



## **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

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

#### **Guardian Angels' Vision Statement**

We aim to be an exemplary Catholic Learning Community, united in living the Gospel. Mission Statement

In achieving this Vision, we will experience:

- Relationships which are inclusive, respectful, and based on trust
- Learning which is dynamic, interactive, and purposeful
- A culture which is hope-filled, courageous and caring
- through organisational structures which are efficient and helpful and enable participants to achieve their purposes.

#### **Our School Context**

Guardian Angels' Primary School has a long history of providing Catholic Education to the Wynnum community since 1914. We are a welcoming and inclusive learning and faith community structured as a dual campus. Students in Prep - Year Two are situated on the Guardian Angels Campus and students in Years 3-6 are situated on the Mt. Carmel Campus.

#### **Consultation and Review Process**

At the beginning of 2017, the school reviewed its approach to the teaching and management of behaviour. Brisbane Catholic Education has adopted the PB4L Framework which is in alignment with the Excellent Learning and Teaching strategy. Extensive consultation and education have occurred with staff and parents regarding the PB4L Framework. The revised behaviour expectation and matrix contained within has had extensive consultation. The Student Behaviour Support Plan has also been endorsed by the School Board and is scheduled for review in 2023.

### **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; the decisions we make, the practices we choose and how we interact with others.

The following beliefs reflect current literature in positive behaviour supports.

- Guardian Angels' Primary School plays a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishments.
- Student behaviour can be taught using the same strategies used to teach academic.
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role towards improving behavioural outcomes and developing learning dispositions for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with ongoing or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

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

### **What is Positive Behaviour for Learning?**

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

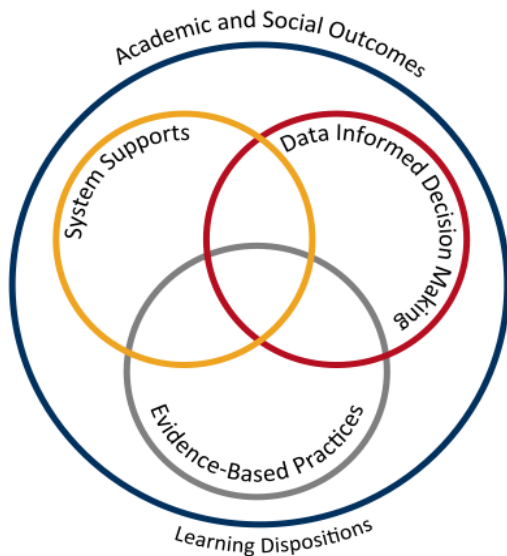


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

## Theoretical and conceptual characteristics

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

## Continuum of support and key features

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

### Tier 1 Universal Supports:

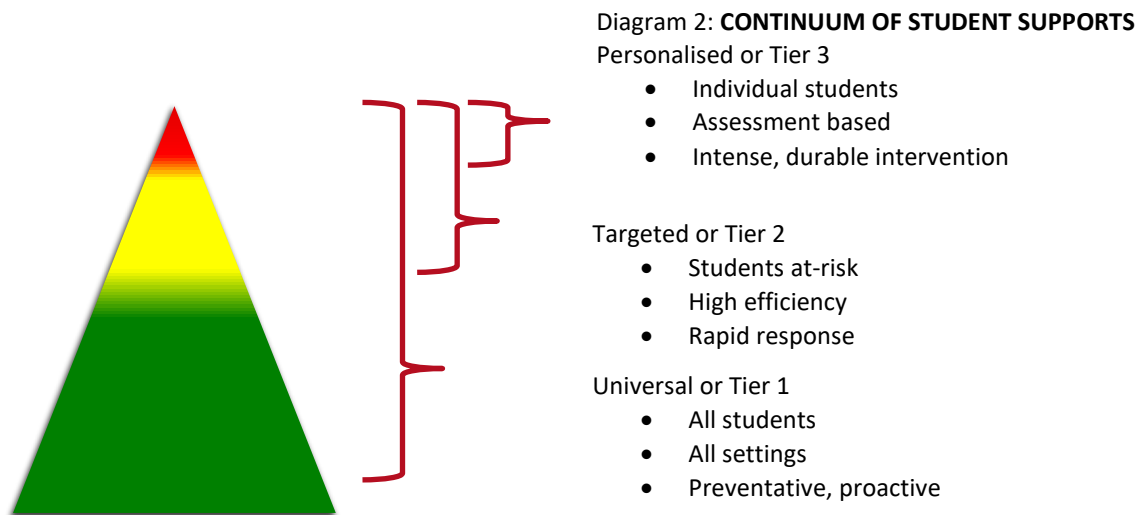
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

### Tier 2 Targeted Supports:

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

### Tier 3 Personalised Supports:

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



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

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

At Guardian Angels' School, PB4L is embedded school-wide through professional learning community structures that include a PB4L team. This team consists of a cross section of school personnel including leadership representatives, teachers, guidance counsellor, inclusive education teacher and school officers. The team is facilitated by a team leader who coordinates meetings, agenda, and minutes. The PB4L team meets each term and facilitates a staff meeting each term (or as needed) for all staff. Data from Engage is analysed and used to inform and review processes and routines. The PB4L team has engaged in professional learning for the same, and attend sessions as needed to build the capacity of the team and individuals. BCEO Student Support personnel are accessed and used to facilitate professional learning as a way of reviewing the approach and building capacity for student behaviour support.

