

## SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

### School Mission and Vision - Teach Challenge Transform

At St Thomas' Catholic Primary School we follow in the tradition of the Sisters of Good Samaritan of the Order of St Benedict & in doing so we strive to be a community of Faith, Justice, Compassion and Learning.



**FAITH** - We live our Catholic faith in our parish and school community through our prayers, words and actions.



**JUSTICE** - We welcome all to ensure an inclusive and respectful community built on service and fairness.



**COMPASSION**- We support all members of our school community and strive to nurture in ourselves and others, an understanding of God's unique plans for us.



**LEARNING** - We educate and inspire our children to develop their individual gifts in a contemporary, relevant learning environment.

This Student Behaviour Support Plan is designed to facilitate high standards of behaviour so that the learning and teaching in our school and also during related off-campus activities can be effective, and so that students can participate positively within our school community. Through our school plan, shared expectations for student behaviour are clear for everyone, thereby assisting St Thomas' catholic Primary School to create and maintain a safe and orderly learning and teaching environment.

### Our School Context

St Thomas' Catholic Primary School, Camp Hill is committed to high quality learning and teaching for the students enrolled at our school. Situated within the Archdiocese of Brisbane, St Thomas' Catholic Primary School is founded on Christ and Good Samaritan Charism and is at the service of our students, families, society and the Church.

## **Consultation and Review Process**

The last review date was during 2021, via a process of consultation with our school community. Consultation occurred through staff meetings, meetings with our School Board, and the distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan.

February 2023

### **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 Thomas' Catholic Primary School, our central goal is to promote excellence and equity for all our students. Through education, our intention is for our learners to become confident and creative individuals, successful lifelong learners and active and informed members of the community.

#### **Embracing Each Individual**

- o Valuing each person in the image and likeness of God
- o Building a sense of self by developing social, emotional and cognitive skills o Recognising and catering for the needs of all learners

#### **Being Adaptable**

- o Embracing evolving pedagogies and technology
- o Utilising a range of resources and environments to facilitate learning

#### **Active Engagement**

- o Creating critical and productive learners who deepen their knowledge and justify their thinking
- o Using feedback and student voice to guide teaching and learning that is motivating, challenging and engaging
- o Maintaining high expectations for each individual o Igniting curiosity and creativity in learning

#### **Positive Relationships**

- o Fostering partnerships with students, parents and the school community

- o Supporting each learner through effective communication with all stake holders
- o Nurturing connections between teachers and students to promote quality learning

## 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.

February 2023

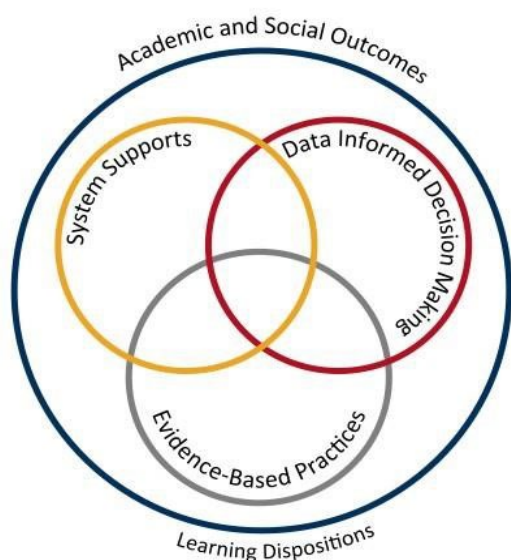


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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).

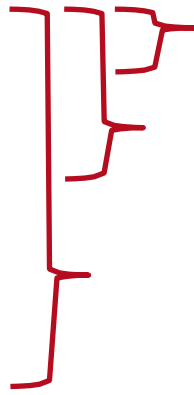
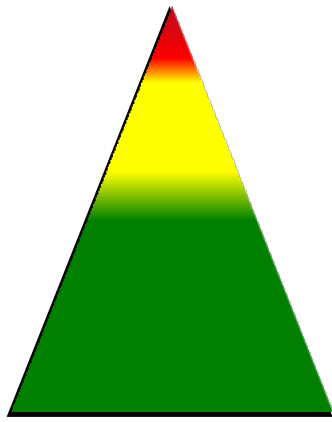
February 2023

