

# SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

## School Mission - Teach Challenge Transform

In the spirit of St Teresa of Jesus (Avila) and St Marcellin Champagnat we bring Christ to our community as we educate and witness through the seven foundations of our College.

### Aspiration

St Teresa's and St Marcellin's determination, drive and daring emerged from a belief that God will provide, especially during times of trial and suffering. We pursue our dreams with courage, trusting in faith that God walks with us.

*"Father if it is possible let this cup pass me by. Nevertheless, let it be as you, not I, would have it."* (Mt 26:39)

### Contemplation

Our spirituality calls us to see the action of God in all things. We experience God's love in silence, prayer, sacred moments and in all aspects of our lives.

*"There is only Christ: he is everything and he is in everything".* (Col 3:11)

### Family Spirit

Our way of relating to each other is characterised by love and forgiveness, support and help, forgetfulness of self, openness to others and joy. We develop a spirituality that is strongly relational and affective, relating to one another as brothers and sisters.

*"They met in houses for the breaking of bread they shared their food gladly and generously; they praised God and were looked up to by everyone."* (Acts 2:46)

### Presence

To bring up children properly we must love them; we must love them all equally. We bring God's presence as we seek to immerse ourselves in the lives of each other by meeting others in their own space, and by creating opportunities to be involved in their lives. *"For where two or three meet in my home, I shall be present with them."* (Mt 18:20)

### Simplicity

To adopt simplicity is our way of relating to God and others. We strive to be persons of integrity, humility and sincerity and to be truthful, open-hearted, transparent and easily understood in our relationships.

*"There is one thing we are proud of that we have always treated everybody with the reverence and simplicity which came from God."* (2 Cor 1:2)

### Wisdom

Our lived experience within a Christian community finds inspiration from our belief in Jesus and our desire to follow His example. In order to live our lives according to the Gospel, we challenge our community to be informed by, and reflect upon, our knowledge in the light of the Catholic tradition.

*"If there is anyone who needs wisdom he must ask God who gives to all freely/ungrudgingly."* (Jam 1:5)

### *In the way of Mary*

Mary's journey of faith is the perfect model for our spiritual journey. We embrace Mary's spirit by responding wholeheartedly, yet gently and humbly to God's will, placing our confidence in God while pondering on the life of Jesus.

*"Let it be done to me according to your will." (Lk 1:38)*

### **School Vision**

Our Vision is that St Teresa's Catholic College is an authentic Christian community where Gospel values are evident and lived out in relationships and practices between students, staff and parents.

The spirit of the school is that of a family which provides a safe and positive learning environment.

There will be equity of opportunity for all to achieve their full potential. It will provide a quality education rich in values and resources, which are in keeping with contemporary educational needs.

### **Our School Context**

St Teresa's Catholic College is a non-selective Catholic Systematic Secondary school operated under the auspices of the Brisbane Catholic Education office. Its charism is a dual focus combining the spiritual and educational philosophies of the Catholic Church's Carmelite (St Teresa of Avila) and Marist (St Marcellin Champagnat) traditions.

Currently, the College has 800 students from Year 7 to Year 12. The current Year 12 students will be the eleventh cohort to graduate from the College.

### **Consultation and Review Process**

A review of the policy is conducted each year by the College Leadership Team and the College Pastoral Board to ensure it continues to meet the needs of the student body, and follows Brisbane Catholic Education requirements. Upon its recent review, the plan was deemed to be valid with only minor changes and updates required.

## **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.

St Teresa's Catholic College believes strongly in each student's right to a contemporary education founded on the Gospel values in a Catholic community. At our College, all teachers understand that every student is made in the image and likeness of God and all students are treated with care and compassion throughout their learning journey. St Teresa's Catholic College teaches the Australian curriculum across Years 7–10 and provides

opportunities for senior students (Years 11 –12) in both ATAR and further training pathways within the parameters of the new QCE system.

In every classroom, teachers employ consistent, evidence-based pedagogical strategies to improve the learning of every student in their class. Each teacher creates a highly relational classroom where all learners are engaged in carefully planned learning, underpinned by Brisbane Catholic Education's 'Model of Pedagogy'.

Teachers at St Teresa's Catholic College model and have high expectations for each student to maximise learning progress and achievement. High expectations are supported by teachers using effective and expected practices to ensure students have a shared understanding of their roles and responsibilities as learners.

