



ST OLIVER PLUNKETT STUDENT BEHAVIOUR SUPPORT PLAN

VISION and MISSION STATEMENTS

VISION

We are a learning community:
dynamic, welcoming and strong in faith.

We live our **MISSION** by:

- Proclaiming, living and celebrating the Gospel values and **strong faith** of the Catholic tradition within a contemporary culture.
- Providing **dynamic learning** opportunities, where we work collaboratively to inspire each child to achieve their full potential.
- Fostering open and **welcoming** interactions between school, families, parish and the wider **community**.

strong **FAITH** • *dynamic* **LEARNING** • *welcoming* **COMMUNITY**

Our School Context

St Oliver Plunkett, Cannon Hill was founded in 1947 by the Presentation Sisters and was built on strong Catholic tradition and the Charism of Nano Nagle. We are a co-educational Parish Primary school with classes from Prep to Year Six. St Oliver Plunkett is a larger school and has approximately 630 students with 25 classes. St Oliver Plunkett is situated in the suburb of Cannon Hill, approximately 10km East of Brisbane City.

Consultation and Review Process

St Oliver Plunkett developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the School Board, our School wide Positive Behaviour for Learning committee, and the distribution of the draft plan for comment and review. This plan will be checked and updated annually as well as a detailed review every two years.

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 general capabilities, a key dimension of the Australian Curriculum, encompass the knowledge, skills, behaviours and dispositions needed to assist our children to live and work successfully. At St Oliver Plunkett, we believe that everyone can be successful.

We believe student behaviour is closely intertwined with effective learning and teaching. It is supported by safe, positive and productive learning environments based on respect, cooperation and consistency. As behaviour is learned, there must be explicit teaching about appropriate expected behaviour and what it means. It is important that our approach should include strategies for instruction, practice, feedback, re-teaching, and encouragement. In doing this, positive relationships will be promoted, creating a sense of community and engaging students in their learning.

At St Oliver Plunkett, we believe students learn best when they understand expectations, ways of achieving success and they develop a feeling of belonging. In order to achieve this, it is essential that:

- They feel safe and respected
- They are a part of a supportive, welcoming school environment
- Learning is engaging, challenging and collaborative
- There is teamwork and cooperation
- There are high expectations for behaviour and learning which are clearly stated, practised and reminded
- Behavioural expectations are explicitly taught as part of the curriculum

Through our BCE vision to Teach Challenge Transform, we believe:

- Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life.
- Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is a lifelong learner, with a desire to search for truth and do what is right, accountable for choices and responsible for actions.
- Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- Every learner can achieve success in life and learning where diversity is valued, and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

With high expectations in mind, teachers implement the Australian Curriculum using the BCE Model of Pedagogy. This model focuses on both the learner and their learning. We believe that each day is a new day. Restorative practices are important at St Oliver Plunkett. Every student deserves and can expect a fresh start when they have made a mistake.

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, both academically and socially, at all stages of development, throughout their education.

