St Bernard's School

UPPER MOUNT GRAVATT

Your Light Guides

STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Our School Context

St Bernard's Primary School is situated in the South-East Brisbane suburb of Upper Mount Gravatt. Our school prides itself on being a community of welcome, where everyone is encouraged, known and nurtured. Our staff (includes specialist teachers, support teachers and members of the leadership team, school officers, ancillary staff, guidance counsellor) are dedicated to inspiring a love of learning and supporting all to be the best that they can be.

Consultation and Review Process

This School Student Behaviour Support Plan is developed in consultation with staff and families. Stakeholders have the opportunity to give feedback, suggestions or alterations for consideration. The school uses data from Engage and the BCE Listens Survey to help inform practices and procedures. A detailed review is conducted every two years.

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.

Beliefs about Teaching and Learning Socially at School

- Students learn best in environments that promote collaboration, communication, and social interaction.
- Building strong, positive relationships between students and teachers fosters a supportive learning environment
- An inclusive approach to education, where diversity is valued and all students are given equal opportunities to succeed, benefits all.

Beliefs about Student Behaviour Supports

- Implementing proactive strategies to teach and reinforce positive behaviours is more effective than reactive approaches.
- Using data to inform behaviour support practices ensures that interventions are evidence-based and tailored to meet the needs of individual students.
- Clear and consistent expectations for behaviour, communicated and reinforced across the school community, helps students understand and meet behavioural standards.

Beliefs about Responding to Students to Meet Their Academic and Social Needs

- Addressing both academic and social-emotional needs is essential for student success.
- Tailoring instruction to meet the unique needs and strengths of each student promotes engagement and achievement
- Engaging students, families, and educators in collaborative problem-solving processes ensures that interventions are comprehensive and effective

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

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.
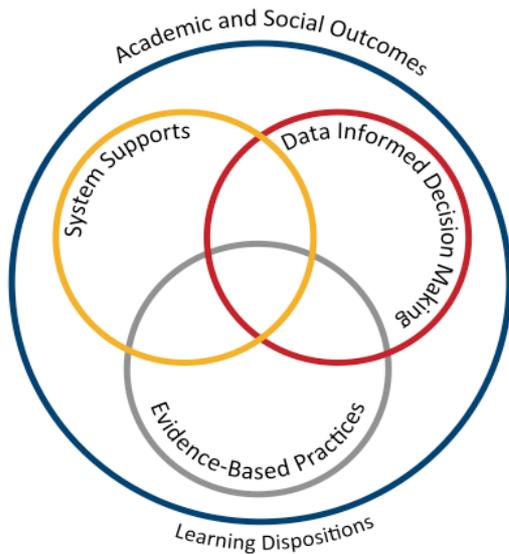
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

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

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).
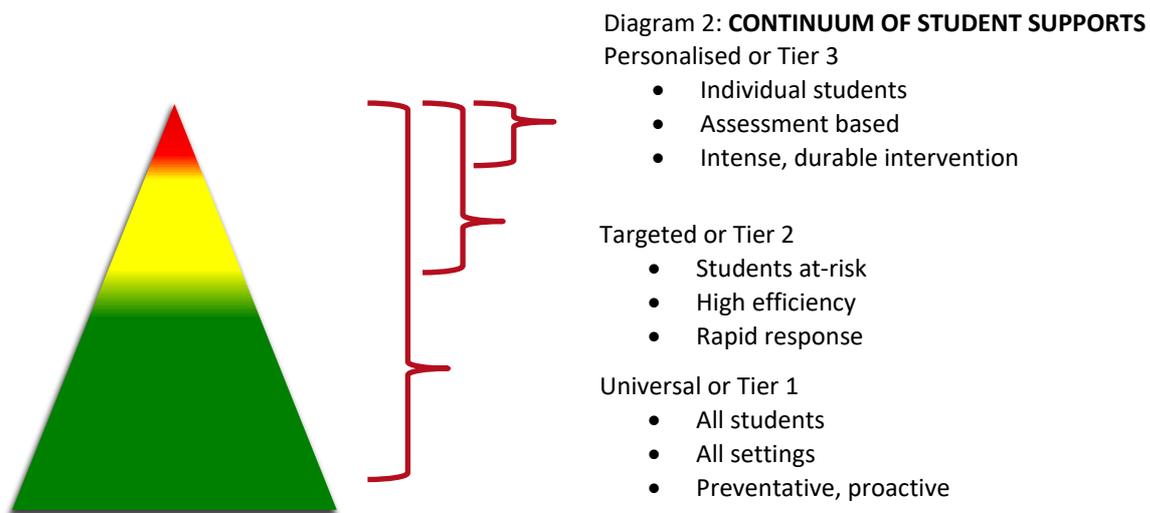
Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic,