### **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.

Diagram 2: **CONTINUUM OF STUDENT  
SUPPORTS**

Personalised or Tier 3



- Individual students
- Assessment based
  
- Targeted or Tier 2
  - Students at-risk
  - High efficiency
  - Rapid response
- Universal or Tier 1
  - All students
  - All settings
- Preventative, proactive

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

At St Thomas' Catholic Primary School there are two Student Behaviour Support Teams:

**The St Thomas' PB4L Team** is led by the Principal and APRE. It consists of the Principal, APRE, ST-IE, Guidance Counsellor, and teachers who have a passion for this area. The PB4L Team meets each term to review practices and procedures, analyse data and work together towards creating a positive environment for our students. St Thomas' staff regularly engage in professional learning focused on PB4L framework and reiterating theoretical and conceptual understandings of PB4L.

**The Targeted & Personalised Support Team** is made up of the Principal, APRE, Guidance Counsellor and Support Teacher Inclusive Education. This team meets weekly to discuss the various support structures and strategies in place across the school to support individual students. The Targeted and Personalised Support Team work with teachers to facilitate the 'Check and Connect' framework where required.

February 2023

The 'Check and Connect' framework is an evidence-based Tier 2 support that builds on the school-wide expectations by providing students with frequent feedback and reinforcement.

A BCE developed system has been established to collect and enter discipline referrals into Engage. This data is used to inform and assess the level of support individual students require.

Teachers and school officers regularly engage in professional learning to enhance their knowledge and skills when responding to students displaying challenging behaviours. All

staff have participated in professional learning that focuses on the PB4L 8 Effective Classroom Practices and Responses.

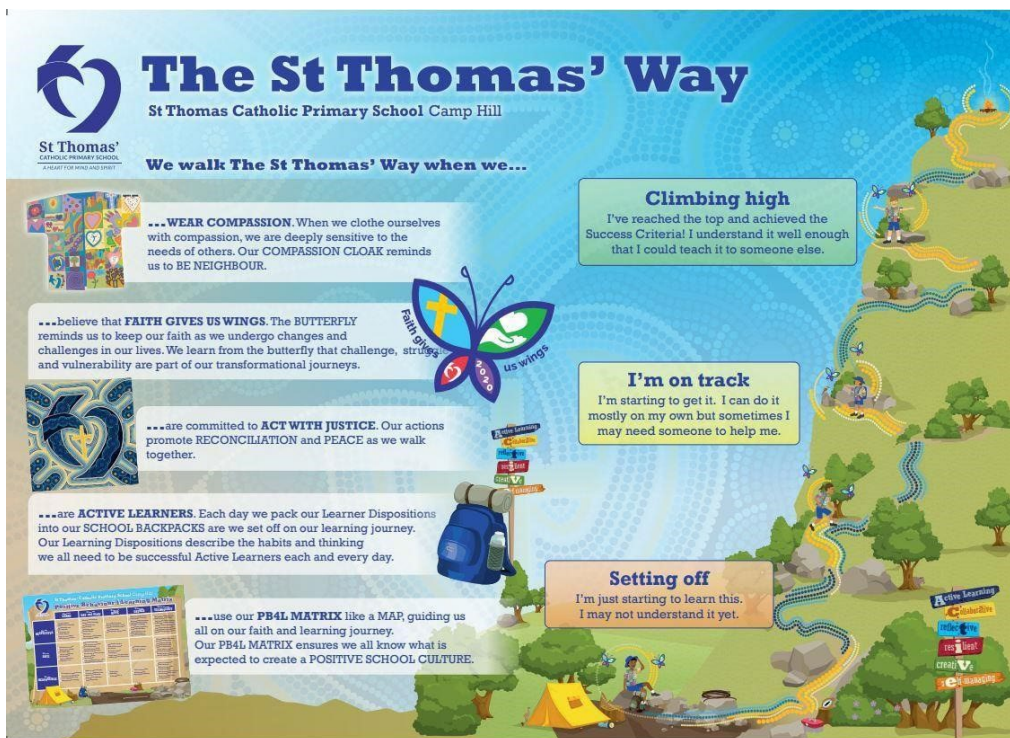
## Section B: Our Student Behaviour Support Practices

