St Ignatius School, Toowong
Student Behaviour Support Plan

1. Mission Statement

2. Profile of the school

Please refer to our Website www.stignatiustoowong.qld.edu.au and our Education Brief

3. <u>Consultation and data review</u>

St Ignatius School developed this plan in consultations with staff, students, parents, the School Pastoral Advisory Board, Catholic Education Consultants, and drawing upon our current Behaviour Management Policy, the lens of Kids Matter Primary Approach to mental health and well-being for Primary Schools and our Strategic Renewal Plan, 2012-2016.
The Plan was endorsed by the Principal, the school board, and the Area Supervisor, and will be reviewed at least every 5 years.

4. <u>Beliefs about learning and behaviour</u>

St Ignatius School Vision for a Positive School Environment

St. Ignatius School Toowong is guided by the Brisbane Catholic Education Strategic Renewal Framework 2012-2016 of ensuring a safe, healthy and productive school environment for students, staff and community.

Love Jesus

- **Caring and safe environment**
- **An active religious life of the school**
- **A moral compass**

Love Each Other

- **Strong partnership between home and school**
- **Respectful and life-giving relationships**
- **Restorative Justice**
- **Pastoral Care Programs**
- **Social Justice and Outreach**

Love Learning

- **Mental Health and Well- being Programs**
- **School based interventions**
- **Digital Citizenship**
- **Teaching and Learning Practices which build on self-awareness, self-management, social awareness, social management and responsible decision making**

The community is committed to reviewing this program every two years

5. <u>Roles, rights, and responsibilities of school community members</u>

At St Ignatius School we expect that students will

Participate actively in the school's education program

Take responsibility for their own behaviour and learning

Demonstrate respect for themselves, other members of the school community, and the school environment

Behave in a manner that respects the rights of others, including the right to learn

Co-operate with staff and others in authority.

At St Ignatius School we expect that parents/caregivers will

Show an active interest in their child's schooling and progress

Cooperate with the school to achieve the best outcomes for their child

Support school staff in maintaining a safe and respectful learning environment for all students

accept my role and responsibility as the first and most influential educators of our child

Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing, and behaviour

Contribute positively to behaviour support plans that concern their child

At St Ignatius School we expect that staff will

Provide safe and supportive learning environments

Provide inclusive, differentiated and engaging curriculum and teaching

Initiate and maintain constructive communication and relationships with students and parents/carers

Promote the skills of responsible self-management

Maintain student attendance records

6. <u>Universal behaviour support (proactive/ preventative strategies)</u>

At St Ignatius School, we believe that preventing inappropriate behaviour through the promotion of appropriate behaviour is a more positive and successful method of managing student behaviour than intervening after behaviour incidents occur.

a. Establishing Behaviour Expectations

At St Ignatius School there are several ways in which staff establishes the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours

- Displaying photos of positive behaviours
- Displaying the school and classroom rules clearly
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Applying appropriate consequences for not meeting behaviour expectations
- Explaining why a behaviour is expected or a consequence is necessary
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
  Maintaining effective communication and sharing a common language about behaviour in our school community e.g. Thank you girls and boys; Stop Look Listen Think; We are not all best friends but we must be friendly to all;
- Q and A Ritual: Why are you at school? To do our Personal Best in our Learning;
- What is my and the staffs most important job? To keep us Safe!
- Transitioning students to new year levels and new teachers at the end of the school year for the following year.

b. Positive School Culture

Every morning before school and on a Friday Morning at a Formal Assembly, we create and enrich our positive school culture through celebration and prayer, class presentations, awards, rule and anti-bullying reminders, and by raising awareness of current school events.

Staff utilise a wide range of acknowledgement strategies with students, reviewed on an annual basis, to support our positive school culture, including

- I Smart Goal Setting; Visible Learning processes
- Praise/encouragement (verbal/non-verbal/written)
- Token/point/star systems (individual/group goal-setting)
- Public display of work (classroom, library)
- Individual class or year level rewards (sticker books, stamps, free time, student-choice activities, computer time)
- Whole class rewards (parties, fun days, game time, sport, DVDs)
- Class responsibilities (messenger, teacher's helper, library monitor, tuckshop)
- Phone calls, emails, or communication to parents
- Sharing work with others (Principal, A.P.R.E., other year level classes, buddy classes, parents)
- Teacher evaluations (marks/comments on work/behaviour reporting)
- Celebrations (birthdays, "outside" achievements)
- Articles in school newsletter and on the Parent Portal
- Assembly announcements – Test Results, Sporting and Cultural Achievements

c. Rewards

We acknowledge student efforts and results in academic, sporting, behavioural, and cultural contexts through a variety of awards at our school.

