



## **SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN**

As a Catholic school, St Kevin's is committed to the development of a mutually respectful community, embracing the example of Jesus. Students are nurtured in a safe supportive environment which enables the development of positive behaviours and self-discipline. We acknowledge that each individual has rights and responsibilities and are committed to positive practices, empowering students to reach their full potential.

### **School Mission and Vision - Teach Challenge Transform**

We are an inclusive Catholic community nurturing each child's potential to thrive in a changing world.

#### **Our School Context**

St Kevin's caters for boys and girls from Preparatory to Year Six. The school is predominantly Catholic, however, students from many other religious denominations and cultures also attend St Kevin's. St Kevin's is mostly a two-stream school (P – 4). Student learning is supported within the context of the classroom with a variety of programmes, resources and specialist staff available to meet the individual and group needs of all students. St Kevin's has a strong focus on literacy and numeracy and seeks to provide a wide variety of sporting, cultural and social opportunities. Resources and activities are designed to meet the diverse needs, talents and interests of students. The St Kevin's parent community is supportive and is involved in many aspects of school life.

#### **Consultation and Review Process**

St Kevin's developed this plan in consultation with our school community. Consultation occurred through staff meetings, meetings with our school board, and distribution of the draft plan for comment and review. A review of school data relating to behaviour incidents also informed the plan. This Plan was endorsed by the Principal, the School Board, and the Senior Leader – Learning and Identity, and will be reviewed at least every 2 years.

### **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 Kevin's we strive to develop and maintain a supportive and productive learning and teaching environment where each person is valued and respected. Decisions are based on inclusive practices embracing the needs and potential of each student. Practices are holistic focussing on intellectual, physical, social, emotional, moral and spiritual development and wellbeing.

At St Kevin's we believe the following elements are essential to the achievement of positive learning outcomes:

- a safe, caring and secure environment
- life-giving relationship and pastoral care within the whole school community
- the recognition and appreciation for individual learning styles
- inclusive, positive practices are used to change behaviours, preserving the individual's dignity, self-esteem and integrity
- the acceptance of uniqueness and difference
- a commitment to restorative approaches and service
- teaching and practise of personal and social capabilities as outlined in the curriculum
- behaviour is learned, therefore responsible behaviour can be taught
- student behaviour support is a collaborative effort, in partnership with parents and carers and outside agencies; committed to each and every student's success
- a belief that students want to do their best and that they need and want high standards for their behaviour

## 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.

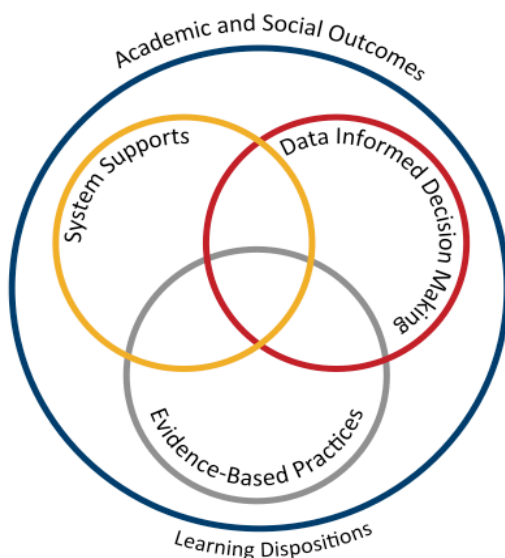


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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.

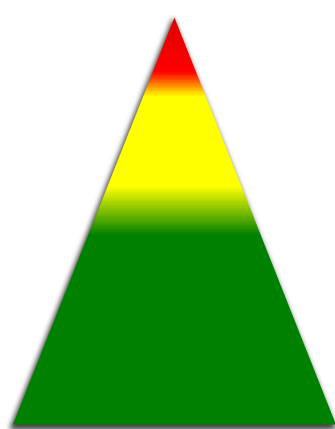


Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**

#### 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**

School officers meet with the STIE and Principal on a fortnightly basis and PB4L is discussed on a regular basis. Teaching staff and the leadership team meet to discuss PB4L ENGAGE data regularly throughout the year during staff meetings. Strategies are proposed to support areas where difficulties are universally evident. Individual students are prioritised from the data and are referred to STAR. Students requiring targeted and individual supports are discussed during our S.T.A.R. (Student wellbeing and support team analysis and response to data) Meetings. Patterns of behaviour are analysed and are attended by the Leadership Team (LT), STIE, Guidance Counsellor (GC), Pastoral Counsellor (PC), and are held every Thursday at 12:15pm – 1:15pm.

