

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

The **MISSION** of St John Vianney's Catholic Primary School is to sustain and enhance the presence of quality Catholic education in this community by:

Empowering learners

Sharing the spirit, and

Living the Gospel,

through the relationships within all aspects of school life.

VISION

In the tradition of St John Vianney and the Presentation Sisters, our Catholic school will live the values and teachings of the Gospel. At St John Vianney's we are committed to fostering an inclusive, diverse and rich learning environment which supports the growth and wellbeing of our school community.

Our School Context

St John Vianney's Manly is a Catholic Primary school in the Bayside of Brisbane. St John Vianney's Catholic Primary School was founded by the Presentation Sisters and was opened on the 26th January 1941, by Archbishop Duhig. We currently have an enrolment of 481 students which consists of 3 classes in each year level from Prep to Year 6 .

Consultation and Review Process

The consultation process with the school community involves the School Board and discussions at a Parents & Friends Meeting once a year. Each month the school publishes a policy of the month in the school newsletter and parents are able to feedback to the school for review with the School Board.

In 2023, parents, students and staff were able to participate in the BCE Listens Survey, 76 parents responded and safety at school was rated highly with a school mean of 8.2.

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 John Vianney's we place a strong focus on equality, improvement and transformation for all students to reflect and live out the intention of the [Alice Springs\(Mparntwe\) Education Declaration](#) (2019). "Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face."

The [Brisbane Catholic Education Learning and Teaching Vision](#) to teach, challenge transform has informed our vision for our students to learn, progress and grow.

We implement the Australian Curriculum and Brisbane Catholic Education Religious Education Curriculum which aim to engage students in a wide range of learning areas. In the spirit of the Gospel of Jesus Christ and in partnership with parents, our school has high expectations for our students to become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community

The Australian Curriculum and Brisbane Catholic Education's [Model of Pedagogy](#) and Learning and Teaching Cycle are to be used as a basis for planning and programming. BCE have outlined effective and expected [literacy](#) and [numeracy](#) teaching practices, along with three High Yield strategies that underpin the implementation of the Excellent Learning and Teaching Strategy.

St John Vianney's uses the Zones of Regulation as a social, emotional development framework to help students recognise and communicate their feelings using the different zones. The Zones of Regulation enable our school community to use consistent language in the classroom, in the playground and at home. There are four zones to describe how students' brain and body feel. Children cannot learn effectively unless they are in the Green Zone. The four zones are:

Green Zone – Ready to go! Feeling good, happy, calm and focused. Students are ready to learn.

Blue Zone – Our body is running slow. Students might feel slow, sad, lonely or bored.

Yellow Zone – Students may feel frustrated, overwhelmed, silly, wriggly, over-excited, worried, anxious.

Red Zone – Students have BIG EMOTIONS of anger, fear, aggression. They find it hard to make good choices and feel out of control.

Students are encouraged to learn strategies to stay in or move between the zones. By using common language, students can be helped to learn their triggers and early signs that they are moving into yellow, blue or red zones. Each student develops an individual set of strategies that they can access to help them move to the Green zone. The program can also assist students to recognise each other's emotions and how their behaviour impacts others. The Zones of Regulation helps students to self-regulate: to manage emotions / impulses, manage sensory needs and improve problem solving skills.

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.

