

STAR OF THE SEA SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

Guiding Our Journey



School Mission and Vision – Teach Challenge Transform

As a school, we will lead our Star of the Sea Community by building a culture of inclusion, collaboration, harmony, trust, positive relationships and action.

Star of the Sea will be a place where we will empower our students to grow, learn and achieve great things each day. We will ensure student wellbeing, as well as providing each student with the opportunity to excel. We will be a place where high expectations are set; collaboration is fostered, and an educational philosophy and strategy is set in place that encourages students to examine and develop their potential.

Star of the Sea students will be challenged to become creative, critical and independent thinkers willing and equipped to move forward in their lives.

With a dedicated, innovative and committed staff, we will ensure all of our students are confident, resilient and challenged, so they can achieve to their potential.

Our Logo portrays the nurturing, generous and loving embrace of Mary (Marian). Mary's embrace (turquoise) symbolically supports the pilgrims (red) on their journey under the guidance of 'Polaris' (cross). The three pilgrim shapes replicate and identify with the central counter of Mary's face and are symbolic of a mother figure. Representing the school/parish community, the pilgrims are positioned to visually lead the viewer up to the cross in a gesture of hope and faith, underpinned by the tender love and embrace of Mary. The circular composition of the design is reflective of the ocean's orbital flow, depicting movement and a sense of continuous energy that surrounds.

Our School Context

Star of the Sea School, Merrimac, the Gold Coast's newest Catholic primary school has joined a community of 146 Brisbane Catholic Education Schools which opened in 2022. Initially opening with classes from Prep – Year 3, it will eventually grow to a 3 stream school with approximately 580 students from Prep to Year 6.

Star of the Sea will be a place where we will empower our students to grow, learn and achieve great things each day. We will be a place where high expectations are set; collaboration is fostered, and an educational philosophy and strategy is set in place that encourages students to examine and develop their potential.

Consultation and Review Process

A consultative committee worked to develop this plan in consultation with our school community with significant input by stakeholders and supported by Brisbane Catholic Education. Consultation occurred through a collaborative working party, staff meeting, and through staff professional development activities. A review of school data relating to behaviour incidents and disciplinary actions also informed the

plan. This plan has been reviewed and developed annually, therefore, it is currently a 'dynamic' document that is open for adjustment as the school's PB4L Team gains further information from training, consultation and discussion.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about student behaviour, discipline and learning unify us and direct our action, i.e. the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour supports:

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. (Alice Springs - Mparntwe Declaration).
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline 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, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals, and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require 'get tough' or punitive approaches.
- An integrated system of school wide classroom and individual student support can play a central role, improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

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

What is Positive Behaviour for Learning?

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

all stages of development throughout their education.

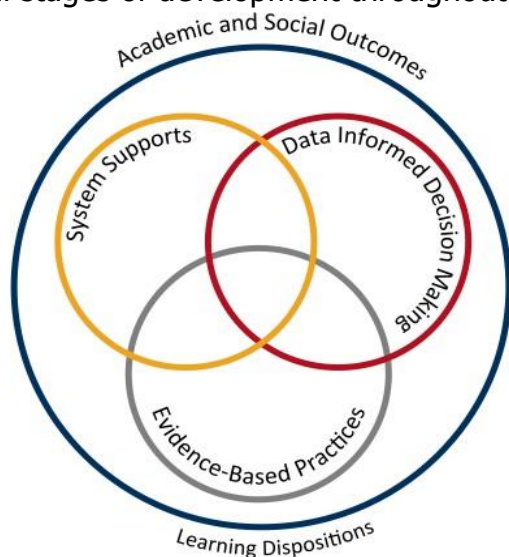


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

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

Continuum of support and key features

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

Tier 1 Universal Supports:

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

Tier 2 Targeted Supports:

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

Tier 3 Personalised Supports:

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

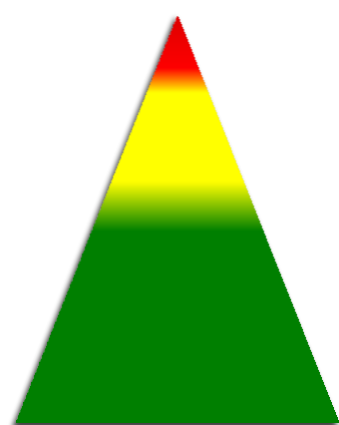


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

Personalised or Tier 3

- Individual students
- Assessment based
- Intense, durable intervention

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/College staff

A brief statement describing your Student Behaviour Support leadership structures. PB4L teams across Star of the Sea is made up of a universal support team. This is mainly teachers with school officers plus leadership. Our targeted and/or individual support team(s) usually consists of our STIE, Guidance Counsellor, and class teachers who are on the universal support team for consistency. The teams will meet regularly throughout each term, and may need to meet when extreme or unusual behaviours surface.