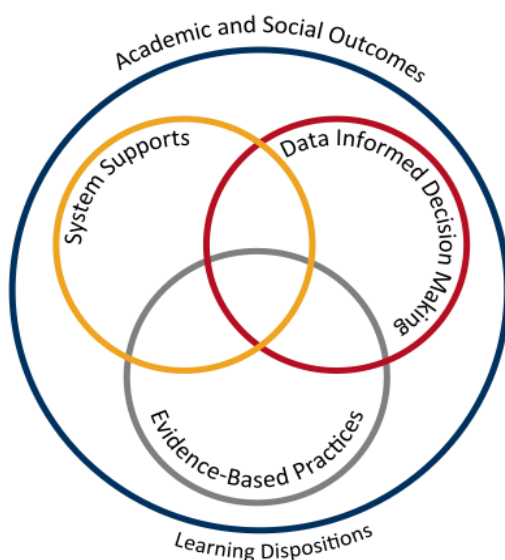


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

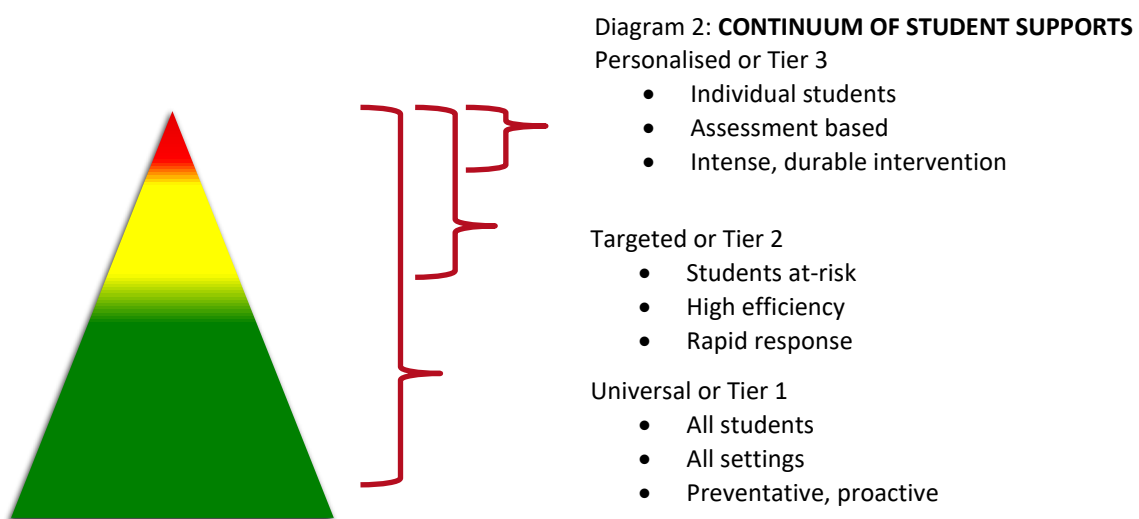
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 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 staff

The universal support team at St Oliver Plunkett, consists of the teaching staff, augmented by the school officers, specialists and enhancement teachers.

The targeted and individual support team consists of the Leadership Team, Guidance Counsellor, Support Teacher – Inclusive Education, Learning Support Teachers, and school-based Speech Pathologist. This team meet weekly to consult, collaborate, assess and identify, plan and adjust, monitor and review for students who need Tier 2 and Tier 3 support, based on data shared by classroom and specialist teachers who interact with the specific student. Relevant notes are uploaded into BCE Engage online by a team member or members. Team members are assigned to follow up with tasks and plans from the meeting for students and then they report back at the following meeting. All team members have clarity around their roles and contribute so that there is multi-disciplinary approach to constructively work for the students.

Our PB4L Universal Support Team, consisting of a wide range of staff, meet once a term to discuss implementation of whole school support strategies, monitoring of student data input and effectiveness of St Oliver Plunkett's Student Behaviour Support Plan. This Team feeds back to the whole teaching staff during Staff Meetings and in areas of Professional Learning. Our School Officers engage in feedback during Hour of Power Meetings once per week.

Currently all staff are engaged with Professional Learning, building capacity in the implementation of PB4L.

