

ST IGNATIUS SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Within our vibrant community we create learning environments that provide education to ignite the light of faith; lead to excellence in education and foster the wholistic development of each child.

At St Ignatius school we aspire to see God in all things as we love Jesus, love learning and love each other.



Our School Context

St Ignatius is a school situated in the inner west of Brisbane. We have 11 classes that consist of two streams from Prep to Year 2, four classes of Middle Years in the Year 3 and 4 phase of learning and 1 stream in Year 5 and 6.

We are blessed to have an engaged parent body who are actively involved in school life.

We have high expectations of our students and offer a range of specialist classes and extra-curricular activities.

Consultation and Review Process

Our Student behaviour support plan has been developed over time in conjunction and collaboration with our staff, students and parents. Parents have provided input via surveys to inform the development of our mission and vision statement. Students were actively involved and provided feedback on the development of both

our LIFT Expectations and our stages of learning. Parents have also been consulted through our school board and Parents and Friends association.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

The following beliefs reflect current literature in positive behaviour supports.

- 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 opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible, productive behaviours can be taught.
- Productive behaviour is best achieved through instruction rather than punishment
- Student behaviour can be taught using the same strategies used to teach academics
- Unproductive behaviour 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.
- Managing student behaviour 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.
- An integrated system of school wide, classroom support and individual student supports can play a central role in 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.

At St Ignatius School, we have high expectations for our learners, and these are fostered through challenging experiences that make connections to the real world, provoking curiosity, innovative thinking, and a love of learning. Our School develops capable learners who understand that they are encouraged and supported to learn, monitor their own progress, set goals, and reflect on their learning.

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.

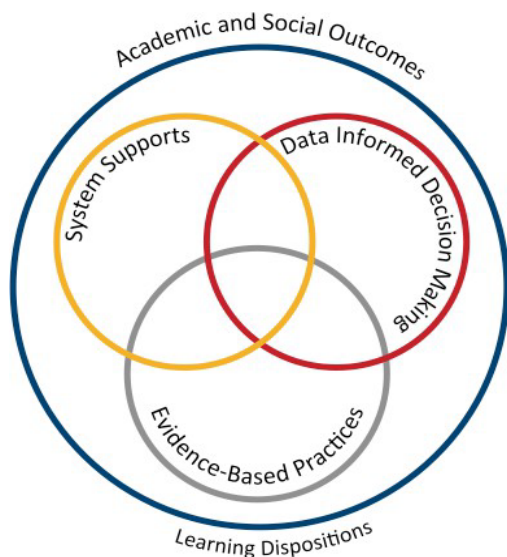


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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

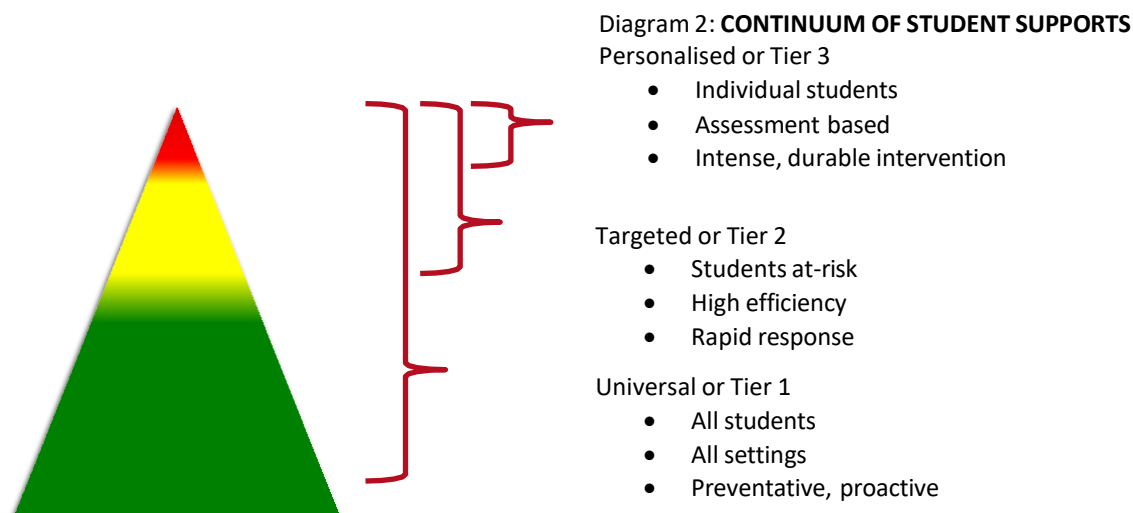
behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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

Our Support and leadership teams meet weekly and consists of our STIE, Guidance Counsellor, APRE and principal. At this time we review the needs and support provided to students. We use a range of data to inform our discussions including analysis of the ENGAGE support system.

