



SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

St Clare's Primary School

Mission, Vision and Values

<h3>MISSION</h3>	<h3>VISION</h3>	
<p>Welcome... inclusive of all</p> <p>Connectedness... to our faith, place and each other</p> <p>Growth... personal, spiritual and intellectual growth</p>	<p>In the tradition of St Clare and St Francis, our Catholic school will be a community that welcomes all and provides a strong sense of belonging and connectedness.</p> <p>St Clare's will be a place of partnerships for contemporary learning in a positive environment conducive to growth and wellbeing.</p>	
<h3>VALUES</h3>	<p><i>Faith Justice Hope Love Compassion</i></p>	

Our School Context

St Clare's Primary Schools has been named in the honour of St Clare, who worked closely with St Francis of Assisi. St Clare's is a master-planned Prep to Year 6 co-educational primary school located in Yarrabilba.

The staff at St Clare's are passionate and dedicated professionals who strive to positively impact on the spiritual, emotional and intellectual development of our students. We believe students learn best when they have the confidence to embrace challenges in a safe and supportive learning environment.

In addition to a classroom program that is designed to engage and cater for the individual needs of our students, we have a rich specialist program that includes Visual and Performing Arts, School Choir, Physical Education and School Sport.

Positive relationships with the students and their families, based on trust, respect and support are important. The home-school connection is incredibly powerful and key to a child's development. We believe high expectations and a positive attitude toward learning in a friendly community promotes success today, tomorrow and into the future.

Consultation and Review Process

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.

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

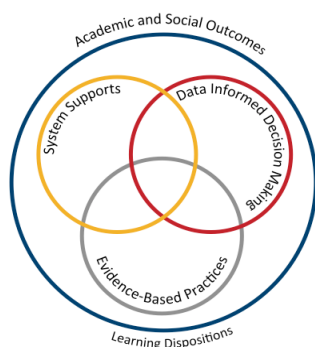


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

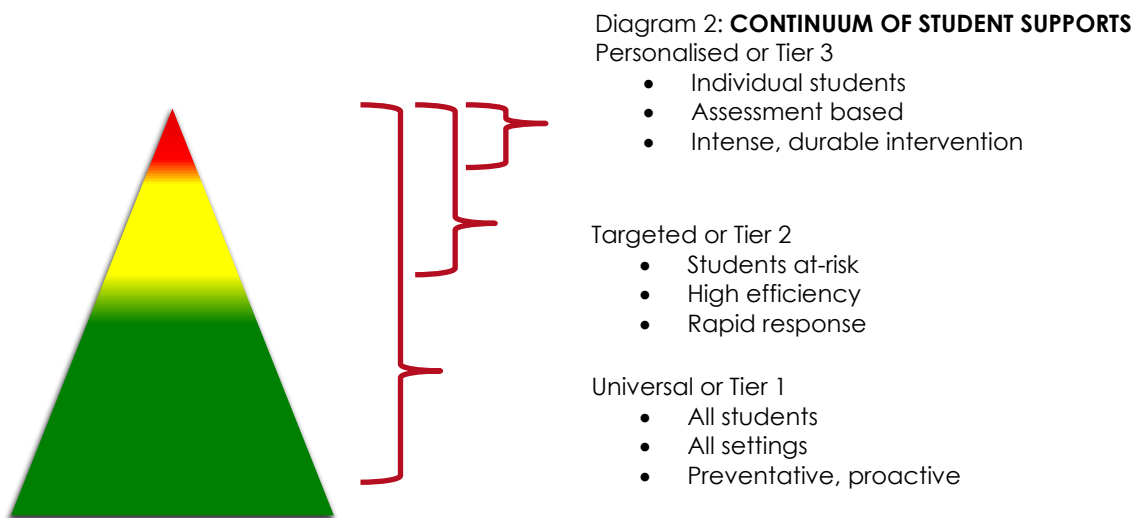
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 St Clare's, we believe the most effective way to assist students to demonstrate behaviours optimal for learning is through a school wide positive problem-solving approach. PB4L is about people, practices and processes – it is not a program but the way we work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.

At St Clare's Primary School there are two Student Behaviour Support Teams:

Universal Support Team: Principal, Assistant Principal, Assistant Principal Religious education, Guidance Counsellors, Learning Engagement Teacher, Support Teacher Inclusive Education, Primary Learning Leader and classroom teachers.

Targeted & Personalised Support Team: Principal, Assistant Principal, Assistant Principal Religious Education, Guidance Counsellors and Learning Engagement Teacher.