Section B: Our Student Behaviour Support Practices and Expectations

1. Clarity: Our Expectations

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

At Star of the Sea School, we believe that a positive school environment is best achieved through descriptive acknowledgement, positive role modelling and consistent expectations using our Behavioural Steps for Engagement.

Teachers at Star of the Sea use a range of proactive strategies to support behaviours:

- Zones of Regulation to help students identify their emotions to support behaviour choices. Teachers ensure the Zone of Regulation Language is used throughout routines and processes eg. greeting children at the door where students indicate zone as they enter to help gauge where they are, wellbeing check ins and
- recognition of feelings, visual displays in the room where children can track and show their level.
- Clear and consistent expectations.
- Each year a class creates a class covenant where explicit behaviours are named and agreed on
- as positive ways engage within the classroom. This is co-constructed as a group, signed and agreed
- to by all members
- are given out in the classroom and play areas for student who are being respectful, responsible,
- brave and safe.
- Areas within are explicitly taught using picture books, media, and activities each year.

Teachers use a vast toolbox to promote positive behaviours - proximity, non-verbal/ verbal cues,

feedback of highlighted behaviours, visual reminders, and recognition, personal connection/conversation,

check for understanding, goal setting, redirect, feedback

- Adjustments enacted for students who require extra support

- Explicit teaching of expected behaviours within curriculum content. 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

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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

- Data monitoring of patterns- to support engagement and positive attendance

- Each day we start fresh with all students. School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and

school community.

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

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

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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:

With our students we have found positive results when staff:

Remind = Regularly remind students of behaviours, procedures and routines

Supervise = Monitor student performance or compliance in all settings

Feedback = Provide feedback, non-contingent and contingent.

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

Time built into the first few weeks of school and boosters later in the year

Assemblies followed by group practice

Addressed in the content of learning areas.

In addition, the following social skill programs are utilised:

In addition, a social skill program will be specifically taught to all year levels that aligns with the social and emotional capabilities within ACARA.

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.

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. A teacher or guidance counsellor facilitates this type of group.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to

routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

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

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

Behavioural Steps for Engagement- Students



1. Responsibility as a Learner at Star of the Sea

Respect self and others- make good choices, listen and include others, act responsibly
 Be a learner: take risks, have a growth mindset, reflect on learning, use brain power
 Be resilient: keep trying, participate in learning, ask questions, don't give up!



2. Bump it up at Star of the Sea- be your best learning self

How to master my learning? Set goals, be a risk taker, stay focussed on learning
 Collaborate- work together, two heads are better than one
 Be persistent with learning- set goals with teacher; if stuck ask for help.
 Take responsibility for your actions: if you make a mistake fix it; if you fall, get back up!



3. If Disruption to Learning of Other Students – Remove to Peer Class with work

Right to teach! Right to learn! Don't steal this! Work in peer class as directed by the teacher.
 Reflect on behaviour choices- your choice to re-engage positively with the class. One chance!
 On return, teacher will clarify expectations before re-entry.



4. Disruption of learning to others has continued

Restorative conversation with Leadership- complete P3, P3, F3 =Past, Present, Future
 Restorative conversation- focus on taking responsibility for actions and empathy component
 Form to be signed by parent for open communication and returned the next day
 Re-clarify expectations for re-entry to class



5. Continue to Disrupt – Remove to Office and Parents Will Be Contacted

Every day is a new day to begin with a clean slate.
 Steps 3 & 4 will be followed- aim is to repair any harm that has been done.
 Parents called to plan for further support and intervention as required.

Be a Star Learner at
Star of the Sea

Be a Star Learner
 Make good choices, try your best, and never give up!

Bump It Up!
 Set goals, work together, and keep learning even when it's hard.

Time to Reflect
 If you disrupt learning, take a break, think, and choose to rejoin positively.

Restorative Talk
 Talk it out, fit the harm and get ready to return to class.

Office Time & Support

If things don't change, we'll need more time together, parents called to plan for further support.

Music

5. BCE Formal Sanctions

- **Detention** where a student is supported away from the classroom/play area in a safe space. It can occur at breaktime or within class time. Forms of detention could include exclusion from playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and play time, will be recorded in Engage (Student Behaviour Support System).
- **Suspension**- Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student's present behaviour is not acceptable. Suspension is defined as the temporary, full- time, or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time. Suspension is only one strategy for managing inappropriate behaviour and is most effective when it highlights the parents/caregivers responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.
- The school and parents/caregivers should work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, threats of violence, or the presence of weapons.

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The student and parents/caregivers will then be given the opportunity to respond. The conditions relating to the suspension can be discussed with the parents/caregivers, and their responses may be taken into consideration.

