




Holy Family School  
Strength and Gentleness

# Positive Behaviour for Learning Plan



 A Brisbane Catholic Education School



**Revised February 2025**

## **SCHOOL WIDE POSITIVE BEHAVIOUR 4 LEARNING PLAN**

Our community of Holy Family, as part of Brisbane Catholic Education (BCE), values an inclusive approach to student support to enable students to successfully complete their studies. We are entrusted to nurture and support students in a safe and welcoming environment that is grounded in our Catholic faith in which stewardship and advocacy are key values.

As Catholic educators, we hold fundamental beliefs that are foundational to our work with students, parents, colleagues and the broader community. As such we value:

- our Catholic Christian tradition;
- dignity and justice for all;
- Catholic Christian community;
- High quality learning;
- Collaboration and subsidiarity (shared wisdom);
- Creativity; stewardship;
- And a mutual accountability.

*(Brisbane Catholic Education Strategic Renewal Framework 2012 -2015)*

In Catholic schools the goal of **formation in right behaviour** and **respectful relationships** occurs in a supportive community where students are provided with models of Christ-centred living and where they can learn from their mistakes and build and restore relationships in a climate of safety, acceptance and reconciliation.

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

#### **School Vision**

Strength and Gentleness – Excellence Every day.

#### **School Values**

We are created in the image of God

We are reflective, innovative learners

We are community

## School Mission

In the Brigidine tradition, we aspire to “Strength and Gentleness – Excellence Everyday” by:

- strengthening Catholic Identity to enhance the Catholic Story
- advancing Excellent Learning and Teaching through innovative and evidence-based best practices
- building a Sustainable Future through people to ensure capacity and stewardship

## Our School Context

Holy Family School is a co-educational Brisbane Catholic Archdiocesan primary school with classes from Prep to Year Six. The school commenced operations in 1928. The school was founded by the Brigidine sisters and as such we share a charism of “Strength and Gentleness”. While being faithful to its Catholic ethos and traditions, the school accepts enrolments from families who support Catholic Christian values. Holy Family School is situated in the leafy green western suburbs of Brisbane.

The school prides itself on the spirit that can be found in our students, staff, parents, sporting teams and approach to learning. In our beautiful environment, students receive a wholistic education that supports their academic, physical, spiritual, and social/emotional development. Our school community works together to provide the best possible learning outcomes for all students.

## Consultation and Review Process

YEAR	PLANNING	WAY FORWARD
2023 Term 1	Staff Meeting	Flowchart of Responses discussed
2022 Term 2	Staff Meeting	Minor and Majors Behaviours discussed
2022	PD Jan	Publish PB4L and expectation teaching matrix Social Stories to teach expected behaviours
2021	Staff Meeting 7 March Melissa Graham	Introduction to PB4L for teaching staff Expectation Teaching Matrix started

2021	PD Jan Staff	Reviewed previous Behaviour Plan and developed new Behaviour Expectations and Learner Dispositions
2020	PD Jan	Staff reviewed expectations, for example, No Hat, No Play, to ensure whole school consistency
2020 Term 3	Review	Revised template from BCE used to update Behaviour Learning Plan
2020 Term 4	Publish	Student Behaviour Support Plan published on school website and Parent Portal
2019 Term 2	Twilight 5 June Melissa Graham	Student Behaviour Support Effective Classroom Practices and Responses
2019 Term 2	School Board Meeting 18 June	Draft Policy shared and published on school website
2019 Term 3	Develop	Tier 2 and 3 targeted responses
2018 Term 4	Staff Meeting	Expectation Teaching Matrix completed

## **Section A: Our Student Positive Behaviour 4 Learning 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.

At Holy Family Catholic Primary School, we are committed to providing the best possible educational opportunities for all our students in an environment where all members of our community feel a sense of connectedness and belonging and where quality teaching and learning maximises educational, social, emotional, physical and spiritual outcomes for all.

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.

We believe that:

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Alice Springs Declaration).
- Every day at school, students have the opportunities to learn and practice their social skills and develop their capabilities through their interactions with the school's curriculum (ACARA).
- Positive student behaviour for learning is best achieved through instruction rather than punishment
- All behaviour is communication
- Student behaviour can be taught using the same strategies used to teach academics
- Inappropriate 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.
- Positive Behaviour 4 Learning 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 dispositions for the students we serve as well as contribute to the sense of efficacy and satisfaction of our staff.