### 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.

As a school community we are committed to providing a positive school culture where students feel safe. Our learners are guided by the 'The St Thomas' Way' Framework. The '**St Thomas' Way**' 'makes visible' to all community members the expectations for learning and behaviour at St Thomas'. The St Thomas' Way consists of:

- The St Thomas' Way Visual Poster (Let's REFLECT Guide)
- Positive Behaviour 4 Learning Matrix
- Active Learner Dispositions



## Positive Behaviour 4 Learning Matrix

Our school's Positive Behaviour 4 Learning Matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. This MATRIX allows the school to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

Our expectations are:

- Be Respectful • Be Responsible • Be Safe

St Thomas' Catholic Primary School Camp Hill Positive Behaviour 4 Learning Matrix					
	When we LEARN	When we EAT and PLAY	When we MOVE	When we GATHER	When we use TECHNOLOGY
We are RESPECTFUL	<ul style="list-style-type: none"> <li>Listen to others (Whole body listening)</li> <li>Speak kindly and use manners</li> <li>Encourage and include others</li> <li>Respect each other's differences and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Listen to instructions (Whole body listening)</li> <li>Speak kindly and use manners</li> <li>Encourage and include others</li> <li>Take turns</li> <li>Care for the environment &amp; put rubbish in bins</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of others who are learning - move quietly around the school</li> <li>Step to the left in passageways and on stairs</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the presenter (whole body listening)</li> <li>Respond and participate appropriately (singing, clapping, standing)</li> <li>Participate prayerfully in liturgy and Mass</li> <li>Move quietly to and from gatherings in the hall and church</li> </ul>	<ul style="list-style-type: none"> <li>Use positive language and kind words when online</li> <li>Stop &amp; think before posting or sharing anything online</li> <li>Follow teacher instructions</li> <li>Ask for permission before taking pictures of others or using other peoples' work.</li> </ul>
We are SAFE	<ul style="list-style-type: none"> <li>Safe hands and feet</li> <li>Walk safely around the classroom</li> <li>Use all equipment as instructed</li> <li>Ask permission to leave the room</li> </ul>	<ul style="list-style-type: none"> <li>Safe hands and feet</li> <li>Only eat your own food.. never share food</li> <li>Put lunch boxes in the right place before play</li> <li>Be sun safe &amp; wear your hat</li> <li>Hands on Rails, Feet on Steps</li> <li>Ask permission to go to the toilet during break times</li> </ul>	<ul style="list-style-type: none"> <li>Safe hands and feet</li> <li>Walk safely around the school</li> <li>Be aware of those around you</li> <li>Single steps at a time when walking up and down stairs</li> </ul>	<ul style="list-style-type: none"> <li>Safe hands and feet</li> <li>Be aware of those around you</li> </ul>	<ul style="list-style-type: none"> <li>iPads packed away when out of learning areas</li> <li>Keep passwords and personal details safe &amp; never share them</li> <li>Check with an adult if you have any concerns</li> <li>Mobile phones are handed into the office each morning</li> </ul>
We are RESPONSIBLE	<ul style="list-style-type: none"> <li>Be on time &amp; ready to learn</li> <li>Use each learning space in the appropriate way</li> <li>Ask questions to clarify</li> </ul>	<ul style="list-style-type: none"> <li>Agree on rules for play</li> <li>Use play equipment and spaces as instructed</li> <li>Right place right time</li> <li>In-Do-Wash-Out</li> </ul>	<ul style="list-style-type: none"> <li>Right place right time</li> <li>In-Do-Wash-Out</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Self-manage by ignoring distractions</li> </ul>	<ul style="list-style-type: none"> <li>Come to school with iPads charged</li> <li>Keep food and drink away from iPads</li> <li>Follow teacher instructions when using online tools</li> <li>iPad to my chest when moving around</li> </ul>

## Active Learner Dispositions

St Thomas' Catholic Primary School uses five learner dispositions to describe the habits and thinking of successful Active Learners. We foster opportunities for our students to be COLLABORATIVE, RESILIENT, REFLECTIVE, CREATIVE AND SELF-MANAGING. Teachers explicitly teach each of the dispositions and report on each child's growth in these areas as part of the formal reporting process.