### **Section B: Our Student Behaviour Support Practices**

#### **1. Clarity: Our Expectations**

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

Our expectations are:

- Safety
- Help ourselves
- I am kind
- Need to act
- Everyone is a learner

At St Kevin's we expect that staff will:

- Provide an engaging, innovative and differentiated curriculum designed to meet the learning needs of each student.
- Create and promote a safe and inclusive learning environment.
- Initiate and maintain positive communication and relationship with students, staff and parents/caregivers.
- Teach students the school expectations as outlined in the SHINE matrix.
- Give feedback to students about their productive behaviours for learning.
- Respond to student unproductive behaviour that maintains and sustains relationships.

At St Kevin's we expect that parents/caregivers/guardians will:

- Respect school staff as educational professionals and enter into collaborative problem-solving discussions.
- Support school practices and procedures aimed at achieving positive outcomes for each student.
- Value positive relationships aimed at supporting learning, wellbeing and the behaviour of the child.
- Seek opportunities to contribute to the growth of the school community through active participation.

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.



**We Shine bright at St Kevin's!**

St Kevin's Catholic Primary School - Learning

		Learn	Play	Environment
<b>S</b>	Safety	<ul style="list-style-type: none"> <li>★ Use equipment safely</li> <li>★ Act safely online</li> <li>★ Stay calm and listen</li> <li>★ Follow teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>★ Keep our hands and feet to ourselves</li> <li>★ Follow the agreed rules of play</li> <li>★ Act safely</li> <li>★ Be sun smart</li> </ul>	<ul style="list-style-type: none"> <li>★ Follow instructions</li> <li>★ Recognise, React, Report</li> <li>★ Walk on pathways</li> <li>★ Hush, Flush, Wash and Go</li> </ul>
<b>H</b>	Help ourselves	<ul style="list-style-type: none"> <li>★ Stay on task</li> <li>★ Celebrate learning &amp; achievements</li> <li>★ Listen to each other</li> <li>★ Learn from our mistakes</li> </ul>	<ul style="list-style-type: none"> <li>★ Ask for help when you need it</li> <li>★ Own your actions</li> <li>★ Speak up and be brave</li> </ul>	<ul style="list-style-type: none"> <li>★ Respect yourself</li> <li>★ Be in the right place at the right time</li> <li>★ Care for ourselves</li> <li>★ Be honest and trustworthy</li> </ul>
<b>I</b>	I am Kind	<ul style="list-style-type: none"> <li>★ Be respectful to others</li> <li>★ Work together</li> <li>★ Consider other learners</li> </ul>	<ul style="list-style-type: none"> <li>★ Be inclusive with all</li> <li>★ Be a good sport</li> <li>★ Share with others</li> <li>★ Be a good friend</li> <li>★ Use manners</li> </ul>	<ul style="list-style-type: none"> <li>★ Kind words and compassionate hearts</li> <li>★ Respect the environment</li> <li>★ Spread happiness and positivity to all</li> </ul>
<b>N</b>	Need to Act	<ul style="list-style-type: none"> <li>★ Be a helper</li> <li>★ Seek challenges</li> <li>★ Ask questions</li> <li>★ Believe in yourself</li> </ul>	<ul style="list-style-type: none"> <li>★ Look after play equipment &amp; pack up</li> <li>★ Actively participate</li> <li>★ Inspire others through your actions</li> </ul>	<ul style="list-style-type: none"> <li>★ Be proud of our school</li> <li>★ Keep it clean – rubbish in the bin!</li> <li>★ Care for yours and others' belongings</li> </ul>
<b>E</b>	Everyone is a learner	<ul style="list-style-type: none"> <li>★ Strive for your best</li> <li>★ Persist even when it seems hard</li> <li>★ Know your strengths -set high standards</li> <li>★ Be eager to learn</li> </ul>	<ul style="list-style-type: none"> <li>★ Bounce back after a challenge</li> <li>★ Have a go at new things</li> <li>★ Our actions affect other people – show self-control</li> </ul>	<ul style="list-style-type: none"> <li>★ Build each other up</li> <li>★ Make good choices</li> <li>★ Have a growth-mindset</li> </ul>

