



ST STEPHEN'S SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Our Vision
To be a welcoming and caring Catholic community, where all people are truly valued and seek to be the very best of themselves.

Our Mission
Driven by the life and teachings of Jesus, our mission is to actively shape and enrich the spiritual and educational journey of students, staff, families and all people within our community. Offering excellence in learning and teaching, we embrace differences and individuality, whilst living in harmony with God's creation.

Our Motto
Growing in Courage, Wisdom and Faith

Our Foundation Stones (Core Values)

Courage	Wisdom	Faith
At St Stephen's, Courage is recognising our vulnerabilities, building resilience and overcoming struggles. Standing firm in our beliefs, we step out into the unknown, whilst always speaking and acting from the heart.	At St Stephen's, Wisdom is knowing what is good in ourselves, in others, and in the world, through the gift of God's grace. Through God's eyes we see the needs of others. Through God's ears we listen to the knowledge and truth of others. Through God's loving heart we respond with justice and charity.	At St Stephen's, Faith is using our inner strength to trust in things not easily seen; believing in God, in ourselves and in others. With God in our hearts, we stand firm as a community to share the Good News of the Gospel daily.

© Brisbane Catholic Education, St Stephen's School (2024)

Our School Context

St Stephen's School is a Brisbane Catholic Archdiocesan primary school. The families, whose children attend our school, primarily reside in the suburbs of Algester, Parkinson, Calamvale, Sunnybank Hills, and Drewvale.

The school commenced operations in 2004 with an enrolment of 94 students, ranging from Preschool to Year 3. In 2023, school enrolment is approximately 520 children and is two or three-stream across each year level from Prep to Year 6. When our students complete their primary education, the majority continue their schooling at either St Thomas More College Sunnybank, or Clairvaux MacKillop College Upper Mt Gravatt.

Consultation and Review Process

St Stephen's School began the development of a School Wide Positive Behavior Support Plan (SWPBS) in 2011. The school's leadership team, staff and parents formed a committee to review our school-based processes and practices used in the management of student behaviour. The need for a review was confirmed following the collection of data obtained from an Effective Behaviour Support Survey. In 2014, SWPBS shifted focus to align with the Australian Curriculum and was renamed Positive Behaviours 4 Learning. Our Positive Behaviours for Learning Support Plan is reviewed biennially or earlier, if required.

Tiered Fidelity Inventory, completed in 2019, indicated a need for review as many new staff were not as familiar with the supports and processes in place.

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 Stephen's School, we recognise the need for a behaviour management plan, as there are many different approaches to behaviour management and a published plan will support staff members to operate with greater consistency. As a staff, we have aligned our processes and practices with current literature and best practice in the area of student behavior support.

We believe that:

- schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- every day, at school, students have opportunities to learn and practice their social skills and develop their capabilities through their interactions with the school's curriculum (ACARA).
- behaviour is learned, therefore, responsible behaviour can be taught.
- student positive behaviour is best achieved through instruction- teaching- rather than through punishment or punitive measures.
- student behaviour can be taught using the same strategies used to teach the other areas of the curriculum.
- misbehaviour presents a student with an opportunity to learn and the educator with an opportunity to teach.
- for behaviour change to occur, positive approaches that strengthen teacher-student relationships must be used.
- student positive behaviour is a collaborative effort. In partnership with parents and carers, as members of the school staff team, we are committed to each student's success.
- efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and feedback.
- students need and want high standards for their behaviour. Maintaining high expectations does not require a punitive approach.
- an integrated system of school-wide, classroom and individual student supports can assist in improving behavioural outcomes, in developing positive student learning dispositions for the students we serve and in contributing to a sense of efficacy and job satisfaction for members of our staff team.

- services for students with chronic or intense behaviours are more effective within the context of a school-wide commitment to the social and academic development of all students.

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.