- SWAG – Someone We Admire Greatly;
- Student of the Week;
- Best Foot Forward;
- Circle of Mercy;
- St Ignatius Award

7. Targeted behaviour support

Targeted strategies are implemented for students who are at risk, and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. Some of these interventions may include the following:

- Reflection Worksheet
- Steps 1,2,3
- Special Student Watch
- Kevin Koala Program
- Francis Xavier Well-being Room
- Email Communications
- Reflection, Repair, and Restitution "Making things better, paying back and moving on."
- Social Skills programs
- Adjustments to Curriculum
- Check in-check out process.

8. Individualised behaviour support

Strategies to support individual students (approximately 2-5% of students) may require specialised services and alternative pathways of care. Individual supports may include

- ➢ Individual Education Plans (IEP)
- ➢ Education Adjustment Plans (EAP)
- ➢ Individual behaviour plan based on Functional Behaviour Assessment
- ➢ Support from our specialist staff (i.e. Support Teacher Inclusive Education, Guidance Counsellor)
- ➢ Wrap Around with outside agencies
- ➢ We welcome the involvement of other professional personnel who have a vested interest in the student's welfare.
- ➢ TELL – Teaching Equity Learning Liaison Team

PASTORAL CARE and JUSTICE POLICY

1. Rationale
St Ignatius School is a community of children, parents and staff within the wider Catholic community. As a Catholic school, with a Jesuit and Mercy tradition, we have a special responsibility for the pastoral care of students and families within our community and also to extend the hand of outreach to the broader community.

2. Values
The following values have been identified from the school's mission statement as appropriate to this policy.
- Welcoming caring community
- Self-acceptance and self-respect
- Service
- Supportive and challenging environment
- Care of each individual
- Physical and Emotional Safety of each individual
- Holistic Catholic Education

3. Policy Statement
St Ignatius School is a Christ-centred community within St Ignatius Parish, Toowong. Students from the community are enrolled on the understanding that both parent and students appreciate and support the school's pastoral care policy in addition to the philosophy and ethos of a Catholic school.

4. Implementation
- All pastoral care ministered is based on the respect and dignity of the human person.
- Pastoral care grounds the school's Mission Statement in the quality of daily relationships..
- Every person in the school community has a responsibility to foster quality interpersonal relationships amongst teachers, students, parents, support staff, priests and parish communities.
- All stakeholders in the community model the importance of building and maintaining relationships grounded in mutual respect, dignity, fairness, reconciliation, restoration, compassion and justice.
- The primary expression of pastoral care is through the dynamics of the teaching/learning and in congruence between the statement of purpose and values of the school and the total curriculum.
- Students are given opportunities to become reflective, self-directed learners capable of negotiating the curriculum around meaningful and relevant tasks.
- All members celebrate joys and sufferings of those within our community.
- The St Ignatius community is committed to outreach beyond our immediate community.

ST IGNATIUS SCHOOL – SBSB (Student Behaviour Strategy Bank)

- TELL – Teaching Equity Learning Liaison Team – colleagues mentoring fellow colleagues re a behaviour issue in their classroom
- Wrap Around Meetings
- SPILL - Shared Partnerships in Life and Learning Conferences
- Staff and Student Induction Processes
- Strategic Renewal Processes
- Record of Interview Books
- SBS – Data Bank
- Staff Induction and annual refresher courses
- Kevin Koala Program
- Special Student Watch
- Teaching/Modelling of Positive Behaviours – in and out of classroom
- Bullying Policy
- Pastoral Care Policy
- Presentation of Awards Procedures
- J time – Ignatian Examen with students
- You Can Do it; Mind Matters; Bounce Back; Kids Matter, Friends' Programs
- Guidance Counsellor Programs
- Use of Well-being Room
- Health and Hygiene Procedures, e.g. appropriate behaviour in toilets
- DOB - do our bit – tell someone about it
- Student Protection Guidelines – Mantra – I have the right to feel safe at all times – with a right comes a responsibility – Hand of Trusted People in our lives

