



SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN 2026

School Mission and Vision - Teach Challenge Transform

The community of St. Mary's, inspired by the Mercy tradition, believes in an education that nurtures a child's academic and personal growth. We are a welcoming community that encourages service to others through living the gospel values of Jesus.

We Belong

We are collaborative and flexible learners who value the unique qualities of ourselves and others.

We Grow

We aspire to be innovative and creative individuals leading our own learning journey.

We Serve

We find strength in each other as we enrich our world serving in the light of Christ.



Our School Context

St. Mary's Catholic Primary School is a regional school, situated in the township of Beaudesert about an hour's drive south from Brisbane. The school was established by the Mercy Sisters over 125 years ago and was administered by them until 1996, when the first lay principal was appointed. The school continues to maintain a close relationship with St. Mary's Parish.

We are a well-resourced school, fully airconditioned with modern technology in classrooms. We work in close partnership with McAuley College, our Catholic Secondary College in the Beaudesert community. The year range is Prep to Year 6 and the current enrolment is approximately 440 students. Our students are drawn from the surrounding areas of Beaudesert township, Kooralbyn, Rathdowney, Mt Tamborine, Kerry, Jimboomba, Cedar Grove, and Cedar Vale.

We employ specialist teachers in the areas of the Arts, instrumental music, and HPE. The school community celebrates Eucharist once a week with the children taking an active role in the preparation and celebration. The many and varied talents of our students are used to reach out to the greater community through Caritas - Project Compassion and local community events.



Consultation and Review Process

A Positive Behaviour 4 Learning (PB4L) team was created in 2013 and has comprised of various team members to be a collaborative venture in planning and developing procedures. The team assists staff in the continuing process of developing and maintaining a positive school environment where students behave responsibly and engage in their learning.

A data review (2017) on SBSS (Engage) was undertaken to assess the behaviours, times, and school areas where children were not meeting school expectations. Our data review identified areas (e.g. Toilets, Transitions) that required effective instruction. It also highlighted a need for consistent approaches and language to be used by staff and students. These expectations required instruction, feedback, re-teaching, and encouragement.

In 2018, the PB4L team in consultation with BCE (Brisbane Catholic Education), created and published the Behaviour Matrix. In 2021, we consulted Mark Wakefield (BCE – Education Officer – Student Behaviour Support) to draft a [PB4L Responses Flowchart](#). After professional development, team collaboration we introduced our a PB4L Positive Behaviour Cycle for Learning in 2022. This cycle informs teachers, students, and parents of support processes.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Student behaviour support is at the centre of all learning and teaching at St Mary's Primary School. Effective learning and teaching are supported by a safe, positive, and productive learning environment based on our mission statement along with consistency, fairness, and engagement. Our School Motto: Belong, Grow and Serve, has been a guiding philosophy of our Student Behaviour Support Plan. The Student Behaviour Support Plan will be informed by Brisbane Catholic Education Student Behaviour Support Procedure.

All practices at St Mary's Primary School should be:

- Fair and just
- Purposeful and effective
- Clear and concise
- Regularly communicated
- Modelled and reviewed
- Used consistently
- Linked with reflective and restorative actions

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.

We believe:

- School plays a vital role in promoting the intellectual, physical, social, emotional, moral, and spiritual and aesthetic development and wellbeing of young Australians – (Alice Springs (Mparntwe) Education Declaration 2019).
- Every day at school, students have opportunities to learn and practise social skills and develop General Capabilities through the curriculum (ACARA).
- Student behaviour is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn and the educator with an opportunity to teach.
 - For behaviour development to occur, we must use positive approaches that strengthen teacher-student relationships. We build teacher capabilities to pro-actively create effective classroom environments.
- Student behaviour is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success and progress.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement, and correction.
- An integrated system of school wide, classroom support and individual student supports can play a significant role in improving behavioural outcomes and developing

learning dispositions for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.

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.