## 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.

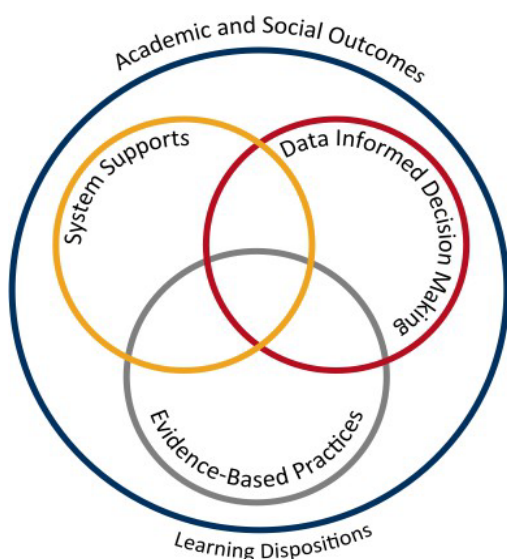


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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

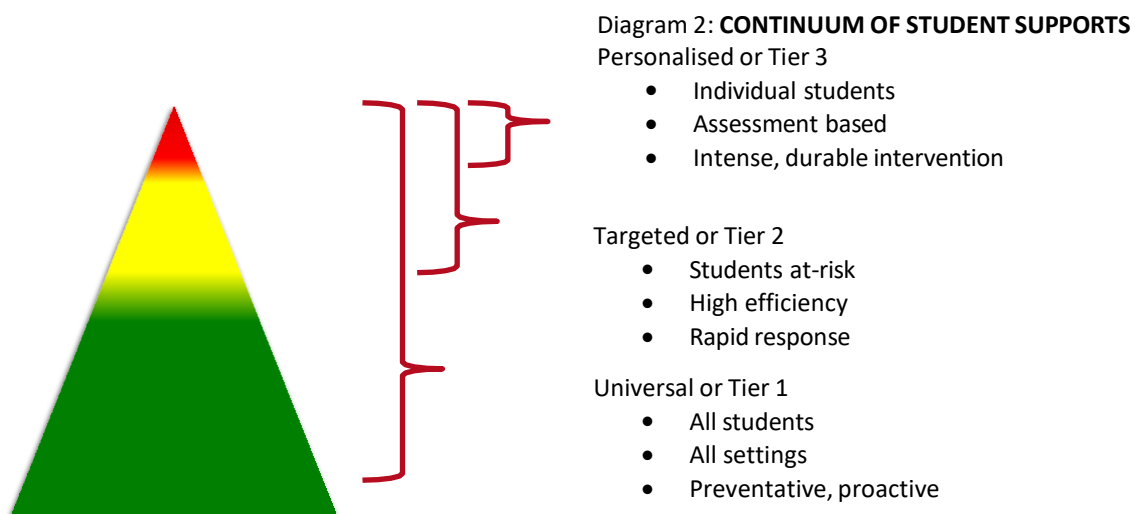
teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 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. Positive Behaviour 4 Learning Leadership & Professional Learning for School/College staff**

All teaching staff are responsible for Positive Behaviour 4 Learning. The school Positive Behaviour 4 Learning Team (PB4L) is made up of:

- Principal
- APRE

- Support Teacher Inclusive Education
- Guidance Counsellor

Informal meetings are held regularly with formal meetings as needed to support students in consultation with parents/caregivers. Engage Student Support System data is used to support these conversations.

Professional Learning for staff has been provided on:

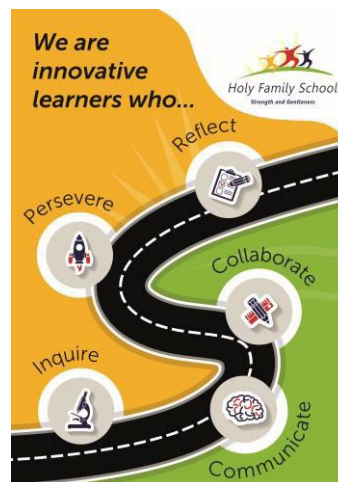
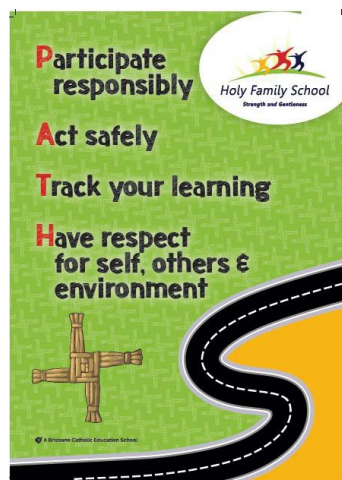
- Positive Behaviour 4 Learning
- Effective Classroom Practices and Responses
- Engage Student Support System