## 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.

As a school we "Achieve Life" as we LIVE the GA Way.



- L – Love Learning
- I – Inspire Others
- V – Value Relationships
- E – Engage Responsibly

Our school framework 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.

***See Appendix A for our Behaviour Framework***

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

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

### 2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation day
- Pastoral care period, weekly throughout the year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed

- Student leaders support younger peers

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

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

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly awards	Class encouragers
Ticket in weekly draw	Points system for class reward

#### **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 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
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

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

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

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

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

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

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology

Supervised calm time in a safe space outside of the classroom Set limits Individual crises support and management plan	Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation	Student contributes back to the class or school community Restorative conversation Restorative conference
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## 5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P-6 and include:

**Detention Process:** Detention employs the language of “time in” with the students. This is time where students are removed from class or play for a structured process of reflection and restoration. This is guided and scaffolded by a member of the school Leadership Team or nominated delegate and combines elements of School/Class Expectations and our Behaviour support phases, strategies and resources. If a student requires “time in” there is always communication with the student’s parents/caregivers, either by email or phone, giving the context and the “time in” process.

**Suspension Process:** 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. In some cases, suspension is implemented to ensure the safety of other students, staff or the child themselves.

The purpose of suspension is to:

- signal that the student’s unproductive behaviour is not acceptable.
- allow a resetting and reflecting period and time to seek additional resources and develop a plan for assisting the student to demonstrate more productive behaviours.
- allow time to negotiate some goals that the student will work towards, with support, on their return to school which will be included in the re-entry process.
- ensure that the student’s family are aware of the student’s unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Grounds for suspending a student:

- persistent non-compliance
- persistent disrespect to staff and/or students
- persistent disruption
- failure to be responsive to support strategies and measures



Suspension is only one strategy for managing unproductive behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons. The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

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

**Exclusion** - Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For appeals, the school aligns to BCE processes.

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

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

## **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**

The Guardian Angels' community acknowledges that each person has the right to be treated with dignity and to feel safe and secure within the school environment. To ensure that these rights are further guaranteed, we gather information/feedback as part of regular school improvement routines from our parents, staff, and students regarding their perceptions of well-being including safety and bullying at our school.

This approach complements existing policies and procedures at Guardian Angels and addresses the feedback gathered during consultation processes.

What is bullying?

Bullying occurs when an individual is repeatedly exposed, over time, to negative actions on the part of one or more persons, this includes online or 'cyber' bullying.

This can also include low level, high intensity repetitive and targeted behaviours over time (in both the 'real' and 'cyber' worlds).

Bullying involves:

- A desire to hurt

- A hurtful action
- A power imbalance
- An unjust use of power

Repetition of the negative behaviours is evidenced:

- Evident enjoyment by the aggressor
- A sense of being oppressed on the part of the victim

At Guardian Angels' School, we aim:

- to nurture and promote the holistic development of each person.
- to promote an understanding that no form of bullying is acceptable.
- to teach and encourage resilience in all members of the Guardian Angels' community
- to encourage a supportive network among students, staff, and parents.
- to regularly reiterate the importance of Protective Behaviour networks and procedures.
- to raise awareness and tolerance of difference.

At Guardian Angels' School, we will:

- display anti-bullying information throughout school
- promote resilient behaviours regularly at assemblies
- publicly affirm positive behaviours
- actively employ peer mediators
- report all incidents verbally or in writing to Administration Staff
- ensure that all reports are acted upon

Positive behaviours are affirmed, and the Guardian Angels' School Behaviour Matrix supports and is part of the Positive Behaviour 4 Learning school - wide approach to behaviour learning and support. Students are enabled to align school goals with expectations across areas of the school and is inclusive of 'online spaces.'

At Guardian Angels' School, we will not tolerate bullying:

- Students are empowered to identify what is and is not bullying, and to recognise that they can do something about it.
- Professional learning is planned within our school's cycle of professional development and includes staff meetings, twilights, external providers, outside facilitators and BCE personnel.
- Explicit teaching regarding behaviour including bullying and non-bullying behaviours, resilience, social skills is scheduled as part of a whole school approach (e.g., in class explicit teaching of focus areas, assembly presentations, external facilitators etc).

