to support each other by noticing appropriate choices and ignoring poor behaviour	

Playground

Social support - social stories, reminders / prompts of appropriate behaviours, monitoring	Design “different” days where break time activities are organised in advance by teachers	Delegate specific playground zones for different classes to use at different times
Offer alternate playtime activities – e.g. chess / games club, crafts, structured games	Transition management – specific teaching and practice of routines	Pre-planning for playground activities

Appendix D

Lesson Content, Process and Product

ensure tasks are achievable and appropriate to the ability level of students	sequence activities from less to more difficult	incorporate student's interests where possible
keep instructions brief and clear and check for understanding	break more complex instructions into a number of simple steps	present material in a variety of formats
reduce the amount of print material on pages	vary activities and delivery techniques during lessons	give demonstrations of how to complete a task
identify and highlight the main idea when presenting new information	clarify tasks with visual / pictorial cues and examples of completed tasks	use assistive technology to engage students and make tasks more accessible (voice to speech, predictive text, calculators)
provide opportunities for repetition and consolidation so that students can overlearn	use mind-mapping and graphic organisers to set the context or explain the process for a task	teach and use specific co-operative learning strategies for group work
make use of interactive online environments and resources	use concrete examples wherever possible	teach and use specific thinking strategies (KWL; PMI)
pre-teach vocabulary and content	allow additional time to complete tasks	allow for verbal responses, use of a scribe or tape recording
reduce expectations of amount of work to be completed – use highlighters or green / red dots to indicate starting and finishing spots on worksheets	check for learning by having a student explain what has been learned or teach it to another student	use computers and predictive text software for written tasks and encourage multi-modal presentations of learning
	The action / support I am seeking is	
a) a school team meeting to set some goals and put strategies in place for 4-6 weeks	b) a school team + parents support meeting to set some goals and put strategies in place for 4-6 weeks	c) to receive some ideas and / or resources and perhaps have a class / playground observation
Form completed by:		
Signature:		Date:

ANTI BULLYING POLICY

STATEMENT

As reflected in our Christian values, building relationships on dignity, respect, compassion and diversity provides a foundation for children and adults to relate well with one another in all aspects of schooling. In the spirit of our Vision and Mission statement, Charism, Vision for Teaching and Learning and our whole School Wide positive Behaviour 4 Learning Policy, everyone will work to build, develop and sustain relationships between school, families, parish and community. In responding to bullying, the dignity of all concerned is respected while leading to accountability for our actions.

RATIONALE

Our school Mission Statement emphasizes a commitment to Christian values. Respect for the dignity of a person is a core Christian value. Promotion of that value is thus an essential element of the educational mission of the Church and, consequently, of the mission of our school.

By definition, bullying is any on-going, intentional pattern of unwelcome and unwanted behaviour of a verbal, non- verbal, written, graphic, sexual or physical nature that hurts or intimidates an individual or group of individuals on the basis of difference. This may relate to gender, race, colour, ethnicity, ability, disability, socio-economic status or religious belief.

Bullying is an affront to the dignity of both victims and perpetrators and, therefore, action must be taken to eliminate it from our school. In keeping with our Mission Statement, such action must be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community and be directed towards enhancing the dignity of all and securing a safe, supportive, learning environment.

Anti-bullying practices and procedures consistent with the values expressed in our Mission Statement will be adopted throughout our school to support the implementation of this policy.

GUIDING PRINCIPLES

Central to our mission as Catholic educators is the principle of respect for the dignity of each and every individual. As educators, we are called on to protect, promote and nurture the dignity of all members of our school community. To that end, we commit ourselves to establishing a social environment based on *right relationships* in which all members of our school not only feel safe, but are safe from all forms of bullying.

St Bernard's Catholic School community acknowledges that each individual has the right to be treated with dignity and respect and to feel safe and secure within the school environment. It strives to -

- ❖ promote an expectation that no form of bullying behaviour is to be tolerated;
- ❖ nurture the holistic development of all children in keeping with Gospel values;
- ❖ create an awareness of what constitutes bullying;
- ❖ affirm behaviours which support the development of a positive learning environment;
- ❖ maintain an awareness of anti-bullying procedures within our school community;
- ❖ foster a supportive climate and network for individuals to report bullying behaviour;
- ❖ empower individuals to adopt skills which will assist them in dealing with bullying behaviours.

ROLES AND RESPONSIBILITIES

I. St Bernard's Catholic School will -

- ❖ keep reported documents all bullying incidents;
- ❖ inform parents and care-givers of any student who is involved in any known bullying incidents;
- ❖ protect and support victims of bullying to eliminate the likelihood of their being bullied again;
- ❖ work with child, parents and care-givers of victims to develop skills and strategies to avoid being bullied and to build resilience;
- ❖ collaboratively work with child, parents and care-givers of perpetrators to establish joint strategies to encourage appropriate behavioural choices;
- ❖ require perpetrators to undertake individual personal counselling should their bullying behaviour persist;
- ❖ remove from school premises for a specified period of time any student who continues with bullying.

II. Staff will -

- ❖ model Christian values of care and tolerance;
- ❖ listen and respond immediately to reports of bullying;
- ❖ intervene to stop bullying and to protect victims from further harm;
- ❖ act to prevent the behaviour recurring;
- ❖ mediate between the two parties when appropriate;
- ❖ provide victims with empowering strategies;
- ❖ report to Administration all incidents of bullying;
- ❖ explicitly teach bullying awareness;
- ❖ attend professional development sessions.

III. Parents/care-givers will –

- ❖ model Christian values of care and tolerance;
- ❖ listen and respond immediately to reports of bullying;
- ❖ never directly or indirectly approach a child in relation to any alleged bullying incidences
- ❖ contact the school to make an appointment to discuss the matter;
- ❖ work with the school to find a solution.

IV. Students will –

- ❖ uphold the Christian values of the school
- ❖ participate in on-going anti-bullying education;
- ❖ be encouraged to report all incidents of bullying, either experienced or witnessed, to a teacher, parent or other responsible adult;
- ❖ immediately seek help from an adult and not support bullying by being passive onlookers.

ASSOCIATED SCHOOL DOCUMENTS

This policy is guided by the -

- ❖ St Bernard's Catholic School Vision and Mission Statement
- ❖ St Bernard's Charism
- ❖ St Bernard's Positive Behaviour 4 Learning
- ❖ Student Protection Guidelines
- ❖ Brisbane Catholic Education "Keep Safe" Programme
- ❖ National Safe Schools Framework

REVIEW

This policy will be reviewed yearly or as required due to:

- ❖ legislation updates;
- ❖ Brisbane Catholic Education requirements/guidelines changes occur.

ENDORSEMENT

The St Bernard's Catholic School Board, in consultation with the school staff, parents and parish community, endorses this policy. This policy took effect as of August 2015, and was last reviewed, March 2021.