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](http://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:

- Whole of school beginning of school year focus
- Time built into the first weeks of school to explicitly teach and revisited throughout the year
- Assemblies followed by group practice
- New student orientation when needed
- Student leaders support younger peers

### **3. Feedback: Encouraging Productive Behaviours for learning**

#### **Tier 1 Universal Supports:**

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

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

The encouragement strategies in place for school and classroom include:

#### **School practices that encourage expected behaviours**

##### **Formal School Awards**

**The Walking the St Thomas' Way Award** - Each week the class teacher selects two students to receive the Walking the St Thomas' Way Award. This award provides teachers with an opportunity to acknowledge, affirm and celebrate growth, progress and success across many areas of school life. Students are presented with this award at the whole school Celebration of Faith and Learning Assembly and the short citation describing why they are receiving the award is read out to the school community.

##### **Year 6 Leadership Awards**

**The Spirit of St Thomas' Award** is presented to a Year 6 student who, in their time in the St Thomas' school community, has exemplified our Benedictine values by following in the tradition of the Sisters of the Good Samaritan. In doing this, the recipient has lived out our school motto, 'a heart for mind and spirit' by demonstrating our school values.

**The St Thomas' Active Learner Award** is presented to a Year 6 student who, in their time in the St Thomas' community, exemplifies the learning dispositions of the St Thomas' Catholic Primary School Active Learner Framework.

#### **Classroom practices that encourage expected behaviours**

- Consistent referral to PB4L Matrix
- Class and Individual Goal Setting

- Frequent Feedback
- Class Reward Systems (whole class and individual) that recognises and affirms growth, progress and achievement
- Displays of learning
- Sharing success stories with members of the Leadership Team, other teachers, and 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 inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student’s ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.
- Friendology Program has been implemented across the school to support the teaching of social skills and positive interactions amongst students.

### **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:

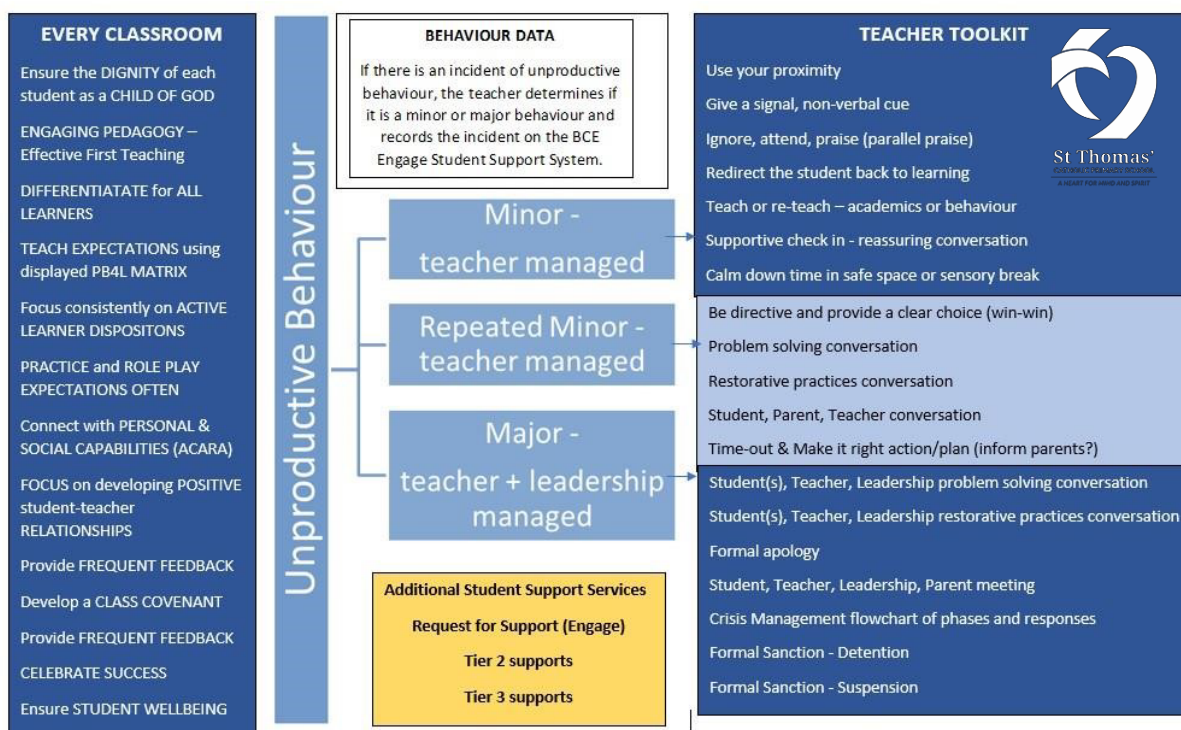
- Functional Behavioural Assessment and designing an Individual Behaviour Support Plan
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