Steps Procedure:
1. What are you doing? What should you be doing?
2. Child moved away from context – still within view of supervising staff member
3. Sent to administration for further action

- Boundaries for class time, play time, before and after school defined
- Movement in pairs around school expectation
- Sick Bay Procedures
- Best Foot Forward outline
- Use of Sweets as a reward guidelines
- Munch and Crunch/Eating Time Expectations
- Use of common language amongst staff: Stop Look Listen Think; Thank you Girls and Boys……;   We can't always be best friends, but we must be friendly to all at St Ignatius School
- Student Contracts
- Setting class goals/ expectations each year
- Check in/Check out Method
- Email Communications with Parents
- Parent Education – Parent Portal; Cyber Bullying Information Sessions
- Adopt-a-Cop presence – normal school days, assemblies, parent nights, guest speaker, camps
- Use of Coaching Techniques/Processes
- Prep Buddy System
- Coloured House Sport System
- Named Buildings around school
- Visiting Productions e.g. Ned Show

General Capabilities: Personal and Social Capabilities development mapping

<u>**Australian Curriculum**</u> - General Capabilities: Personal and Social Capabilities development mapping

Level 1: Typically by the end of Foundation Year, students:

Self-awareness	Self-management	Social Awareness	Social Management
Recognise emotions identify a range of emotions and describe situations that may evoke these emotions	Express emotions appropriately express their emotions constructively in interactions with others	Appreciate diverse perspectives acknowledge that people hold many points of view	Communicate effectively identify positive ways to initiate, join and interrupt conversations with adults and peers
Recognise personal qualities and achievements identify their likes and dislikes, needs and wants, and explore what influences these	Develop self-discipline and set goals follow class routines to assist learning	Contribute to civil society describe ways they can help at home and school	Work collaboratively share experiences of cooperation in play and group activities
Understand themselves as learners identify their abilities, talents and interests as learners	Work independently and show initiative attempt tasks independently and identify when and from whom help can be sought	Understand relationships explore relationships through play and group experiences	Make decisions identify options when making decisions to meet their needs and the needs of others
Develop reflective practice reflect on their feelings, how their efforts affect skills and achievements	Become confident, resilient and adaptable identify situations that feel safe or unsafe, approaching new situations with confidence		Negotiate and resolve conflict listen to others' ideas, and recognise that others may see things differently from them
			Develop leadership skills identify ways to take responsibility for familiar tasks at home and school

Australian Curriculum - General Capabilities: Personal and Social Capabilities development mapping

Level 2: Typically by the end of Year 2, students:

Self-awareness	Self-management	Social Awareness	Social Management
Recognise emotions compare their emotional responses with those of their peers	**Express emotions appropriately** describe ways to express emotions to show awareness of the feelings and needs of others	**Appreciate diverse perspectives** describe similarities and differences in points of view between themselves and people in their communities	**Communicate effectively** discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers
Recognise personal qualities and achievements identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	**Develop self-discipline and set goals** set goals in learning and personal organisation by completing tasks within a given time	**Contribute to civil society** describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	**Work collaboratively** identify cooperative behaviours in a range of group activities
Understand themselves as learners discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	**Work independently and show initiative** work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	**Understand relationships** identify ways to care for others, including ways of making and keeping friends	**Make decisions** practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
Develop reflective practice reflect on what they have learnt about themselves from a range of experiences at home and school	**Become confident, resilient and adaptable** undertake and persist with short tasks, within the limits of personal safety		**Negotiate and resolve conflict** practise solving simple interpersonal problems, recognising there are many ways to solve conflict
			Develop leadership skills discuss ways in which they can take responsibility for their own actions

Australian Curriculum - General Capabilities: Personal and Social Capabilities development mapping

Level 3: Typically by the end of Year 4, students:

Self-awareness	Self-management	Social Awareness	Social Management
Recognise emotions describe the influence that people, situations and events have on their emotions	**Express emotions appropriately** identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	**Appreciate diverse perspectives** discuss the value of diverse perspectives and describe a point of view that is different from their own	**Communicate effectively** identify communication skills that enhance relationships for particular groups and purposes
Recognise personal qualities and achievements describe personal strengths and challenges and identify skills they wish to develop	**Develop self-discipline and set goals** explain the value of self-discipline and goal-setting in helping them to learn	**Contribute to civil society** identify the various communities to which they belong and what they can do to make a difference	**Work collaboratively** describe characteristics of cooperative behaviour and identify evidence of these in group activities
Understand themselves as learners identify and describe factors and strategies that assist their learning	**Work independently and show initiative** consider, select and adopt a range of strategies for working independently and taking initiative	**Understand relationships** describe factors that contribute to positive relationships, including with people at school and in their community	**Make decisions** contribute to and predict the consequences of group decisions in a range of situations
Develop reflective practice reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	**Become confident, resilient and adaptable** persist with tasks when faced with challenges and adapt their approach where first attempts are not successful		**Negotiate and resolve conflict** identify a range of conflict resolution strategies to negotiate positive outcomes to problems
			Develop leadership skills discuss the concept of leadership and identify situations where it is appropriate to adopt this role

Australian Curriculum - General Capabilities: Personal and Social Capabilities development mapping

Level 4: Typically by the end of Year 6, students:

Self-awareness	Self-management	Social Awareness	Social Management
Recognise emotions explain how the appropriateness of emotional responses influences behaviour	**Express emotions appropriately** explain the influence of emotions on behaviour, learning and relationships	**Appreciate diverse perspectives** explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	**Communicate effectively** identify and explain factors that influence effective communication in a variety of situations
Recognise personal qualities and achievements describe the influence that personal qualities and strengths have on their learning outcomes	**Develop self-discipline and set goals** analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	**Contribute to civil society** identify a community need or problem and consider ways to take action to address it	**Work collaboratively** contribute to groups and teams, suggesting improvements in methods used for group investigations and projects
Understand themselves as learners identify preferred learning styles and work habits	**Work independently and show initiative** assess the value of working independently, and taking initiative to do so where appropriate	**Understand relationships** identify the differences between positive and negative relationships and ways of managing these	**Make decisions** identify factors that influence decision making and consider the usefulness of these in making their own decisions
Develop reflective practice monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	**Become confident, resilient and adaptable** devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety		**Negotiate and resolve conflict** identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
			Develop leadership skills initiate or help to organise group activities that address a common need

9. Consequences for inappropriate student behaviour

BEHAVIOUR MAY INCLUDE	POSSIBLE CONSEQUENCE	MANAGED BY
Minor incidents of inappropriate behaviour: - Ignoring instructions and direction - Lateness to class - Littering swearing Uniform/hat/jewellery transgressions - Playing in appropriate areas - Disrespect for school resources - Disruption of teaching and learning (calling out, interrupting)	- Reminder of expectations - Send student to buddy class - Verbal negotiation – withdrawal from playground - Consultation and reflection with teacher - Contact with parents	Teacher
Inappropriate behaviours at this level include: - Continued minor behaviours above - Repeated defiance - Inappropriate use of technology (including school internet, mobile phones, and other electronic devices) - All forms of harassment such as repeated name-calling, teasing, ostracising, derogatory comments (including through the use of technology: emails, social pages) - Strong verbal abuse towards students and staff	Staff and support staff responses may include: - A monitoring program developed and implemented between teacher, student and parent - TELL - Restitution - Parent contact	Teacher and parent
Inappropriate behaviours at this level include: - Continued behaviours above - Stealing - Truancy - Physical and/or verbal aggression towards students and staff - Smoking - Intimidation and/or harassment of staff (including through the use of technology) - Pornography - Vandalism, Sexual harassment/misconduct	- Non attendance at extracurricular activities - Review of IBSP - Non attendance at off campus and/or extra-curricular activities (at Principal's discretion) - Referral to outside agency - Police notification - Suspension - Restorative conference on return from suspension	Teacher, parent and principal or other support staff
Inappropriate behaviour at this level includes: - Extreme or continued behaviours above - Possession of drugs - Supply of drugs - Possession of a weapon/use of a weapon - Violent assault	- Parent interview - Review of ISBP - Non Attendance at off campus and/or extra-curricular activities (at Principal's discretion) - Police notification - Suspension - Recommendation for exclusion	Teacher, parent, Principal and other support staff

St Ignatius Right Relationships Policy to Address Bullying

1.   Rationale
         At St Ignatius School we strive to educate the whole child and provide a sound basis for life-long learning. We endeavour to develop in the children a sense of community and belonging. Bullying is unacceptable behaviour that conflicts with the values of the school as expressed in the mission statement. Every effort will be made by the Principal, staff, students and parents to address positive relationships.