The Student Behaviour Support Teams meet regularly to analyse school data. The analysis of the data is used by the team to adjust individual and class practices.

All staff regularly engage in professional learning to enhance their knowledge and skills when responding to student behaviours. Teachers follow our whole school behaviour processes including Positive Behaviour for Learning (PB4L).

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.

There are five school wide expectations at St Clare's:

- *Co-operate*
- *Learners*
- *Act safely*
- *Respect*
- *Encourage others*

We also have whole school behaviour focuses for all students in Prep to Year 6. Our expectations and whole school focuses are displayed in each classroom and other key areas where the students learn. Our school-wide expectations describe the behaviours and social skills we expect all students to learn, practice and demonstrate. These expectations are designed to encourage each student to be responsible for their own behaviour and learning. By following these expectations, the students are able to learn, to be safe and to belong. Students take ownership of their behaviour.

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.



At
St Clare's
WE...

<u>C</u> o-operate	<ul style="list-style-type: none"> • Listen to others • Take turns • Use inside voice • Share with others
are <u>L</u> earners	<ul style="list-style-type: none"> • Seek feedback • Ask questions • Be organised
<u>A</u> ct Safely	<ul style="list-style-type: none"> • Keep hands and feet to yourselves • Walk in the classroom
show <u>R</u> espect	<ul style="list-style-type: none"> • Ask permission to leave the classroom • Care for the classroom and resources • Respect others' opinions and differences
<u>E</u> ncourage Others	<ul style="list-style-type: none"> • Use positive words



School Focus

Greeting	In Class communication	Moving Around Classroom	Caring for our Environment	Care for Yourself
<ul style="list-style-type: none"> • Peace and welcome • Eyes on guest • Smile on face • Make our visitors feel important 	<ul style="list-style-type: none"> • Hands up, wait your turn • Be polite and respectful 	<ul style="list-style-type: none"> • Hands up, ask to move • Move with purpose - where are you going? Why are you going there? 	<ul style="list-style-type: none"> • Classroom cleaned at the end of the session • Outside of classroom cleaned before entering the room 	<ul style="list-style-type: none"> • Wear your hat

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

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

2. Focus: Teaching Expected behaviour

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

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

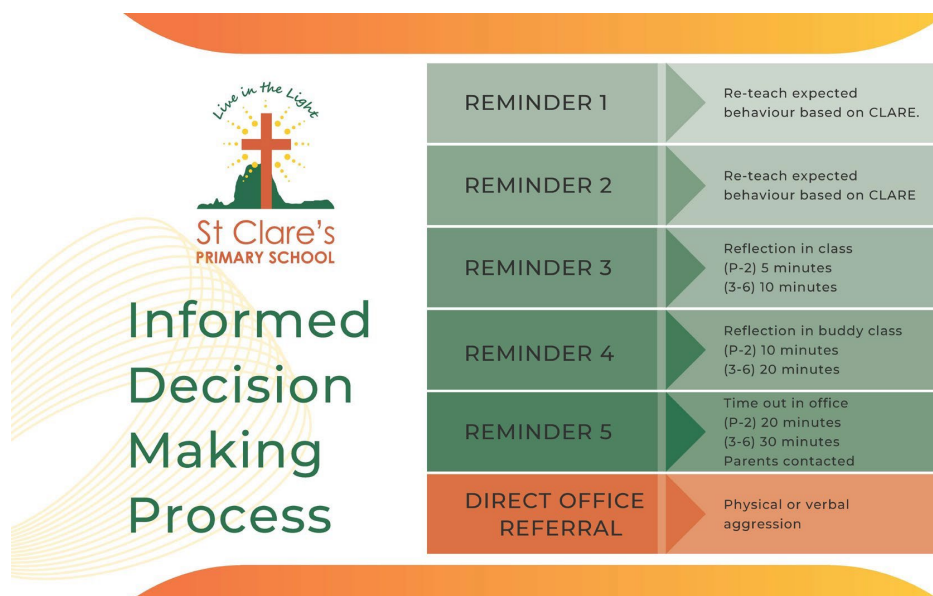
- Beginning of school year
- Weekly focus throughout the year
- Assemblies followed by group practice
- New student orientation
- Student leaders support younger peers

Teaching Expected Behaviours

The encouragement of positive behaviours and dispositions underpins all general capabilities in the Australian Curriculum. Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning, developing effective life skills for students, including understanding and handling themselves, their relationships, learning and work.