### **4. Feedforward: Responding to Unproductive Behaviours**

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

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

## Flowchart to support teachers in responding to unproductive behaviours



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

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan	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

## 5. BCE Formal Sanctions

- Detention ('Time-out')
- Suspension
- Exclusion

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 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 Discrimination Act 1992, the Education (General Provisions) Act 2006 Qld and the Anti-Discrimination Act 1991 Qld.

The school must demonstrate that it has made efforts to identify and address the cause of the behaviour and have documented the range of intervention strategies or supports that have been tried.

### **How are BCE's formal sanctions used at St Thomas' Catholic Primary School?**

St Thomas' uses formal sanctions only after thoughtful consideration. At St Thomas', formal sanctions are typically given for student behaviour that harms others physically or emotionally, damages school property, or disrupts others' learning in ways that cannot easily be managed in the classroom by teaching staff. We do not use the term "detention". Instead, we refer to '**Time out' of class** or '**Time out of**

**play'**. Students who have 'time out' may be sent to debrief with a member of the Leadership Team (Principal/APRE) or to another classroom, depending on who is available to supervise the student and the nature of the concern about their behaviour.

## **'Time out' of Class or Play**

### **When do students have 'Time out' of class or play?**

One or more members of the Leadership Team, in collaboration with classroom and specialist teaching staff, decides whether time out of class or play is appropriate. 'Time out' of class or play may be used in response to physical or verbal aggression or conflict. It may also be imposed if a student has damaged property. Occasionally, students are sent to complete class work if they have refused to complete learning tasks over several lessons, or engaged in ongoing disruptive behaviour.

The duration of 'Time out' of class or play is proportional to the student's behaviour. Generally, the student must also make amends if someone else has been hurt or adversely affected by their actions. Sometimes students are asked to complete a "reflection sheet" to support the re-entry process of the student. Students' basic needs and developmental ages are always considered when 'Time out' of class or play is used, and they are always directly supervised by a teacher or member of the Leadership Team.

### **Will parents be contacted if their child has time out of class or play?**

Generally, parents are contacted (via email or phone call) if their child has 'Time out' of class or play. However, sometimes a brief, quiet cooling-off period after conflict with peers or the teacher is given, and staff judge that there is no need to contact a parent.

### **What if a student has time out of class or play on several occasions?**

This usually means that the student requires more individual behaviour support. The school's **Targeted & Personalised Support Team** (Principal, Assistant Principal, Guidance Counsellor and Support Teacher: Inclusive Education) will work collaboratively with the student's classroom and specialist teachers to create some individualised support strategies, or adjust the strategies that are already in place.

## **Suspension**

From time to time, a student's behaviour may be in serious breach of the school rules in harmful ways. When this happens, our St Thomas' staff continue to implement preventative and proactive individual support. However, at times, in keeping with Brisbane Catholic Education standards and policies, we may suspend a student from school as a formal sanction. Sometimes this is also to ensure others' safety. Parents are expected to support this decision and participate in discussion about the suspension.

### **What is suspension?**

Suspension is the temporary, full-time or part-time withdrawal from the school (including school related functions such as camps, excursions or other special events) for a defined period. Suspensions can be conducted within school or out of school.