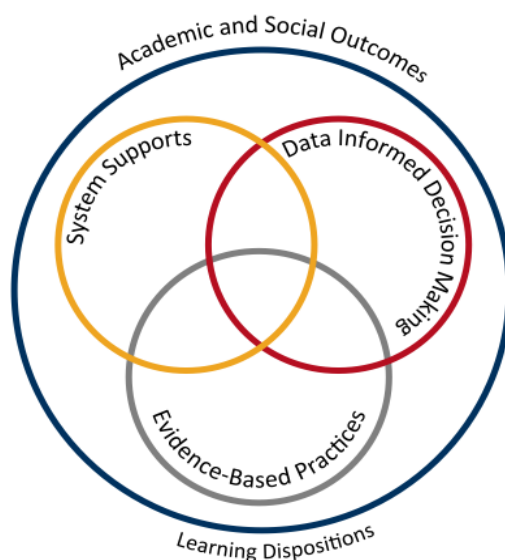


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

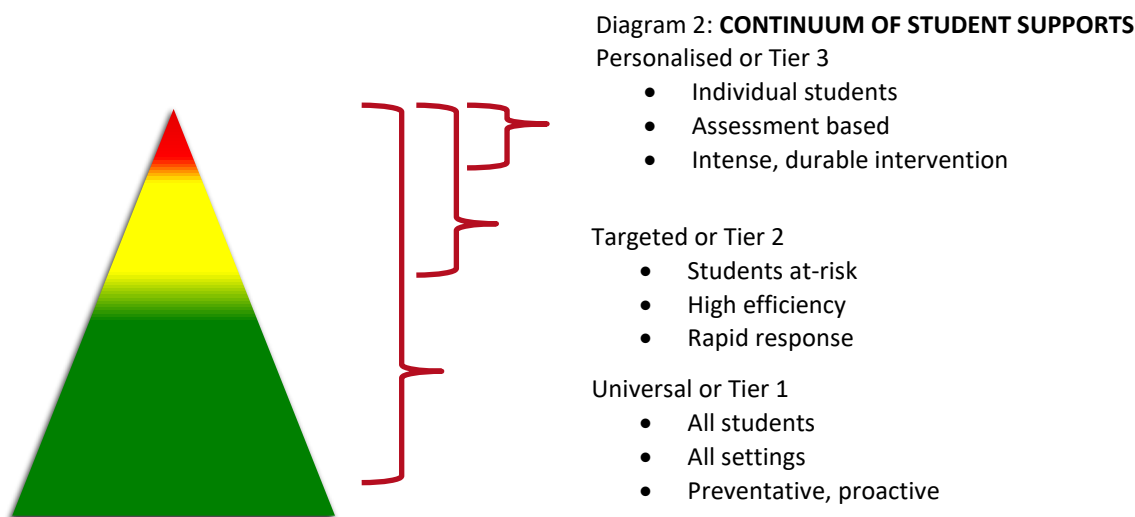
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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



© Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Adapted by Brisbane Catholic Education Inclusive Education and Student Wellbeing Team for Brisbane Catholic Education's educational purposes with the permission of Tim Lewis, University of Missouri, (2022). Any further adaption, reproduction or communication of this material is not permitted.

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

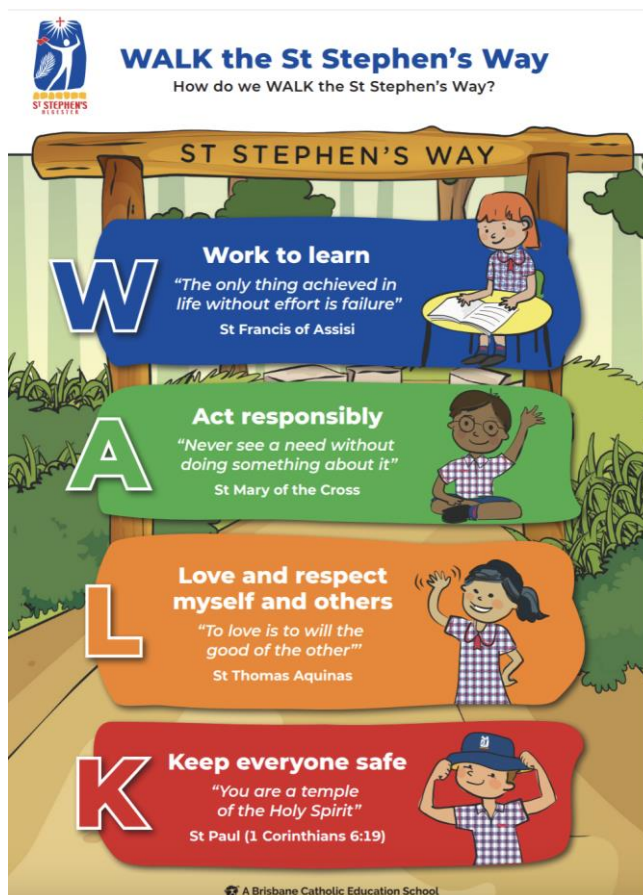
The PB4L team (universal support team) at St Stephen's comprises of three classroom teachers APRE, APA, STIE, STEW and Guidance Counsellor whilst being overseen by the Principal. The PB4L team meet regularly to discuss areas for improvement, review practices and examine ways to continually develop staff's understanding and implementation of PB4L effective practices. In 2023, the PB4L team began a review of the PB4L Process at St Stephen's, including reviewing the Student Behaviour Support Plan, PB4L Matrix and how we respond to unproductive behaviours.