to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

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

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

Universal Support Team

The PB4L team at St Bernard's comprises of two classroom teachers, APRE and STIE whilst being overseen by the Principal. The PB4L team meet regularly to discuss areas for improvement, review practices and examine ways to continually develop staff's understanding and implementation of PB4L effective practices. In 2023, the PB4L team began a review of the PB4L Process at St Bernard's, including reviewing the Student Behaviour Support Plan, PB4L Matrix and how we respond to unproductive behaviours.

Student Support Team – Tier 2 and 3

The School's Student Support Team (STIEs, SBSP, Intervention Teacher, APRE, PLL and Guidance Counsellor) meet weekly at Student Support Team meetings to

discuss targeted supports and practices and the school's Tier 2 and 3 supports for students. The students who require these additional supports have been identified through a Request for Support process or have an existing diagnosis.

Behaviour Support Team

The Behaviour Support Team (APRE, STIE's and Guidance Counsellor) meet weekly to discuss Engage data and behaviour responses for all students. Responses are then shared with the classroom teacher, Leadership team and parents.
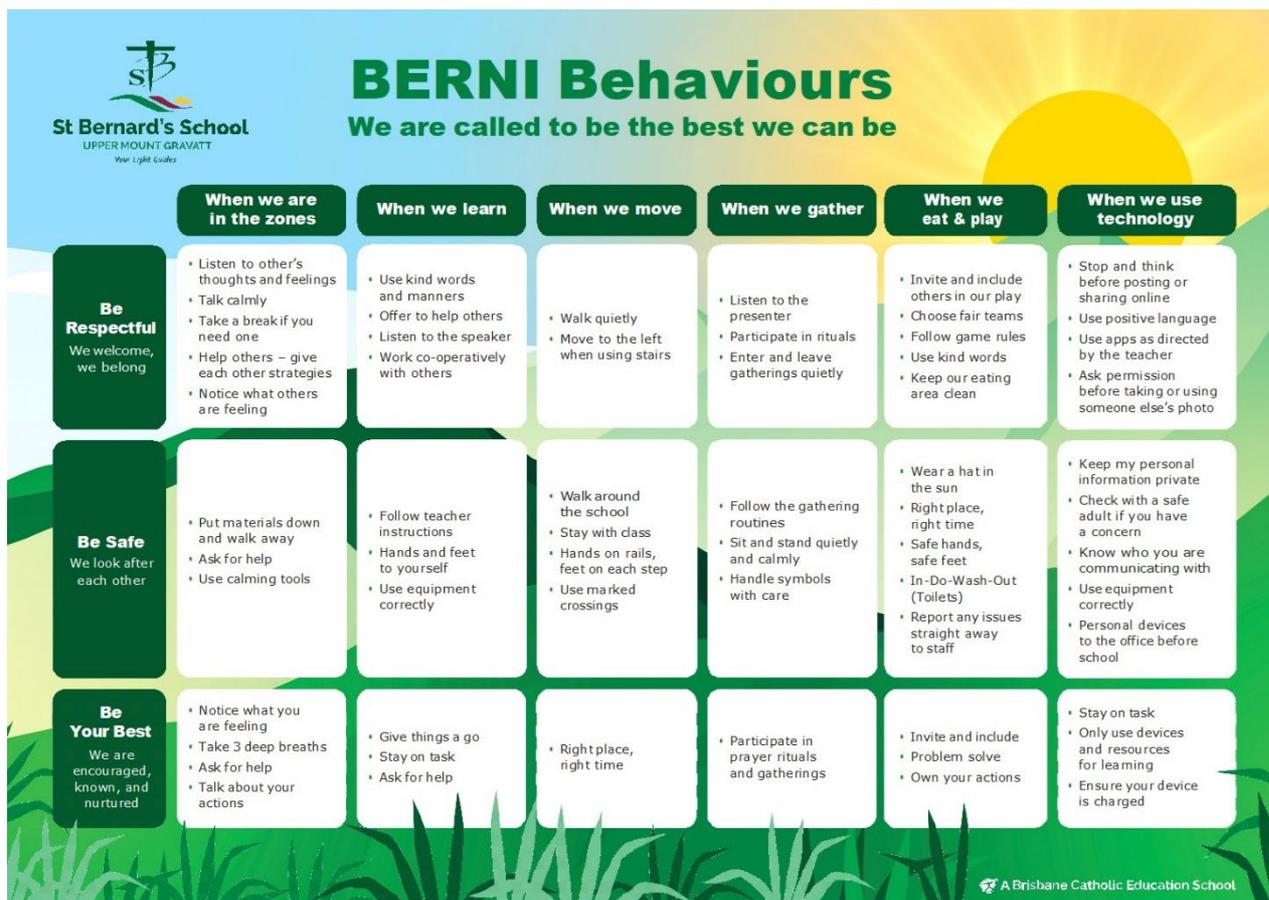
Section B: Our Student Behaviour Support Practices

