



SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

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)

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.

St. Sebastian's school vision statement and mission statement:

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.

Our School Context

St Sebastian's is a co-educational Catholic school overseen by Brisbane Catholic Education and the Archdiocese of Brisbane. There are approximately 85 students enrolled within the year levels of Prep to Year 6. Our school prides itself on the spirit and values that can be found in our students, staff, school community, achievements, friendships and approach to learning and teaching.

Consultation and Review Process

This plan was developed with reference to BCE policies and previous school policies and procedures in consultation with the leadership team, school staff and BCE staff. A review of school data relating to school behaviour incidents and attendance also informed the plan. This draft plan was presented to staff for consultation and feedback and will be distributed for comment and review with the wider school community. Once endorsed, it will be reviewed every 2 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.

At St Sebastian's we believe that:

- every learner is a life-long learner with a desire to do what is right, accountable for choices and responsible for their actions
- teaching must be visible, explicit and responsive to the needs of students, creating excellence and equity for all learners
- behaviour is learned and therefore productive behaviours can be taught. Explicit modelling of behavioural expectations needs to occur on a regular basis. Unproductive behaviours occur when the student does not have the skills or ability required to meet the expectation and provide an opportunity for teaching.
- building and maintaining respectful relationships is essential to student wellbeing, engagement and learning
- we must proactively engage with students, parents and carers and 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 must develop an on-going, whole school approach to student safety and well-being, focusing on prevention as well as management

At St. Sebastian's, we believe there are 3 values (Faith, Love, Knowledge) and 5 Active learning dispositions that underpin quality learning outcomes. Our learning dispositions are:

- Explore
- Reflect
- Collaborate
- (Show) Courage
- Organise

REFLECT - There, where you are, you will find God - Mary MacKillop

ORGANISE - We must look before us and do what we do well - Mary MacKillop



EXPLORE - Remember we are all but travellers here - Mary MacKillop

COLLABORATE - Find happiness in making others happy - Mary MacKillop

SHOW COURAGE - Never see a need without doing something about it - Mary MacKillop

Behaviour management is an integral component of effective teaching – effective teaching and learning must be supported by a safe, positive and productive learning environment. Teaching and supporting the development of productive behaviours for learning within the context of the approved curriculum with focus on the general capability – personal & social capability.

All members of our school community have rights, which need to be respected, and responsibilities to themselves and others, which need to be upheld. All stakeholders should be aware of their rights and responsibilities. At St. Sebastian’s these are:

STUDENT RIGHTS AND RESPONSIBILITIES	
I have the right to....	Therefore, it is my responsibility to...
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
STAFF RIGHTS AND RESPONSIBILITIES	
I have the right to....	Therefore, it is my responsibility to...
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
PARENT RIGHTS AND RESPONSIBILITIES	
I have the right to....	Therefore, it is my responsibility to...
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.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