The gradual release of responsibility model is employed by teachers to provide targeted, individualised instruction. Teachers move from taking full responsibility for student learning to a situation where students assume responsibility. This non-linear model caters for the needs of all learners and respects each student's individual learning progression.

St Teresa's Catholic College's Learning & Teaching Framework operates in unison with the College's Positive Behaviour for Learning Framework (PB4L). The STAR matrix is the guiding document that clearly outlines student expectations and responsibilities in the areas of;

- Safety
- Taking Responsibility
- Achievement
- Respect

## **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.

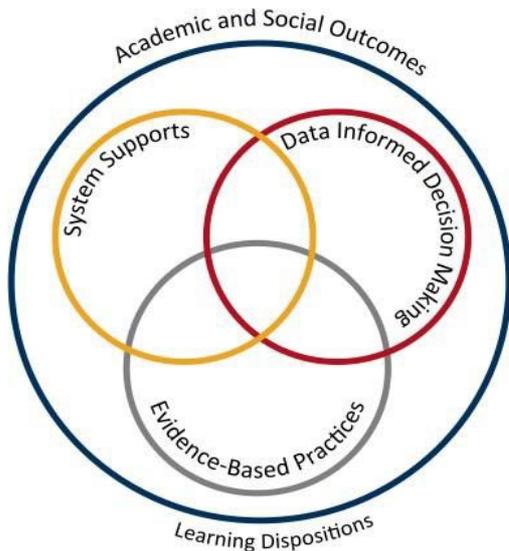


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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.

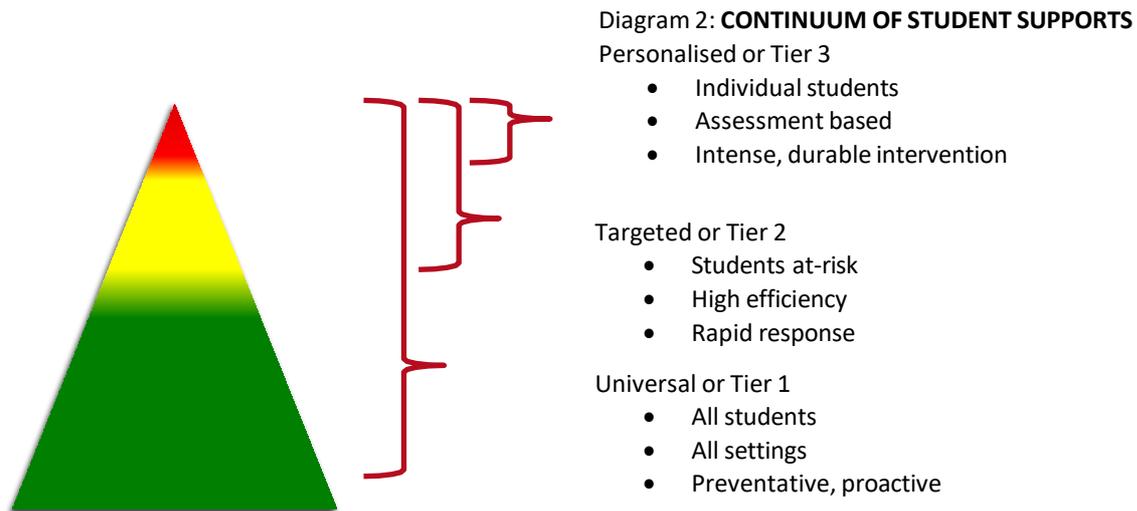
Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

#### 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**

All staff are responsible for support of students regarding their behaviour. In addition to this a Student Support Team is formed by the Deputy Principal, Assistant Principal – Wellbeing and Engagement, Guidance Counsellors, Head of House, Learning Support Team. This team meets fortnightly to discuss individual needs of students within Houses as well as the wider school approaches to encourage positive behaviour for learning. In addition, data is used from the BI tool and Engage to further understand school and student trends. This meeting allows students to identify who may require further support.

Heads of Houses meet weekly with their House Group Leaders who form their pastoral team so that consistency is met. Professional Learning is available to all members of staff in preventative and restorative practices.