Within each classroom at St Clare's students are explicitly taught the expected behaviours. Instruction takes place each day, throughout the day, all year long. We have found strong positive results when staff:

- Teach = Explicit teaching of expected behaviours
- Remind = Regularly remind students of behaviours, procedures and routines
- Supervise = Monitor student performance or compliance in all settings
- Feedback = Provide feedback to move learning forward



3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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



School practices that encourage expected behaviours

CLARE Cards	Students receive CLARE Cards for demonstrating the school's expectations. Awards are presented at our school assemblies. 5 CLARE Cards = Bronze award & ice block 10 CLARE Cards = Silver award & wristband 20 CLARE Cards = Gold award & lunch with the school leadership team
Class positives	Teachers use various positive tools such as dojo points, ticks, tally marks etc to promote positive behaviours. Ten class positives equal 1 Clare Card.
Student of the Week Awards	A student from each class is presented with a student of the week award at our weekly whole school assembly.
Playground Champions	Raffle tickets are given to students demonstrating the school's expectations whilst on the playground. These tickets go into a weekly draw. Winners of the raffle are announced at our weekly whole school assembly. Students receive an ice block.

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

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	Teacher – student conversation and/or plan Teacher – student – parent meeting Teacher – student – leadership conversation Reflection in buddy class Reflection in office	Student apology Student contributes back to the class or school community Restorative conversation Restorative conference Teacher – student conversation and/or plan

Responding to Problem Behaviours

Even with a positive approach to teaching and supporting appropriate behaviour at St Clare's, some problem 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 other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

The process of responding to problem behaviour is much like an error analysis, which is commonly used for academic work. Students who have a 'skills deficit' will need more explicit instruction and practice while students who have a 'performance deficit' need more prompts and cues to highlight the need for the replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.

The principles of inclusive education provide flexibility to respond to the diverse needs of students. At St Clare's we believe in equity for all – ensuring our students are provided with the access to what they need in order to engage in school.

A continuum of Responses

To correct behavioural "errors" there is a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious, major problems. The continuum thinking begins with clarity between those behaviours that can be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral.

The definitions of Minor Behaviours (managed within the learning context) and Major Behaviours (risk management and may require management outside the learning context) are listed in the table below. The classroom teacher is the key problem solver when addressing problem behaviours using best practices that include correction and re-teaching.

Learning-based consequences

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what is needed in order to be successful and meet the expectations.

5. BCE Formal Sanctions

*The following information has been taken from Brisbane Catholic Education's **Student Behaviour Support Guidelines, Regulations and Procedures** which all BCE schools, including St Clare's, is expected to follow.*

Catholic schools strive to create environments that are supportive of all individuals. Our schools strive to enhance a sense of belonging and demonstrate a caring concern for the wellbeing of all of their members. However, every school has some students whose ability to respond appropriately to school expectations requires serious school action. These behaviours may be characterised as persistently disruptive to the learning and teaching program, disrespectful of school rules and codes of conduct, or harmful to the wellbeing and security of its community. In this context, Brisbane Catholic Education schools ensure that disciplinary measures and sanctions are not initially approached as punitive actions but aim to foster responsibility for actions and behavioural change in students.

Supporting students with severe and repeated inappropriate behaviour is a difficult and often emotionally strenuous area of work for school staff. School-based interventions, approaches and supports for this group of students need to be systematic, intensive and ongoing. Effective use of preventative systems of school behaviour support will provide opportunities for this to occur. Preventative systems also provide strong support for intensive intervention programs, by maintaining a consistent behavioural environment.

These *Regulations and Procedures* apply to the behaviour of students at school, on the way to and from school, and while away from the school site on school-endorsed activities. They may also apply to behaviour outside of school hours and off school premises, when there is a clear and close connection between the school and the behaviour of students. This may include the use by a student of social networking sites, mobile phones and/or other technology to intimidate, harass, bully, or threaten another student or staff member.

It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community. Following segregation, re-entry consultation will occur with the student to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks.

This document specifies certain processes that must be followed in each case of a formal sanction. These processes are intended to achieve the following objectives:

- To protect the rights of the students, staff and learning community;
- To help find ways to negotiate, with the student, a plan for change to acceptable patterns of behaviour;
- To keep the parents/care givers of the student informed and, if possible, engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student;
- To safeguard the right of teachers to be able to teach without inappropriate disruption
- To safeguard the right of other students to learn without inappropriate disruption;
- To ensure that sufficient and accurate documentation is made and kept;
- To indicate sources of assistance for schools;
- To adhere to legislative provisions about authority to act, accountability and review;
- To provide the school community with an explicit statement of disciplinary sanctions and procedures; and
- To protect Brisbane Catholic Education and its schools against allegations of proceeding improperly.