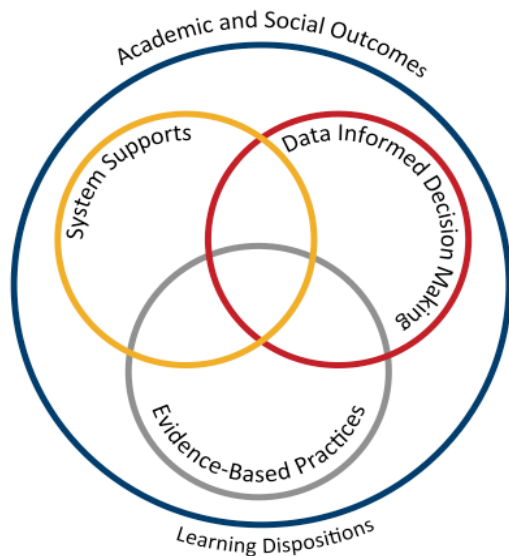


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

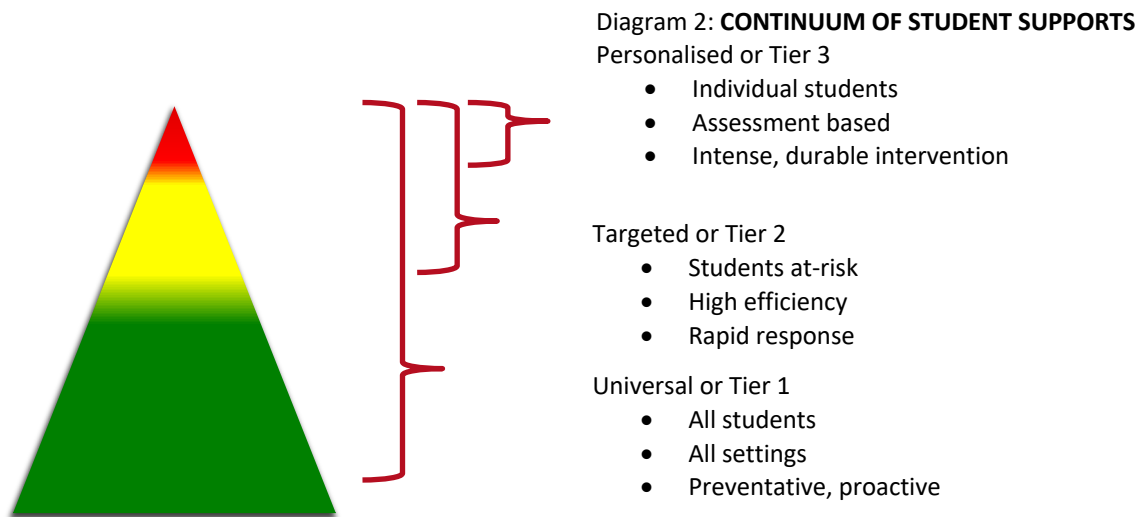
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

At St. Sebastian's, our Student Behaviour Support team (which includes the Principal, Assistant Principal: Religious Education, Support Teacher: Inclusive Education, and Guidance Counsellor) leads the community in the implementation of the Student Behaviour Support plan.

There is a school PB4L team committed to ensure consistent school direction and processes. This committee includes leadership, teaching and student support staff members. The team meets regularly to review the support plan, to plan and deliver professional development, to analyse the school's student behaviour data and develop and deliver responsive, universal behaviour action plans.

Within the school leadership, there have been members who have attended formal training across all levels of the PB4L support system. The teaching staff have received initial training on the PB4L model, including the eight effective and expected practices and responses, and will receive additional professional development opportunities throughout the year.

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:

- Respect for Self
- Respect for Others
- Respect for Environment

Our school behaviour matrix (Appendix A) 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:

- Explicit teaching of behaviour and rules through demonstration and role play
- The teaching of morals and values to aid positive behaviours through the teachings of Jesus, Mary MacKillop and the yearly school theme
- Jointly establishing class rules (based off the school rules), procedures and routines within a Class Covenant
- Co-constructing a matrix in class that can be used as a reference
- Practising transitions and learning behaviours appropriate to a variety of situations
- Providing feedback on student behaviour that is specific, timely, positive and frequent
- Pastoral care program, occurring throughout the year, with the aim of building pastoral relationships vertically throughout the school as well as with different teachers
- Time built into the first weeks of schools and as necessary throughout the year
- Assemblies followed by group practice

- New student orientation when needed
- Student leaders support of younger peers

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Student of the week awards based on learning dispositions presented at assembly	Class encouragers
Recognise students who have displayed productive behaviours in class and on the playground with the <u>Beaut Behaviour</u> award.	Point/token systems for class reward (varies depending on age and developmental level of students)
Recipients of awards in the school newsletter	Non-contingent positive adult attention
Use of house points system to highlight individual and team contributions	Jointly establishing and then teaching of behaviour expectations and rules
Celebrations of Learning	Public displays of work in the classroom
	Class responsibilities (e.g. line leader)
	Share work to a member of leadership team

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.
- 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
- 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 efficiently and effectively respond to minor unproductive behaviours, 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 B. Although the teacher is the key problem solver when responding to minor behaviours, they collaborate and share creative strategies with colleagues.

At St. Sebastian's, we follow a process of PB4L in responding to unproductive behaviours, which can be found below.