## Section B: Our Positive Behaviour 4 Learning 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:

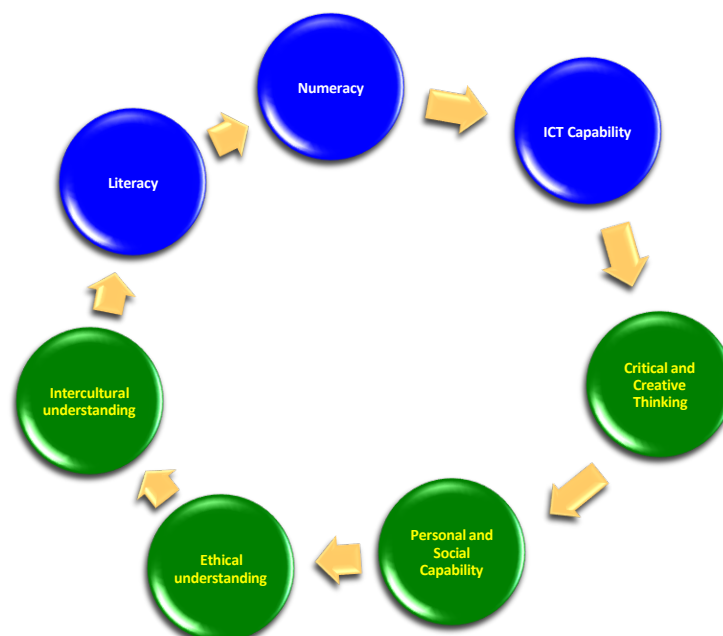


Our school PB4L matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

 <b>Holy Family's PATH to Excellence Everyday</b>				
Value/Expectation	When we learn	When we play	When we eat	When we gather
<b>P</b> articipate responsibly	Care for your belongings Be ready to learn and stay on task Ask questions	Take turns Stand up for self & others Be a problem solver	Eat your food only Practice good hygiene Be sustainable: reduce, reuse, recycle	Move quickly & quietly Care for the school/camp/ excursion equipment & resources Show pride in our school, including uniform
<b>A</b> ct safely	Follow technology rules/agreement Transition quickly & quietly Keep classrooms & all areas clean & tidy	Transition quickly & quietly Use/care for equipment & resources appropriately Follow teachers' instructions	Be in the right place Wear a hat Use toilet appropriately	Stay with your class/group Follow teacher instructions/directions Listen when the teacher is speaking
<b>T</b> rack your learning	Be an active, engaged learner Set goals Be ready to learn	Follow the rules of the game Teach a game and the rules to a friend Try new things	Eat healthy foods Be mindful of others' learning by walking quietly and safely Be in the right place	Think and reflect on what is being said Follow instructions Share your ideas and knowledge with others
<b>H</b> ave respect for self, others & environment	Learn co-operatively Listen attentively to others and their opinions Speak positively to all	Everyone agrees on the rules Invite others to play/join in Play fairly & positively	Privacy in toilets Keep eating areas rubbish free Be courteous to others as you move around the school	Show courtesy in words and actions to all people you meet Participate positively and reverently Support other's achievements

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

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



## 2. Focus: Teaching Expected behaviour

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

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

### Process

Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and acknowledging students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

- Tell – introduce the expected behaviour and why it is important
- Show – demonstrate or model the rule
- Practice – role play expected behaviour in relevant contexts
- Monitor
  - Pre-correct
  - Supervise
  - Provide positive feedback
- Reteach – practice throughout the day/week/month/year (Teaching and reinforcing. Look at other ways of doing it).

### Explicit Teaching

Explicit teaching provides a consistent approach across the whole school

- An agreed upon and common language approach to behaviour management
- The *Behaviour Expectation Matrix* of positively stated expectations for students and staff that is explicitly taught by teachers which is displayed throughout the school.
- Procedures for teaching the expectations
- A continuum of procedures for encouraging expected behaviours and discouraging inappropriate behaviours including;
- School wide reward systems
- Classroom reward systems – extrinsic and intrinsic

### Practices:

Student behaviour is supported with evidence-based interventions and strategies by providing:

- Positive expectations; explicitly taught and encouraged
- Active supervision by ALL staff
- Pre-corrections and reminders
- Positive reinforcement and acknowledgements
- Contextual adjustments – alter environment to fit issues

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

- Time built into the first weeks of schools and increased later in the year

- Social Stories
- 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.