Section B: Our Student Behaviour Support Practices

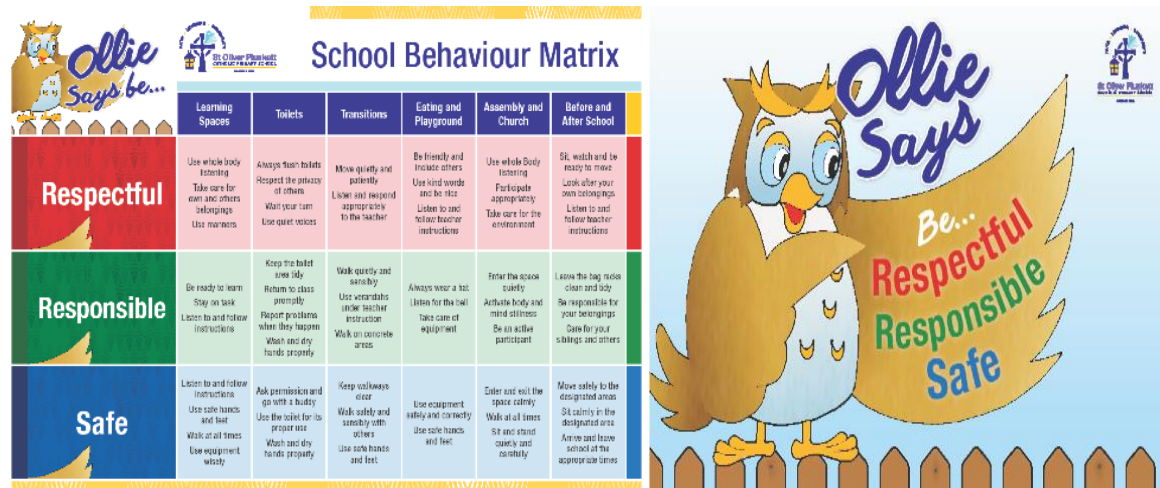
1. Clarity: Our Expectations

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

Our expectations are:

- Be Respectful
- Be Responsible
- Be Safe

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	Toilets	Transitions	Eating and Playground	Assembly and Church	Before and After School
Respectful	Use whole body listening Take care for own and others belongings Use manners	Always flush toilets Respect the privacy of others Wash your tam Use quiet voices	Walk quietly and politely Listen and respond appropriately to the teacher	Be friendly and include others Use kind words and be nice Listen to and follow teacher instructions	Use whole Body listening Participate appropriately Take care for the environment	St. watch and be ready to move Look after your own belongings Listen to and follow teacher instructions
Responsible	Be ready to learn Stay on task Listen to and follow instructions	Keep the toilet one tidy Return to class promptly Report problems when they happen Wash and dry hands properly	Walk quietly and safely Use watermarks Follow teacher instruction Walk on concrete areas	Always wear a hat Take care of equipment	Enter the room quietly Articulate body and mind skills Be an active participant	Know the bag, make clean and tidy Be responsible for your belongings Safe for your siblings and others
Safe	Listen to and follow instructions Use safe hands and feet Walk at all times Use equipment wisely	Ask permission and go with a buddy Use the toilet for its proper use Wash and dry hands properly	Keep walkways clear Walk safely and calmly with others Use safe hands and feet	Use equipment safely and correctly Use safe hands and feet	Enter and exit the space calmly Walk at all times Sit and stand quietly and correctly	Move safely to the designated areas Sit calmly in the designated area Arrive and leave school at the appropriate times

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation
- Taking opportunities to have teachable moments, often
- Assemblies modelling behaviours and visit from Ollie the Owl to reinforce expected behaviours (Be Safe, Be Respectful, Be Responsible)
- OWL Awards
- New student orientation when needed
- Buddies (older students) supporting younger peers
- Repeated instruction and differentiation where needed

- One to one and/or specialised support lessons

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
Gold Cards -These are given to any student who is seen following any of our school rules at any given time. Students place one part of the card into a class gold card box. The other is taken home. Every fortnight there is a raffle at Assembly where student’s names are drawn out of the boxes. They receive a prize	Merit Certificates - Two students from each class receive this award fortnightly
OWL Award (Outstanding Ways of Living) - Awarded to one student from each year level every fortnight. These students demonstrate outstanding practice of our school expectations, ‘be respectful, be responsible, be safe’. Students who receive this award receive an Ollie the Owl badge to wear.	Individual classroom reward systems - Class Dojo, points/ start system for year level rewards Individual rewards (stickers/ stamps, prize box, free time, student-choice activities)

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions

should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

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

In addition, de-escalation crisis prevention and support strategies may include:



Student Behaviour Support Matrix

At St Oliver Plunkett, we believe that all children are capable of displaying positive behaviours that are appropriate in all areas of school life. We recognise, however, that children make mistakes in their behaviour and that it is important that we are clear and consistent in our responses. We also believe that children need to learn appropriate behaviours and we therefore take a proactive approach to behaviour in ensuring that desired behaviours are taught in context and with support.