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 (buddy classroom) If incident occurs at play time, spends an appropriate amount of time out to calm before re-joining Set limits Individual crisis support and management plan	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 Restorative conference

Teaching staff will follow the procedure below in response to unproductive behaviour in all teaching areas and on the playground:

Step 1: Teachers use universal positive behaviour strategies to respond. This may include:

Strategy	Explanation	Examples
Proximity	Strategic placement of self within the classroom/playground	Standing near a pupil who is being unproductive and praising them when they perform the desired behaviour.
Signal, Non-verbal cue	Signals that the teacher is aware of the behaviour and will intervene if necessary.	Sustained eye contact, hand gesture, clear throat etc.
Ignore, Attend, Praise	Ignoring the unproductive behaviour of a student and	A student is off task; praise a student nearby who is on task and when the other

	praising the behaviour of a nearby student	student comes on task praise them too.
Redirect	Brief clear private reminder of the expected behaviour from the matrix.	'Please follow the directions and put your book away", then later praise them for following directions.
Reteach	Specifically instruct the student / whole class on what needs to be done to follow the classroom/playground expectation.	Model on task behaviour (have only book, pencil, and paper out, start reading or writing right away and raise hand if you need help). Have the student practice.
Provide choice	Stating two alternatives, the desired behaviour and the less preferred choice (away from peers, work later during fun activity etc.)	"You can be respectful and work quietly in your seat or you can move to the private student office. Which do you prefer?" later praise student for working quietly
Restitution	Involves having the student compensate for any damage as a result of their actions, including repair any damage done, restore the environment back to its original condition, or make amends to the persons who were affected.	This may include cleaning up the space that was destroyed, apologising, fixing something they broke (e.g. students work).
Student conference	An individual re-teaching or problem-solving opportunity	Re-teach the classroom/playground rule. Tell why following the rule is better. Have student practice. Provide feedback. Develop a plan to use the rule in the future.

Step 2 – **REMINDE** student of productive behaviour and expectations as per behaviour matrix.

Step 3 - If behaviour persists **CHECK IN** with the student to see what may be stopping them from meeting this productive behaviour. **REMINDE** of productive behaviour.

Step 4 – **REFLECTION** in designated area of classroom / playground to allow student to calm and think about their choices. **REMINDE** of productive behaviour. Collaborative problem solving completed by student and teacher.

Students may be given consequences by teacher as appropriate.

Step 5 – Student **EXITs** the classroom/playground and is directed to office for time to calm and reflect. Leadership is called to support if needed.



Major behaviours are escalated and responded to at step 5

Step 6 – Student completes **Reflection Form** with leadership support. Collaborative problem solving and goal setting with student completed. Admin to notify parents and the reflection sheet is sent home for parents to sign and return to teacher next day. Students may be given consequences by leadership team as appropriate.

Step 7 – Student returns to classroom/playground.

Following all feedback stages, the teacher will:

REDIRECT student back to task

Provide **POSITIVE FEEDBACK** to facilitate positive productive behaviour moving forward.

All unproductive behaviours are logged on the ENGAGE database for monitoring.

Repeated unproductive behaviour and all Major behaviour will be communicated to parents within a timely manner. Parents may be requested to attend a teacher-student-parent conference to discuss unproductive behaviours.

5. BCE Formal Sanctions

In the case of ongoing unproductive behaviours (where above strategies are found to be ineffective), or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These may include:

Detention process

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, after school or non-school days. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).

Suspension process

A student should be suspended for the shortest time necessary, and the school, the student and their parents/caregivers should use the suspension period as an

opportunity to both reflect on the current difficulties and develop positive, student focused re-engagement strategies.

The Principal of St. Sebastian's Primary School Yeronga may suspend, full-time or part-time, a student from that school *for a period up to 3 school days* or part thereof, if satisfied that the student has behaved in an inappropriate manner, or if the Principal believes that the student's attendance poses an inappropriate risk to members of the school community. A suspension may take place in school or out of school. Members of St. Sebastian's Leadership team may also exercise the authority to suspend.

Re-Entry Process

The re-entry conference will take place in the school and will be facilitated by the Principal, Assistant Principal: Religious Education or Student Learning Support Team. If, despite the school's requests, parents/caregivers are unwilling to attend a re-entry meeting, the Principal will refer the matter to the Senior Leader – Progress and Performance. Alternative options may need to be considered to facilitate the student's return to school. Alternatively, the Senior Leader – Progress & Performance, in consultation with the Director-School Services, may consider commencing proceedings for exclusion.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

For appeals, the school aligns to BCE processes.