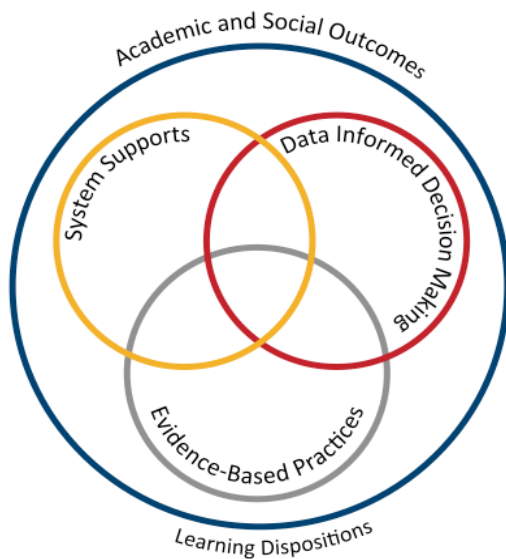


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

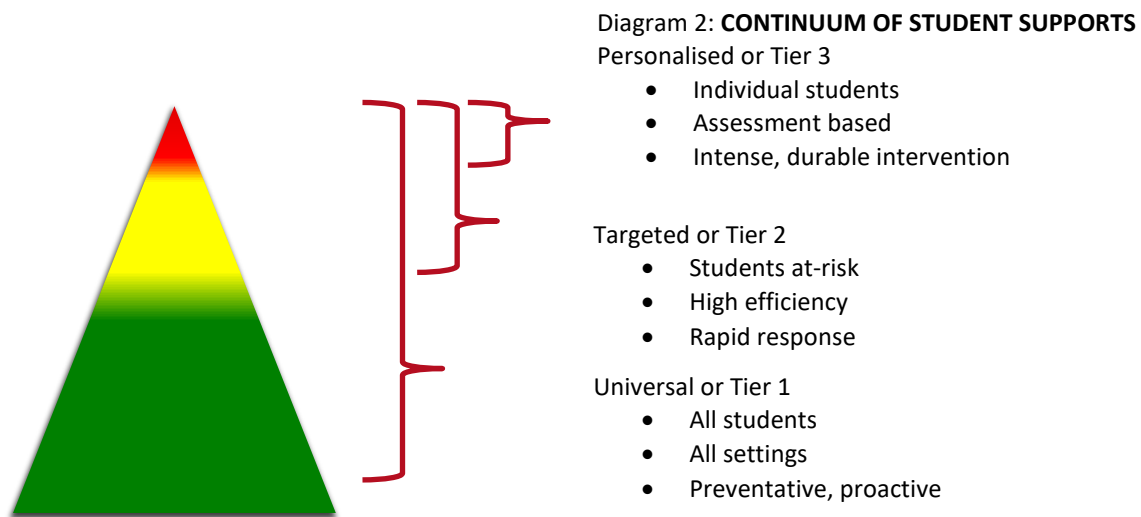
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

The leadership team together with the Support Teachers, Guidance Counsellor and School Chaplain meet weekly where there is an agenda and minutes for analysis of Engage Student Support System data. Requests for Support for students are also received and actioned at these meetings. Staff have co-constructed the PB4L Matrix and have received professional development and support with the Zones of Regulation from our school Guidance Officer.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

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

- Be Respectful
- Be Responsible
- Be Safe
- Be a Learner

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

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

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

2. Focus: Teaching Expected behaviour

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

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

- Explicit teaching of components of the Behaviour Matrix each week by class teachers
- Assemblies and briefings
- New student orientation when needed
- Student leaders support younger peers
- Classes have a buddy class
- Individual support including conversations and modelling for students as necessary
- Guidance Counsellor runs lunchtime social skills groups
- School Chaplain works with small groups of students on social skills

This matrix is designed to define right time, right place, right task behaviours in various places around the school. It is a starting point for teaching behaviour across our school.

We can:	Our Classroom	Our Eating Time	Our Toilets	Our Playground	Our School Gatherings	Our Arrival/ Departure	Our Cyberspace
Be Responsible	<ul style="list-style-type: none"> Have correct equipment * Be organised * Stay on task 	<ul style="list-style-type: none"> Sit down to eat * Eat before play * Put any rubbish you see in the bin 	<ul style="list-style-type: none"> Wait patiently * Flush toilet * Wash hands 	<ul style="list-style-type: none"> Care for the environment * Look after equipment * Follow rules of the game 	<ul style="list-style-type: none"> Sit quietly & patiently 	<ul style="list-style-type: none"> Be ready * Be on time * Listen for my name 	<ul style="list-style-type: none"> Ask before you change settings * Check before entering personal details
Be Respectful	<ul style="list-style-type: none"> Listen to speakers * Take turns * Speak kindly * Follow directions 	<ul style="list-style-type: none"> Keep the eating area clean & tidy * Include others in quiet conversation 	<ul style="list-style-type: none"> Allow privacy for everyone * Use toilets for correct purpose 	<ul style="list-style-type: none"> Use kind words/ Play fairly * Include others 	<ul style="list-style-type: none"> Listen to speakers * Allow others their personal space * Participate respectfully 	<ul style="list-style-type: none"> Wait patiently * Use manners * Follow directions 	<ul style="list-style-type: none"> Type only kind words/images * Ask before you take a photo * Care for equipment
Be Safe	<ul style="list-style-type: none"> Use equipment correctly * Wait my turn * Walk at all times * Follow directions 	<ul style="list-style-type: none"> Eat my own food * Speak quietly * Leave my lunchbox in a safe place 	<ul style="list-style-type: none"> Walk at all times * Close doors gently 	<ul style="list-style-type: none"> Use equipment safely * Wear hats * Play in the correct area * Walk on the cement 	<ul style="list-style-type: none"> Move quietly & patiently 	<ul style="list-style-type: none"> Wait in the correct area * Walk sensibly 	<ul style="list-style-type: none"> Know who you are communicating with * Be careful sharing personal details or photos
Be a Learner	<ul style="list-style-type: none"> Share your learning * Participate in activities 	<ul style="list-style-type: none"> Eat healthily * Drink water 	<ul style="list-style-type: none"> Be healthy * Go at break times 	<ul style="list-style-type: none"> Include others * Share * Be fair 	<ul style="list-style-type: none"> Participate 	<ul style="list-style-type: none"> Follow the routine 	<ul style="list-style-type: none"> Stay on task * Share your skills