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:

- Be Respectful
- Be Safe
- Be Your Best

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.

BERNI Behaviours
We are called to be the best we can be

	When we are in the zones	When we learn	When we move	When we gather	When we eat & play	When we use technology
Be Respectful — We welcome, we belong	• Listen to other's thoughts and feelings • Talk calmly • Take a break if you need one • Help others – give each other strategies • Notice what others are feeling	• Use kind words and manners • Offer to help others • Listen to the speaker • Work co-operatively with others	• Walk quietly • Move to the left when using stairs	• Listen to the presenter • Participate in rituals • Enter and leave gatherings quietly	• Invite and include others in our play • Choose fair teams • Follow game rules • Use kind words • Keep our eating area clean	• Stop and think before posting or sharing online • Use positive language • Use apps as directed by the teacher • Ask permission before taking or using someone else's photo
Be Safe — We look after each other	• Put materials down and walk away • Ask for help • Use calming tools	• Follow teacher instructions • Hands and feet to yourself • Use equipment correctly	• Walk around the school • Stay with class • Hands on rails, feet on each step • Use marked crossings	• Follow the gathering routines • Sit and stand quietly and calmly • Handle symbols with care	• Wear a hat in the sun • Right place, right time • Safe hands, safe feet • In-Do-Wash-Out (Toilets) • Report any issues straight away to staff	• Keep my personal information private • Check with a safe adult if you have a concern • Know who you are communicating with • Use equipment correctly • Personal devices to the office before school
Be Your Best — We are encouraged, known, and nurtured	• Notice what you are feeling • Take 3 deep breaths • Ask for help • Talk about your actions	• Give things a go • Stay on task • Ask for help	• Right place, right time	• Participate in prayer rituals and gatherings	• Invite and include • Problem solve • Own your actions	• Stay on task • Only use devices and resources for learning • Ensure your device is charged

St Bernard's School UPPER MOUNT GRAVATT — *Your Light Guides*

A Brisbane Catholic Education School

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

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

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:

- First XV Beginning of the School Year Program

- Weekly Behaviour Spotlight
- First XV Reboot at the beginning of Terms 2,3 and 4
- PE4L using Zone of Regulation, Bounce Back, Friendology encompassing Personal and Social Capabilities (ACARA) using explicit teaching through weekly whole class circle time
- Daily Morning Circle (Berry Street Education Model)
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Explicit teaching to unpack why a particular behaviour is expected
- Assemblies followed by group practice
- New student orientation
- Student leaders support younger peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Behaviour Spotlight communicated in Week Ahead for staff and shared on Monday Morning Assembly for students	Class Covenants
PB4L Behaviour Matrix displayed	PB4L Behaviour Matrix displayed
Berni Awards at Weekly Assembly	Points system for class reward
Berni Star weekly draw	Morning Circle Routine
Zones of Regulation Berry Street Education Model	PE4L Overview – incorporating Friendology, Bounce Back, Zone of Regulation

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:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

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

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive

behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feed forward 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 calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

5. BCE Formal Sanctions

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken unless the situation is serious and immediate. Taking into consideration their age and development, the proposed action should appropriately address the best interests of the student, and the security, safety and learning environment of other members of the school community.

- **Detention process**

  Detention is any period where a student is required to remain at school, in a particular location, in 'non-class' time, such as recess / lunchtime. 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). The Leadership Team will nominate and supervise the detention (length, time, place). Parents will be notified through the school's Behaviour Reflection Sheet which is sent home to parents.

- **Suspension process**

  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.