The following process of appeal can be used by parents/caregivers who consider that either correct procedures have not been followed or that an unreasonable decision has been made:

Please note that the fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

Appeals Process

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

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

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).

At St. Sebastian's we hold the following anti-bullying beliefs:

- bullying is unacceptable; no one ever deserves to be bullied and everyone has the right to feel safe
- bullying is everyone's concern
- all students have the responsibility to help each other make positive behaviour choices in the classroom, out in the playground and when using technology
- all adults have the responsibility to support the growth and resilience of all students and to respond to all bullying issues appropriately (as outlined in this policy)

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).

What is not Bullying

It is important to identify what bullying is NOT. Dr Ken Rigby (2010) identifies that "for some people the term 'bullying' is a highly emotive term and its use may lead to an over-reaction."

The *National Centre Against Bullying* acknowledges that while the following behaviours are often upsetting to those involved, they do NOT constitute bullying:

- mutual arguments and disagreements (where there is no imbalance of power),
- not liking someone or a single act of social rejection,
- one off acts of meanness or spite,
- isolated incidents of aggression, intimidation or violence.

Roles and Responsibilities

As part of St. Sebastian's commitment to preventing bullying, each member of our community has an active part to play with their own responsibilities.

Responsibilities of our principal:

- Promote a positive climate of respectful relationships throughout the school community
- Ensure the Student Behaviour Support Plan is used to determine appropriate level of response
- Respond quickly to all incidents of bullying and ensure support to any student affected by, engaging in or witnessing bullying behaviour

Responsibilities of our staff:

- Teach and model appropriate behaviours
- Teach and clarify the definition of bullying, bullying behaviours and other antisocial behaviours
- Commit to the implementation of school wide strategies, including logging of behaviour on Engage portal as per student behaviour support plan
- Teach and model active listening and conflict resolution – listen to both sides of a story
- Gain a full picture of the behaviours and circumstances
- Recognise and value the partnership of home and school
- Consistently follow procedures for action, reporting and recording

Responsibilities of our students:

- Practise and model appropriate behaviours
- Commit to individual class covenants and school expectations to prevent bullying
- Being an Upstander (not a Bystander)

- All involved are honest about the role they play/ed
- Let an adult know what is happening
- Continue to ask for help until the bullying is dealt with

Responsibilities of our parents:

- Model a calm approach for your child
- Teach and model positive behaviours at home
- Listen carefully
- Assist your child to identify and be clear about the area of concern
- Ensure familiarity with school policies and procedures
- Discuss concerning behaviours with the school as soon as possible
- Work within the school processes
- Support your child to employ strategies
- Recognise and value school and home partnership
- Support your child throughout the solution process which may take some time
- Listen to all sides
- Understand there are different viewpoints

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

At St. Sebastian's, we provide professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment in the following way:

- Staff induction processes and staff handbook
- Professional development days
- Yearly Online modules
- Week Ahead staff newsletter
- Anti-Bullying days e.g. Bullying no way day
- Student assemblies and house groups

In supporting Tier 2 & 3 students, professional development is identified as a strategy. Professional development is offered for staff working with these children. Staff may access BCE approved and offered learning opportunities or other outside organisations.

2. Teaching about Bullying and Harassment

At St. Sebastian's 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 in the following ways:

- Health units/Religion units
- ICT agreement and responsible use

- Class covenants
- Anti-bullying days
- Productions focusing on anti-bullying
- Assemblies and Monday Morning Prayer
- Pastoral house groups

3. Responding to Bullying and Harassment

All staff must take all reports of bullying and harassment seriously and respond with a school team process. Please refer to the St. Sebastian's Bullying response flow chart (Appendix C), which is outlined below:

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

Support for those involved in instances of bullying

We support the person who has been bullied in the following ways:

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

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

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

4. Preventing Bullying and Harassment

St Sebastian's aims to prevent Bullying by engaging in the following:

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. This also includes how to recognise and effectively respond to bullying, including cyberbullying.
3. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour according to our Student behaviour support plan and staff handbook as well as induction to school processes when first working at St. Sebastian's.
4. 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 through newsletters, class updates, social media, orientation and parent information evenings, and three-way parent-pupil-teacher interviews.
5. Explicit promotion of social and emotional competencies among students. At St. Sebastian's we are embedding general capabilities, including personal and social capabilities, within the curriculum, as well as a whole school pastoral program. This includes programs such as URSTRONG Friendology.