However, in some cases of inappropriate behaviour, it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Detention, suspension, negotiated change of school and exclusion are options available to the school in these situations. Collaboration amongst school staff, students and parents/carers is an important aspect of student behaviour support in Brisbane Catholic Education schools. All participants should be fully aware of the procedures and of their place in the context of the school's Student Behaviour Support plan. In implementing these procedures, school staff should ensure that no student is unlawfully discriminated against and that their individual situations, such as age, individual needs, impairments, and the developmental level of the student, are considered. When dealing with a student with an impairment, consideration must be given to the requirements of the Disability Discrimination Act 1992, the Education (General Provisions) Act 2006 Qld and the Anti-Discrimination Act 1991 Qld.

- **Detention process**

Differences exist between responses for Primary and Secondary students because of different developmental levels. Communication regarding detention procedures at a school should be outlined in the school's Student Behaviour Support Plan. The Principal of a school, if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student. This authority may also be delegated to teaching staff in accordance with each school's Student Behaviour Support Plan. The use of detention as a method of managing student behaviour is at the discretion of each school.

Definition of 'Detention'

A detention is any period when a student is:

- Required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time, after school, or non-school days.

Detention purpose

To clarify, the form of 'detention' that is used in schools is not related to that in formal detention centres / systems. The opportunity exists during a detention to use that time to repair relationships, use restorative practices, make plans for appropriate behaviour and rehearse alternative behaviours. The processes associated with detention may be couched within frameworks such as the 'Responsible Thinking Process'. A detention should be constructive and age appropriate. Detention can signal to a student that their inappropriate behaviour will have age appropriate consequences. That is, detention can be a deterrent to inappropriate behaviour.

Detention guidelines:

A member of the teaching staff should supervise detentions, especially if curriculum is being taught. If school officers or any other staff members supervise students in detention it is the obligation of the school to ensure that these staff members are capable and supported.

- **Suspension process**

Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an opportunity to both reflect on the current difficulties and develop positive, student focused re- engagement strategies.

The Principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school **for a period up to 10 school days** or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school. In the absence of the Principal of the school, the Acting Principal may exercise the authority to suspend. The Principal may delegate this authority to other members of the school's leadership team in his or her absence.

Definition of 'Suspension'

Suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible.

Suspension may occur, if so decided by the school principal, after he/she has:

- Ensured that other appropriate and available student support strategies and discipline options have been applied and documented
- Ensured that other appropriate support personnel available, both within the school system and externally, have been involved
- Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and/or parents/caregivers regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension
- Recorded all action taken in appropriate school files/systems or Brisbane Catholic Education Student Behaviour Support database.

Principals may suspend, consistent with these procedures, where behaviour includes the following:

- Persistent non-compliance: Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse;
- Persistent disruption: Students who persistently disrupt and prevent the learning and teaching of others; and
- Breach of school's Student Behaviour Support Plan: Students who seriously breach the school's published rules and regulations.

Principals may suspend immediately any student whose behaviour includes the following, but is not exclusive to:

- Possession of alcohol or a suspected illegal drug: Brisbane Catholic Education states that schools must be places that are free of illegal drugs. Suspension may occur immediately if the substance is alleged by the student to be an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE's Medication to Students: Routine, Emergency and over the counter Guidelines and Management of Drug Related Incidents in Schools).
- Violence or threat of serious physical violence: Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with Student Protection processes.
- Concerning or serious sexual behaviour: The matter should also be reported in accordance with Student Protection Processes.
- Possession of a weapon or knife: Any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter should be reported to the police. (Refer to the BCE Guideline – Management of Weapons in Schools).
- Verbal abuse: Principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.

Suspension purpose

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to:

- Signal that the student's present behaviour is not acceptable.
- Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources, and also set in motion a plan for assisting the student to demonstrate appropriate behaviour.
- Establish a negotiation process for the student's re-entry to the school, based on the student achieving some explicit goals related to improved behaviour.
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry.
- Protect the right of staff and students to establish environments that promote a positive learning environment for all.

Suspension decision

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. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as apprenticeships or traineeships.

Re-entry process

The re-entry conference will usually take place in the school and will be facilitated by the Principal, Assistant Principal or Assistant Principal Religious Education. In instances where there has been a problematic relationship between a parents/caregivers and the school, the Principal may find it beneficial to call upon a third party such as the Area Supervisor or Guidance Counsellor, to facilitate the meeting.