The School's leadership team, STIE, STEW and Guidance Counsellor meet fortnightly at Student Support Team meetings to discuss targeted supports and practices and the school's Tier 2 and 3 supports for students. The students who require these additional supports have been identified through a Request for Support process.

Section B: Our Student Behaviour Support Practices

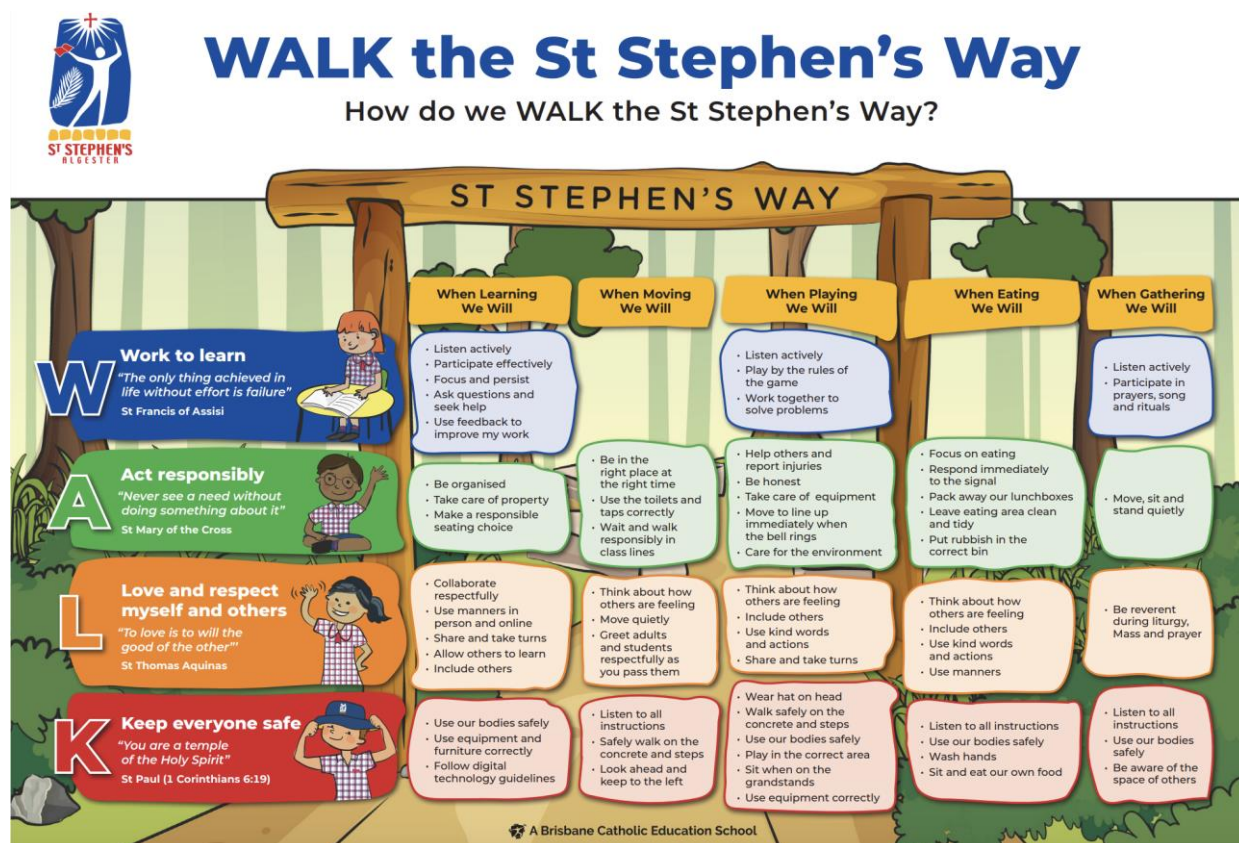
1. Clarity: Our Expectations

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. At St Stephen's, we WALK the St Stephen's Way and follow in the wisdom of the Saints.