### **When might a student be suspended?**

The decision to suspend a student at St Thomas' is taken very seriously. It is only implemented after other behaviour supports have been tried in collaboration with the student's family and sometimes with external professionals who support the student. A student may be suspended to:

- Allow a cooling-off period after a major incident and develop a plan for the student's safe participation in life at school – particularly when staff or other students have been physically hurt;
- Provide time to negotiate some goals for the student's return to school and
- Collaborate with the student's family to ensure a shared understanding of the behaviour of concern that led to the suspension, and to plan for the student's successful return to school.

### **What should a family expect if their child is suspended?**

- The principal decides when a student should be suspended. The principal contacts the student's parent or caregiver to describe the behaviour of concern, the responses of staff who were present at the time, and any other relevant information. Often, the parent is asked to come and collect the

student from school immediately and we expect parents to cooperate with this request unless circumstances make this impossible.

- For suspensions of a full day or longer, parents will receive a letter that describes the reasons for the suspension and its duration.
- At times, students may be suspended part-time, so that a student is not permitted to attend school for certain times of the day or certain days of the school week. Part-time suspension never spans more than ten school days in total.
- If a student is suspended, we will provide some schoolwork for the student to complete at home unless the parent specifically requests otherwise.
- When the student returns to school, they will meet with the principal or APRE before going to class. This is called a "re-entry meeting." The principal or APRE may support the student to engage in restorative conversation or action with the person or people who were harmed by their actions.

### **How does St Thomas' support students after a suspension?**

- A Support Plan will be developed to describe all the actions staff will take to prevent the behaviour that led to the student being suspended. This could include reduced task demands, extra support within curriculum areas that are difficult for the student, support during play breaks, check-ins with a trusted staff member, or providing a "safe place" within the school for the student to go. Support Plans are always shared with the student's family, and the family's input into the plan is always requested.
- If required, the school will collaborate with specialist stakeholders such as:
  - BCE staff (ie Education Officers for Inclusive Education or Wellbeing)
  - Other specialists (ie Paediatrician, psychiatrist, psychologist, case worker, speech pathologist or occupational therapist).

## **Exclusion**

### **What is exclusion?**

Exclusion is the withdrawal of a student's right to attend their current school. The student can no longer attend school or any school-related events at the school they have been excluded from. In extreme circumstances, where all other avenues to support a student to stay at St Thomas' have been exhausted, the principal may recommend exclusion. The principal alone does not have the authority to exclude a student. Because exclusion is such a serious measure, there is a clear procedure that schools must follow if it is applied, involving their Senior Leader (who is responsible for a cluster of BCE schools), BCE's Head of School Progress and Performance, and the Parish Priest.

## **When would a student be excluded from St Thomas'?**

A student would only be excluded from St Thomas' as an absolute last resort, where the frequency and intensity of their unsafe behaviour is so extreme that the risk to the school community is unacceptable and cannot be managed if they remain enrolled here. The school understands that exclusion has serious long-term consequences for the student and their family. We will do all we can to avoid exclusion by using a range of behaviour supports and, where appropriate, other educational adjustments, to help the student engage in learning and play safely at school.

## **How is exclusion carried out?**

1. The principal notifies the student and the family that the student will be suspended for ten school days, but that exclusion from the school is being recommended. The principal must give reasons for this recommendation. The student and their family have seven school days to respond.
2. The principal must give the student's family a copy of all the documentation that relates to the decision to exclude the student (some documents may be altered to protect others' privacy).
3. The principal requests a meeting with the student's family to outline the process of exclusion, and communicate the reasons for it in person. The student and their family have the right to have a support person present for all meetings with the principal and other BCE personnel if exclusion has been recommended.
4. The principal must give the student's family information about the implications of exclusion, their right to appeal, and how to appeal.

## **If a student is excluded from St Thomas', can they attend another BCE school?**

Yes. The student can enrol in another BCE school unless the Learning Service Executive has specifically prohibited the student from attending all BCE schools. Parents should understand that if a student enrolls in another BCE school, the records that relate to their learning and behaviour will be available to staff at their new school once they transfer. If the student requires significant educational

adjustments to support their learning and engagement, their new school may undertake the Enrolment Application Support Process (EASP) with the family.

## Can a family appeal against their child’s suspension or exclusion from St Thomas’?

Yes, there is an appeals process.