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

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

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

Our expectations are:

- Safety
- Taking responsibility
- Achievement
- Respect

Our school behaviour matrix (see Appendix C) 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.

### **Student Expectations and Responsibilities**

#### **Safety:**

In the Classroom:

- We maintain a calm approach in learning and relationships
- We consider our impact on others
- We respect the 'hands off' policy at the College

Outside of the Classroom:

- We welcome and include others to maintain a safe and supportive environment
- We consider boundaries, physical and social, and act safely
- We courageously and positively support peers in their behaviour choices

In the Community:

- We remain faithful to our Catholic values and College foundations
- We model generosity and service
- We act with humility

#### **TAKING RESPONSIBILITY:**

In the Classroom:

- We think before we act
- We own our actions and behaviours and reconcile broken relationships
- We use technology responsibly
- We set specific and measurable goals

Outside of the Classroom:

- We model the way in taking responsibility for our actions
- We support others in developing positive and productive relationships
- We maintain and act to enhance our College environment

In the Community:

- We challenge injustices and act selflessly
- We act to promote a positive image of St Teresa's Catholic College
- We proudly model being a St Teresa's student in presentation and practice

## **ACHIEVEMENT:**

In the Classroom:

- We actively encourage others and celebrate their achievements
- We actively demonstrate a thirst for knowledge and apply it readily
- We maintain a productive and fun learning environment

Outside of the Classroom:

- We lead by example and work to meet our full potential
- We take pride and speak openly about our achievements

In the Community:

- We proudly share our academic, cultural, sporting and social achievements
- We espouse our values in practicing our faith, acting for justice and being of service

## **RESPECT:**

In the Classroom:

- We maintain respect for ourselves
- We demonstrate respect for our teachers and encourage others to do the same
- We respect our classmates as learners on a journey with us

Outside of the Classroom:

- We demonstrate respect for all people we encounter at our College
- We respect the property and environment of the College and the property of others

In the Community:

- We model servant leadership to those who we encounter
- We consistently display care and compassion

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:

At the start of each school year, staff are inducted into the College life following the BCE Staff Induction Checklist (see Appendix D)

Pastoral care forms the most important part of our day where students meet with their House Group Leader to pray and set the tone of the day. This time is a most significant part of our daily and weekly routine.

House Group time led by the House Group Leader occurs daily throughout the year.

Along with this, the College has a weekly Access program that embraces and embodies the Catholicity of the College, and our dual charism and targets age appropriate sessions.

The Access program is 60 minutes in length from Years 7 – 10.

## 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 a 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
Fortnightly STAR Awards	House Group Leader affirmations
Champagnat Awards	Champagnat Cup Points

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, named the STAR Performers Program at St Teresa's) – (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.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- 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 and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process
- 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

#### **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 B includes a summary of practices that may be utilised.

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

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom (student support 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 Head of House – Teacher – Student	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

When students fail to meet College expectations (STAR matrix – Appendix C) the appropriate processes will be followed. The focus of the policy is solely on the student’s behaviour, not the person. Targeted supports can be implemented for students who need further support to meet College expectations this is done in consultation with Heads of House. These supports can involve numerous stakeholders (refer to PB4L document). The College endorses the use of the PB4L framework to support the teacher and the student with a particular focus on ensuring learning is being undertaken within the classroom.

## **5. BCE Formal Sanctions**

### **Detention Process:**

Detentions take place at first break every day for students who are:

- Late to school
- Late to class
- Out of uniform

After school detention take place for consistent minor behaviour or alternatively a major behaviour.

Heads of House supervise detentions and parents are notified by the Head of House. There is a detention register which captures who is picking the student up from the College if it is an after- school detention.

### **Suspension Process**

A member of the Senior Leadership team in consultation with Heads of House nominates a suspension. Leadership team or Head of House completes Suspension record in Engage. Parents are called to notify of suspension and will also receive an official Suspension Letter.