© Brisbane Catholic Education, St Stephen's School (2024)

Our school behaviour matrix is a visual tool that outlines the 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.



© Brisbane Catholic Education, St Stephen's School (2024)

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:

- Classroom time spent in the first week of school, with booster lessons during the year;
- Assemblies, followed by an individual class focus;
- New student orientation;
- Student ambassadors serving as orientation models for newly enrolled students;
- Modelling and role playing methods;
- Referring and accessing displayed school and classroom rules and expectations using the school's matrix;
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like);
- Explicit teaching to unpack why a particular behaviour is expected

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.

At St Stephen's we support students to show desired behaviours with consequences that are reinforcing to most students, such as specific positive feedback along with other forms of reinforcement. Our systems encourage and motivate students, both as they are learning the expected behaviours and then to maintaining those skills and dispositions as students become more fluent with their use. Specifically, our positive encouragement practices utilise effective, specific feedback, adult attention (both contingent and non-contingent) and a tangible reinforcement system.

At St Stephen's, to promote a positive school climate and to build rapport and relationships with students, we use both non-contingent and contingent adult attention:

- non-contingent adult attention is provided regardless of a student's performance and includes, but is not limited to, such things as greetings, smiles, conversations (e.g. on playground duty), prayer time, group sharing times and "show and tell".
- contingent adult attention is provided based upon the performance of an identified behavior such as, descriptive praise, verbal and non-verbal affirmations (e.g. thumbs up, good job), one-on-one conference to acknowledge and praise.

Staff utilise a range of acknowledgement strategies with students, to support our positive school culture, including:

- praise/encouragement (verbal/non-verbal/written)
- in-class incentive programs
- phone calls, emails, or communication to parents
- Walking the St Stephen's Way awards handed out on assembly along
- Walking the St Stephen's Way tickets
- Sharing work with others (Principal, A.P.A., A.P.R.E., other year level classes, buddy classes, parents)

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 interventions 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 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 (Chat room, Guidance Counsellor run 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.
- Play time shadowing by a member of staff who is looking to respond to the needs of identified children.

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 and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

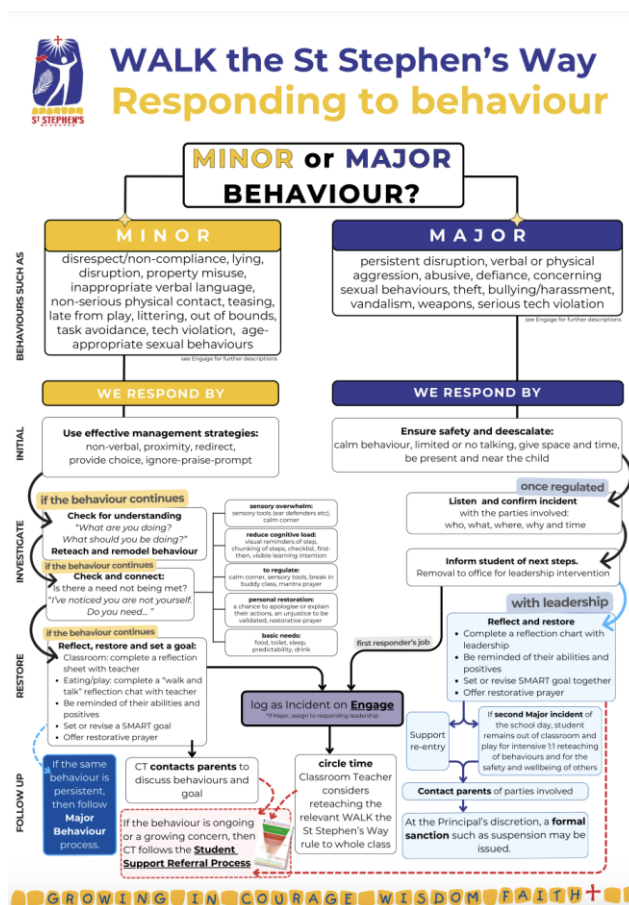
4. Feedforward: Responding to Unproductive Behaviours

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.

