

# St Sebastian's Whole School Behaviour Plan



## CONTENTS

1. INTRODUCTION, VISION AND MISSION STATEMENT
2. SCHOOL CONTEXT
3. CONSULTATION PROCESS
4. CREATING A POSITIVE SCHOOL CULTURE- BELIEFS ABOUT LEARNING AND BEHAVIOUR
5. CODE OF EXPECTED STUDENT CONDUCT
  - EXAMPLE OF CODE OF CONDUCT
  - EXAMPLES OF CLASS COVENANTS
6. ROLES, RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS
7. WHOLE SCHOOL BEHAVIOUR LEARNING PLAN
  - UNIVERSAL PROACTIVE BEHAVIOUR SUPPORT
  - TARGETED RESPONSIVE /SMALL GROUP BEHAVIOUR SUPPORT
  - INDIVIDUAL REACTIVE BEHAVIOUR SUPPORT
8. CELEBRATING SUCCESS
9. BEHAVIOUR LEARNING PROCESS
10. DATA USED TO INFORM PLANNING
11. STAFF PROFESSIONAL DEVELOPMENT
12. PROCESS FOR APPEAL
13. BULLYING AND CYBERBULLYING - ST SEBASTIAN'S ANTI-BULLYING POLICY
  - DEFINITION OF BULLYING
  - REPORTING OF BULLYING
  - STRATEGIES WE USE TO DEAL WITH BULLYING
  - RESPONSIBILITIES
  - RESPONDING TO REPORTED INCIDENCES OF BULLYING
  - EVALUATING THE PROGRAM
14. NETWORK OF STUDENT SUPPORT
15. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES
  - BEHAVIOUR SUPPORT PLANS
  - INDIVIDUAL BEHAVIOUR SUPPORT PLANS
  - EDUCATIONAL ADJUSTMENT PROGRAM PROFILES
16. RELATED LEGISLATION



# ST SEBASTIAN'S STUDENT BEHAVIOUR SUPPORT PLAN

## 1. INTRODUCTION

### VISION AND MISSION STATEMENT

St Sebastian's School Community values the development of the whole person by fostering quality relationships, supported by the pastoral care of all. To provide a safe and welcoming community, St Sebastian's believes in promoting Catholic Christian traditions; dignity and justice for all; Catholic Christian community; high quality learning; collaboration and subsidiarity (shared wisdom); creativity; stewardship; and a mutual accountability.

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

St Sebastian's continues to espouse the values embraced by the Sisters of St Joseph, our founding teachers and their founder, St Mary MacKillop. Education is valued as being foundational for a full and fulfilling life. The dignity, self-esteem and integrity of each person is grounded in a philosophy of inclusion and relationships with God, one another and all of creation underpin our mission, vision for all that we do.





## *School Vision Statement*

Our school vision is of an inclusive community growing in faith, love and knowledge.

## *School Mission Statement*

Our mission, as a school community, is to provide an environment which is inclusive of all people.

### *We grow in Faith by encouraging...*

Children to grow in the Catholic faith.

And developing values consistent with the teachings of Jesus.

### *We grow in Love by promoting...*

A caring, supportive community which accepts the uniqueness of each individual.

Equality, justice and community involvement.

And strengthening the relationships between church, school, family and the wider community.

### *We grow in Knowledge by...*

Engaging students in their learning.

Enhancing the total development – spiritual, academic, moral, social, physical, emotional, cultural – of each child to contribute actively and responsibly in society.

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## 2. SCHOOL CONTEXT

St Sebastian's is a co-educational Catholic school overseen by Brisbane Catholic Education and the Archdiocese of Brisbane. Our school prides itself on the spirit and values that can be found in our students, staff, achievements, friendships and approach to learning and teaching.

School details:

- located at 141 Kadumba Street, Yeronga
- 250 students within the year levels of Prep to Year 7
- 180 families
- the school website is [www.stsebastiansyeronga.qld.edu.au](http://www.stsebastiansyeronga.qld.edu.au). For further information regarding St Sebastian's, contact can be made with the school via email at [pyeronga@bne.catholic.edu.au](mailto:pyeronga@bne.catholic.edu.au) or by phone on 3848 2779
- Multicultural enrolment - 36 children from diverse cultures

St Sebastian's has a number of distinctive curriculum offerings including; Early Years philosophy, Interschool Sports, Year 5, 6 and 7 Camps, Cultural Literacy. In addition to these curriculum offerings, St Sebastian's offers varied extra curricula opportunities. These include; Instrumental Music, Choir and Dance Fever.