If, despite the school's requests, parents/caregivers are unwilling to attend a re-entry meeting, the principal should refer the matter to the Area Supervisor. Alternative options may need to be considered to facilitate the student's return to school. Alternatively, the Area Supervisor, in consultation with the Director-School Services, may consider commencing proceedings for exclusion.

Students attending special programs, such as school based apprenticeships or training, are not automatically precluded from attending their program if they are suspended. This will be determined by the school, parents and the training provider. The determination should occur before the student is next due to attend the program.

- **Negotiated Change of School**

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). Schools are advised to develop and document a procedure in relation to a negotiated change of school.

The Principal should provide the parents/caregivers with an opportunity to discuss the implications of the negotiated change of school, and provide information about why the change is being proposed.

- **Exclusion**

In extreme circumstances, a Principal may, in consultation with the Area Supervisor, make a submission to the Director - School Services, recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Definition of '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.

Exclusion purpose

The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the safety and wellbeing of other students or staff.
- Remove the student from an established environment in which inappropriate behaviour patterns have become entrenched.
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs; and

- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

For appeals, the school aligns to BCE processes.

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

At St Clare's our students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation and victimisation. At St Clare's diversity is valued and all members of the school community should feel respected and included, and can be confident that they will receive support in the face of any threats to their safety and wellbeing.

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

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

At St Clare's our students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation and victimisation. At St Clare's diversity is valued and all members of the school community should feel respected and included, and can be confident that they will receive support in the face of any threats to their safety and wellbeing.

Bullying behaviour can be:

- verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting
- social e.g. ignoring, excluding, ostracising, alienating, making inappropriate gestures
- psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

Conflict or fights between equals and single incidents are not defined as bullying. Bullying behaviour is not:

- children not getting along well
- a situation of mutual conflict
- single episodes of nastiness or random acts of aggression or intimidation.

2. Teaching about Bullying and Harassment

Teachers use the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

3. Responding to Bullying and Harassment

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

St Clare's plans for a safe, supportive and inclusive school to prevent bullying and harassment through a number 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.
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.
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.
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.
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.
6. Explicit promotion of social and emotional competencies among students.
7. Whole school programs to prevent and address bullying.

Key contacts for students and parents to report bullying

Principal – Michael McNerney – 5549 8000

Assistant Principal – Mariana Santos – 5549 8000

Assistant Principal Religious Education– Prue Durre – 5549 8000

Cyberbullying

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

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

Resources

The [Australian Curriculum](#) provides the framework for your school's anti-bullying teaching and learning activities.

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

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

The PB4L Tier 1 Team (consisting of teachers and leadership) meet regularly to analyse universal school data and feedback to staff at meetings. The PB4L Tier 2 & 3 Team (Principal, Support Teacher Inclusive Education, Primary Learning Leader & Guidance Counsellor) meet fortnightly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

References

- Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., & Sailor, W. (2002). Positive Behavior Support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Christenson, S., Stout, K. & Pohl, A. (2012). *Check and Connect- Implementing with Fidelity*. University of Minnesota.
- Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem Behavior in schools*. New York: Guilford Press.
- Greene, R.W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.
- Horner, R. H. & Sugai, G. (2005) School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support* (pp359-390). New York: Guilford.
- Lewis, T. J., & Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behaviour support: Building systems to develop and maintain appropriate social behaviour. In C.S. Everston & C.M Weinstein (Eds.), *Handbook of Classroom management: Research, practice and contemporary issues* (pp833-854). New York: Lawrence Erlbaum.
- Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem-solving model to enhance data-based decision making in schools. In W. Sailor, G. Dunlap, G. Sugai & R. Horner (Eds.) *Handbook of positive behavior support* (pp. 551-580). New York, NY: Springer
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R., Eds. (2009). *Handbook for positive behavior support*. New York: Springer Science and Business Media.
- Sprague, J. & Golly, A. (2005). *Best behavior: Building positive behavior support in schools*. Boston, MA: Sopris West Educational Services.
- Sugai, G., & Horner, R.H. (2002). The evolution of discipline practices: School-wide positive behaviour supports. *Child and Family Behaviour Therapy*, 24. 23-50.
- Witt, J. C., Daly, E. J., & Noell, G. (2000). *Functional Behaviour Assessment: A Step by Step Guide to Solving Academic and Behaviour Problems*. New York: Sophis West.

Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.

	Descriptor	Definition	Example
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

	Descriptor	Definition	Example
		inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Michael McInerney	Issue date: 09/09/2022	Next review date: 09/09/2024
-----------------------------	------------------------	------------------------------