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At Holy Family School the encouragement strategies in place for school and classroom include:

- *non-contingent adult attention regardless of a student’s performance and includes, but is not limited to, such things as greetings, smiles and having conversations with students any time during the school day (e.g. while on Playground duty), prayer time, group sharing time and “show and tell”.*
- *contingent adult attention is being provided based upon the performance of an identified behaviour such as, descriptive praise, encouragement, verbal and non-verbal affirmations (e.g. thumbs up, “good job”, “great to see everyone has their library books here today”) one-to-one conference to acknowledge and praise.*
- *Teachers using specific positive feedback. This type of feedback needs to be given frequently when a student is learning a new skill or when a student is maintaining the skill or generalising it to a new context or setting.*
- *Individual, group or whole class incentive rewards for positive behaviour.*
- *Holy Family Learner Award and St Brigid Award – presented at fortnightly assemblies*
- *Public displays of work (classroom, Resource Centre, noticeboards and Office area).*
- *Contacting parents via phone, note or email to acknowledge positive student behaviour.*

- *A visit to school leaders, other year level classes, buddy classes or parents to acknowledge positive student behaviour and academic progress.*
- *Articles in School Newsletter (fortnightly electronic)*

These components enable staff to effectively recognise and encourage students when they display expected behaviours and they contribute to the creation of a positive school environment.

#### 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.

- The 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. This type of group is facilitated by a teacher or Guidance Counsellor.

- Playtime shadowing by a member of staff who is looking to respond to the needs of identified students.

### 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:

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Student apology (verbal or written)
Provide choice – this or that	Work it out together plan – teacher and student	Student contributes back to the class or school community
Supervised calm time in a safe space outside of the classroom	Teacher – student – parent meeting	Contact via email, note or phone call with parents
Student has a negotiated/supervised break time	Teacher – student – leadership conversation	
Set limits	Individual behaviour and/or crisis support and management plan	
Individual behaviour and/or crisis support and management plan		

## HOLY FAMILY POSITIVE BEHAVIOUR 4 LEARNING FLOWCHART OF RESPONSES

### 1. RE-DIRECT: CONVERSATION & SUPPORT

- Are you acting safely?
- Are you speaking respectfully?
- How can I help?
- Have you used 'I' statements e.g. I feel ... when you...

### 2. REMINDER: EXPECTATIONS & DISPOSITIONS

- Remember to show respect for self, others and our environment
- Remember our Learner Dispositions e.g. Communicate your learning or Collaborate with others

### 3. REFLECTION TIME

- Student to be moved to designated area e.g. calm down zone in the classroom
- Complete Reflection sheet either individually or with support

### 4. RELOCATION – SAFETY OR PERSISTENT DISRUPTION

- Minor – Buddy class for no longer than 30 minutes

- |  |
|--|
| <ul style="list-style-type: none"><li>• Major – Office, parents may be notified, withdrawal until appropriate to re-enter classroom at discretion of leadership.</li></ul> |
| <p style="text-align: center;"><b>Students may move to Step 4 for major incidents at discretion of School Leadership</b></p>   |

## 5. BCE Formal Sanctions

Holy Family follows Brisbane Catholic Education's procedures for the following formal sanctions:

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

It is an expectation that formal sanctions (detention/suspension/exclusion) are only imposed when all other reasonable steps to deal with the situation have been taken. The proposed action appropriately balances the best interests of the student and the safety and the right to learn of other members of the school community. Holy Family follows Brisbane Catholic Education procedures that outline the rationale for using a suspension in its context, details about the process, including parent notification and re-entry processes. As Holy Family is following Positive Behaviour 4 Learning processes, students who have been suspended or who are at risk of suspension *may be candidates* for a comprehensive functional behaviour assessment to inform an individualised behaviour support plan.

The processes involved in formal sanctions 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/caregivers 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 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.

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been fully informed about the school's Positive Behaviour 4 Learning Plan and code of student conduct (School Expectations).
- Teachers are fully conversant with the school's process for formal sanctions
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified
- Adequate consultation has occurred with all stakeholders to best support the student.

