SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Our Lady of Mount Carmel

School Mission and Vision - Teach Challenge Transform

Vision: Our Lady of Mt Carmel Catholic School seeks to be a place where children are educated in faith, life and learning so that they may take their places as purposeful people with the courage, wisdom and will to embrace the work of Jesus through Gospel values to build a better world.

Mission: Our Lady of Mount Carmel Catholic School is an inclusive and compassionate community where the partnership of parents and school, supported by our parish communities, is committed to growing and nurturing our young people in faith and learning that is life-long and life-giving.

Our School Context

Our Lady of Mt Carmel is a co-educational primary school catering for students from Prep to Year 6. The school is part of the Archdiocese of Brisbane Catholic Education community of schools, providing high quality, inclusive teaching and learning to meet the needs of our community of learners.

With a current enrolment figure of 630 students from Prep to Year 6, the school prides itself on the unique sense of community that exists at Mt Carmel.

Consultation and Review Process

Consultation has taken place with all stakeholders including our student, staff and parent body to construct the School Student Behaviour Support Plan. This consultation included multiple meetings with all stake holders, surveys and newsletter articles asking for feedback. Each year, a high-level check will be performed, as well as a two year review will take place to ensure the School Student Behaviour Support Plan is always up to date and contextually relevant to all students within Our Lady of Mt Carmel.

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.

At Our Lady of Mt Carmel, we are committed to providing the best possible educational opportunities for all of our students in an environment where all members of our community feel safe and valued, and where social and academic learning outcomes are maximised for all through *quality practices in all areas of curriculum, interpersonal relationships and school organisation*.

The school community holds the following beliefs about behaviour and learning:

- We believe that student behaviour affects and is affected by the context and behaviour of others.
- We believe that students need to be taught expected school behaviour through explicit teaching, modelling, scaffolding and rehearsal of skills and strategies.
- We believe that expectations about behaviour choices and their consequences, both positive and negative, need to be clear and consistent.
- We believe that a student's capacity to make responsible behaviour choices comes about through the building of positive and open relationships between parent/s and school staff.
- We believe that positive relationships are critical for maximizing appropriate behaviour and achieving learning outcomes.
- We believe that appropriate behaviour is foundational to a positive learning environment.

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.
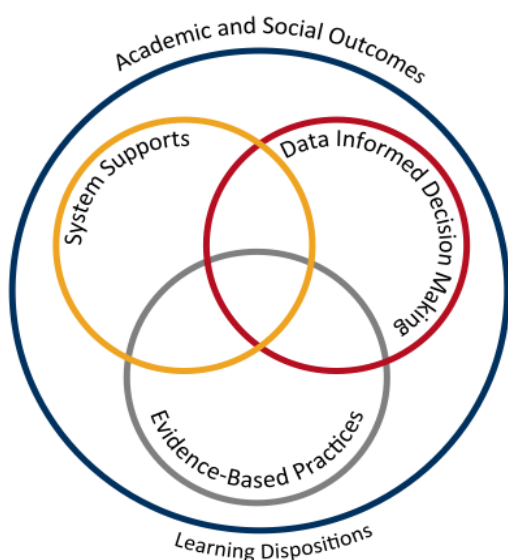

Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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.
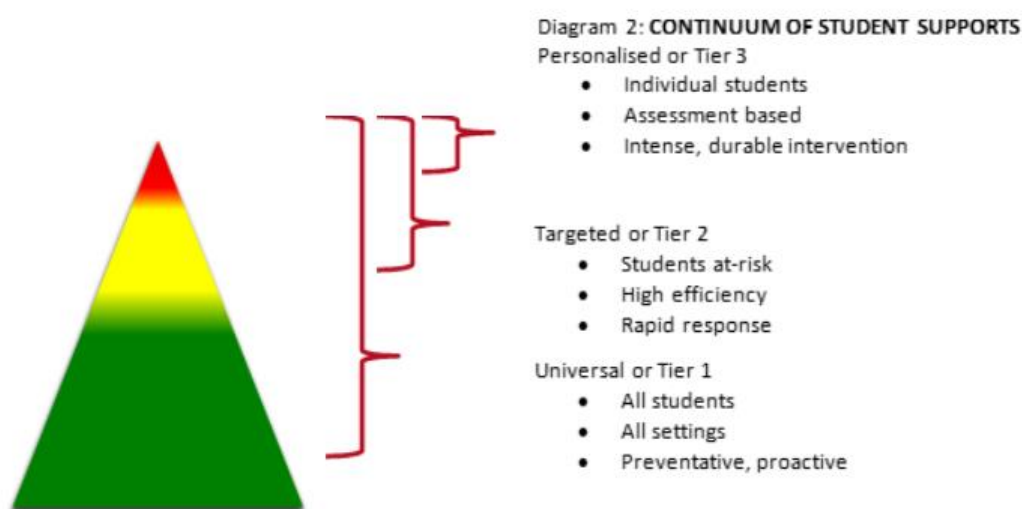
Tier 1 Universal Supports:

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.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**
Personalised or Tier 3
- Individual students
- Assessment based
- Intense, durable intervention

Targeted or Tier 2
- Students at-risk
- High efficiency
- Rapid response

Universal or Tier 1
- All students
- All settings
- Preventative, proactive

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

Each term, a focused professional development meeting will take place to ensure all staff have a clear understanding of PB4L and Student Behaviour Support within our community. We have a defined PB4L Team who collaborate to ensure consistency throughout the school and who have worked to develop multiple resources to support all students within our community.

Our Universal Support team include: All Leadership Team members, Teachers and support staff. Our Targeted Student Support Team members include our Support Teacher for Inclusive Education, Guidance Councillor, PLL and other Specialist staff members. Meetings take place once per term, but more frequently if needed. All teaching staff enter Student Behaviour Incidences into our Engage Student Data Support System and this data is analysed at the end of each term, or more frequently if necessary.

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:

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.

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 day
- Pastoral care period, weekly throughout the year
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers through buddy activities
- Pastoral Care across all year levels
- PB4L Whole School Website with weekly 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.

Celebrating students' efforts in the area of behaviour development and self-management is very important, both on an informal and formal basis, and on a class and whole school basis.

At Our Lady of Mt Carmel Primary School, we celebrate successes both **academic** and **personal**, including behavioural choices, in many different ways. These include:

- Praise/encouragement/reward (verbal/non-verbal/written)
- Individual class-level rewards e.g. stamps, stickers, free time/student choice activities
- Whole class rewards e.g. games, sport, free time
- Student of Week Awards, I Spy Awards at assembly each week
- End of term Carmel, Growth and Academic Awards
- Public displays of work (classroom, library, newsletter and on social media)
- Sharing great work with others (Principal, APRE, APA, PLL, other class teachers and parents)
- Whole school celebrations e.g. Concert, Talent Show, Whole School Liturgies, Mission Day, Book Week, Catholic Education Week, Under 8s Week
- I Spy Raffle Tickets given out by students, staff and community members

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. Students are identified by classroom teachers through a formal documentation submission to our Student Support Team. This is a Tier 2/3 support team, which consists of our STIE, APRE, GC and APA, who will commence discussions around the support the student is currently receiving and where they may require additional support during their time at Mt Carmel.

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- Social Skills Lunch Clubs/Groups. This type of intervention actively occurs within our Lunch Clubs and 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 and an example of this roster can be seen below:

Monday	Tuesday	Wednesday	Thursday	Friday
Mrs Kris Smith STEAM Enhancement room	Mrs Kris Smith STEAM Enhancement room	Mrs Charlotte Smith and Mrs Ferguson Games in the Enhancement room	Mrs Croft and Ms Brustolin Creative Arts in the Hall	Mrs Hopton Garden games in the fairy garden
Ms Ryan Games in the Hall	Mrs Roberts Piccolo Choir in the Hall	Mrs Cloete Senior Choir in the Music and Drama room		Mrs Webb Dancing and singing in the shed

*** All children are welcome to attend all Lunch Clubs available each day. Move to the different areas after you have been let play from the Shed or Hub.

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
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

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

teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix A.

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

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

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

In addition, de-escalation crisis prevention and support strategies may include contacting parents to support student through crisis and if need be the emergency services.

Although Our Lady of Mt Carmel School focuses on pro-active strategies that encourage students to adopt a positive attitude towards their studies and behaviour, it is essential that students realise that if they make inappropriate decisions then specific consequences will be immediately implemented.