STAGE ONE <i>Addressed at the time and place.</i>	STAGE TWO <i>Addressed at the time, recorded in ENGAGE and Leadership advised.</i>	STAGE THREE <i>Referred to the Office for Leadership to address and recorded in ENGAGE.</i>
Example Behaviours	Example Behaviours	Example Behaviours
<ul style="list-style-type: none"> • Out of bounds/ playing in inappropriate areas • Being late to class from breaks. • Off task behaviour • Distracting others • Unsatisfactory completion of tasks • Unsafe play • Low level non-compliance. • Deliberately annoying other people • Rudeness • Not wearing a hat during play • Littering • Disrupting class lessons • Leaving classroom without permission • Back chatting / impolite language 	<ul style="list-style-type: none"> • Repeated Stage One behaviours. • Swearing (indirect) • Teasing others • Aggressive/ intimidating behaviour • Repeated Pushing/ tackling/ fighting games • Vandalism/graffiti on school or others' property (minor) • Throwing/ kicking/ taking other people's property • Walking away from a teacher/ failing to respond • Offensive comments (incidental-without realising the full connotations) 	<ul style="list-style-type: none"> • Repeated Stage Two behaviours • Fighting/ violence • Repeated intimidation or threats • Verbal abuse • Bullying (targeted & deliberate) – physical, social/ emotional, verbal, cyber • Purposeful racism/sexism • Theft • Repeated/ significant vandalism/ graffiti on school or other property • Behaviour causing injury to others • Cruelty to animals • Dangerous acts • Inappropriate/ sexualised behaviour • Serious breaches of internet and technology policy • Possession of weapon / illegal substance
Possible Consequences	Possible Consequences	Possible Consequences
<ul style="list-style-type: none"> • Walk with/ sit with teacher • Time out • Redirected to another activity/ space • Determined within individual class management processes 	<ul style="list-style-type: none"> • Expected behaviour retaught and rehearsed (role play, etc). • Time-out • Buddy class • Teacher to contact parent for discussion • Loss of classroom privileges • Consequences to match the behaviour 	<ul style="list-style-type: none"> • Parents contacted/ meeting arranged • Withdrawn from playground/ classroom for <u>period of time</u> to be determined by leadership • Loss of school privileges • In-school suspension • At home suspension
Response Ideas	Response Ideas	Response Ideas
<ul style="list-style-type: none"> • Restorative activity- apology, pick up the rubbish, fix the problem, complete task at another time • Stop & Remind • Model and reteach appropriate behaviour with reminders at the next opportunity • Intervene and mediate with students involved • Connect to class covenant • Circle time 	<ul style="list-style-type: none"> • Social Story co-constructed • Restorative practices (apology, letter, conversation, etc) • Behaviour plan/ goal developed • Check-in/ Check-out process with focus on specific behaviour • Zones of Regulation discussion/ activities • Circle time 	<ul style="list-style-type: none"> • Individual behaviour plan developed and communicated with relevant personnel • Restorative practices/ conversations • Check-in/ check-out with leadership member • Meet with teacher to discuss support required

5. BCE Formal Sanctions

St Oliver Plunkett School aligns with BCE procedures for formal sanctions as a Tier 3 response:

- **Detention process** at St Oliver Plunkett School: takes place as a Tier 3 response (as per diagram above). Principal, APA or APRE can nominate a detention, the school leadership supervises an 'in school detention', parents are responsible for supervising 'at home detentions. Parents are notified verbally and in writing of the detention.
- **Suspension process** at St Oliver Plunkett School: takes place as a Tier 3 response (as per diagram above). Principal, APA or APRE can nominate a suspension, the school leadership team completes the Suspension record in Engage, parents are notified verbally and in writing via official suspension letter. A re-entry meeting with relevant parties including child, parents/carers and school leadership team member/s takes place following suspension and prior to returning to school routine.
- **Negotiated Change of School** at St Oliver Plunkett School: is considered when extensive avenues to successfully support a student have been trialled and exhausted, and it is not considered in the best interests of the child to continue within the environment. The school leadership and support team, supported by relevant BCE representatives (e.g., this may include combinations of, but is not limited to: Senior Leader, Cluster Manager, Education Officer Inclusive Education, BCE Health and Safety) support a negotiated change of school process.
- **Exclusion** – at St Oliver Plunkett School: is considered when considerable behaviour at odds with the schools expected behaviours exist and negatively impact the wellbeing of other students and staff. The school leadership and support team, 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 proposal of exclusion.

For appeals, the school aligns to BCE processes.