### **Re-entry Process from Suspension**

#### **Suspension Return Process**

##### **1st Instance – Transition back into College - Interview**

#### **Persons involved:**

- AP – Wellbeing & Engagement & HOH. Ensure HGL is informed of outcomes of meetings etc.
- Notes included in Engage
- Student & Parent/Caregiver

#### **Meeting Structure:**

1. Parent invited in - Recall of incident and learnings from the incident
2. Student invited in - Recall of incident and student to voice their learnings from the incident
3. Clarity around our College expectations (STAR Matrix)
4. Offer Supports moving forward:
  - *Restorative Meeting if needed*
  - *Guidance Counsellor appointment*
  - *Outside agency referral*
  - *Tier 2 Supports (STAR Performance Card, Check & Connect Mentor)*
  - *Leader of Learning Appointment (Organisation, Study Habits, Homework centre)*
5. Discuss Learning - ICP a focus, identify goals
6. Enter any supports/conversations on Engage
7. IEP students need support staff invited and included

## 2nd instance – Interview to engage with relevant or further support.

### Persons involved

- Deputy Principal and HOH involved in interview. APWE and HGL are informed of outcomes of meeting
- Student & Parent/Caregiver

### Meeting Structure:

1. Parent invited in - Recall of incident and learnings from incident
2. Student invited in - Recall of incident and student to voice their learnings from the incident
3. Clarity around our College expectations (STAR Matrix)
4. Supports moving forward must be engaged with:
  - *Guidance Counsellor appointment*
  - *Tier 2 Supports (STAR Performance Card, Check & Connect Mentor)*
  - *Outside agency referral*
  - *Leader of Learning Appointment (Organisation, Study Habits, Homework centre)*
5. Discuss Learning – TLD profile a focus, identify goals
6. Enter any supports/conversation on Engage

## 3rd instance – Re enrolment Interview

### Persons involved:

- SLLPP notified if 4 days or more
- Deputy Principal & Principal. Ensure AP, HOH & HGL are informed of outcomes of meeting
- Student & Parent/Caregiver

### Meeting Structure:

1. Parent invited in - Recall of incident and learnings from incident
2. Student invited in - Recall of incident and student to voice their learnings from the incident
3. Discussion around BCE Student Behaviour Support Policy & STAR Matrix
4. School to discuss ways forward and possible Tier 3 supports
5. Enter any supports on Engage or conversation on Engage

### Exclusion

College Principal would speak with Senior Leader regarding exclusion. BCE Exclusion Procedure would inform the process.

For appeals, the school aligns to BCE processes.

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 <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a>
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**

St Teresa's recognises that students learn best in school environments in which they feel safe, both physically and emotionally. BCE revised its Student Wellbeing Policy in 2018 and has developed a number of policies, processes and resources to support the pastoral care and wellbeing of students at St Teresa's. These are readily accessible to BCE employees on BCE's Intranet. The Principal at St Teresa's provides informal training, from time to time, at staff meetings and Professional Learning days, so that employees at the school are aware of these policies.

These policies and processes include:

- BCE Pastoral Care and Wellbeing Position Statement
- Preventing and Responding to Student Bullying in Schools Policy
- Management of Drug Related Incidents in Schools
- Management of Police Interventions in Schools
- Management of Weapons in Schools Guideline
- Suicide Postvention Prevention and Postvention
- Nonviolent Crisis Intervention Medication to Students Procedure: Routine, Emergency and Over the Counter
- Positive Behaviour for Learning
- Social Media Policy
- National Safe Schools Framework
- Student Engagement
- Safe and Supportive Learning Environments
- Mental Health
- Transitions

BCE has a Student Wellbeing Team which supports St Teresa's in the pastoral care and wellbeing of students at the school and develops strategies, policies and procedures to assist the school and students. St Teresa's employs two School Guidance Counsellors to work with students, parents, staff and where applicable members of the broader community and specialist to provide pastoral care, personal safety strategies, support for marginalised students and support for students who may be at risk.

BCE has a number of university partnerships which may provide additional psychological services to students and their families together with professional learning for staff regarding a Catholic perspective on relationships and sexuality education.

In all suspected cases of bullying or cyberbullying, staff ensure that a comprehensive collection of information and feedback from students occurs in a timely manner. In order to guide them in their decision-making whilst examining reports and evidence the flowchart from the Safe and Supportive Environment Policy is utilised. With the use of the policy, specifically the chart, the Head of House is then able to access support for students and seek assistance from the College Counsellor and College Leadership Team in determining potential behaviour modification strategies and possible consequences.

Acts of bullying, harassment and violence by staff against students are incorporated in the BCE Student Protection Policy.