Every reported incident of bullying will be investigated and responded to with the appropriate action/s; it is right for students to tell someone if they, or their friends, are feeling bullied or unsafe.

The school's anti-bullying policies and procedures align with BCE Behaviour Support Policy and Guidelines and include the following:

- Behaviour Support Policy
- Anti-bullying Policy
- Positive Behaviour 4 Learning (PB4L) (whole school approach to behaviour support)
- Social Skills Programs (explicit teaching, in class, each term and in response to identified areas of need; including evidence from Engage data)
- Protective Behaviours Programs (e.g., Friendology, explicit focus at assemblies, in class programs, whole school initiatives/focuses e.g., Wellbeing Week each term, National Day of Action Against Bullying, Student Protection Week).

## **2. Teaching about Bullying and Harassment**

At Guardian Angels' School, staff use the Australian Curriculum which provides the framework for our 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

## **3. Responding to Bullying and Harassment**

- The processes for reporting and managing bullying complaints from students, parents and guardians is based on the guiding principles that:
- Students, parents, and guardians have a right to voice concerns/complaints
- Complaints are to be resolved promptly and at the point of receipt, where possible.
- Complaints will be handled fairly, objectively, and confidentially
- Students, parents, and guardians will not be adversely affected by making a complaint.
- Complaints help us to improve our services.

The process for reporting and responding to bullying:

- In the first instance, the student, parent, or guardian talks with a teacher and/or other school employee and they work together to identify the key points of concern.
- An investigation to identify the facts is conducted by relevant school personnel.
- The school behaviour support process is used to guide and respond to the investigation, and an action/consequence is determined. This action aligns with the school's behaviour support process including parent notification, student consequences and follow up support processes for all students.
- Repeated incidents by the same child/children will require parent/guardian consultation with the Principal. Action will be decided upon. Documentation will be kept. No further action will be taken if matter is resolved.
- Individual behaviour modification program for repeat offenders will be instigated and monitored.

If this is unsuccessful, enrolment may be reviewed in alignment with BCE behaviour guidelines and procedures.

- Documentation is recorded within BCE Engage system for all investigations of bullying.
- The complainant is informed that the matter has been investigated and they will be informed of actions/consequences. It is expected that all parties will work respectfully together with school personnel to resolve the matter.
- If the matter cannot be resolved, the student, parent or guardian talks with the Principal and they work together to resolve the complaint as outlined above.
- If the matter cannot be resolved, the student, parent or guardian talks with a senior school employee e.g., Deputy Principal, Assistant Principal or other nominated school employee and they work together to resolve the complaint.
- Request for review. If dissatisfied with the school's processes, a student, parent or guardian may submit a written request for a review to the Principal.

### **Evaluation of Policy**

- A review of the Guardian Angels' Policy, including Behaviour Support Plan, will take place annually within the school's cycle of policy review, and will continue to be informed by BCE Student Support Policy and Guidelines.
- This review will include consultation with staff, students, and parents. Parental support will be encouraged and affirmed at all times.
  - As part of the commitment to Guardian Angels' School, parents and caregivers will be encouraged to provide a written response as to the policy's effectiveness, at the end of each school year

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.

- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

#### 4. Preventing Bullying and Harassment

At Guardian Angels' School, we plan for a safe, supportive, and inclusive school to prevent bullying and harassment. We do this in a range of ways:

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. For example:
  - Safety poster is shared at school assemblies and by classroom teachers
  - Students are taught to Recognise React Report when they are feeling unsafe
  - Students are given strategies when someone is being mean on purpose
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.
  - Dedicated professional learning sessions at commencement of school year and within new staff induction processes.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
  - Dedicated professional learning sessions at commencement of school year and within new staff induction processes.
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.
  - Included within staff induction processes and staff handbook.
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.

- Information is shared in school newsletter and parent handbook.
  - Special days, such as antibullying day and harmony day, are celebrated as a community.
6. Explicit promotion of social and emotional competencies among students:
    - Personal and Social general capability is taught alongside learning areas as identified in the Australian Curriculum
    - Learning dispositions support students to be active learners and persevere when meet challenges.
  7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection. At Guardian Angels' School, we use the Be You Programs Directory and *STEPS* – a decision-making tool, to select appropriate and evidence-based anti-bullying programs)

### **Key contacts for students and parents to report bullying**

Principal – Veronica Tomerini-Smith – 07 3396 4486

Assistant Principal – Nicole Waller – 07 3396 4486

Guidance Counsellor – Renae Haggitt – 07 3396 4486

### **Cyberbullying**


Cyberbullying is treated at Guardian Angels' School 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.

At Guardian Angels' School, we respond to incidents of cyber bullying and harassment using the same process for reporting and responding to bullying.