## 3. CONSULTATION PROCESS

The Student Behaviour Support Plan was developed by members of the Administration team, with support from school staff members, BCE Behaviour Support personnel, training in Functional Behaviour Assessment techniques and Non Violent Crisis Intervention. This plan was presented to staff, parents and Parish Priest for consultation and feedback. Review of this plan will take place every three years.



## 4. CREATING A POSITIVE SCHOOL CULTURE - BELIEFS ABOUT LEARNING AND BEHAVIOUR

The social climate of the school is one of positive behaviours. The community of St Sebastian's School believes:

- co-education is one of the most important ways in which the Church fulfils its commitment to the dignity of the person and the building of a Christian community
- within the Christian school community, students will have the opportunity to acquire a sense of responsibility for others as their brothers and sisters in Christ, in order to:
  - ❖ create a positive school culture which is fair and respectful
  - ❖ support a school wide behaviour policy
  - ❖ Provide a safe environment
  - ❖ Develop respectful relationships which value diversity
- every learner is a life-long learner with a desire to do what is right, accountable for choices and responsible for actions
- teaching must be visible, explicit and responsive to the needs of students, creating excellence and equity for all learners
- behaviour is learned, therefore explicit modelling of behavioural expectations needs to occur on a regular basis
- we must proactively engage with students, parents and carers to work collaboratively to encourage student participation and student voice to develop effective strategies for responsible decision making in relation to behaviour
- all children learn in different ways and can achieve success, therefore teaching and learning strategies need to be adjusted to enable success both behaviourally and academically
- leadership teams develop an on-going, whole school approach to student safety and well-being, focusing on prevention as well as management



## 5. CODE OF EXPECTED STUDENT CONDUCT

### Respect for Self

### Respect for Others

### Respect for Environment

The code of expected conduct (school rules) for the whole school community is as above. Class teachers take the Code of Conduct and work with children to create a code of conduct specific to their class. A class covenant is also developed.

### EXAMPLE OF CODE OF CONDUCT

|  <h1>St Sebastian's School Rules</h1>                                                                                                                                             |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>1. Respect for Self</h2>                                                                                                                                                                                                                                        | <h2>2. Respect for Others</h2>                                                                                                                                                                                                                                                                                            | <h2>3. Respect for the Environment</h2>                                                                                                                                                                                                                                                         |
| <p>When I show respect for myself I will:</p> <ul style="list-style-type: none"> <li>• Look after my own belongings</li> <li>• Wear my school uniform correctly and with pride</li> <li>• Be in the right place at the right time</li> <li>• Use manners</li> </ul> | <p>When I show respect for others I will:</p> <ul style="list-style-type: none"> <li>• Display respectful speaking and listening</li> <li>• Keep my hands and feet to myself</li> <li>• Move quietly around the school</li> <li>• Show respect for the property of others</li> <li>• Follow given instructions</li> </ul> | <p>When I show respect for the environment I will:</p> <ul style="list-style-type: none"> <li>• Be responsible for my own rubbish</li> <li>• Walk on the concrete areas and paths</li> <li>• Keep all areas of the school clean and tidy</li> <li>• Show respect for school property</li> </ul> |
|                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                 |



## EXAMPLES OF CLASS COVENANTS





## 6. ROLES, RIGHTS AND RESPONSIBILITIES OF SCHOOL COMMUNITY MEMBERS

| <b>STUDENT RIGHTS AND RESPONSIBILITIES</b>                                         |                                                                                                 |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>I have the right to....</b>                                                     | <b>Therefore it is my responsibility to...</b>                                                  |
| Be treated with respect and dignity                                                | Respect and value others and their opinions                                                     |
| Feel safe                                                                          | Keep myself and others safe                                                                     |
| Learn                                                                              | Actively participate in all teaching and learning experiences and let others do the same        |
| Have achievements and successes recognised                                         | Be the best that I can be                                                                       |
| Learn in a supportive, stimulating and aesthetically pleasing learning environment | Respect the environment in which I work and play                                                |
| <b>STAFF RIGHTS AND RESPONSIBILITIES</b>                                           |                                                                                                 |
| <b>I have the right to....</b>                                                     | <b>Therefore it is my responsibility to...</b>                                                  |
| Feel safe                                                                          | Keep myself and others safe                                                                     |
| Teach effectively in a supportive and stimulating environment                      | Provide inclusive and engaging curriculum and teaching                                          |
| Work collaboratively with the school community                                     | Encourage and support relationships within the community                                        |
| <b>PARENT RIGHTS AND RESPONSIBILITIES</b>                                          |                                                                                                 |
| <b>I have the right to....</b>                                                     | <b>Therefore it is my responsibility to...</b>                                                  |
| Be valued and treated with respect and dignity                                     | Respect and value others with the same respect and dignity                                      |
| Feel safe                                                                          | Keep myself and others safe                                                                     |
| Be informed about student behaviour and consequences                               | Positively support class/school behaviour expectations and use appropriate grievance procedures |
| Be an active partner in the learning and development of my child                   | Be part of an open and respectful dialogue between myself and my child's teacher/s.             |