6. Bullying and Cyberbullying – information, prevention, and school response

In keeping with the school Vision and Mission and the National Safe Schools Framework, initiated by the Federal Government, which mandates that all Australian schools be safe and supportive environments and that it is the right of all school community members to feel safe, our anti-bullying policy has as its purpose to create a school that is a place where we love and care for one another and where we are responsible for our actions and accept the consequences for wrong doing. Every student and staff member has the right to feel safe within our learning and working environment. In keeping with our Catholic Ethos, we state that any form of bullying will not be condoned or supported.

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 Oliver Plunkett School provides professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment annually via Student Protection Training.

2. Teaching about Bullying and Harassment

St Oliver Plunkett School use the approved curriculum (ACARA - including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. This content is reflected in approved planning templates prior to teaching and learning and undergoes curriculum compliance cross checking by the Primary Learning Leader and Assistant Principal Religious Education.

3. Responding to Bullying and Harassment

Every person within St Oliver Plunkett School community is encouraged to be vigilant in recognising and discouraging bullying in any form, and to foster gentleness and tolerance so that our school is a happy and supportive community of learners. Raising awareness of bullying and promoting a supportive climate for children is the responsibility of all within the school community.

It must be noted that not all behaviours are bullying, despite having been perceived differently by some students. Behaviours deemed as bullying are clarified against the definition as detailed in this policy (below). All staff are briefed annually on the requirements of this policy regarding behaviour support and bullying.

The following strategies are implemented as a proactive deterrent to bullying behaviours:

- The school has a duty of care for both the victim and the perpetrator of bullying and must advocate for both parties;
- Constant reinforcement of Expected Student Behaviour occurs;
- Spelling out what each element of Expected Behaviours looks like, sounds like and feels like must occur in classroom teaching and re-teaching;
- Whole school behaviour plan (including Agreed Responses to behaviour) is adhered to;
- Social Skills programs implemented where appropriate (determined by the Student Support Team);
- Student Protection Program (within the Health Curriculum);
- Displaying “Feeling Un-Safe” posters in all student access areas (& highlighting of these by classroom teacher and on assembly each term);
- Student participation in awareness programs such as the Daniel Morcombe Program and Cyber awareness programs;
- Staff (Student Protection) training to ensure consistency of approach and provide strategies to handle disclosures of aggressive or bullying behaviour;
- We recognise that there are students within our community with specific learning and behavioural differences. This is considered in regard to bullying situations as these children may be at risk of being more involved in bullying situations either as the victim or the perpetrator.

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 the Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

St Oliver Plunkett School plans for a safe, supportive and inclusive school to prevent bullying and harassment. Measures to proactively support this include:

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. The School Expectations 'Ollie Says' (Be Respectful, Be Responsible & Be Safe) messaging is represented at each school assembly.
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. Such professional learning includes Positive Behaviour For Learning (PB4L), and Restorative Practices. Continuous messaging throughout the school year via the weekly Staff Memo re: supporting school wide Expected behaviours takes place.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff complete mandatory Student Protection Training annually.
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: new staff (Staff Handbook & Induction), casual staff (Relief Folder contents) on arrival for each casual day.

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. Positive Behaviour for learning is a recurring theme within our weekly newsletter/newsflash as well as school social media. Special evenings for parents and children with Guest Presenters including Brett Lee on cybersafety.
6. Whole school programs to prevent and address bullying including links to the independent research-based – Friendology.

Key contacts for students and parents to report bullying

Principal - Greg Cran – 3902 2100

Assistant Principal Administration– Rebecca Tasi – 3902 2100

Assistant Principal Religious Education– Hannah Goodwin – 3902 2100


Guidance Counsellor – Tamara Miller – 3902 2100

Cyberbullying

Cyberbullying is treated at St Oliver Plunkett with the same level of seriousness as direct bullying.

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

Resources

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

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

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

St Oliver Plunkett School uses behavioural data together with other data sources to make data informed decisions about student supports. This includes teaching/support and leadership staff tracking relevant behaviour data daily, weekly Student Support Team meetings where student behaviours and supports (universal, targeted, personalised etc) are reviewed via Requests for Support submitted as deemed necessary via classroom teachers.

References

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

Relevant Brisbane Catholic Education Policies

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

- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

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

13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks
-----------	------------------	--	--

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	<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; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.</p>

	Descriptor	Definition	Example
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.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to

	Descriptor	Definition	Example
		phone, music/video players, camera, and/or computer	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.
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