A consequence is the stated (or negotiated) outcome that relates to irresponsible behaviour. Consequences will be:
- supportive
- fair
- logical
- consistent
- timely

In the early stages of correction, the general aim is to modify inappropriate behaviour and have the individual back on task in the learning environment with minimal disruption to his/her learning and to the environment itself. This is the rationale of the "least intrusive" approach. Similarly, the intervention strategies for students with persistent behaviour issues are generally supportive management strategies. However, there are occasions when incidents of student behaviour must be dealt with through the application of a logical response, aimed at reducing the disruption to the safe learning environment, encouraging student reflection on behaviour in the interests of developing self-responsibility, and providing reparation and restitution to those who may be the 'victims' of the behaviour.

Where a pattern of inappropriate behaviour on the part of an individual student becomes evident or an instance of inappropriate behaviour is especially significant or serious, a consistent and coherent process of response has been established ie. A process for the management of inappropriate behaviour, including parent communication. This process exists as a demonstration of duty-of-care to the benefit of individual students in balance with preserving the collective rights of others. Our plan recognises and reinforces that *there are always consequences arising from our actions and decisions*.

If a student is not making positive choices to follow the class or school rules, our school community recognises that there are levels of behaviour support that a student may move between.

OLMC Classroom Behaviour Intervention Steps

1. Warning – rule reminder/redirect to the learning - PB4L language

2. Time Out in Classroom, with the teacher following Restorative Practices - Students reflect on behaviour choices:
Relate thinking to Code for Peaceful Relationships & Rights and Responsibilities
> *What were you doing?*
> *What were you supposed to be doing?*
> *How did your behaviour affect others/yourself?*
> *What will you do differently?*
> *Do you need help modifying your behaviour?*

Record in School Engage Platform if the child has not participated in lesson. Contact Parent after third Engage entry in your class - Bcc. Administration Team

3. Time out in Buddy Classroom, with teacher following restorative practices once student returns – (give reflection sheet to complete in buddy class).
Minutes to the age (i.e 6 years old = 6 minutes) in the Buddy Class to complete the reflection sheet, which will then be scanned, uploaded to Engage and sent home for parents to sign and returned to classroom teacher.

4. Principal/APA/APRE/PLL – Student sent to the Office and behaviour re-taught and discussed with student. Parents will be contacted at the discretion of Administration Team Member based on the behaviour.
- If the student remains non-compliant or unsettled, the parent is phoned and given the following options:
1. Speak to their child on the phone.
2. Withdraw the child for the desired time required to calm down and reflect.
3. Parents are called to school.
- For serious incidents further documentation by Administration will occur. All incidents will be recorded on Brisbane Catholic Education Engage Database.

N.B: In the case of severe misbehaviour, the teacher may need to withdraw a student immediately to Administration. Teacher discretion will always apply to the implementation of these steps.

5. BCE Formal Sanctions

Formal Sanctions
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 should appropriately balance the best interests of the student and the safety and the right to learn of other members of the school community.
The processes associated with formal sanctions assume that:
- Students, parents/caregivers and teachers have been fully informed about the school's Student Behaviour Support Plan, Code for Peaceful Relationships and our Rights and Responsibilities.
- 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 Student Behaviour Support Plan recognise pastoral care as the distinctive feature. They:
- Are cooperatively 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

Detention

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours. During a detention the time should be used to:

- repair relationships
- apply restorative practices
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours.
- The teacher/leadership team member giving the detention must provide supervision of the student.

When detention is referred to the leadership team, it is generally completed during break times (to not interfere with class learning).

Each detention is recorded on our 'Engage' database to assist with tracking learning behaviours.

Mount Carmel strives to build quality communication with families. For a first 'minor' offence a 'no blame' chat would occur. Multiple detentions would result in a phone call to the students parent to outline consequences and support strategies. All 'Major' incidents will result in a phone call home from the class teacher or a member of the leadership team.

Suspension process
A suspension will take place when a student has seriously breached our Behaviour Expectations and the safety of others.

The suspension may occur without warning due to the nature of the incident, or after consultation and collaboration with Student Support Team and Parents. When a suspension takes place the Principal or delegated member of the Leadership Team will complete the Suspension record in Engage and will contact parents before the end of the day. Principals will confirm 1-3 day suspensions and suspensions up to 10 days will be approved by our school Senior Leader.

Parents will also receive an official Suspension letter, with a re-entry date and time specified to confirm with our Front Office Team. For parent appeals, the school aligns to the BCE Processes, which can be forwarded to you at your request.

During the suspension period, support processes and planning will be implemented to move forward to support the child to re-enter into the schooling environment. This will be discussed as part of the re-entry meeting.