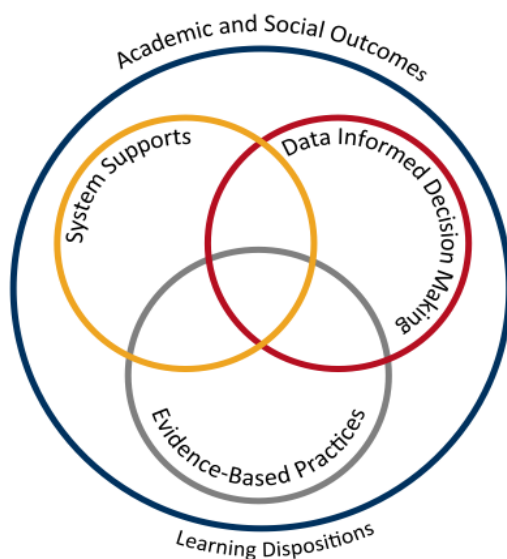


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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

A vital 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

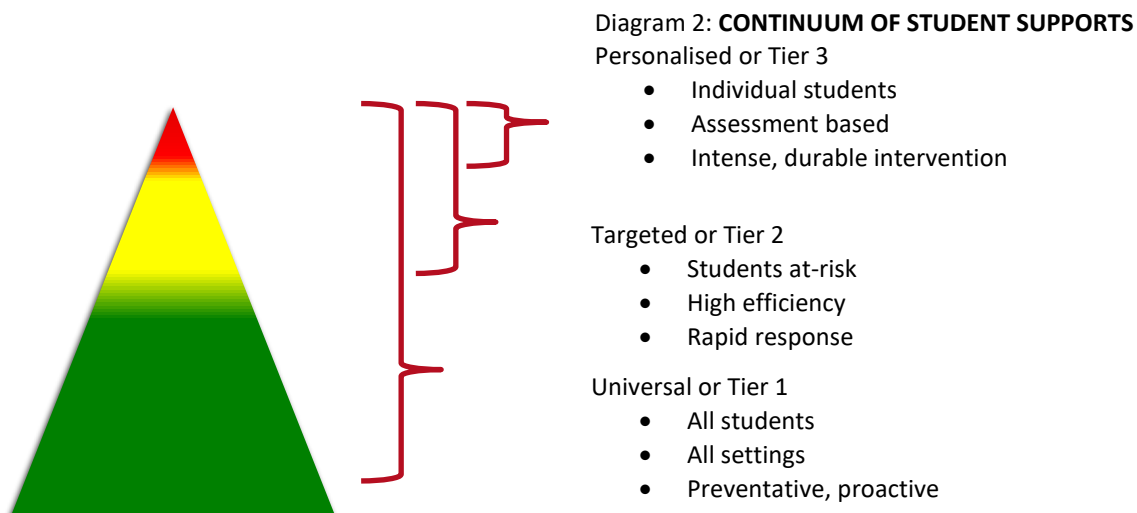
proactive universal supports, display the desired appropriate behaviours, and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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 staff

Our Student Support Team, comprising of the School Principal, Support Teacher Inclusive Education (ST:IE), Guidance Counsellor (GC) and Primary Learning Leader (PLL), meet on a weekly basis and follow the processes outlined in:

[St Mary's Process for Student Support](#) and [Concerns for a Learner](#)

All teaching staff have engaged in professional development, in partnership with Mark Wakefield, at a staff meeting (28/07/21) and a further Professional Development Day (19/01/22), building capacity in the implementation of PB4L.

In a Term Two staff meeting, (27/04/22), break away groups composed statements that stated reasons we are a PB4L school. [PB4L - Staff Meeting notes/responses](#)

The PB4L team, represented by various year level teachers and PLL, were released (9/05/22) to collate these responses to compose an introduction for our PB4L Response

Cycle, stating our beliefs and common philosophy. The PB4L shared at a staff meeting (11/05/22) the process and final draft of our Positive Behaviour Learning Cycle.

[Behaviour Response Cycle Poster](#)

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.

Clearly articulated behaviour expectations ensure that positive behaviour practices are aligned to our school's Vision, Mission, and Values Statement.

Our expectations are:

M: Make a Difference

A: Act Safely and Responsibly

R: Respect

Y: Your Best Self



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.