Key contacts for students and parents to report bullying

For parents, key contacts for reporting bullying are members of the leadership team. This includes:

Staff member - Principal – Mrs Leigh Hopton - 3848 2779

Staff member – Assistant Principal Religious Education – Mr Patrick Casey – 3848 2779

For students, the key contact for reporting bullying is their classroom teacher.

Cyberbullying

Cyberbullying is treated at St. Sebastian's 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.

How will school respond to cyberbullying

When a cyber-bullying incident occurs, students are advised to tell an adult immediately. In this instance, staff will follow the **Responding to Bullying Process** outlines above. If it is reported to the school, the school will assist to review the report and take appropriate action.

St. Sebastian's advises parents to report any cyber bullying or suspicious activity on the internet to the relevant authorities. For further information please refer to eSafety Commissioner or contact your local Queensland Police station.

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 - <https://bullyingnoway.gov.au/>
- Office of the eSafety Commissioner - <https://www.esafety.gov.au/>
- Daniel Morcombe Child Safety Curriculum - <https://danielmorcombe.com.au/>

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database which 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 St. Sebastian's, behaviour data, together with attendance, SRS (Student Reporting System) and other data sources is used to make data informed decisions about student supports. Data is used by all levels of the school community, including teachers, support staff and leadership, to provide universal, targeted and intensive support.

Team meetings are held with teachers and leadership in staff meetings to analyse universal school data and provide feedback to staff. Targeted and personalised teams (including leadership, Guidance Counsellors and Support staff) meet regularly and wherever necessary analyse and prioritise individual students requiring or enrolled in Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies

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

Appendix A – School Behaviour Matrix



School Behaviour Matrix

At St. Sebastian's

we grow in Faith, Love and Knowledge by showing:

Expectation	All Settings	Learning	Playing spaces	Eating Spaces	Gathering Spaces	On the move
Respect for Self	I take pride in my appearance, work and environment I try my best I learn from my mistakes I make safe choices I am in the right place doing the right thing	I am organised and ready to learn I set and work on learning goals I have a go and participate I do my work I ask for help and feedback	I am sun smart I use equipment safely Own my behaviour choices Hat on during play I ask a teacher for help	I stay seated and eat my own food I look after my lunchbox and drink bottle	I am an active listener I stay with my group/teacher I enter and exit quietly I participate appropriately I am calm and patient	I walk on paths Right place, right time, right person I look after all belongings I follow teachers' instructions
Respect for Others	I speak and act with kindness I include others I greet and welcome others I am an upstander	I keep my hands and feet to myself I use equipment safely I listen and follow instructions I stay on task and work hard Feedback is kind and specific	I show good sportsmanship I play in the right place I include others Respect privacy in the toilets Report problems or unsafe behaviour to the teacher	I sit still and eat quietly I keep my area clean and pick up my crumbs I keep my belongings with me and return them to the tub when asked	I listen attentively I follow directions quickly I participate I allow everyone to listen I sit still and stand quietly I keep hands and feet to self	I walk quietly and with purpose Right time, right place, right person I give way to adults and younger students I greet visitors with a welcome and smile
Respect for Environment	I look after belongings I care for plants and animals I keep our school clean	I keep my work and work area tidy I look after and put away resources I leave bag area clean and tidy I put rubbish in the bin	Look after and return play equipment Stay in the playing spaces Keep toilet clean and report problems Leave the plants and animals alone	I put rubbish in the right bin I pick up rubbish even if it's not mine I try to bring nude food	I clean up after myself I put resources away after use I look after property	I keep my belongings with me I save water I walk on paths and stay in bounds I use the toilet respectfully, put toilet paper in the toilet and flush

To do this we are Active Learners who:

(Show) Courage

Collaborate

Reflect

Explore

Create

Appendix B - 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,	Green light behaviours

		mutual, light-hearted and easily diverted experimentation.	
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

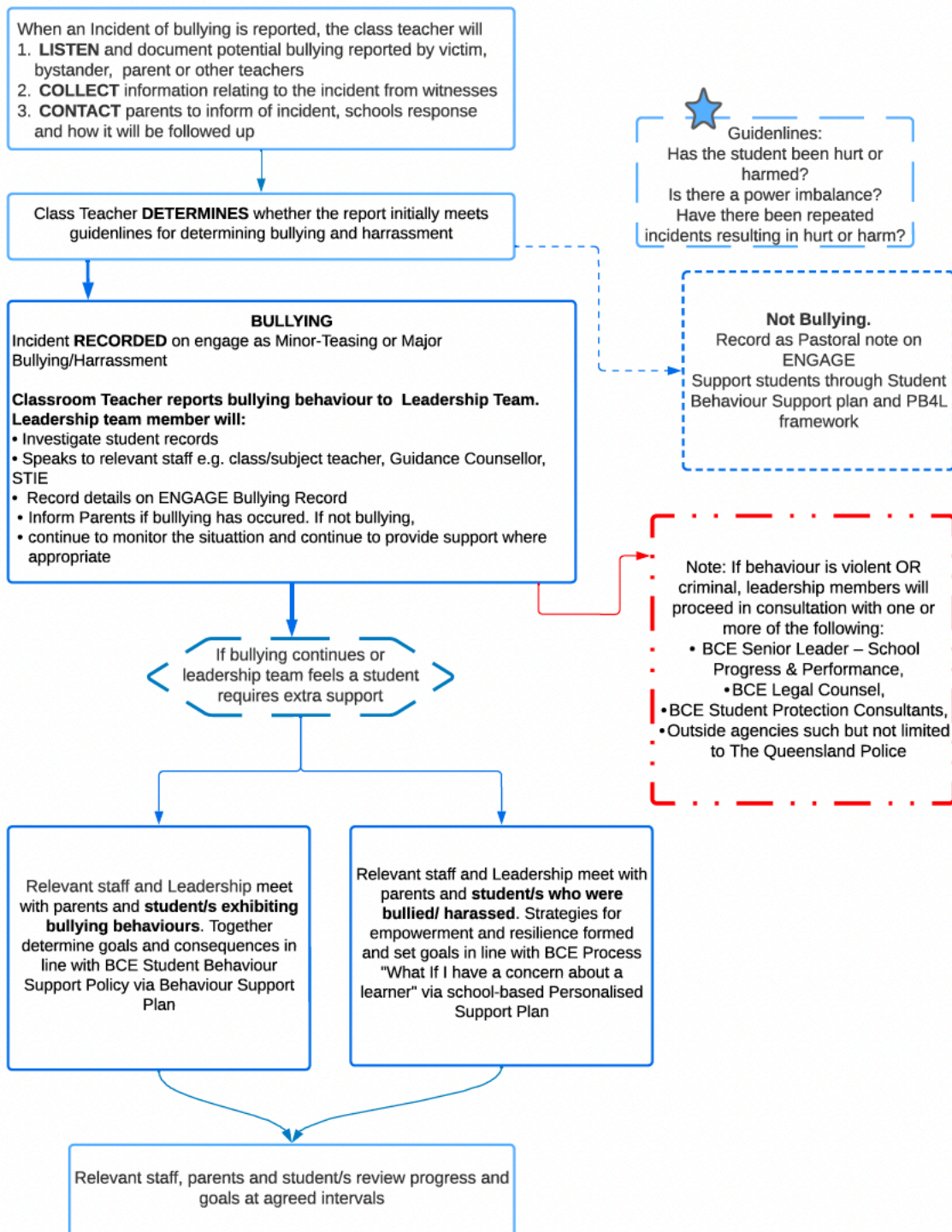
	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating 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

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

	Descriptor	Definition	Example
		without acknowledging its original source.	
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

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

Appendix C - St. Sebastian's Bullying Response Process



Approver: Principal	Issue date: 01/04/2026	Next review date: 01/04/2028
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