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 upon to responsibly support a student's wellbeing and/or learning needs.

Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). A negotiated change of school offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances.

The school Principal will arrange a meeting with the Parents of the student to outline the process for a negotiated change of school. The meeting will consider the following:
- the environment that best provides for the student's learning, personal, social, emotional, and spiritual needs
- schools that provide an educational program suitable to the student's needs, abilities, and aspirations
- the process by which the change is to be negotiated

- the support required by the student and family to make the transition
- to document all considerations, determinations, and communications of the negotiated change of school

There is no specific appeals process. Complaints are managed under the Student, Parent and Guardian Complaints Management policy and procedure.

Exclusion

Families have a right to know of the processes involved in exclusion, as well as of their right to cancel the student's enrolment at the school. Where a family exercises the right to move the student to a new school prior to a decision being made in relation to the recommendation to exclude the student, the Principal or delegate is expected to facilitate the transition to the new school, if there is a request to do so.

Exclusion is the full-time withdrawal of a student's right to attend a school and school related functions, on the authority of the Learning Services Executive.

The purpose of exclusion is to:
• signal that the student's behaviour is not accepted in a school because it seriously interferes with the safety and wellbeing of other students and/or employees
• remove the student from an established environment in which unproductive behaviour patterns have become entrenched
• provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs.

Exclusion from one school does not prohibit the enrolment of the student in another BCE school, unless the Learning Services Executive has specifically prohibited the student from attending all BCE schools.

The Principal will request a meeting with the student's family member to outline the process and the reasons for the recommendation.

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

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

Definition

The national definition of bullying 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 ways in which Mt Carmel provides professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment are:

- Targeted Professional Development Staff Meetings, which are specific to the students within Mt Carmel and the support that they require.
- have a whole school anti-bullying policy based on the Positive Behaviours for Learning Framework
- provide specific anti-bullying curriculum in personal development lessons and mentor group programmes e.g Pastoral Care
- raise awareness of bullying through newsletter articles, guest speakers and performers, parent information evenings and assemblies
- have teachers and other staff members model respect to students and to each other
- keep abreast of current research and best practice on bullying and harassment

2. **Teaching about Bullying and Harassment**

At Mt Carmel, we 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. We also teach about bullying and harassment and what to do in these situations through:

- embed bullying topics in other curriculum areas, such as Drama and English
- identify Student Protection Contact staff (Guidance Counsellor, Principal, APA)
- provide a variety of lunchtime activities for students including social skill based lunch clubs

- provide adequate supervision during breaks ensuring high visibility of duty staff
- use camps, sport, outdoor education and other co-curricular activities to promote pro-social behaviours
- Friendology
- Bully No Way Day
- Health curriculum
- RE Curriculum
- Values
- Cyber safety
- Daniel Morecombe curriculum

Preventing Bullying and Harassment

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. Give examples of communication methods and topics.
6. Explicit promotion of social and emotional competencies among students
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection.

3. Responding to Bullying and Harassment

In this section:

Reporting procedures for students, families and staff of incidents of bullying and harassment is via the below contact numbers:

Key contacts for students and parents to report bullying
Staff member Principal – Warren Fields – 33977125
Staff member APA – Jenna Webb – 33977125
Staff member Guidance Counsellor – 33977125

We take all accounts of bullying very seriously and look to support all children in learning how to live out our Vision and Mission.

2. Our school responds to incidents of bullying and harassment through the below process

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. This must be completed within 24 hours of the reported incident.

- **Respond** to incident, following the school's student behaviour support plan. Ensure that there is 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/s until concerns have been mitigated.

Cyberbullying

Cyberbullying is treated at Our Lady of Mt Carmel 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 <u>Office of the e-Safety Commissioner</u> or the Queensland Police Service.

Resources

The <u>Australian Curriculum</u> 🔗 provides the framework for our 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.

At Our Lady of Mt Carmel, we use the collated behavioural data together with other data sources to make data informed decisions about student supports. This includes team meetings – universal team (consisting of teachers and leadership) meet every term to analyse universal school data and feedback to staff. Targeted and personalised team (including Teachers, STIEs, GCs & leadership) meet Termly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports. This data is also utilised by the APA to develop whole school lessons to support the behaviour of all students and their learning when at school

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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.
- Preventing and Responding to Student Bullying and Harassment policy

Appendix A - Behaviour Definitions

Minor Behaviours

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

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

Major Behaviours

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.

	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

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