SAINT MARY'S BEAUDESERT Behaviour Matrix		Classroom	Playground	Transition/ Toilets	Eating Areas	Technology	Before/After School	Gathering Times
M Make a Difference	Encourage and help others Remember good manners Participate actively Tidy up Be ready to learn	Welcome and include everyone Speak kindly Care for our environment and equipment	Be on time Be water-wise Put paper in the bin	Invite others to sit with you Eat your food or take it home	THINK T - Is it True? H - Is it Helpful? I - Is it Inspiring? N - Is it Necessary? K - Is it Kind?	Look after each other Arrive and leave school at the correct time	Pray – join in reverently Listen to and look at the speaker	
	A Act Safely and Responsibly	Safe hands and feet Use equipment safely and wisely Take care of belongings Leave special items safely at home	Safe hands and feet Play in supervised areas Use equipment safely Wear a hat outside	Safe hands and feet Keep left and walk on pathways Be quick, be clean, be quiet in toilets Report unsafe behaviour	Eat before play Be allergy aware Wait and walk with the teacher after eating Remember verandahs and classrooms are out of bounds	Be cyber-safe Keep it a food and drink free zone Carry devices with two hands Pack away and put on charge	Hand in phone to office Move to your area promptly Be road safe Sit and wait to play, until supervised	Move safely Follow instructions
	R Respect	Respect everyone's right to learn Raise your hand to speak appropriately Respect the opinion of others	Play by the rules Share play spaces and equipment Problem solve Do the high-five • talk friendly • talk firmly • ignore • walk away • report	Move quietly from place to place Respect privacy and personal space Wait your turn	Wait to be dismissed Keep the eating area clean and tidy Remember good manners Look after lunchboxes	Ask permission to take/publish photos Speak kind and positive comments	Follow instructions Observe bus rules Sit quietly and wait	Enter and leave quietly Listen and respond
	Y Your Best Self	Work with confidence and persistence Seek help Stay on task (use your time wisely) Take pride in your work Focus on your progress and growth	Encourage fair play Serve with heart and mind of Mercy Remember God made us all differently Share your gifts and talents	Be ready to learn Be calm and patient	Show thanks for your food Fuel your brain for learning Drink water	Share your skills Use devices for learning	Wear the correct uniform with pride	Join in actively We belong when we gather together as one
Belong Grow Serve								

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation day
- Visible Behaviour Matrix displayed in every classroom, workspace, offices and featured in the school landscape
- Pastoral care period, weekly throughout the year
- Explicit teaching of school expectations
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- Newsletter articles
- New student orientation when needed
- Student leaders support younger peers (Buddies)
- Social stories/photos/role-play of positive behaviours
- Establishing behaviour expectations in classroom
- Maintaining communication and sharing a common language regarding behaviour
- Transitioning students to new year levels and new teachers at the end of the year

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
Weekly McAuley (service) and Duhig (learner) awards – at whole-school Monday assembly	Class encouragers – Dojos/Ticks/stickers
Class achievement awards at Junior and Senior assemblies	Points/Class money system for class reward
Good Behaviour Award (GBA) ticket in weekly draw at Junior and Senior assemblies	GBA tickets

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.
- 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. Our 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
- Classroom observations recorded by ST:IE, and BCE Education Officer Student Well-being (EOSW)
- Individual Behaviour Support Plan
- Use of trauma aware school strategies
- Pro-active, Collaborative Problem-Solving process – Problem-solving cards
- 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 do not 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 (Student Behaviour Support) 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	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 <u>SM Problem-solving cards</u>

In addition, de-escalation crisis prevention and support strategies may include reference to:

St Mary's PB4L Response Cycle

5. BCE Formal Sanctions

BCE Formal Sanctions occur when there is repeated/severe major behaviour. If any formal sanction is implemented at St Mary's Primary School, a member of the leadership team will contact parents/carers and request a meeting via phone or email if unable to contact.

- **Detention process**

A detention is any period when a student is required to remain at school, in a location or activity, in non-class time, such as recess or recreation time.

Detention may be used immediately (during the school day) and nominated by a class teacher or school leader in response to an incident of unproductive behaviour. A detention may also be nominated to take place the following day or at a later time. A detention must be constructive and needs to consider the student's age and developmental stage. The detention location, visible but not public, is in the administration space.

During detention, the time is used to:

- repair relationships
- apply restorative practice
- make plans for appropriate behaviour
- completion of classwork
- rehearse alternative behaviours

A detention must be recorded on Engage as a **response** to the incident. Detention should not be considered an ongoing method of behaviour support. St Mary's monitors detention data and students with multiple detentions are to be referred for behaviour supports.