  A Re-entry meeting will need to occur with the family and student prior to the return of the student to school. This meeting will be facilitated by the Principal or member of the Leadership Team.

- **Exclusion**

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

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

Exclusion would only be entered into after all other levels of support have been exhausted.

Appeals Process

For appeals, the school aligns to BCE processes, please refer to the table below.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

Catholic schools in the Archdiocese of Brisbane provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community. If as a parent/carer, you are concerned that your child is being bullied, the issue should be raised with your child's teacher in the first instance. If you are not satisfied with the teacher's response, you can contact the school's principal.

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

Definition

The national definition of bullying and harassment for Australian schools 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).

What Bullying is NOT

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

 • Mutual conflict, which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation

• Single episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours

• Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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**

At St Bernard's we teach about appropriate terminology, signs of bullying, types of bullying as part of our PB4L approach to behaviour. We also train and offer professional learning at regular intervals and share appropriate resources with staff to help them understand and respond to bullying appropriately

2. **Teaching about Bullying and Harassment**

St Bernard's utilises a range of programs and strategies to promote positive behaviours including teaching about bullying and how to respond.

These include:

- PB4L- use of explicit teaching of our school expectations and strategies.

 - Teaching of respectful relationship and protective behaviours as named in the approved curriculum (e.g. Health and Physical Education).

- The Bullying No Way website provide helpful information and resources to support the teaching about bullying and how to respond.

3. Responding to Bullying and Harassment

With the support of parents, staff, the wider community, and the students themselves, we take proactive and preventative action to prevent bullying happening in the first instance.

We do this by placing a strong emphasis on teaching positive social behaviours from the commencement of Prep. Our students are taught the importance of communicating and behaving towards others in a kind and respectful way and this behaviour is expected and modelled by all in the community.

This is reinforced through ongoing teaching of our school expectations and Behaviour Matrix.

When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:

➢ **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.

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

4. **Preventing Bullying and Harassment**

St Bernard's is committed to the prevention of bullying and harassment. We do this through:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. The Bernie Behaviours messaging is presented at weekly assembly.

2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. This includes Positive Behaviour For Learning (PB4L), Restorative Practices and Reboot. Continuous messaging throughout the school year via the Staff Week Ahead re: supporting school wide Expected behaviours takes place. Allocated times at staff meetings for updates, professional learning and communication through the.

3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff complete mandatory Student Protection Training annually and staff are retrained on the School Student Behaviour Support Plan.

4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways: new staff (Staff Handbook & Induction), casual staff (Relief Folder contents) on arrival for each casual day.

5. Communication with parents: Our school will 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 includes Parent Information Night Presentations and Positive Behaviour for learning as a recurring theme within our fortnightly newsletter and school social media.

6. Explicit promotion of social and emotional competencies among students: Social and emotional competencies are highlighted by teachers in relation to their teaching of the relevant stage of the Australian Curriculum. In addition, the schools use of the Positive Engagement for Learning (PE4L) Overview, Zones of Regulation resource and the Berry Street Education Model is communicated regularly about via the school newsletter as well as school social media. Zones of Regulation is common language across the school and Zones of Regulation posters can be found in every classroom for reference. We also promote these competencies through key events such as Bullying No Way day.

7. **Whole school programs to prevent and address bullying which include Positive Behaviour for Learning, First XV and Positive Engagement for Learning.**

Key contacts for students and parents to report bullying

Principal – Daniel Hodge – 3849 4800

Assistant Principal – Megan Lomax – 3849 4800

Cyberbullying

Cyberbullying is treated at St Bernard's with the same level of seriousness as direct bullying.

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

Resources

The Australian Curriculum ⬀ provides the framework for your school's anti-bullying teaching and learning activities.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education

- Bullying NoWay
- Office of the eSafety Commissioner

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.

Targeted supports should be timely and responsive (bases on behavioural data) and use similar strategies and social curriculum across a group of students. Students are identified proactively, either through behaviour data, attendance data, and teacher nomination. Our targeted supports have systems in place to monitor student

progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

St Bernard's PB4L Team (APRE, STIE, 2 x Teachers) - meets every term to analyse universal school data and feedback to staff meetings.

St Bernard's Behaviour Support Team (APRE, STIE's, GC) - meets weekly to analyse Engage Data and prioritise students requiring or enrolled in Targeted or Personalised supports. This is shared with the Leadership Team and staff.

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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