2.   Values
         The following values have been identified from the school's mission statement as appropriate to this policy.
*   Welcoming caring community
*   Self acceptance and self respect
*   Service
*   Supportive and challenging environment
*   Care of each individual
*   Holistic Catholic Education

3.   Policy Statement
         St Ignatius School is a Christ-centred community within St Ignatius Parish, Toowong. Students from the community are enrolled on the understanding that both parents and students appreciate and support the school's Right Relationships policy in addition to the philosophy and ethos of a Catholic school.

Bullying Defined

"Bullying is a form of aggressive behaviour which is usually hurtful and deliberate: it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying most bullying behaviour is an abuse of power and a desire to intimidate and dominate." (Sharp & Smith, 1994a, p.1)

Rigby (1996) states that bullying contains seven key features. These are:

*   An intention to be hurtful
*   This intention is carried out
*   The behaviour harms the target
*   The bully overwhelms the target with his or her power
*   There is often no justification for the action
*   The behaviour repeats itself again and again
*   The bully derives a sense of satisfaction from hurting the target

It is important that students understand that bullying comes in many forms. If they can identify the bullying behaviours, students can report more accurately what is happening and how they are affected.

Physical bullying
Physical bullying is fighting, kicking, punching, hitting, shoving, pinching, abusive gestures and moving in close on the target's personal space.

Verbal Bullying
This is when the bully uses words in a malicious way to cause distress to another and thus feels powerful. Such forms of verbal bullying are teasing, swearing, using put-downs, spreading nasty rumours, and using stand-over tactics. Another form of verbal bullying is making repeated, abusive phone calls, which is not only distressing for the target, but also for the entire family.

Extortion
Students in primary school are generally not familiar with the term "extortion". They usually say that bullies blackmail and threaten them, forcing you to give them money and/or your belongings

Visual Bullying
Visual bullying is also hurtful and degrading for the target. It can take the form of insulting letters passed from student to student or a letter placed in the target's bag or locker. Other forms are graffiti in a public place and e-mails.

Exclusion
Exclusion is when students are deliberately left out of a game or group. For many younger students at primary school this is the most difficult form of bullying to report as it has many subtle expressions. Students will generally describe exclusion as when they are ignored, not allowed to play, made to feel invisible, given the worst job in the group or when the group runs off and hides from them.

Sexual Bullying
Sexual bulling consists of obscene drawings and gestures, rude jokes about the target, brushing up against the target, touching when the target does not want to be touched and asking her or him questions of a sexual nature to shame and embarrass.

Racial Bullying
Racial bullying can be expressed physically, socially or psychologically when one is labelled negatively as being different from others according to one's race (Besag, 1989). Students at primary school who come from another country often share that they are teased with remarks such as "your lunch stinks" and "your skin looks dark and dirty".

Cyber Bullying
Cyber can occur through the use of technological communication systems. Students are made aware of their rights and responsibilities when using these digital devices. They must report any incidents of inappropriate behaviour immediately to an adult.

Victim Behaviour
It is also important that teachers understand that victim behaviour has many forms. These forms can be broken down into several categories that Besag (1989) has cited in her work. Here are some definitions for easy identification:

- **Classic Victim**
One who is not responsible for being bullied (e.g. a new student)

- **Provocative Victim**

One who provokes and antagonises and then is quick to complain when his or her peers retaliate.

- **Passive Victim**

One who is afraid and feels helpless. This student is sometimes on the edge of friendship groups as he or she has difficulty gaining support from peers.

- **Colluding Victim**

One who takes on the role of victim to gain acceptance and popularity (e.g. the class clown).

- **False Victim**

One who complains unnecessarily about his or her peers.

- **Bully/Victim**

One who takes on the behaviour of either the bully or the victim, depending on the circumstances.

Implementation

At St Ignatius School we will:
- Openly talk about bullying – what it is, how it affects individuals, groups and the community and what we can do about it.
- Provide our students with opportunities to develop skills, which will build their self-awareness and self-management skills
- Encourage students to "tell" of incidents of bullying or of being bullied. Establish "telling" as acceptable and responsible behaviour valued in our community.
- Formulate a procedure statement, which clearly states what actions staff and students will take to deal with bullying behaviours.