**Rules and Sanctions** within our Positive Behaviour 4 Learning Plan recognise pastoral care as the distinctive feature. These Rules and Sanctions:

- Are consultatively formulated, positive in orientation and purposeful
- Are just and reasonable and convey a sense of forgiveness
- Encompass a range of options that are related to the disruptive behaviour
- Are supported and enforceable
- Contribute to the development of justice in the class/school
- Foster responsibility for actions
- Positively contribute to changing, healing and restorative practices.

In formulating these Rules and Sanctions, Holy Family has considered the following:

- The age and stage of development of the students and their developmental needs;
  - The capacity of students to understand what is required of them and why;
  - The particular life circumstances the student is currently experiencing;
  - The need for adequate supervision of students and the health and safety of staff and students;
  - The implication for various options for the physical and psychological wellbeing of students;
  - The implication for various options for the physical and psychological wellbeing of staff;
  - The degree and extent to which parents/caregivers have been informed of the student's behaviour and progress.

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.

**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 and/or excursions. The detention is an appropriate response to the behaviour.

For example: for a physical or verbal conflict in the playground, a student may sit out all or part of play time.

During a detention, the time may be used to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- complete classwork
- rehearse alternative behaviours.

**Suspension:** The Principal of a Brisbane Catholic Education school may suspend, full-time or part-time, a student from that school for a period of 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.

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.

Holy Family is not obligated to provide a student with schoolwork during suspension. Parents/caregivers have responsibility for their child/children while they are under suspension. Therefore, parents/caregivers need to know that their child/children, may not attend school or school-related functions.

Suspension of 1-2 days: Principal

Suspension 3-10: Principal in consultation with Senior Leader-School Progress & Performance

### **Suspension Re-entry:**

As part of the re-entry process, the Principal or authorised delegate will convene a meeting with the student and the parents/caregivers to discuss transition and the basis of maximising successful reintegration into the school, before the student returns to school. The aims of parental conference are to...

- Ensure that the parents understand the seriousness of the student's behaviour and the need for disciplinary action
- Encourage a mutually supportive position between the school and the student's parents for the action that the school is taking, and
- Outline the re-entry plan, conditions, and follow-up evaluation for the student's re-entry to school.

Re-entry is conditional on this process taking place. Re-entry may be deferred until such a meeting takes place or until a resolution is reached.

### **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 the student’s wellbeing and/or learning needs. Such a change offers the student a fresh start in an environment more suited to the student’s needs and circumstances.

### **Exclusion:**

In extreme circumstances, a Principal may, in consultation with the Senior Leader Progress and Performance, make a submission to the Head of School Progress and Performance, recommending the exclusion of a student from a school. The Head of School Progress and Performance must forward this submission with their own recommendation to the Learning Services Executive for decision.

The Learning Services Executive may approve a recommendation for exclusion where there is evidence that the school has, over an extended period, consistently applied and reviewed appropriate individual support or intervention plans, and despite these efforts the student’s behaviour has continued to be unproductive.

### **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 the established environment in which inappropriate behaviour patterns have become entrenched.
- Provide the student with an opportunity for a fresh start in a new school, which may prove to be better suited to the student’s needs,
- 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.

<b>Sanction</b>	<b>Appeal Process</b>
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing <a href="mailto:SchoolProPer@bne.catholic.edu.au">SchoolProPer@bne.catholic.edu.au</a>
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

*Bullying has three main features:*

- *It involves a misuse of power in a relationship*
- *It is ongoing and repeated, and*
- *It involves behaviours that can cause harm.*

(<https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying>)

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, information technology, intimidation.

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- 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.

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 student with disability and their associates).

## **Definition**

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

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

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

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

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

### **1. Understanding Bullying and Harassment**

The primary aim of the school's response is to restore a positive learning environment for all students. Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community. A 'no blame' approach is taken.

Holy Family uses the response to bullying as a learning opportunity for everyone involved. A second aim of the school's response is to avoid escalation of issues or causing more harm.

The steps to follow when a student reports bullying (including online bullying) are:

- ❖ Listen carefully and calmly, and document what the students report. (*Clarify if there are immediate safety risks and let the students know how you will address these*).