Acts of bullying, harassment and violence by staff against staff are incorporated in the BCE Workplace Bullying and Harassment Policy.

Acts of bullying, harassment and violence by student against staff are incorporated in the BCE Student Behaviour Support Policy and the St Teresa's Catholic College Supporting Documentation.

Acts of bullying, harassment and violence by student against student are to be acted on as per processes below.

Descriptor	Examples Include	Process
<p>Bullying and harassment are behaviours that target an individual or group due to a particular characteristic. It offends, humiliates, intimidates or creates a hostile environment. It may be a singular or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying is a targeted behaviour that may include physical actions, verbal harassment, emotional manipulation, racial harassment, sexual intimidation and other harassing behaviours. Cyber-bullying and harassment are included in this descriptor and may include direct messages sent, harassing calls and contact, publishing of someone's private information, creating group-based criticism and hate-based targeting discussions and exclusionary practices on social networks.</p>	<ul style="list-style-type: none"> <li>• Notify HOH</li> <li>• HOH will follow up in consultation with AP – Wellbeing and Engagement &amp; DP</li> <li>• HOH will enter all details into Engage – bullying record will be created</li> <li>• Parents of all students will be notified</li> </ul>

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**

Professional learning around bullying and harassment is included as part of the annual professional development of staff and includes: twilight professional development opportunities, staff meetings and selected external professional development.

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

At St Teresa's Catholic College, we take a positive, proactive approach to anti-bullying by teaching positive strategies for recognising and dealing with inappropriate or bullying situations.

This may include, but is not limited to:

- Explicitly teaching the Personal and Social Capabilities of the Australian Curriculum in all classrooms.
- Explicitly teaching the Australian Curriculum Health and Physical Education Syllabus
- Specific teaching and reteaching of the Student Expectations and Responsibilities (STAR Matrix) at the appropriate level for students.
- Restorative conversations involving all parties.
- Visual supports displayed in each classroom with appropriate posters.
- Restorative conversations to address social issues in all classrooms.
- College leaders take responsibility for promoting positive behaviours through assemblies and newsletters.
- Annual student survey for school safety and well-being.
- Revisiting strategies throughout the year at significant times e.g., Child Protection Week, Harmony Day, Stymie presentations, National Day of Action Against Bullying and Violence.
- Guest speakers for staff, students and parents – Internet and online safety, Anxiety, etc.

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

At St Teresa's Catholic College, all reported incidents of bullying and harassment, in all environments including online, are recorded, and monitored in the Engage Student Support database. Student behavioural incident data is tracked and analysed to detect patterns of bullying and harassment. This enables the College to take appropriate action in alignment with the 'Supporting Students to be in the Circle' document.

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/carer 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**

At St Teresa's Catholic College, we utilise Positive Behaviours for Learning and Wellbeing (PB4L) framework to plan for a safe, supportive and inclusive school for the prevention of bullying and harassment. This Framework is built upon a relational approach to teaching, learning and wellbeing.

Respectful and positive relationships, particularly between student and teacher, are critical for maximising appropriate behaviour and achieving learning outcomes. Through a relational approach we seek to enhance relationships among students, and between students, teachers, and parents, to support positive behaviours for the learning and wellbeing of students. The Relational Approach is based on Restorative Practice philosophy, which is in keeping with our approach to positive behaviours, provides students at St Teresa's with the opportunity to develop high expectations in a caring, supportive environment.

We operate relationally by:

- Having high expectations and insisting on high standards of behaviour
- While providing high levels of support and care for individuals
- Focusing on restoring any harm done, and seeing incidents primarily as 'teachable moments'

It is expected that teachers explicitly and continuously teach, and model clearly stated expected positive behaviours, consistent with the BCE Code of Conduct. Student behaviour is inextricably linked to the quality of the learning experience. Supporting students to display positive behaviours is the responsibility of every member of the school community – students, parents, and staff in partnership.

Further to this the College implements the following strategies to establish a safe, supportive and inclusive school environment.