- **Suspension process**

A suspension is a formal sanction, (under BCE's SBS policy) implemented at St Mary's to ensure the safety of other students and staff.

A suspension is decided by the Principal and may be for:

- persistent non-compliance
- persistent disobedience, or engaging in verbal harassment and abuse
- persistent disruption preventing the learning and teaching of others

The Principal may immediately suspend a student whose behaviour includes (but is not limited to):

- violence or threat of serious physical violence against another student, themselves, or another member of St Mary's community.
- student possesses a weapon or threatens to use an item as a weapon.

A suspension record is to be completed in the Engage Student Support System (ESSS (Engage Student Support System)) if one (1) to two (2) day suspension. Suspensions beyond this time frame will be referred to Head of School Progress and Performance through the Senior Leader – School Progress and performance.

The Principal informs the student and their family of the grounds on which the decision to suspend has been made.

Notification can take place by phone, and notified in a suspension letter generated in ESSS. The suspension of a day, or longer, is documented in the ESSS Suspension Register.

As part of the return to school process, the Principal (with assistance of APRE or GC) organises a conversation with the student and/or family to discuss a successful reintegration to school. The aims of the conversation are to:

- ensure the student and family understand the student's unproductive behaviour and the need for the formal sanction.
- outline the return to school plan, goals, and follow-up evaluation for the student's return to school.

- **Exclusion**

Exclusion is the full-time withdrawal of a student's right to attend the school and school related functions. This decision, to exclude from a school, can only be made by the Learning Services Executive on recommendation of the Principal.

The purpose of the exclusion is to:

- signal that the student's behaviour is not accepted in our school because it **seriously** interferes with the safety and wellbeing of other students and or/employees
- remove the student from an environment where unproductive behaviour patterns have become entrenched
- provide opportunities for a 'fresh start.'

The serious long-term consequences for the student and the family, exclusion will only be considered as a last resort and only after efforts to identify and address the behaviour and a documented range of strategies have been employed.

For **Appeals**, St Mary's aligns to BCE processes.

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made have access to the appeal process below.

Appeals Process

Sanction	Appeal process
Suspension 1-5 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and Performance by emailing SchoolProPer@bne.catholic.edu.au .
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Progress and Performance) must:

	(a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – information, prevention, and responses

St Mary's is committed to providing a safe, secure, and supportive learning and social environment. Every person in our community, (staff, student, parent/caregiver) has the right to feel safe and free from any form of intimidation be it physical, verbal, emotional, or sexual.

All members of our community have the right to be free from humiliation, harassment, and abuse. We will take every opportunity to reinforce St Mary's values, which promote fostering of respectful relationships as we are called to love one another in the image of God.

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 No Way!](#) to assist our students, staff, and school community to understand, teach, prevent, and respond to bullying and harassment. In supporting the No Way! and the National Day of Action against Bullying and Violence (NDA (National Day of Action)), we connect our schools and communities to find workable solutions to prevent bullying. We recognise and plan action to support this day every year, held on the third Friday of every March.

1. Understanding Bullying and Harassment

We promote the use of positive, inclusive language that supports the values of the [Australian Student Wellbeing Framework](#) and the [Australian Curriculum](#) (i.e. Civics and Citizenship, Health, and Physical Education Curriculum and the General Capabilities-Personal and Social Capability). We talk about bullying in our school with the understanding that students are growing and still learning how to be effective members of the community. The terms **bullies** and **victims** are not recommended as appropriate terminology to use when identifying, reporting, recording, and responding to incidents of bullying or harassment.

More appropriate terms to use may include **students who are bullied**, **students who bully** and **students who engage in bullying behaviour**. This will ensure that the unproductive behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels. Each individual student who has been bullied or is bullying others will respond and act differently. A student's behaviours and moods can also change for a variety of reasons. However, the following link explains what are some signs that may indicate a student is experiencing bullying:

[Signs of Bullying Factsheet](#)

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.

See [Appendix A](#) for examples of bullying behaviours.

[Bullying Research Paper](#)

2. Teaching about Bullying and Harassment

At St Mary's we use the approved Australian Curriculum (ACARA) embedding Catholic Perspectives, and include the personal and social capabilities, to be taught across all year levels.