- ❖ Avoid the terms 'bully' or 'victim' and instead talk about the behaviour of everyone involved, including bystanders.
- ❖ Listen to student's account fully first and then ask questions to get more detail.
- ❖ Collect additional information from all involved, including bystanders.
- ❖ Discuss a plan of action with the students. Inform the students of intended action.
- ❖ Provide suggestions on what to do if the bullying occurs again. Set a date for follow up review/s.
- ❖ Record the incident/student contact in the school's student data management system (Engage).
- ❖ Notify appropriate school personnel (Principal, Guidance Counsellor).
- ❖ Contact the parent/guardian informing them of the incident and course of action.
- ❖ Make sure to follow up with students over the next several weeks and months.
- ❖ Continued bullying would result in a further action plan being developed in conjunction with parents and Guidance Counsellor. If appropriate, external agencies may be involved in developing the action plan.

### **Support Strategies:**

#### Support for the person who was bullied and the person who bullied:

We support the person who was bullied in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher or member of leadership team.
- Informing the child's parents.
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child
- Offering continued support when they feel they need it and encouraging immediate reporting of incidents.
- Taking necessary actions to prevent more bullying.

We support the person who bullied in the following ways:

- Talking immediately with their class teacher, another teacher or member of leadership team about what has happened and the behaviours the child has been displaying.
- Informing the child's parents.
- Continuing to monitor the child's behaviour and offering appropriate support.
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour.

At Holy Family, all incidents of Bullying/Harassment are recorded in the Engage Student Support System and a Bullying Record is completed by a member of the leadership team (with the teacher/s involved), when an incident in this category is recorded. This Bullying Record provides more information about the incident. The leadership team reviews the Bullying Register monthly (or more frequently if necessary) to identify patterns of bullying/harassment that may be developing. Suspected bullying may be reported by students and parents/carers.

All incidents of Bullying/Harassment and reports or concerns about bullying behaviour will be taken seriously and responded to with a school team approach as detailed above.

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

In Term One, teachers focus on the Personal and Social Capabilities of the Australian Curriculum, the Health & Physical Education Curriculum and

Religious Education Curriculum to help develop and foster positive relationships between students and staff at Holy Family.

Holy Family uses The Resilience Program and the Australian Government's *Bullying No Way!* Website to develop student understanding of possible conflict situations and teach strategies to solve problems and conflict.

Holy Family participates each year in the National Day of Action against Bullying and Violence and Day for Daniel. The Daniel Morecombe Safety Curriculum is taught in each year level.

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

The primary aim of the school's response is to restore a positive learning environment for all students. Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community. A 'no blame' approach is taken.

Holy Family uses the response to bullying as a learning opportunity for everyone involved. A second aim of the school's response is to avoid escalation of issues or causing more harm.

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

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

#### 4. Preventing Bullying and Harassment

At Holy Family School, we take a positive, proactive approach to bullying by teaching the strategy below to all students in the school. The strategies are as follows and are displayed on posters throughout the school:

- Speak confidently
- Say "Stop that! I don't like it"
- Walk away
- If it continues, tell a teacher.

Holy Family also uses The Resilience Program and the Australian Government's *Bullying No Way!* Website to develop student understanding of possible conflict situations and teach strategies to solve problems and conflict.

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. Give examples.
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. Give examples.
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. Give examples
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. Give examples.
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. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students: Give examples.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection

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

- Principal – Theresa Redgwell – 07 38709600
- APRE – Debbie Tregenza 07 38709600
- Guidance Counsellor - Christine Gleeson - 07 38709600

### **Cyberbullying**

Cyberbullying is treated at Holy Family 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.

Incidents of cyberbullying are treated in the same manner as other bullying incidents (as per above).

## **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
- The Resilience Project
- Play is the Way
- Peer Mediation (Year 6 Leaders)

## **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.

Holy Family uses data collected in the Engage Student Support System to identify patterns of behaviour that may assist in developing a support plan for the student/s identified. The school PB4L Team (Principal, APRE, STIE, Guidance Counsellor) along with the parents, and possibly the student, collaborate on a support plan to ensure the student engage positively in their learning and behaviour.

Further support from Brisbane Catholic Education: Education Officer Student Well-Being may be sought to assist the development of an Individual Behaviour Support Plan.

Data may also be used at staff meetings to discuss whole school behaviour processes.

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- 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.
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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

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

		mutual, light-hearted and easily diverted experimentation.	
<b>13</b>	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

### Major Behaviours

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Deliberate swearing directed at another student or adult, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice, personal threats to safety
<b>2</b>	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
<b>3</b>	Bullying/Harassment	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

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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
<b>11</b>	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)
<b>12</b>	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>13</b>	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
<b>14</b>	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
<b>15</b>	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
<b>16</b>	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet

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

Approver: Principal

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