### **Resources**

At Guardian Angels' School, we use independent research-based evaluation conducted to inform the schools selection of any program. We combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs).

The *Australian Curriculum*  provides the framework for our 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.

At Guardian Angels', behaviour incidents (minor and major) are recorded via the BCE Engage System. Behavioural data is analysed by leadership and the PB4L team as part of monitoring processes. This analysis is for the purpose of identifying patterns of behaviour and informs aspects of behaviour support (e.g., explicit teaching at assemblies/in class, routines including duty procedures etc). Additionally, this data is accessed to develop targeted or personalised supports for individual students.

Inclusion meetings (student support meetings) are scheduled for behaviour support with a personalised team depending on the student need. The personnel at Inclusion meetings includes Guidance Counsellor, Inclusion Teacher, and Teacher/s, and may also include Leadership Representatives, School Officers, and Parents.



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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 Framework



### **L**ove learning:

- I aim high and fly
- I have a growth mindset

### **I**nspire others:

- I follow Jesus' way
- I lead by example

### **V**alue relationships:

- I include others
- I show respect

### **E**ngage responsibly:

- I act safely
- I make positive choices

## Appendix B- Behaviour Definitions

### Minor Behaviours

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

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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
<b>2</b>	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
<b>3</b>	Bullying/Harassment	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence;</p> <p>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>Racial: taunts, graffiti, gestures, intimidation;</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>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.</p> <p>Can also include 'flaming'</p>

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			and online hate sites/bash boards.
<b>4</b>	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
<b>5</b>	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
<b>6</b>	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
<b>7</b>	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
<b>8</b>	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		phone, music/video players, camera, and/or computer	Facebook (written and images)
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>13</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>14</b>	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
<b>15</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>16</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
<b>17</b>	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
<b>18</b>	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			learning over a period of time

## Appendix C- Responding to Behaviour at Guardian Angels', Wynnum



### Responding to Behaviour at Guardian Angels' School

#### Re-direct / de-escalation

Conversation and universal support:

- differentiated learning tasks - learning intention and success criteria
- build relationships with students and parents
- calm space / routine in classroom
- set classroom expectations of behaviour - LIVE the GA Way
- ignore, attend, praise

#### Reminder / Connection

Proactively plan to get back on track:

- check-in with student
- strategies of support provided - calming time, movement break, access to food
- reminder of school expectations - LIVE the GA Way

#### Engage / Problem - Solve

To provide support for staff and students:

- Support staff engaged to support student or teacher (take class / student)
- Classroom teacher and student begin restorative practice
  - student reflection sheet
  - teacher / student conference

#### Restorative

Moving Forward:

- set behaviour goal that is achievable
  - discussion with student - 'what are we going to do to help us have a good afternoon?'
  - student voice

#### Review

Reflect on student goal and behaviour together:

























































- provide positive feedback
- offer support for how to continue expected behaviours
- use of rewards / acknowledgment
- contact parents - phone / email
- log on ENGAGE



Wynnum's Catholic learning community



## Appendix D: Responding to Behaviour Reflection Sheet

 <b>Guardian Angels' Behaviour Reflection Sheet</b> 																																						
Student:	Date:	Class:																																				
<b>L</b> ove learning: <ul style="list-style-type: none"> <li>• I aim high and fly</li> <li>• I have a growth mindset</li> </ul> <b>I</b> nspire others: <ul style="list-style-type: none"> <li>• I follow Jesus' way</li> <li>• I lead by example</li> </ul> <b>V</b> alue relationships: <ul style="list-style-type: none"> <li>• I include others</li> <li>• I show respect</li> </ul> <b>E</b> ngage responsibly: <ul style="list-style-type: none"> <li>• I act safely</li> <li>• I make positive choices</li> </ul>	<b>What LIVE expectation/s did you not meet?</b> What happened?																																					
	How did it make you feel? <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>SCARED</td> <td>HAPPY</td> <td>SAD</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>ANGRY</td> <td>EXCITED</td> <td>WORRIED</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>SURPRISED</td> <td>GULP</td> <td>FRUSTRATED</td> </tr> </table>					SCARED	HAPPY	SAD				ANGRY	EXCITED	WORRIED				SURPRISED	GULP	FRUSTRATED	How did this make others feel? <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>SCARED</td> <td>HAPPY</td> <td>SAD</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>ANGRY</td> <td>EXCITED</td> <td>WORRIED</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>SURPRISED</td> <td>GULP</td> <td>FRUSTRATED</td> </tr> </table>				SCARED	HAPPY	SAD				ANGRY	EXCITED	WORRIED				SURPRISED	GULP
																																						
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What could you do next time?		Who can help you if you don't know what to do?																																				
In the future I will LIVE the GA Way by...																																						
Teacher:																																						