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

### Process for Appeals by parents/caregivers are made to:

1. The Principal, in relation to a decision to suspend a student for less than three (3) days. Parents/caregivers who consider that either correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three (3) days to the Principal
2. The Senior Leader: in relation to a decision to suspend a student for more than three (3) days from school.
3. The Executive Director: in relation to a recommendation to exclude a student from a Brisbane Catholic Education School. (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).

**Note:** The fact that an appeal has been lodged does not suspend the operation of the suspension or exclusion.

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

At St Thomas' our students have the right to learn in a supportive, caring and safe environment without the fear of bullying, harassment, intimidation and victimisation. At St Thomas' diversity is valued and all members of the school community should 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 the school's 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.

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

### **Definition**

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

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

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

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

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

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

### **1. Understanding Bullying and Harassment**

St Thomas' Catholic Primary School is registered for the National Day of Action Against Bulling and Violence (NDA) on the second last Friday of March. The school Guidance Counsellor runs the staff meeting prior to the day. During the staff meeting, staff have time to explore the website and theme. The guidance counsellor suggests lessons around the Years theme and sends out an email to staff with links to resources and lessons. On NDA day, students at St Thomas' wear orange to acknowledge the day. The school supply wrist bands to students to the students and older students in Year 4-6 are given a card to remind them what to do if they are being bullied and where to go for help. The class on assembly that week will around the bullying theme in their class assembly and key messages about the day are given to students. Information about the day is also provided in the parent newsletter. This includes information for parents on what bullying is and school processes.

### **Teaching about Bullying and Harassment**

At St Thomas', teachers teach the Personal and Social Capabilities in ACARA to their students based on their class needs and year level and through the HPE curriculum. In 2021, the school implemented Friendology 10, URSTRONG's awarded winning school friendship curriculum as a whole school curriculum in Year 1-6. Friendology gives our students the knowledge and skills to grow healthy friendships and feel empowered. This whole school approach is used by staff to share a common language with their students with regards to solving friendship problems. It includes lessons on bullying (mean on purpose behaviour) and teaches children how to have healthy friendships. This is in addition to the lessons on NDA day. Teachers are encouraged to use the lessons from the NDA website and respond to incidents pro-actively. This may also include support from the school guidance counsellor with teaching lessons.

## 2. Responding to Bullying and Harassment

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

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

## 3. Preventing Bullying and Harassment

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. Eg refer to PB4L Matrix
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. e.g. Friendology Program, The Zones of Regulation. The National Day of Action Against Bullying and Violence is discussed during staff meetings, and resources on how to acknowledge the day are provided to staff. Key messages and information are also communicated via email to staff.

3. **School staff** have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Staff are provided with information around how to respond to bullying (and cyberbullying) during staff meetings.

February 2023

4. **New and casual staff** will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour as part of the Induction Packs made available to relief teachers.
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. The parent community is provided with information around our positive school culture through assembly presentations and through the school newsletter. The Parent Portal also has links to important information around the schools' response to bullying.

### **Key contacts for students and parents to report bullying**

- Staff member Principal – Liam Beatty – 07 3398 6633
- Staff member APRE – Viv Thompson – 07 3398 6633
- Staff member Guidance Counsellor – Charlotte Smith – 07 3398 6633

### **Cyberbullying**

Cyberbullying is treated at St Thomas' School 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.

### **Response process for incidents of reported cyberbullying:**

1. Listen carefully and calmly, and document what the student tells you. (Clarify if there are immediate safety risks and let the student know how you will address these).
2. Ensure that the student is safe.
3. Collect additional [information/evidence](#) and keep a record of all actions, outcomes, people involved and conversations. Include this information in the bullying register in the Engage Student Support System.
4. Contact appropriate school personnel (may include the school Guidance Counsellor).
5. Has the student been exposed to inappropriate behaviour online? Has the student engaged in inappropriate behaviour affecting themselves or another student? Has the student engaged in inappropriate behaviour online that could be deemed as a criminal activity? If you are uncertain whether the incident is a criminal offence contact the Legal Counsel team at BCE.
6. Report the incident to the police if there is a safety concern (such as physical threats or stalking). Some instances of cyberbullying and inappropriate online behaviour or content may be regarded as a criminal offence. If the matter is not urgent use the [reporting facility](#) on the eSafety Commissioner

site or the Australian Cybercrime Online reporting Network's (ACORN) [reporting tool](#). The incident may also be entered into the Student Protection Case Management System if there is a threat of harm or actual harm following the BCE student protection processes.