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:



5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

For appeals, the school aligns to BCE processes.

At St Stephen's we align with the BCE procedures for formal sanctions. The purpose of formal sanctions is to reduce the number of detentions, suspensions, and exclusions; to reduce the frequency of adverse behaviour and to build positive relationships. All Formal Sanctions are followed up with a re – entry consultation with the students and their parents/carers. It is expected that formal sanctions will be imposed only when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. The proposed action should appropriately address the best interests of the student and the security, safety and learning environment of other members of the school community. Following segregation, re-entry consultation will occur with the student to provide feedback and restorative planning and support. Discussions and ongoing evaluation may be undertaken in collaboration with appropriate available support networks. However, in some cases of inappropriate behaviour, it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Detention, suspension, negotiated change of school and exclusion are options available to the school in these situations. Collaboration amongst school staff, students and parents/carers is an important aspect of student behaviour support in Brisbane Catholic Education schools. All participants should be fully aware of the procedures and of their place in the context of the school's Student Behaviour Support plan. In implementing these procedures, school staff should ensure that no student is unlawfully discriminated against and that their individual situations, such as age, individual needs, impairments, and the developmental level of the student, are considered. When dealing with a student with an impairment, consideration must be given to the requirements of the Disability 12 Discrimination Act 1992, the Education (General Provisions) Act 2006 Qld and the Antidiscrimination Act 1991 Qld.

Detention

The principal of the school, if satisfied that a student has behaved in an inappropriate manner, may impose a detention on that student. This authority may also be delegated to teaching staff in accordance with each school's Student Behaviour Support Plan. The use of detention as a method of managing student behaviour is at the discretion of each school. Definition of 'Detention' - A detention is any period when a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess, lunchtime, recreation time, after school, or non-school days.

To clarify, the form of 'detention' that is used in schools is not related to that in formal detention centres / systems. The opportunity exists during a detention to use that time to repair relationships, use restorative practices, make plans for appropriate behaviour and rehearse alternative behaviours. The processes associated with detention may be couched within frameworks such as the 'Responsible Thinking Process'. A detention should be constructive and age-appropriate. Detention can signal to a student that their inappropriate behaviour will be met with an immediate consequence. That is, detention can be a deterrent to inappropriate behaviour.

A member of the teaching staff or leadership team should supervise detentions and include a reflective process and restorative practices.

Suspension

Suspension should be used only when other available measures have been implemented without success, where the situation is serious, or demands an immediate response. 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 Stephen's School may suspend, full-time or part-time, a student for a period up to 10 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. In the absence of the principal of the school, the Acting Principal may exercise the authority to suspend. The principal may delegate this authority to other members of the school's leadership team in his or her absence. By definition, suspension is **the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time**. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student. The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. Suspension may occur, if so decided by the school principal, after he/she has:

- A) ensured that other appropriate and available student support strategies and discipline options have been applied and documented.
- B) Ensured that other appropriate support personnel available, both within the school system and externally (BCE Senior Leader), have been involved.
- C) Taken reasonable steps to ensure that discussion appropriate to the circumstances has occurred with the student and those involved in the incident, regarding specific misbehaviour that the school finds inappropriate and which may lead to suspension.
- D) Recorded all action taken in ENGAGE.

Principals may suspend, consistent with these procedures, where behaviour includes the following:

- A) Persistent non-compliance: Students, who in their relationships with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse.
- B) Persistent disruption: Students who persistently disrupt and prevent the learning and teaching of others.
- C) Breach of school's Student Behaviour Support Plan: Students who seriously breach the school's published rules and regulations.

Principals may suspend immediately any student whose behaviour includes the following, but is not exclusive to:

- A) Possession of alcohol or a suspected illegal drug: Brisbane Catholic Education states that schools must be places that are free of illegal drugs. Suspension may occur immediately if the substance is alleged by the student to be an illegal drug or alcohol, or is confirmed as illegal. The matter should be referred to the police. (See also BCE's Medication to Students: Routine, Emergency and over the counter Guidelines and Management of Drug Related Incidents in Schools).
- B) Violence or threat of serious physical violence: Any student intentionally causing injury or threatening serious physical violence against another student or member of the school community, or themselves, may be suspended immediately. The matter should also be reported in accordance with Student Protection processes.
- C) Concerning or serious sexual behaviour: The matter should also be reported in accordance with Student Protection Processes.
- D) Possession of a weapon or knife: Any student possessing a weapon or using or threatening to use any item or instrument as a weapon may be suspended immediately. The matter should be reported to the police. (Refer to the BCE Guideline – Management of Weapons in Schools).