Responsibilities

Of Principal
- To deal with all reported and observed incidences of bullying as set out in this policy.
- Serious acts of bullying will be referred to the Principal or delegate who may choose to consult with Brisbane Catholic Education in relation to potential suspension or exclusion from the school.

Of Staff
- To model appropriate positive behaviours and to encourage reporting of incidents
- To deal with all reported and observed incidences of bullying as set out in this policy.
- To ensure that children are supervised within the hours of our care.
- To report incidences of bullying to the principal if this is warranted.
- To arrange a presentation on Cyber-Bullying for students on an annual basis.

Of Children
- To report in a responsible way if they are being bullied or if they see someone else being bullied – both at school and on the way to and at home should cyber bullying occur
- To help someone who is being bullied.
- To model the appropriate behaviours and values.
- To not bully or be a bystander

Of Parents
- To watch for signs that their child may be being targeted by a bully.
- To make an appointment to speak to the class teacher at the school if their child is being bullied, or they suspect that this is happening.
- To work with the school to assist their child to develop self-protective and assertive strategies.
- To instruct and encourage their children to "tell" if they are bullied.
- To watch for signs that their child may be demonstrating bully behaviour.
- To work with the school to address/modify any bully behaviour in their child.

Procedures for Behaviour Support in The Event of Bullying
This is not a prescriptive step-by-step process. It is possible that these processes may occur simultaneously depending upon the circumstances.

Sequence 1

Identification of bullying and mediation at class level
Class teachers supply support to the role holders associated with the behaviour. These role holders include the victim, bully and bystanders. The children involved articulate the choices made and are requested to identify more appropriate choices of action. Mediation with the role holders may involve discussion, sharing and gathering of information, reflection, identification of better choices, other possibilities. And encouragement.

Sequence 2

Mediation with principal
As part of mediation with the principal, parents are informed about the behaviour and the consequences associated with the behaviour at the earliest convenience. The child and Principal (or delegate) negotiates a personal goal that is written and signed (see Appendix 1). A copy of this goal is given to parents and the class teacher. The class teacher, child/children and parents monitor the goal and report to the principal.

Sequence 3

Administrative Intervention
Repeat offenders, accompanied by their parents will make an appointment with the Principal, APRE or delegate and appropriate personnel to discuss behaviour and the appropriate course of action. This may include referral to an appropriate support agency or consultation with Brisbane Catholic Education staff in relation to behaviour modification and potential suspension and exclusion from the school. This process will be based on the principles of charity for all, justice for all and reconciliation for all.

Evaluation

We will evaluate this policy yearly. It will be evaluated by:
- Noting if there has been a reduction in reported or observed incidences using the SBS Data Base. We also acknowledge that in monitoring that there may be an increase in the reported incidents of bullying but this may not be an accurate reflection of an increase in actual incidents of bullying.
- Noting if there has been a change in the ethos of our school.
- Speaking to parents who have reported incidences to find out if the problem has been resolved.
- Taking a survey of students in relation to bullying and adapt and change practices if necessary

Review

We will review the policy by:
- Reminding students and teachers of our policy each term.
- Including a copy of the policy in the newsletter for parents at the beginning of each year.
- Revising the classroom activities on conflict resolution and assertiveness each year.

References

Besag, V. (1989). *Bullies and Victims in Schools*. Philadelphia: Open University Press.

Rigby, K. (1996). *Bullying in Schools and What To Do About It.* Melbourne: Australian Council for Educational Research.

Sharp, S. and Smith, P. (eds) (1994a). *Tackling Bullying in Your School.* London: Routledge.

Suckling, A. and Temple, C. (2001). *Bullying: A Whole-School Approach.* Melbourne: Australian Council for Educational Research.

10. Process for appeals

Parents, or students living independently, who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension of less than three days to the Principal. Parents, or students living independently, may appeal a suspension of longer than three days to the Area Supervisor. Parents or students living independently may appeal exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the Principal's decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent or independent student who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options for responding will be considered if a written appeal is not possible.

Appeals should be made to

- The Principal of the school, about a decision to suspend a student for less than three days
- The Area Supervisor, about a decision to suspend a student for more than three days from a particular school
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

11. Links to related BCE policies

Student Behaviour Support Policy
Student Behaviour Support Regulations and Procedures

12. Related resources

School Wide Positive Behaviour Support (www.pbis.org)