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
Fortnightly Student of the Week Award on Value of the fortnight	Explicit teaching of sections of the Behaviour Matrix
Positive Postcards home to parents	Points system for class reward / some classes use Class Dojo

Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring,

trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

- **Social Skills Clubs/Groups.** This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan Use of Zones of Regulation to get back to the Green Zone	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



AS A POSITIVE BEHAVIOUR 4 LEARNING SCHOOL AT SJV



We Teach



We Practise



We provide a positive and supportive environment



UNIVERSAL

- 1 REMIND
- 2 TEACH OR MODEL BEHAVIOURS
- 3 REDIRECT TO ASK
- 4 SUPPORTIVE STRATEGIES






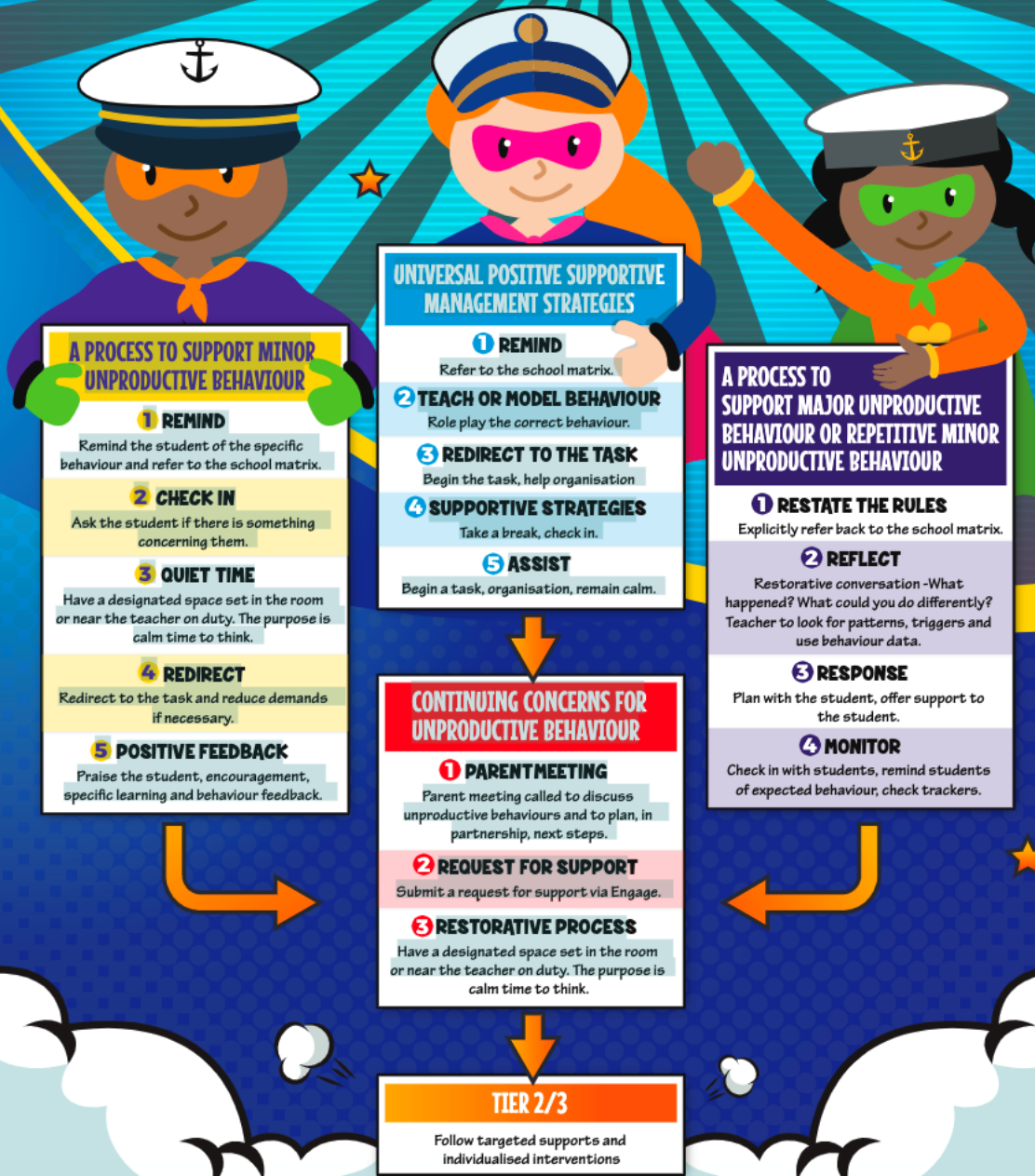
PROCESSES TO SUPPORT ...