- E) Verbal abuse: Principals should take developmentally appropriate expectations into account in relation to verbal abuse by a student.

Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to:

- Signal that the student's present behaviour is not acceptable.
- Allow a cooling-off period and time to muster school and/or Brisbane Catholic Education resources and set in motion a plan for assisting the student to demonstrate appropriate behaviour.
- Establish a negotiation process for the student's re-entry to the school, based on the student achieving some explicit goals related to improved behaviour.
- Ensure that the student's parents/caregivers are aware of the seriousness of the student's behaviour and are involved in the process of negotiation for re-entry.
- Protect the rights of staff and students to establish environments that promote a positive learning environment for all.

Suspension Decision: The principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration. Some situations may require discussions about continued access for the suspended student to attend school-based activities, such as assessment.

Re-entry process: The re-entry conference will usually take place in the school and will be facilitated by the principal. In instances where there has been a problematic relationship between a parents/caregivers and the school, the Principal may find it beneficial to call upon a third party such as the Senior Leader or Guidance Counsellor, to facilitate the meeting. If, despite the school's requests, parents/caregivers are unwilling to attend a re-entry meeting, the principal should refer the matter to the Senior Leader. Alternative options may need to be considered to facilitate the student's return to school. Alternatively, the Senior Leader, in consultation with the Executive Director or Delegate, may consider commencing proceedings for exclusion.

Negotiated change of school: In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the wellbeing of a school community (for example, when a student's continuing presence poses a danger to that community's safety). The principal should provide the parents/caregivers with an opportunity to discuss the implications of the negotiated change of school and provide information about why the change is being proposed.

Exclusion: In extreme circumstances, a principal may, in consultation with the Senior Leader, make a submission to the Executive Director or Delegate, recommending the exclusion of a student from a Brisbane Catholic Education school. Definition of '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. The purpose of exclusion is to:

- Signal that the student's behaviour is not accepted in a particular school because it seriously interferes with the safety and wellbeing of other students or staff.
- Remove the student from an established environment in which inappropriate behaviour patterns have become entrenched.
- Provide the student with an opportunity for a fresh start in another school, which may prove to be better suited to the student's needs; and

- Give an opportunity for respite and relief to a school that has done everything in its power to support the student.

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

We believe our students have the right to learn in a supportive, caring and safe environment without the fear of being bullied. A safe and supportive school is described in the following way: "In a safe and supportive school..... diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety and wellbeing".

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 of Bullying

A person is bullied or victimised when he or she is exposed repeatedly, and over time, to negative action on the part of one or more other persons. (D. Olweus 1994)

Bullying involves:

- a desire to hurt
- a hurtful action (physical, psychological or social)
- a power imbalance
- (typically) repetition
- an unjust use of power
- evident enjoyment by the aggressor and
- sense of being oppressed on the part of the victim (Rigby 196)

Bullying can be physical, verbal or emotional harassment. Some examples of these types of behaviour follow:

Physical Harassment

- hair pulling
- scratching
- tripping
- pinching
- standing over someone
- breaking or damaging someone's possessions
- punching
- pushing
- slapping
- kicking
- poking

Verbal Harassment

- using words that suggest stupidity, e.g. der, dummy, moron, halfwit, etc.

- using words that suggest ugliness or personal problems, e.g. boofhead, four eyes, stinky, fatty, etc.
- using words that suggest weakness, e.g. cry baby, wimp, sook, etc.
- using words that attack ethnic or religious characteristics, e.g. wog, chink, Mick, darky, etc.
- echoing whatever someone says in a mocking voice
- using rude words with a sexual meaning
- making threats, e.g. "I'll get you!" or "I'll come around to your house and ..."
- making abusive phone calls or sending abusive e-mails

Emotional Harassment

- making rude gestures, e.g. monkey movements or extending the middle finger
- repeated teasing
- whispering about someone behind his/her back
- passing notes about someone
- imitating someone's speech or behaviour in a way designed to offend
- laughing at someone's mistakes
- excluding someone from group activities (with or without comment)
- refusing to talk to or notice someone
- passing around nasty gossip with a view to make someone feel bad
- demanding money or services "or else!"