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:

At St Kevin's staff establish expectations in many ways:

- Use the matrix to teach expected behaviours.
- Following processes which recognise, reinforce, reward and celebrate positive behaviour.
- Explicitly teach the learning cycle and learning dispositions.
- Explicitly teach the Personal and Social Capabilities through the learning areas of the approved curriculum
- Have visual reminder of expected behaviours displayed in classrooms
- Responding appropriately and consistently to unproductive behaviours that hinder learning by supporting students to modify and replace their behaviours
- Explaining why a behaviour is expected and demonstrate how it looks in context using the SHINE matrix
- Empowering students to take responsibility for their actions and restore relationships with others
- Communicating effectively about the expectations across the school community
- Knowing their learners and creating positive, supportive relationships with students • Assemblies followed by a school-wide focus on a particular expectation

## **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.

All staff develop and use a range of acknowledgement strategies with students. These are designed to complement the whole school approach to provide positive support for all students:

Praise/encouragement (verbal/non-verbal/written – Praise Note)	Public display of work (classroom, library)
Class based and individual reward systems (Learning disposition stickers)	Whole class rewards (fun days, game time, sport)
Assembly awards/recognition – SHINE, birthday and Gotcha awards	Class responsibilities (messenger, teacher’s helper, library monitor, canteen)
Phone calls, emails, or communication to parents	Sharing work with others (Principal, APRE and other year level-classes, buddy classes, parents)
Teacher evaluations (marks/comments on work/behaviour reporting)	Celebrations (birthdays – awards and birthday songs and dances, “outside” achievements)
Articles in St Kevin’s Newsletter and on the school website	

#### 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:

#### • Targeted Behaviour Support

Targeted strategies are implemented for students who are at risk and may include intervention programs involving support and specialist staff. Communication between parents/ caregivers and staff will take place before, during, and after additional supports are implemented. At St Kevin’s there are social skills programs run by the Pastoral Counsellor and Guidance Counsellor, based on emotional regulation, social and friendship skills.

#### • Personalised Behaviour Support:

Strategies to support individual students may require specialised services and alternative pathways of care. Individual supports may include:

- Educational Adjustment Plans (EAP)
- Personalised Support Plans (PSP’s)
- Student Support Team – Action Behaviour Plans

- Individual behaviour plan based on Functional Behaviour Assessment
- Support from our specialist staff (i.e. Support Teacher: Inclusive Education, Guidance Counsellor, Pastoral Counsellor)
- Wrap Around with outside agencies

We welcome the involvement of other professional personnel who have a vested interest in the student's welfare. Note: Teachers and Administration staffs are not Psychologists/Psychiatrists and therefore, we may at times request that professional personnel be engaged to assist the school.

### 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

## **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:

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
<ul style="list-style-type: none"> <li>• Supportive check in - reassuring conversation</li> <li>• Calm down time in safe space or sensory break in the classroom or directly outside the classroom (5-10 mins)</li> <li>• Restate expectations &amp; adjust environment</li> <li>• Individual support and management plan</li> <li>• Be directive and provide a clear choice (win-win)</li> <li>• Crisis Management flowchart of phases and responses</li> </ul>	<ul style="list-style-type: none"> <li>• Teach or re-teach – academics or behaviour</li> <li>• Teacher – student conversation</li> <li>• Problem solving conversation (use PROBLEM SOLVING card)</li> <li>• Work it out together plan:</li> <li>• Teacher and student</li> <li>• Student, Parent, Teacher conversation</li> <li>• Teacher – student – leadership conversation</li> <li>• Student(s), Teacher, Leadership problem solving conversation (use PROBLEM SOLVING card)</li> </ul>	<ul style="list-style-type: none"> <li>• Student acknowledgement followed by an apology - Informal Apology e.g. say sorry at the time of incident - Formal apology – verbal or written</li> <li>• Student completes missed work</li> <li>• A kind action to repair relationship</li> <li>• Community service/Make it right action</li> <li>• Restorative conversation</li> <li>• Restorative conference</li> </ul>

In addition, de-escalation crisis prevention and support strategies may include processes as outlined in the Behaviour Support Flow charts in Appendix B.