- 1 UNPRODUCTIVE BEHAVIOUR
Remind, Check in, Quiet time, Redirect, Positive feedback
- 2 MAJOR UNPRODUCTIVE BEHAVIOUR
OR REPETITIVE MINOR UNPRODUCTIVE
Restate the expectations, Reflect, Respond and monitor.
- 3 CONTINUING CONCERNS
FOR UNPRODUCTIVE BEHAVIOUR
Parent meeting, Request for Support, Restorative process.



AS A POSITIVE BEHAVIOUR 4 LEARNING SCHOOL

-  We ensure that expectations have been taught and practised
-  We reinforce school wide expectations for behaviour
-  We provide a positive and supportive environment.



5. BCE Formal Sanctions

- Detention process: Students may have a timeout from play time as a consequence. This is nominated by a member of the leadership team who also supervises the student. Parents are notified via the Behaviour Reflection form or by phone call.
- Suspension process at St John Vianney's – A suspension is imposed as a disciplinary measure and in some cases is imposed to ensure the safety of other students and staff. The Principal or their delegate nominates a suspension and completes the Suspension record in Engage. Parents are notified including official Suspension letter and phone call or meeting. The Re-entry process after a suspension has occurred requires the child/parent and principal or delegate to be present to outline clear expectations for their return.
- Negotiated Change of School – A change of school would be considered with a complex, challenging case after consultation with parents, BCE staff to ensure appropriate decisions are made in the interest of the individual student.
- Exclusion – Exculsion would be considered with a complex, challenging case after consultation with parents, BCE staff to ensure appropriate decisions are made in the interest of the individual student. Final approval would need to come from the Executive Director of BCE.

For appeals, the school aligns to BCE processes.

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).

Definition

The national definition of bullying and harassment for Australian schools says:

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

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

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

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

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

1. Understanding Bullying and Harassment

Every person within St John Vianney's School community is encouraged to be vigilant in recognising and discouraging bullying in any form, and to foster gentleness and tolerance so that our school is a happy and supportive community of learners. Raising awareness of bullying and promoting a supportive climate for children is the responsibility of all within the school community. It must be noted that not all behaviours are bullying, despite having been perceived differently by some students. Behaviours deemed as bullying are clarified against the definition as detailed in this policy. All staff are briefed annually on the requirements of this policy regarding behaviour management and bullying.

2. Teaching about Bullying and Harassment

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

- The school has a duty of care for both the victim and the perpetrator of bullying and must advocate for both parties.
- Constant reinforcement of the School-wide Expectations occurs.
- Using the Behaviour Matrix to explicitly teach what each element of the School-Wide Expectations looks like, sounds like and feels like must occur in classroom teaching.
- Whole school behaviour plan is adhered to.
- Purchase and use of anti-bullying resources.
- Daniel Morecombe Program.
- Student participation in awareness programs such as Cyber-awareness programs.
- Staff training to ensure consistency of approach and provide strategies to handle disclosures of aggressive or bullying behaviour.
- We recognise that there are students within our community with specific learning and behavioural differences. This will be taken into account in regard to bullying situations as these children may be at risk of being more involved in bullying situations either as the victim or the perpetrator.

3. Responding to Bullying and Harassment

The implementation of the following plan must occur should the school identify a case of bullying:

- All cases of reported breaches of the School-wide Expectations considered significant should be noted using the response cards in the school behaviour plan. This data effectively records the behaviour history of students whose behaviour is repeatedly inappropriate.
- General aggressive/inappropriate behaviour is handled through the behaviour plan system.
- Repeated offenders are referred to the Learning Support Meeting. Parents are informed of the strategies to be employed in dealing with referred students.
- Parents may be requested to attend a meeting.
- Repeated bullying behaviours are fully investigated. Notes and reports are prepared. Students involved and their parents are notified of the investigation and involved where appropriate.
- If the behaviour is identified as bullying, the School Guidance Officer is notified, a meeting with the offender and his/her parents is convened with the classroom teacher, Principal and Guidance Officer. A similar meeting would be required for the victim. An action plan is formulated, signed by all parties involved and closely monitored by the Principal or Assistant Principal.
- In cases of repeated bullying, suspension from class, suspension from school and exclusion could occur. This is done in consultation with the school Area Supervisor representing Brisbane Catholic Education.
- Mediation processes chaired by the School Guidance Officer are implemented in order to establish conflict resolution between the parties involved.
- In cases where students have not disclosed bullying, yet been aware of it, assertive classroom teaching is implemented to ensure students know and feel comfortable with their responsibility to report repeated offences of bullying.
- Ongoing monitoring of all students involved in a case of bullying (and this includes victim, perpetrator and peers) occurs and is noted in the School Behaviour Management Plan records.
- Parents are requested to report any alleged incidents of bullying to the Administration Team to follow up. It is inappropriate for parents of alleged victims to approach other children on any matter related to student discipline.
- In cases where the alleged bullying occurs between adults within the community, a similar process must occur, which involves investigation, mediation, consultation and resolution. This may include and require the expertise of the Guidance Officer.