The Australian Curriculum: Health and Physical Education (HPE) is the main curriculum area for addressing respectful relationships education. There is scope to link learning about respect and relationships including mental health and well-being (resilience, coping skills, help-seeking strategies).

For example, in Years 3 and 4, the elaborations allow students to learn that bullying can take many forms, not only physical. In Years 5 and 6 students propose strategies for managing relationships, including dealing with bullying and harassment, and building new friendships. They discuss the actions of bystanders, friends, and family that can prevent and/or stop bullying and other forms of discrimination and harassment.

Respect matters in HPE:

[Prep](#)

[Years 3 - 4](#)

[Years 1 - 2](#)

[Years 5 - 6](#)

In the Australian Curriculum, students develop personal and social capability. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork, and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

[Personal and Social Capability continuum](#)

For all year levels, online safety is explicitly taught in Digital Technologies, and we integrate the use of cyber safety strategies. [ICT \(Information and Communication Technology\) overview](#)

The 'Play it Fair Online' is an annual initiative for 'Safer Internet Day' (February) that we as a school participate in, to view and use resources that we share with students, parents, and carers, to raise awareness about online safety. [Play it Fair link](#)

3. Responding to Bullying and Harassment

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

A student who feels they are being bullied or has witnessed bullying, is encouraged to approach in the first place:

- Classroom Teacher

- Duty Teacher
- School Officer
- Leadership Team
- Guidance Counsellor
- School Chaplain

When an incident is reported, the person approached will investigate and it will involve these actions:

- **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

St Mary's Primary School provides many opportunities for a safe, supportive, and inclusive school to prevent bullying and harassment. For example:

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. Example - School assemblies

choose a weekly focus of respectful and positive behaviours from our School Behaviour Matrix. Each year we embrace and participate in the National Day of Action against Bullying using evidence-informed resources and activities for a proactive approach to bullying education and prevention.

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. Example - Communications from our Guidance Counsellor, support staff, information at staff meetings, mandatory training each year, and professional readings.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Example - Staff to be familiar with Staff Handbook, School Behaviour Support Plan, Engage Reporting and Child Safety Training. Teachers participate in activities and access resources from Bullying. No Way!
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Example – Staff Handbook, induction meetings.
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. Example – Parent Information Meetings, Parent Portal for SBSP (School Based Speech Pathologist), Newsletters that share articles and resources, and our school's weekly positive behaviour focus.
6. Explicit promotion of social and emotional competencies among students: Example – At our weekly assembly we present McAuley awards that recognise students that, 'Serve with a Heart and Mind of Mercy' and exemplify social and emotional capabilities.



Key contacts for students and parents to report bullying

Principal – Diane McClure – 07 5541 2005

Assistant Principal:RE – Madonna Johnston – 07 5541 2005

Guidance Counsellor – Raelene Campbell – 07 5541 2005

Cyberbullying

Cyberbullying is treated at St Mary'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.

When an incident is reported, the person approached will investigate and follow these actions:

- **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 cyberbullying that occurred at school or outside hours.
- **Record** the incident occurring at school as Major-Cyberbullying and complete the bullying record in the Engage Student Support System in a timely manner. If the incident occurred outside hours immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.
- **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.

ICT Acceptable Use Agreement

St Mary's uses an ICT Acceptable Use Agreement. This provides guidelines around online behaviour and acceptable use of technology. We work with students and families to discuss responsible use of technology and the treatment of others online. Inappropriate use of technology and devices, or instances of cyberbullying or harassment, may result in device access restrictions or further formal behaviour sanctions. Parents are encouraged to contact the school if there are any situations online that raise concerns.

Resources

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

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

- Bullying NoWay
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

St Mary's Primary School uses the behavioural data together with other data sources to make data informed decisions about student supports. The Student Support Team (Principal, ST:IE, GC and PLL) meets to analyse universal school data, respond to staff meeting feedback, and individual's incident records. Weekly meetings analyse and prioritise students requiring or enrolled in strategic or personalised supports.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - 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 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 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
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

	Descriptor	Definition	Example
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 can cause 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.

	Descriptor	Definition	Example
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 using 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: 22/06/2023	Next review date: 22/06/2025
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