7. Respond and provide supports. This may include assisting the student to have the inappropriate behaviour removed. For assistance with this see the resources at the [social media safety centre](#) and/or involve school or BCE Information Services staff.
8. Contact the parents informing them of the incident and your course of action.
9. Follow up with parents and students at a designated time in the following weeks or months.

## Resources

The **Australian Curriculum** provides the framework at St Thomas' for 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. Staff align their teaching and learning around anti-bullying to these key areas of the curriculum.

## **Social Emotional Programs, Child Safety Programs and activities at St Thomas' assist us in responding to instances of student Bullying & Harassment.**

### • **Zones of Regulation**

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.

- **UR STRONG (Friendology 101)** At St Thomas', we are committed to creating a safe and positive school culture for our students. This year, we are

excited to be adding to our school wide 'toolkit' of resources by implementing an internationally recognised program, Friendology 101 by URSTRONG. This wellbeing program aims to empower children with the skills, language, and self-confidence to be better friends and develop healthier friendships. Friendology 101 will also provide us all with a consistent common language to use as we co-identify social issues and learning to better communicate solutions.

- **Daniel Morcombe Child Safety Curriculum** – Each year, the school delivers the Daniel Morcombe Child Safety Curriculum throughout Semester 2. The Daniel Morcombe Child Safety Curriculum aims to assist students to Recognise, React and Report potentially dangerous situations. Through the Daniel Morcombe Child Safety Curriculum, teachers will deliver important learning experiences, informed by current safety education research that will assist students to better manage their own safety. Parent guides are available on the Parent Portal and a Parent Information Session is facilitated by the school's Guidance Counsellor in Term 3 each year.
- **Bravehearts Ditto Show:** The school engages the Bravehearts' Ditto Keep Safe Adventure Show on alternative years for students in P-2. The show teaches personal safety in child friendly language.
- **Child Safety Week:** The school acknowledges Queensland Child Safety week yearly and communicates to our parent community the events and resources available via the school newsletter.
- **National Day of Action Against Bullying and Violence:** Each year the school participates in the National Day against Bullying and Violence. At St Thomas', we say Bullying. No Way! every day of the year. The resources provided by NDA are used by the school in supporting our Student Behaviour Support Plan, which outlines the school's process for dealing with bullying. [The Bullying. No Way! website](#) provides resources for schools and parents.

## **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.

How St Thomas' school uses behavioural data together with other sources to make data informed decisions about student supports.

Behavioural data is collected from student's Engage profiles along with classroom/playground observations and from strategies already implemented. A Request for Support Form is then submitted by the C.T. Through a Review and Response process with the C.T and support team a plan of action is devised. This plan is then assessed after 3 weeks as to its effectiveness. In addition, the school support team meets regularly to discuss social/emotional needs of students

## 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
- 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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe
<b>2</b>	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, horseplay
<b>3</b>	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"
<b>4</b>	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peers in class
<b>5</b>	Uniform violation – Minor	Students wears clothing that is near but not within the school's dress code	Wrong socks, wrong shorts for sport
<b>6</b>	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
<b>7</b>	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
<b>8</b>	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
<b>9</b>	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time	
<b>10</b>	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
<b>11</b>	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune

<b>12</b>	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
<b>13</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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	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,

		group towards one or more persons	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.
--	--	-----------------------------------	---

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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.
<b>7</b>	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

<b>8</b>	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
<b>9</b>	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
<b>10</b>	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.
<b>11</b>	Technology Violation	Student engages in inappropriate (as defined by school) use of school	Accessing inappropriate websites, using someone else's log in details,
	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		technology including cell phone, music/video players, camera, and/or computer	inappropriate additions to Facebook (written and images)
<b>12</b>	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
<b>13</b>	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

<b>14</b>	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
<b>15</b>	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.
<b>16</b>	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.
<b>17</b>	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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
--	-------------------	-------------------	----------------

<b>18</b>	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: March 2026

Next review date:

March 2027