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

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate

school personnel (Principal and school leadership). Always maintain confidentiality and privacy.

- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner.
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies.
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

We plan for a safe, supportive and inclusive school to prevent bullying and harassment through:

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. Promoting School Gospel Values at Monday briefings and Fortnightly assemblies.
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. For example Zones of Regulation.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through the Staff Handbook.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour through the weekly school newsletter.

6. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection such as the Zones of Regulation and Daniel Morecombe.

Key contacts for students and parents to report bullying

Staff member Principal – Katherine McKay – 3097 2900

Staff member APRE– Carmel Smith – 3097 2900 (Prep to Year 2)

Staff member AP – Jackie Ward – 3097 2900 (Years 3-6)

Cyberbullying

Cyberbullying is treated at Saint John Vianney’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.

School response process (Adapted from BullyingNoWay!)

Effective schools use the response to bullying/harassment as a learning opportunity for everyone involved. The school's intervention is based on the understanding that children and young people are learning how to be a member of the school and wider community. The steps below provide a general guide and are provided to illustrate the key steps in positive responses.

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Collect additional information.
3. Discuss a plan of action with the student.
4. Inform the student what you intend to do.
5. Provide suggestions on what to do if the bullying occurs again.
6. Set a date for follow up review/s.

7. Record the incident in the Engage Student Support System
8. Contact appropriate school personnel (may include the school Guidance Counsellor)
9. Contact the family/guardian informing them of the incident and your course of action.
10. Make sure to follow up with the student over the next several weeks and months.

Response process when a parent reports student bullying to the school.

A similar series of steps applies if a parent contacts the school to report bullying. Ensure printed information (in particular, the school Student Behaviour Support Plan) is available at any meetings with parents if appropriate. The steps to follow are:

1. If they have not already done so, ask the parents to talk with the year/class teacher in the first instance.
2. If they are still concerned after speaking with the year/class teacher, invite them to make an appointment with a member of the school leadership/pastoral staff and any relevant teaching staff.
3. At the meeting provide a calming, supportive response and appreciate that some parents may express anger and distress about their child's experience.
4. Listen carefully and document the account.
5. Refer to your school Student Behaviour Support plan to discuss the definition of bullying, expectations of students and staff, responsibilities and implications.
6. Inform the parents what you intend to do regarding their concerns.
7. Let the parent know the name and contact details of the responsible officer for further contact.
8. Provide suggestions and information about what parents can do to support their child in the short term.
9. Set a date for a follow up review and conclude the meeting.
10. Record the incident/student contact in the Engage Student Support System.
11. Collect additional information from students and other personnel as appropriate.
12. Contact appropriate school personnel. personnel (may include the school Guidance Counsellor)
13. After you have developed a full action plan based on the additional information gathered, conduct the follow up review meeting with parents.
14. Agree on a contact person for parents while the action plan is implemented.
15. Follow up with parents and students at a designated time in the following weeks or months.

Resources

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

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

- Bullying NoWay
- Office of the eSafety Commissioner
- Australian Federal Police “ThinkUKnow” website
- Zones of Regulation
- Restorative Practices

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

Each Monday, the Learning Support Team consisting of the school Leadership Team, Support Teachers, Guidance Counsellor and School Chaplain, meets to review student needs that can be nominated by the class teacher or a member of this team through a Request for Support on the Engage Student Support System. All members are expected to have reviewed Engage Student Support data and entries regularly. The Assistant Principal is responsible for setting up Check In & Check Out along with a school officer as required.

Teachers can place a tracker on the Engage Student Support System to receive daily notifications of their own class. The Leadership Team receive daily notifications for the whole school.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

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

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

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

	Descriptor	Definition	Example
		phone, music/video players, camera, and/or computer	Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time