- **Exclusion** is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Appeals Process

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior

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

For appeals, the school aligns to BCE processes

Parents who consider that correct procedures have not been followed, or that an unreasonable decision has been made, may appeal a suspension that is less than three days to the principal. Parents may appeal a suspension longer than three days to the Area Supervisor. Parents may appeal an exclusion to the Executive Director. The fact that an appeal has been lodged does not put on hold the principal’s decision to suspend attendance. Appeals must be in writing, stating the grounds on which the appeal is being made. A parent who requires assistance to participate in the inclusive community will have access to help with the appeals process. Please see the Guidance Counsellor for referral to an appropriate person to assist with an appeal. Alternative options to respond will be considered if a written appeal is not possible.

Appeals should be made to:

- The Principal of the school, about a decision to suspend a student for less than three days.
- The Leader: Progress and Performance, about a decision to suspend a student for more than three days from a particular school.
- The Executive Director, about a recommendation to exclude a student from a Brisbane Catholic Education school (Executive Director, Brisbane Catholic Education, GPO Box 1201, Brisbane, QLD 4001).
- Support for an appeal can be provided by the School Guidance Counsellor or a member of the school leadership team.
- Students can be provided with counselling as necessary.

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

In the spirit of our school and our beliefs about behaviour and learning, at Star of the Sea School, in partnership with parents, staff and students, we will strive to be a community who create a safe environment by:

- treating each other with dignity and respect and building

relationships for life adopting a proactive rather than a reactive approach to bullying, in the first instance, empowering our children to be successful, resilient, citizens of the future

- working together to create a shared understanding of content, processes and procedures contained in this policy
- using a 'social group approach' to solving and resolving bullying situations

Our Anti-Bullying Beliefs at Star of the Sea School:

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

Definition

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

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

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

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

Bullying is when someone gains power over another person by hurting or harming that person, more than just once.

Bullying is intentional and involves an imbalance of power. It involves intimidation, coercion and deliberate control and can take a number of forms:

- Physical, emotional and/or sexual abuse
- Racists or Sexual Taunts
- Spreading rumours and lies
- Death stares, threats, teasing, joking and making fun of a student
- Cyber-bullying (text messages, email, chat rooms, blogs)
- Property tampering

- Deliberately and continually excluding a student from groups and activities
- Note writing
- Inappropriate gestures and touching
- Stalking

A **bystander** is a person who witnesses a bullying incident as an onlooker. If a student is a bystander who encourages bullying behaviours, or witnesses bullying and does not report the incident, conversations occur to promote the importance and value for each individual.

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.

Understanding Bullying and Harassment

Star of the Sea provide professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment through professional development of staff, students, and parents each year. We communicate our terminology, signs of bullying, types of bullying regularly through our newsletter, school assemblies, parent information sessions and class learning programs.

We recognise and participate in

- o National Day of Action
- o Targeted teaching each year with online bullying
- o Implementing the approved curriculum ACARA (with a strong focus on the personal and social capabilities) and the BCE Religious Education Curriculum) which embeds throughout the years levels where the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

Teaching about Bullying and Harassment

We use the approved curriculum (ACARA -including the personal and social capabilities and the BCE Religious Education Curriculum) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours.

Responding to Bullying and Harassment

A student who feels that they are being bullied, is encouraged to approach in the first place:

- Classroom Teacher
- Leadership Team
- Guidance Counsellor

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).

When an incident is reported, the person approached will investigate and follow the following 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).
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring. 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.

It is desirable that restorative justice processes be used to ensure that both the victim and the perpetrator have the opportunity to resolve their differences in a non-threatening manner. Parents of both the perpetrator (the child exhibiting the bullying behaviour) and the target will be notified of the level and severity of the incident and its consequences. A record of the incident is kept on file.

Star of the Sea promotes open communication between staff, students and parents where concerns of bullying and harassment are reported immediately. The school will follow the behaviour support processes and record incidents of student bullying and harassment in the Engage Student Support System (Engage).

Recording includes incidents identified in complaints from students, families and guardians. Allegations of bullying or harassing behaviours that appear to involve illegal activities such as violence, threats, intimidation, and inciting violence must be reported to the Principal, recorded in Engage. Additionally, consideration will be given BCE Student Protection Processes and obligations to make reports to statutory agencies.

Preventing Bullying and Harassment

What is NOT Bullying at Star of the Sea School?