Our PB4L team includes our support team with the addition of a range of classroom teachers.

Most recent professional development for our PB4L team members focussed on the implementation of restorative practices. All staff have worked collaboratively to plan

proactive strategies to teach explicitly and implicitly our Learning Tools and associated application of our Learning Stages.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

Our expectations are:

- Love Learning
- Instil Responsibility
- Feel Safe
- Treat Respectfully

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.



	Learning Spaces	Eating Spaces	On the Move	Play Spaces	Toilets	Special / Sacred Spaces	Before and After School
L Love Learning	<ul style="list-style-type: none"> • Use a growth mindset- show grit! • Be brave - participate to progress • Listen and share your learning 	<ul style="list-style-type: none"> • Food for fuel • Water for hydration 	<ul style="list-style-type: none"> • Listen and respond • Self-awareness 	<ul style="list-style-type: none"> • Learn rules to games • Be a good sport • Include others • Share places and equipment. 	<ul style="list-style-type: none"> • Go at the right time, right place • Return quickly 	<ul style="list-style-type: none"> • Show reverence • Listen to learn • Pray and sing respectfully • Learn prayers 	<ul style="list-style-type: none"> • Listen for the call of your name • Follow instructions • No devices or toys
I Instil Responsibility	<ul style="list-style-type: none"> • Be organised and ready to learn • I am in charge of myself, my belongs and my actions • On task behaviour 	<ul style="list-style-type: none"> • Food and drink outside • Put all rubbish in the bin • Take care of all belongings • Eat your own food or take it home 	<ul style="list-style-type: none"> • Take care of belongings • Take care of equipment 	<ul style="list-style-type: none"> • Care for the environment • Follow the rules of games • Respond promptly to bells 	<ul style="list-style-type: none"> • Try, Do, Wash, Out 	<ul style="list-style-type: none"> • Allow everyone to participate and listen • Care for the sacredness of places 	<ul style="list-style-type: none"> • Be ready to move on the call of your name • Go straight to allocated area and sit quietly
F Feel Safe	<ul style="list-style-type: none"> • Use equipment appropriately • Use caring hands and feet • Always walk • Use and hear kind words 	<ul style="list-style-type: none"> • Wash your hands before eating • Stay seated while eating • Do not share food 	<ul style="list-style-type: none"> • Right place, right time • Move safely • Stay with class or partner 	<ul style="list-style-type: none"> • Walk on concrete • Right place, right time • Be aware • Be sun safe 	<ul style="list-style-type: none"> • Travel and stay in pairs • Wash hands properly • Use the space appropriately • Report any problems 	<ul style="list-style-type: none"> • Enter and leave peacefully • Everyone is welcome 	<ul style="list-style-type: none"> • Ask permission to go to the toilet • Walk safely to and from your vehicle • Wear a hat to and from school
T Treat Respectfully	<ul style="list-style-type: none"> • Take pride in school and uniform • Communicate appropriately and fairly • Everyone has the right to learn 	<ul style="list-style-type: none"> • Clean up your area • Be inclusive 	<ul style="list-style-type: none"> • Move quietly in class time • Wait patiently 	<ul style="list-style-type: none"> • All adults and students • Be a kind friend and encourage • Use positive words and manners • Follow instructions 	<ul style="list-style-type: none"> • Keep it clean • Respect everyone's privacy • Quiet voices • Keep toilet area tidy 	<ul style="list-style-type: none"> • Follow instructions • Respect spaces • Allow others to participate and connect with God 	<ul style="list-style-type: none"> • Listen to the teachers • Greet and farewell politely

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:

- Whole school focus areas for social emotional learning throughout each term introduced and communicated at parades and assemblies
- Classroom learning on whole school focus
- The use of the pedagogy of circles to teach social emotional skills and develop relationships.
- The use of restorative language and conversations to prevent and resolve negative relational concerns.
- Time built into the first weeks of schools and reinforced throughout the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Weekly LIFT Expectations award	Class encouragers
Serving Stewards tickets	Points system for class reward
Whole school teaching of growth mindset and our ‘Learning Stages’ and ‘Learning Tools’ promoting the value of intrinsic motivation.	In class teaching of growth mindset and our ‘Learning Stages’ and ‘Learning Tools’ promoting the value of intrinsic motivation.
St Ignatius Award (1 per term)	Use of ‘Circles’ to teach social emotional skills
Teaching of the Zones of Regulation	Teaching of the Zones of Regulation

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted 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 Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Restorative language and conversations
- 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	Teacher – student conversation	Student apology
Supervised calm time in a safe space outside of the classroom	Work it out together plan – teacher and student	Student contributes back to the class or school community
Set limits	Teacher – student – parent meeting	Restorative conversation
Individual crisis support and management plan	Teacher – student – leadership conversation	Restorative conference
Use of the language of the 'Zones of Regulation'.		

5. BCE Formal Sanctions

- **Detention process** at St Ignatius Toowong:
Detention is utilised as a coaching opportunity with a member of the leadership team or teacher using a restorative learning process. Detention is any period where a student is required to remain at school, in a particular location or in an activity, in non-class time. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from the playground for a short time to reflect on their behaviour. Alternatively, students may be providing community service as restitution for harm caused. All detentions, including non-class time at lunch and playtime, will be recorded in Engage (Student Behaviour Support System).
- **Suspension process** at St Ignatius:
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 students present behaviour is not acceptable. Suspension is defined as the temporary, fulltime or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. A member of the school leadership team can nominate a suspension and complete the suspension record in Engage. Parents are notified verbally and in writing. A re-entry meeting with relevant parties including the child, parents/carers and school leadership team member/s takes place following suspension and prior to returning to school routines.
- **Exclusion** – at St Ignatius:
Is the full time removal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion is considered when considerable behaviour is at odds with the schools expected behaviours and negatively impacts the wellbeing of students and staff. The school leadership supported by relevant BCE representatives (e.g. this may include combinations of, but is not limited to: Executive Director, Senior Leader, Cluster Manager, Education Officer Inclusive Education, BCE Health and Safety) determine the proposal of exclusion.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.

Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.
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6. Bullying and Cyberbullying – information, prevention, and school/college responses

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

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

St Ignatius provides professional learning about appropriate terminology, signs of bullying, types of bullying, types of bullying and research about bullying and harassment at different times throughout the year including annually via student protection training.

Bullying is when someone gains power over another person by hurting or harming that person, more than just once. Bullying is intentional and there is an imbalance of power. Bullying is continuing to 'pick on' someone, torment them or exclude them, so that the person feels helpless. Cyberbullying is another form of bullying using technology, such as a computer or mobile phone via text messaging, MSM, social networking, photographs and web pages.

A Bystander is a person who witnesses a bullying incident as an onlooker. At St Ignatius School, we agree that a bystander who encourages bullying behaviours is also considered to be bullying.

Students are also encouraged and supported to report bullying that they themselves have witnessed.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridicule, humiliation, intimidation • Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation • Cyber: unwanted text messages, emails, images, information technology, intimidation

Bullying is not:

- Mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

2. Teaching about Bullying and Harassment

Teaching about bullying and harassment is done explicitly through the use of 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.

In addition, Anti-bullying practices and procedures consistent with the values expressed in our Mission Statement will be adopted throughout our school to support the implementation of this policy. In keeping with our Mission Statement, such action must itself be consistent with Christian principles and based on sound educational practices. It must also involve all members of the community – parents, staff and students and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment.

Bullying affects the dignity of both the person being bullied and the person who is bullying and therefore, action must be taken to eliminate it from our school. In keeping with the Gospel values expressed in our Covenant, such action must itself be consistent with Christian principles and be based on sound educational practices. It must also involve all members of the community – parents and carers, staff and students – and be directed towards enhancing the dignity of all and securing a safe, supportive learning environment. It is the responsibility of staff, parents/carers and students to help make St Catherine's School bully-free.