## 7. WHOLE SCHOOL BEHAVIOUR LEARNING PLAN UNIVERSAL PROACTIVE BEHAVIOUR SUPPORT

A whole school proactive approach to the teaching of behaviour is central to St Sebastian's whole school behaviour learning plan. The whole school learning plan is demonstrated by the following proactive preventative teaching and learning strategies:

- whole school 'Friends' program
- Program Achieve
- implementation of the 'Personal and Social Capability' General Capability from the Australian Curriculum  
(<http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Personal-and-social-capability>)
- implementation of a yearly whole school theme, focusing on shared goals and behaviours e.g. Live God's Dream, The Dot, Bucket Filling
- the teachings of Mary MacKillop
- developing pastoral relationships
- explicit modelling and teaching of expected behaviours, reflecting our school's Vision and Mission Statement and School Rules
- class rules negotiated through the context of the school's code of expected behaviour (School Rules)
- classroom covenant collaboratively developed by students and teachers
- positive classroom management strategies, where teachers consciously employ management techniques beginning with the least intrusive strategies, e.g. moving around the classroom, proximity, non-verbal reminders to return students to task, praise, encouragement

St Sebastian's provides effective management of incidents through clear and well-defined processes in accordance with Brisbane Catholic Education Policy through:

- feedback
- restorative practice
- anti-bullying policy
- conflict resolution
- community building activities

By:

- school administration
- support staff e.g. Support Teacher- Inclusive Education, school officers
- outside agencies
- parents
- students



## TARGETED RESPONSIVE / SMALL GROUP BEHAVIOUR SUPPORT

All teachers employ a range of proactive and reactive strategies designed to facilitate acceptable standards of behaviour for all. In addition to whole school and classroom behaviour support practices, the school offers an array of tailored behaviour support programs designed to meet the specific needs of identified students. One of the roles of the Student Support Team is to liaise with all teachers to identify specific behaviours of concern and specific settings for these behaviours.

As students are identified, programs are tailor made to address the behaviour concerns and are conducted by school staff or external providers. Support may include:

- curriculum adjustment
- a shared language reinforcing everyday classroom and playground behaviours
- non-verbal cues – proximity of teacher to student, body language
- communication with parents
- counselling both individual and group with school and external agencies
- small group anger management programs
- resilience groups
- social skills programs

Targeted Behaviour Learning Plans may also require more intensive support as provided by an Individual Behaviour Plan. Individual Behaviour Plans are formulated by:

- teachers
- administration
- Guidance Counsellor
- Support Teacher-Inclusive Education
- parent training e.g. Triple P and 1,2,3 Magic
- external agencies involved in the students' care



## INDIVIDUAL REACTIVE BEHAVIOUR SUPPORT

Many of the strategies employed in targeted behaviour support are further employed to support students who are exhibiting high incidents of at risk or challenging behaviours, which often result in significant educational under achievement. Strategies used to support behaviour learning plans include:

- Functional Behaviour Analysis (FBA)
- learning action plans
- individual behavioural support plans
- Non-Violent Crisis Intervention Training

This process is supported by:

- school administration
- specialist staff
- outside specialist agencies

Behaviour support will be reviewed regularly and adjusted if necessary. When relevant, interagency groups will be consulted to assist with meeting the needs of students with persistent and challenging behaviours.



## 8. CELEBRATING SUCCESS

Behaviour learning and self-regulation are promoted through recognition of academic and personal success. St Sebastian's believes that positive behaviour choices develop a whole approach to a safe and supportive learning environment.