## 5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P – 12 and include:

- **Detention process**

Detention is any period where a student is required to remain at school, in a particular location or in an activity, in 'non-class' time, such as recess and lunchtime. When used, detention needs to be an appropriate response to the behaviour and appropriate to the age, development and specific needs of the student. 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 process**

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**

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 11 St Kevin's School Student Behaviour Support Plan - 2023 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 day	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Progress and 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 Progress and Performance) must:  (a) make the review decision within 5 business days after the application is made; and  (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

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

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

### Definition

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

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

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

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

Bullying is ongoing and consistent:

- a. Verbal
- b. Physical
- c. Social
- d. Psychological - behaviour that is harmful and involves the misuse or imbalance of power by an individual or group towards one or more persons. It is behaviour intended to hurt another through domination and results in a lack of defence by the target, creating feelings of oppression and humiliation.

The following behaviours are not bullying:

- mutual arguments and disagreements
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence These conflicts however still need to be addressed and resolved.

## **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**

Whole School : Each Week on whole school assembly a behaviour focus from the SHINE matrix is taught by a member of the Leadership Team on assembly. Learning Intention is set and Success Criteria co-constructed with the students. This becomes the learning for the coming week.

Principal often discusses bullying and harassment on assembly. Scenarios, role play and provides strategies on what to do in the event a child is being bullies or harassed.

**Classroom Teaching:** Teacher regularly speaks with children about bullying and harassment in line with the SHINE matrix focus for the week.

**Staff:** Principal regularly asks, "How would you know if a child in your class is being bullied?" Classroom strategies are regularly discussed with staff. Principal regularly communicates messages around bullying awareness in weekly briefs "Stand up Catch up" or "Safety Shares" before staff meetings.

## **2. Teaching about Bullying and Harassment**

**Whole School :**Each Week on whole school assembly a behaviour focus from the SHINE matrix is taught on assembly. Learning Intention is set and Success Criteria co-constructed with the students. This becomes the learning for the coming week.

**Classroom:** Teachers must have in place a system in the classroom for student voice to report instances of bullying and harassment in or out of the classroom. Discussion is ongoing from week to week around proactive behaviours in the school in line with the SHINE matrix. Safety behaviours regularly discussed during incidental learning times. Cyberbullying sessions with students are part of the planning process and are integrated with the personal capabilities in the Australian Curriculum. When there is an incident that has been repeated, students are taught about bullying like behaviour, what this looks like, given strategies.

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## **3. Responding to Bullying and Harassment**

### **Procedures for Action:**

How will the school respond to bullying?

When an alleged bullying incident is reported, the teacher or other staff member will:

### **Step 1**

- a) Take the report seriously and report the incident to the Principal or APRE.
- b) Establish the facts and determine if it is bullying
- c) Apply appropriate consequences for the incident (see Behaviour Support Procedures)
- d) Monitor the situation
- e) Proceed to Step 2 if there is a repeat incident

### **Step 2**

- a) Administration team member will interview students individually to discuss and record.
- b) Administration member/teacher mediates or arbitrates during "face to face" meeting of those involved

- c) Outline procedure and expectations of children's behaviour.
- d) Apply appropriate consequences as per Behaviour Support Procedures
- e) Children advised that parents will be contacted (see Step 3)
- f) Resolution recorded and filed
- g) Continue monitoring

### **Step 3**

- a) Discussion with parents will clearly state that bullying will not be tolerated and further instances could result in significant withdrawal from the playground and/or suspension
  - What can I do if my child reports bullying at home?

### **Step 1:**

Listen carefully to your child and show concern and support.

### **Step 2:**

Ask your child the following questions to understand if there is a repeated pattern:

- What, where and when did the incident happen?
- Who was involved on each occasion?
- Did anybody else see it and if so, who?
- What solutions have you tried so far?
- The names of any teachers who are aware of the problem

### **Step 3:**

Contact your child's teacher as soon as possible, remember: If you were not aware that your child was being bullied, then perhaps your child's teacher does not know about it either.