This will happen by:

- reporting all incidents of bullying
- actively opposing bullying
- being role models in word and action
- having the courage to help protect self and others in bullying situations. At Ignatius, we take proactive and preventative action to prevent bullying and harassment from happening. In the first instance we do this by fostering opportunities to develop positive behaviours in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community.

We achieve this through:

- The establishment of learning environments that honour each individual's uniqueness and foster co-operative relationships.
- The establishment of play environments that foster active and friendly social engagement.
- Fostering relationships between children and children that promote commitment to community, service and the fulfilment of potential.

- The sincere pursuit of individual and communal goals.
- Genuinely acknowledging the concerns, hopes and contributions of people, regardless of age or position.
- Ongoing professional development for staff about bullying/ cyber bullying awareness, prevention and response strategies.
- Ongoing awareness raising and education for the school community through school newsletter, parent information nights, anti-bullying events and focused teaching and learning experiences.

3. Responding to Bullying and Harassment

St Ignatius requires parents, students and staff to report an incident of bullying as soon after the incident as possible. This gives the school the best opportunity to document the incident, follow up on the incident, intervene, provide support and then continue to monitor for repeated incidents that constitute bullying.

St Ignatius uses the Engage database to track behaviour and all high-level incidents are recorded in this database.

Student Reporting

Student reporting systems are of value when students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse. Students should report issues to the classroom teacher; a leadership member or one of the designated Student Protection contacts. Reporting for students should include confidential and varied ways in which they are able to report instances of bullying. However, if a student's safety is at risk, school staff cannot keep the information confidential and must report to the appropriate authorities. This information is referred to Student Protection.

Parent Reporting

Parents are frequently the ones to report bullying incidents to the school. It is important that school staff are sensitive to the emotional needs of parents when they make contact with the school and that parents have confidence that staff will act promptly, take the concern seriously and report back on progress on the issue to parents.

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

- ▶ **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).

- ▶ **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- ▶ **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- ▶ **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- ▶ **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- ▶ **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- ▶ **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- ▶ **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

At St Ignatius we plan for a safe, supportive and inclusive school to prevent bullying and harassment.

We undertake the following:

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 and teaching of social and emotional competencies among students during assemblies, circle time and or class discussions.
7. Restorative Practices is an intervention practice that assists a student displaying bullying behaviours to take steps towards restoring damaged relationships.
8. The Buddy System promotes friendship between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community.
9. The practice of Mediation assists students involved in incidents of bullying to resolve their differences and helps them to find a peaceful win-win solution or compromise. Mediation is a suitable intervention only when the imbalance of power between the students involved is not great and when each party has something to gain and to concede. It should always be voluntary and should never be used in cases of major disputes, serious bullying or assault.
10. Schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

Key contacts for students and parents to report bullying

Staff member Principal – Duncan Maitland

Staff member APRE - Susan Suter

Staff member PLL – Anne Tredenick

Staff member Guidance Counsellor - Christine Gleeson

Cyberbullying

Cyberbullying is treated at St Ignatius Catholic Primary 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

Be You Programs Directory and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

The Australian Curriculum [↗](#) provides the framework for 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.

Data stored in the Engage Student Support System is reviewed regularly, providing feedback for teachers, the Student Support Team and leadership on where targeted support, ongoing support or review of school priorities is needed. Analysis of the data by the Student Support Team, personalised/targeted support teams and teaching teams informs decision-making about actions needed to ensure a positive learning environment for all students. Use of the BI Analytics tool provides additional information to support the identification of student behaviour patterns; the selection and prioritising of students requiring Targeted or Personalised supports; and the development and review of action plans to ensure the effective provision of targeted or personalised support.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
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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	<p>Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>Physical: hitting, kicking, any form of violence;</p> <p>Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation;</p> <p>Emotional: excluding, tormenting, ridiculing, humiliating, intimidating;</p> <p>Racial: taunts, graffiti, gestures, intimidation;</p> <p>Sexual: unwanted physical contact, abusive comments, intimidation.</p> <p>Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'</p>

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

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	Descriptor	Definition	Example
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

Approver: Principal

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