Strategies include:

- recognition of personal growth through the award system at weekly assemblies
- in-class reward systems
- implicit rewards such as praise / encouragement
- term class celebrations
- newsletter announcements / published fortnightly
- display spaces near office for general notices



## 9. BEHAVIOUR LEARNING PROCESS

When behaviour choices of students indicate the need for support, the following table gives examples of the behaviour management process that may be employed. St Sebastian's is committed to non-violent management of student behaviour. Actions that involve the deliberate application of force with intent to harm or punish a student should not be employed. The use of corporal punishment is prohibited in all BCE schools.



## BEHAVIOUR MANAGEMENT PROCESS

| BEHAVIOUR MAY INCLUDE                                                                                                                                                                                                                                                                                                                                   | POSSIBLE CONSEQUENCE                                                                                                                                                                                                                                                                                                                                                                                                     | MANAGEMENT AND DATA COLLECTION                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minor incidents of inappropriate behaviour <ul style="list-style-type: none"> <li>• Ignoring instructions</li> <li>• Disruption of teaching and learning (calling out, interrupting)</li> <li>• Playing out of bounds</li> <li>• Disrespect for school resources</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>• Reminder of rules/expectations</li> <li>• Sent to buddy class</li> <li>• Appropriate amount of "time out " at play (if in play time)</li> <li>• Consultation and reflection with teacher</li> <li>• Contact with parents</li> </ul>                                                                                                                                             | <b>Teacher</b>                                                 | <ul style="list-style-type: none"> <li>• Positive classroom management strategies</li> <li>• Essential skills for classroom management</li> <li>• Clarify expectations</li> <li>• Class rules/covenant</li> <li>• Teacher observations/monitoring of repetitive behaviours</li> <li>• Reward systems – stickers, Class Dojo, free time passes, prize box</li> </ul> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>• Model reteach behaviours</li> <li>• Time out – walk beside teacher on dury</li> </ul> |
| Inappropriate behaviour at this level include <ul style="list-style-type: none"> <li>• Continued minor behaviours above</li> <li>• Repeated defiance</li> <li>• All forms of harassment such as name – calling, teasing, ostracising, derogatory comments,</li> <li>• Strong verbal abuse towards other students, staff or community members</li> </ul> | Staff and support staff responses may include: <ul style="list-style-type: none"> <li>• A monitoring program developed and implemented between teacher, student and parent</li> <li>• Restorative justice meeting</li> <li>• Referral through Student Support Committee for assessment and support from specialist staff (Individual Behaviour Support Plan)</li> <li>• Restitution</li> <li>• Parent contact</li> </ul> | <b>Teacher, parents, Administration Team and support staff</b> | <ul style="list-style-type: none"> <li>• Continuation of the strategies above</li> <li>• Teacher notes diarised</li> <li>• Reports made through SBS</li> <li>• Pink/Blue Forms requiring parent contact</li> <li>• Referrals to Admin Team</li> <li>• Referrals to Guidance Counsellor</li> <li>• Parent Meetings IBSP's</li> <li>• Action Plan Meetings</li> <li>• Medical monitoring forms</li> <li>• Referrals to outside assessments and data</li> </ul>                                                                |
| Inappropriate behaviour at this level include <ul style="list-style-type: none"> <li>• Continuation of the behaviours above</li> <li>• Physical and/or verbal aggression towards other students and staff</li> <li>• Intimidation and or harassment of staff</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• Parent interview</li> <li>• Review of IBSP</li> <li>• No- attendance at off campus and/or extracurricular activities (at Principal's discretion)</li> <li>• Referral to outside agency</li> <li>• Suspension</li> <li>• Restorative conference on return from suspension</li> </ul>                                                                                             | <b>Teacher, parent, principal and other support staff</b>      | <ul style="list-style-type: none"> <li>• SBS reporting (regularity)</li> <li>• Meeting notes</li> <li>• FBA</li> <li>• IBSP</li> <li>• Outside agencies assessments CYMHS, KIMS</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| Inappropriate behaviour at this level include <ul style="list-style-type: none"> <li>• extreme or continued behaviours above</li> <li>• violent assault</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Parent interview</li> <li>• Review of ISBP</li> <li>• Non-attendance at off campus and/or extracurricular activities (at Principal's discretion)</li> <li>• Suspension</li> <li>• Recommendation for exclusion</li> </ul>                                                                                                                                                       | <b>Teacher, parent, principal and other support staff</b>      | <ul style="list-style-type: none"> <li>• Parent information/outside agencies assessment</li> <li>• Roll attendance to inform decisions relating to behaviour</li> <li>• Suspension</li> <li>• Regularity of behaviours</li> </ul>                                                                                                                                                                                                                                                                                           |

## 10. DATA USED TO INFORM PLANNING

Action Plan Meetings are organised to occur three times each year. Data collected by teachers, support staff and through BCE behaviour reporting systems is documented to inform teaching strategies and provide adjustments specific to individual needs.