Cyber Harrassment

Cyber exploitation is the use of the internet or mobile phone technologies to take advantage of another.

Examples include:

- An insult, threat, nasty denigrating comment, against a specific student carried out through internet or mobile phone technologies.
- Sending sexually explicit photographs of themselves or others. This can also include publishing such images
- Stealing someone's identity and impersonating them

St. Stephen's School's Position on Bullying

At St Stephen's School, we believe that everybody has the right to feel safe. Therefore, bullying behaviour at St Stephen's School is unacceptable and will not be tolerated.

Policy Implementation

- Parents, teachers, students and the community will be notified and regularly updated on the school's position on bullying.
- The school will adopt a four-phase approach to bullying, as follows:

Phase 1: Primary Prevention

- Staff members and the principal will participate in professional development activities relating to bullying, harassment and proven counter measures.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response will be a priority.
- The school will provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- The school will use an action research approach and regularly seek information from parents, staff and students regarding bullying at school. The results to this approach will inform further action.
- Classroom teachers will discuss and clarify the school's policy on bullying with the children in his/her class at the start of each year and at regular intervals throughout the year.
- The curriculum will include anti-bullying messages and strategies.
- Activity options/structured activities may be available to children at lunch breaks, e.g. library, chess, culture club, choir and computer games.

Phase 2: Early Intervention

- The principal and members of staff will remind children about the need to report bullying incidents as part of our student protection procedures.
- Parents will be encouraged to contact the school if they become aware of a problem.
- Public recognition and rewards for positive behaviours and resolutions of problems will be made.
- Use of behaviour tracking and monitoring software (Engage)

Phase 3: Intervention

- Bullying is an inappropriate behaviour which will be managed within the context of the school's Behaviour Management Policy.
- Once identified, incidents or allegations of bullying will be fully investigated and documented.
- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted and consequences will be discussed and implemented.

Phase 4: Post Violation

- Consequences for students who are identified as demonstrating bullying behaviour within the school context will be the same as for other serious behaviours, i.e. consequences will be individually based and may involve:-
 - exclusion from class.
 - exclusion from the playground.
 - school suspension.
 - withdrawal of privileges.

- ongoing counselling from appropriate agency for both victim and bully.
- Early intervention strategies suggested as part of the school's Behaviour Management Policy will also be implemented, e.g. the reinforcement of positive behaviours classroom meetings, the use of relevant support structures, ongoing monitoring of identified offenders, rewards for positive behaviour.
- If Bullying is identified, it is specifically noted under Bullying via the tracking and monitoring software we use (Engage).

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

At St Stephens School, the BCE Engage support system is utilised to track and record both minor and major behaviours. Teachers are asked to record incidents to inform the Student Support Team of the behaviours displayed in class. The Leadership Team receive daily updates regarding any incidents that have been recorded on Engage. This data is used to inform and guide decisions being made at Student Support Team meetings and Student Wrap around meetings.

Student Support Team Meetings are a part of a school wide process to support students and teachers. Teachers raise their concerns regarding a student to the Student Support Team via a request for support on Engage. The Student Support Team comprises of the school's Principal, APRE/APA, STIE, ST:EW, Guidance Counsellor, LET and PB4L representative. These meetings are held to analyse universal school data, targeted supports and prioritise students requiring or enrolled in targeted and personalised supports. At these meetings, Case Managers will be allocated to supporting individual students.

The Case Manager, classroom teacher and other members of the Student Support Team meet to discuss the learner and strategies to implement to assist the student at a later date. (Tier 2 supports) At this meeting Targeted supports are suggested and there are systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The PB4L Team can also use this information from Engage (through BI on Spire) to inform them of areas of support required for both teachers and students. This will be discussed and presented at Staff meetings as the need arises

References

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

Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Student Diversity and Inclusion policy
- Student with Disability policy
- Student Behaviour Support policy
- Student Behaviour Support procedure
- Student, Parent and Guardian Complaints Management policy
- Student Wellbeing policy.

Appendix A - Behaviour Definitions

Minor Behaviours

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

Major Behaviours

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

	Descriptor	Definition	Example
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 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

	Descriptor	Definition	Example
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

Approver: Principal

Issue date: 25/03/2024

Next review date:

25/03/2025