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

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

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

Role Responsibilities

All members of our community have responsibilities in the successful implementation of our Anti-bullying policy. These include:

Responsibilities of Children

- to not bully others
- to have an understanding of bullying, bullying behaviours, bystanders and cyber bullying
- to appropriately report incidents – if you believe you are being bullied, or as a bystander to a bullying incident
- as a bystander, to help someone being bullied
- to use appropriate, positive anti-bullying behaviours
- to abide the school digital citizenship contract which has been signed

Responsibilities of Staff

- to have a whole school policy that meets the expectation of the school community
- to promote a positive school culture
- to model, educate and suggest appropriate, positive anti-bullying behaviours and supportive bystander behaviours
- to use teaching and learning opportunities to address bullying
- to listen to all student reports and watch for signs of possible bullying
- to ensure that children are supervised adequately
- to respond to all reported and observed incidents of bullying as set out in this policy under **Responding to Bullying**. This includes identification of potential bullying by reporting through the school Incident Report.

Responsibilities of Parents

- to support the information outlined in the Star of the Sea School School Bullying Policy
- to model, educate and discuss appropriate, positive anti-bullying behaviours
- to watch for signs of possible bullying
- to encourage and support your child to inform a teacher if they are

- being bullied or witness bullying as a bystander or speak on their child's behalf about bullying if the child is not confident to do so
- to support the child to comply with the school's digital citizenship contract
 - have confidence that the school will take any complaint of bullying seriously through investigation and will involve parents in the ongoing support of their child if there has been a case of bullying.

Key Contacts for students and parents to report bullying

- Principal – Tony Barron (07) 5586 3500
- Assistant Principal – Maree Wright – (07) 5586 3500

Star of the Sea Proactive Anti-bullying Strategies

Strategies to actively prevent bullying include:

1. Primary Prevention Education
2. Early Intervention Strategies
3. Intervention Procedures
4. Restoration of Well-Being

1. Primary Prevention Education

Primary prevention education includes the teaching of curriculum content particular to supporting the resilience of students. At Star of the Sea, we teach the ACARA General Capabilities which outline this content. These include the:

- Personal and Social Capability
- Ethical Capability

Resources that teachers use to support this teaching include:

- Bounce Back program
- Circle Time
- Regular parent education via the school newsletter
- Buddy programs
- School excursions

2. Early Intervention Strategies

Early intervention strategies include:

- ongoing monitoring of policy and practices and promotion of whole school proactive strategies through the staff committee: Student Support
- mapping and planning for of potential risks including geographical areas and students at risk. At times this may include changes to duty areas, additional staff allocation or running of programs for targeted students.
- intensive teaching and reminding of the school's anti-bullying views at the beginning of each school year along.

3. Intervention procedures

Intervention procedures are clearly outlined in the Process of Response Section of this document. These are the procedures that occur in the event that a bullying incident is identified.

4. Restoration of well-being

This includes supporting both the victim and perpetrator with educational and or therapeutic interventions in the event that they need additional support. This support may involve the teaming of the following people:

- Student, Parents, Leadership Team Members, Classroom Teacher, Support Teacher, Guidance Counsellor, outside agencies (eg.Private counsellor)

The particular supports and interventions would be articulated in the student's individual plan; either:

- i) A school based Action Plan,
- ii) An Individual Behaviour Support Plan.

Cyber-bullying

When a cyber-bullying incident occurs, students are advised to tell an adult immediately. In this instance, staff will follow the **Responding to Bullying Process** outlines above.

If it is reported to the school, the school will assist to review the report and take appropriate action.

Cyberbullying is treated at Star of the Sea 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. This is communicated yearly to parents within the newsletter and in this behaviour plan which is located on the school website.

Star of the Sea advises parents to report any cyber bullying or suspicious activity on the internet to the relevant authorities. For further information please refer to www.acma.gov.au and www.thinkuknow.org.au or contact your local Queensland Police station.

Reference to the Star of the Sea Positive Behaviour Policy

The Star of the Sea Positive Behaviour Policy has been developed in accordance with Brisbane Catholic Education 'Student Behaviour Support Policy' and 'Student Behaviour Support Regulations and Guidelines'. For issues relating to continued non-compliance resulting in suspension and exclusion please refer to these documents.

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.

Resources

The school uses the Australian Curriculum as a framework for anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues are 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. National Action Day of Action and Office of the eSafety Commissioner resources are used by teachers and promoted within school communications (newsletter, social media, email).

Within the iPad induction cyber safety is an area covered each year.

Star of the Sea School also uses a range of picture books to explore and discuss anti-bullying.

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.

Star of the Sea School uses behavioural data together with other data sources to make data informed decisions about student supports. Teachers and Leadership team meet regularly to analyse universal school data and feedback to staff meetings, Targeted and personalised team (STIE, GC & leadership) meet weekly to analyse and prioritise students requiring or enrolled in Targeted or Personalised supports.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

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

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching

3	Bullying/Harassment	<p>Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include: 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'</p>
	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.

7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material 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.
	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun

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