## 11. STAFF PROFESSIONAL DEVELOPMENT

All staff participate in BCE Student Protective Behaviour Training annually. New staff induction processes include Whole School Student Behaviour Support Plan and training in Essential Skills for Classroom Management Program. Behaviour data is reviewed regularly to identify specific PD addressing specific student/teacher needs

## 12. PROCESS FOR APPEAL

Confidential grievances against what may be considered unreasonable school based decisions in relation to the Behaviour Learning Plan may be addressed in the following manner:

### **Students:**

- arrange a time to speak to the teacher
- arrange a time to speak to another teacher, Principal or Guidance Counsellor

### **Parents:**

- arrange a time to speak to the teacher
- arrange a time to speak to another teacher, Principal or Guidance Counsellor
- if not satisfied with School's response, approach school's Area Supervisor

### **Staff:**

- arrange a time to speak to the person concerned
- arrange a time to speak to another staff member, the Principal, Guidance Counsellor or staff from Assure Programs (BCE Employee Assistance Program)
- if not satisfied with the school's response, approach the school's Area Supervisor

*Brisbane Catholic Education has guidelines for appeals against formal sanctions (suspension, detention and exclusion). The Guidelines specify certain processes that must be followed in each case of formal sanctions.*

## 13. BULLYING AND CYBERBULLYING



## **ST SEBASTIAN'S ANTI-BULLYING POLICY**

At St Sebastian's School, our school vision and mission supports an inclusive community growing in faith, love and knowledge, consistent with the teachings of Jesus.

*(School Mission and Vision Statement)*

### **Therefore we do not tolerate bullying**

#### **Definition:**

Bullying at St Sebastian's is defined as the repeated and unprovoked hurting of another person who is less powerful – either physically or psychologically.

Bullying can take many forms. The table overleaf outlines our strategies and processes in dealing with instances of bullying.





# Anti-Bullying

Bullying at St Sebastian's School is defined as the repeated and unprovoked hurting of another person who is less powerful – either physically or psychologically.

## Physical

- Hitting, kicking, punching
- Pushing, shoving
- Spitting
- Making rude gestures
- Taking or damaging something which belongs to someone else
- Forcing others to hand over food, money or something that belongs to them
- Making someone do something they don't want to

## Verbal

- Name calling
- Teasing
- Threatening
- Making fun of someone because of their appearance, physical characteristics or cultural background
- Making fun of someone's actions

## Indirect

- Excluding others from the game or group
- Spreading untrue stories about others

## Cyber

- Using technological devices
- Social networking sites
- Use of photographs

## REPORTING OF BULLYING

- The student's class teacher initially manages incidents of bullying.
- Students are encouraged to report incidents of bullying to any one of five adults that he/she trusts, such as their parent, a teacher, the principal, family, friend or counsellor. The School Student Protection Contacts will also be identified to students on a regular basis. Green student protection posters are displayed in each classroom.
- Any report of bullying at school, by a student to one of these trusted adults, must be referred to one of the Student Protection Contact People. These people will be identified to the children on a regular basis through the classroom teacher.
- When an incident of bullying has occurred, parents of students involved are made aware.
- The staff of St Sebastian's will be responsible for implementing the program and ensuring that incidences of bullying are dealt with in a manner consistent with the policy and as soon as possible after it is reported or observed.