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, House Assemblies, Year Level Assemblies, College Assemblies marking significant events such as National Day of Action Against Bullying
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. For example staff mandatory training focused on harassment and bullying, student protection processes and staff meetings and twilight sessions around entering data into Engage and tracking behavioural trends.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this. For example, the College provides information through the CyberSafety Hub for staff on the Staff Portal.
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. For example, induction processes include one-to-one discussion with the new staff member on the Positive Behaviour for Learning Model, Student Expectations and Responsibilities, and reporting processes.
5. Communication with parents: Our school provides 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. For example, fortnightly parent newsletters, social media posts, resources, fact sheets, subscriptions for direct support through the CyberSafety Hub on the Parent Portal, general and specific emails to groups of parents or specific parents around bullying behaviour.
6. Explicit promotion of social and emotional competencies among students: For example, messages and posts on the School Portal and TV screens, reflection days, retreats, explicit teaching of the Personal and Social Capabilities of the Australian Curriculum, House Assemblies led by Heads of House, ACCESS Wellbeing Program.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to 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)

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

House Group Leader – 07 5474 0022

Head of House – 07 5474 0022

College Leadership Team – 07 5474 0022

## Cyberbullying

Cyberbullying is treated at St Teresa's Catholic College 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.

Cyberbullying is treated at St Teresa's Catholic College following the same process as all forms of bullying and harassment or violence, outlined above.

## Resources

The [Australian Curriculum](#)  provides the framework for our College'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

Relevant and essential resources are utilised from the following:

- Bullying NoWay
- Office of the eSafety Commissioner

Independent research-based evaluation informs our College's selection of any program using the [Be You Programs Directory](#) and [STEPS](#) – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

An example utilised at St Teresa's is the Rock and Water Program.

## Section C: Our Student Behaviour Support Data

### 1. Data Informed Decision Making

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

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

The College utilises behavioural data and a variety of other data to sources to continually refine and

inform decisions about student supports. This includes targeted and personalised teams (including Pastoral leaders, Heads of House, STIEs, GCs & leadership) regularly meeting to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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## Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- 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
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer 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	
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 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”	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	
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 a learning task, continuing on task, or completing learning tasks

## Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing 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	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s 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.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of 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	Use/possession of Alcohol	Student is in possession or is using alcohol	

	<b>Descriptor</b>	<b>Definition</b>	<b>Example/Non-Example</b>
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	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
19	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

## Appendix B: Strategies to Manage Minor Behaviour

Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/ Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour.
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.
Provide Choice	Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behavior or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.
Student Conference	This is a lengthier re-teaching or problem-solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.



## Student Expectations and Responsibilities

	In the Classroom	Outside of the Classroom	In the Community
<b>Safety</b>	<p>We maintain a calm approach in learning and relationships</p> <p>We consider our impact on others</p> <p>We respect the 'hands off' policy at the College</p>	<p>We welcome and include others to maintain a safe and supportive environment</p> <p>We consider boundaries, physical and social, and act safely</p> <p>We courageously and positively support peers in their behaviour choices</p>	<p>We remain faithful to our Catholic values and College foundations</p> <p>We model generosity and service</p> <p>We act with humility</p>
<b>Taking Responsibility</b>	<p>We think before we act</p> <p>We own our actions and behaviours and reconcile broken relationships</p> <p>We use technology responsibly</p> <p>We set specific and measurable goals</p>	<p>We model the way in taking responsibility for our actions</p> <p>We support others in developing positive and productive relationships</p> <p>We maintain and act to enhance our College environment</p>	<p>We challenge injustices and act selflessly</p> <p>We act to promote a positive image of St Teresa's Catholic College</p> <p>We proudly model being a St Teresa's student in presentation and practice</p>
<b>Achievement</b>	<p>We actively encourage others and celebrate their achievements</p> <p>We actively demonstrate a thirst for knowledge and apply it readily</p> <p>We maintain a productive and fun learning environment</p>	<p>We lead by example and work to meet our full potential</p> <p>We take pride and speak openly about our achievements</p>	<p>We proudly share our academic, cultural, sporting and social achievements</p> <p>We espouse our values in practicing our faith, acting for justice and being of service</p>
<b>Respect</b>	<p>We maintain respect for ourselves</p> <p>We demonstrate respect for our teachers and encourage others to do the same</p> <p>We respect our classmates as learners on a journey with us</p>	<p>We demonstrate respect for all people we encounter at our College</p> <p>We respect the property and environment of the College and the property of others</p>	<p>We model servant leadership to those who we encounter</p> <p>We consistently display care and compassion</p>