## Strategies we use to deal with Bullying

At St Sebastian's we will:

- take a 'no-blame' approach when first investigating incidents
- talk openly about bullying – what it is, how it affects us, and what we can do about it. We're a 'talk-about-it' school.
- teach our children the skills that will build their self-esteem and confidence and empower them to take the responsibility for themselves and give them the opportunity to practise these skills
- clearly state in our policy the steps we will take to deal with bullying behaviour

## Responsibilities

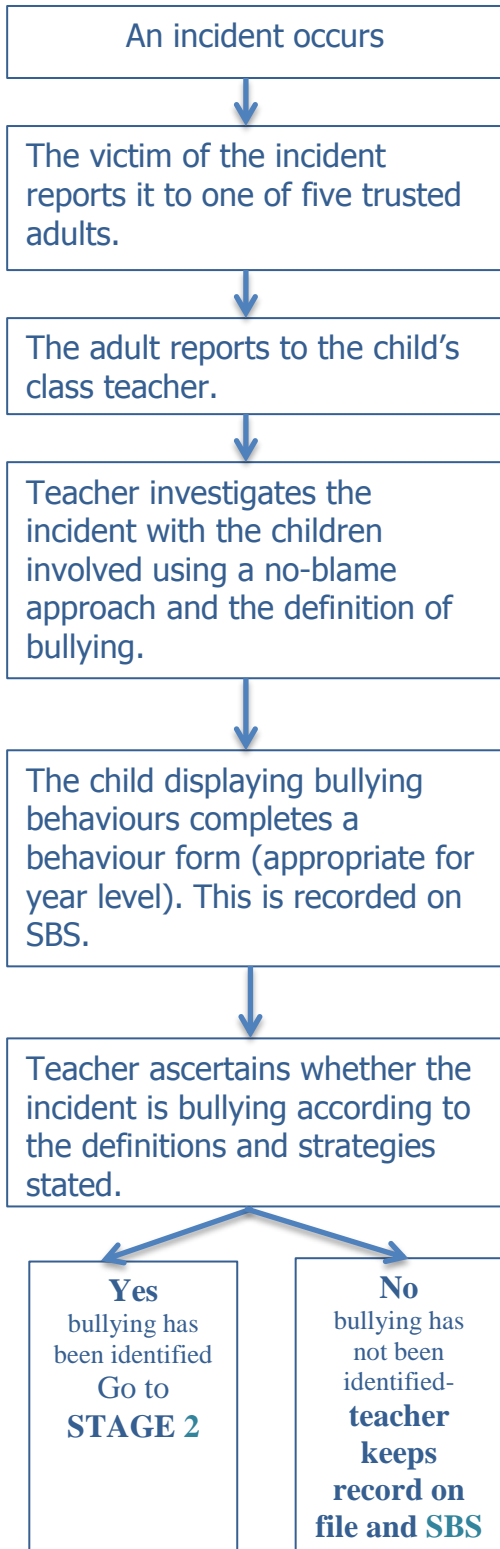
| RESPONSIBILITIES OF STAFF                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• To model appropriate behaviour at all times</li><li>• To deal with observed incidences of bullying as set out in this policy</li><li>• To ensure that children are supervised adequately</li><li>• To deal with all reported incidences of bullying following the steps outlines in this policy</li></ul>                                            |
| RESPONSIBILITIES OF STUDENTS                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>• To have an understanding of bullying and bullying behaviours</li><li>• To "talk-about-it" if they are being bullied</li><li>• To not be a bystander and talk-abut-it if they see someone else being bullied, both at school and on the way to and from school</li><li>• To help someone who is being bullied</li><li>• To not bully others</li></ul> |
| RESPONSIBILITIES OF PARENTS                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"><li>• To support the anti-bullying policy of the school</li><li>• To watch for signs that their child may be bullied</li><li>• To speak to their child's class teacher if they suspect that their child is being bullied</li><li>• To instruct their child to 'talk-about-it' if they are bullied</li></ul>                                                |

## Responding to reported incidences of Bullying



When a bullying incident is reported or observed the following steps will be taken. This process may be accelerated according to student age and the seriousness of the incident.

**STAGE ONE**



**STAGE TWO**

| <b>VICTIM</b>                                                                                                                                                                                                                                                     | <b>BULLY</b>                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>STEP ONE Communication</b><br/>Class teacher, child</p> <p><b>Process</b><br/>Review of anti-bullying strategies.</p>                                                                                                                                       | <p><b>STEP ONE Communication</b><br/>Class teacher, child, parents, Student Protection Contact Person.</p> <p><b>Process</b><br/>Child completes behaviour form. Form sent home to be signed by parents and returned to school.</p> <p><b>Sanction</b><br/>Lunchtime detention</p>     |
| <p><b>STEP TWO Communication</b><br/>Class teacher, child, parents, Student Protection Contact Person.</p> <p><b>Process</b><br/>Situation assessed and anti-bullying strategies reviews</p>                                                                      | <p><b>STEP TWO Communication</b><br/>Class teacher, child, parents, Student Protection Contact Person, Administration Team</p> <p><b>Process</b><br/>Interview between family and school</p> <p><b>Sanction</b><br/>Lunch time detention for up to one week</p>                        |
| <p><b>STEP THREE Communication</b><br/>Class teacher, child, parents, Student Protection Contact Person, Guidance Officer, Administration Team.</p> <p><b>Process</b><br/>Meeting with all of the above and future referral to Guidance Officer intervention.</p> | <p><b>STEP THREE Communication</b><br/>Class teacher, child, parents, Student Protection Contact Person, Administration Team.</p> <p><b>Process</b><br/>Meeting between Principal, child and parent</p> <p><b>Sanction</b><br/>Child suspended from school with re-entry interview</p> |



## Evaluating the Program

We will evaluate the program yearly and then after twelve months. It will be evaluated by:

- noting if there has been a reduction in reporting or observed incidences of bullying
- conducting surveys about bullying incidences in certain year levels in the school to identify outstanding issues
- noting if there has been a change in the ethos of our school
- speaking to teachers at a staff meeting about these issues and the program's effectiveness
- speaking to parents who have reported incidences to find out if the problem has been resolved

We will review the program:

- at the beginning of the school year on assembly, reminding the students of our policy
- at the beginning of the school year at a staff meeting, reminding the staff of our policy and the strategies that they need to teach their students
- include a copy of the policy in the parent handbook for parents at our school
- throughout the year, parents will be informed and reminded of our policy in the school newsletter
- revising the classroom activities on anti-bullying



## 14. NETWORK OF STUDENT SUPPORT

We value the skill and expertise of appropriate and authorised support personnel to maximise the outcomes of our students and wholeheartedly enlist their support to further “best meet” the social and educational needs of individual and groups of students. Such personnel fall into three broad categories:

- support from within Brisbane Catholic Education
- support from other State Government Agencies
- local community support groups

The Brisbane Catholic Education network includes:

- teachers
- Support Teacher’s Inclusive Education
- School Officers
- ancillary staff
- Indigenous Support Workers
- Guidance Counsellor
- Behaviour Support Consultants
- Industrial Liaison Officers

The State Government Agencies Network includes:

- Department of Child Safety Officers
- CIMS and EVOLVE
- Life Without Barriers
- Queensland Police Service
- Queensland Health

St Sebastian's is committed to continually seeking out and utilising support personnel to further support students, hence it is anticipated that the above network of student support will continue to grow.



## **15. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES**

All consideration for individual circumstances must balance the actions of the individual with the rights of all school community members.

Consideration for individual circumstances occurs through the following strategies:

### **Behaviour Support Plans (BSPs are viewed as a Behaviour Improvement Condition) – School Level**

The aim of the Behaviour Support Plan is to collaboratively develop a plan with the identified student and their caregiver to enable the student to work more effectively to achieve greater personal success. The BSP is a statement of student goals and the related desired behaviours, and involves support from identified relevant school personnel, this can be informed by using the data from a Functional Behaviour Assessment (FBA). The key focus of the BSP is to consider what is currently working for the student and to extend their success into other areas. The BSP is closely monitored and reviewed regularly.

### **Individual Behaviour Support Plans (IBSPs are viewed as a Behaviour Improvement Condition)**

The aim of the Individual Behaviour Support Plan is to provide intensive support for students experiencing difficulty in the conventional school setting. The IBSP is developed following consultation with the student, their caregiver, teaching staff, Administration team, identified school support personnel, and BCE Support Personnel. The IBSP is a statement specifying both proactive and reactive strategies for student intervention, including a summary of counselling and other support programs provided by the school, the home and external agencies.



## **Educational Adjustment Program Profiles (EAPs)**

The aim of the Educational Adjustment profile is to identify the required support for a student with a defined disability. As part of the EQ commitment to Inclusive Education for students with disabilities, EAP profiles are developed to report on the “adjustments” in place to maximise student success within the school setting. Emphasis is placed on the adjustments that are required in the critical areas of curriculum, communication, social/emotional well-being, health, safety, and access to learning environments.



## 16. RELATED LEGISLATION

- BCE Student Behaviour Support Guidelines, Regulations and Procedures, April 2013
- BCE Student Behaviour Support Policy, 2012
- BCE Learning and Teaching Framework, 2012
- BCE Student Protection Policy, 2012
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