#### Step 4:

Give sensible advice – do not encourage your child to fight back, this will most likely increase the bullying

Assist your child to develop positive strategies:

- Make “I” statements e.g.: I don’t like what you are doing, please stop. If it happens again, I will tell a teacher”.
- Avoid situations that might expose them to further bullying
- Make new friends

**Playground Supervision:** An established set of procedures for the playground has been set out below. The playground procedures are to supplement the SHINE Matrix and act as a set of guidelines for teachers to use to ensure the safety of all the children.

1. All children must play in their designated area.
2. Children without a hat must sit in the shade.
3. Small hand balls and balls used to play modified volleyball to be used in the amphitheatre area.
4. Out of bounds areas are:  
All verandas  
Behind the Pope John Paul II building Between  
the Church and Newman Road Playing in the  
toilets  
Gardens
5. Prep and Year 1 only can play on the Prep playground equipment. Years 2-6 are to play on the top adventure playground equipment.
6. Years 1, 2 and 3 use the toilets near OSHC and Years 4 to 6 use the toilets near the Fr Norris Building. **(All children may use the bubblers near the Music Room and Year 1 during break times but once the bell has rung the Year 4 – 6 children must use the bubblers near the Church)**
7. **Learning Disposition** stickers can be handed out for positive reinforcement in the classroom.
8. When a teacher observes a child not following the SHINE matrix expectations, one or more positive, support strategies should be used to teach the child positive behaviour, as outlined in the table on page

9. These strategies may include talking to the child and mediating if necessary. The child could be given time to consider their behaviour by sitting out or walking with the teacher for 3-5 minutes. Discuss the expectation that the child should work on and how the child will restore or solve the problem appropriately. Record the incident in Engage.

9. For a major behaviour incident (see Appendix A) the Administration Office should be contacted and a member of the school's leadership team will attend to the situation. A restorative conversation or other action, dependent on the incident, is held with a member of the Leadership Team.

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

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

#### 4. Preventing Bullying and Harassment

Responsibilities of the principal:

- a. promote a positive climate of respectful relationships

- b. ensure the Student Behaviour Support Guidelines are used to determine appropriate level of response
- c. respond quickly to all incidents of bullying and ensure support to any student affected by, engaging in or witnessing bullying behaviour

Responsibilities of the staff:

- a. teach and model appropriate behaviours
- b. teach and clarify the definition of bullying, bullying behaviours and other anti- social behaviours
- c. commit to the implementation of school wide strategies
- d. teach and model active listening and conflict resolution – listen to both sides of a story
- e. follow up and investigate the behaviours and circumstances
- f. recognise and value the partnership of home and school
- g. consistently follow procedures for action, reporting and recording

Responsibilities of the students:

- h. practise and model appropriate behaviours
- i. commit to individual class covenants and school expectations to prevent bullying
- j. be a responsible bystander
- k. all involved are honest about the role they play/ed
- l. let an adult know what is happening
- m. continue to ask for help until the bullying is dealt with

Responsibilities of the parents:

- n. model a calm approach for your child
- o. teach and model positive behaviours at home
- p. listen carefully
- q. assist your child to identify and be clear about the area of concern
- r. ensure familiarity with school policies and procedures

- s. discuss concerning behaviours with the school as soon as possible
- t. work within the school processes
- u. support your child to employ strategies
- v. recognise and value school and home partnership
- w. support your child throughout the solution process which may take some time x.  
listen to all sides
- y. Understand there are different viewpoints

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

Staff member Principal – Belinda Kingston – 32656511

Staff member APRE – Kristin Byrne – 32656511

Staff member PLL – Larissa Browne – 32656511

### **Cyberbullying**

Cyberbullying is treated at St Kevin’s 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.

At the beginning of each year parents and students who are issued a one-to-one Ipad, sign a Conditions of Use of Ipad and Internet Resources Consent form. This form outlines the expectations of students and they commit to accept their responsibility as digital citizens. Throughout the year, class teachers regularly reinforce ongoing cyber safety lessons. Incidents of cyber-bullying and harassment are treated in the same way as other forms of bullying and harassment. Staff listen to students, collect information, contact parents/guardians, determine the incident, record the incident, respond to the incident, plan a response and follow up. Students have ongoing education to provide supportive structures in addressing any incidents of cyber bullying.

### **Resources**

The Australian Curriculum provides the framework for your school's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically

relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education.

For further information about bullying at schools visit:

- Bullying NoWay <https://bullyingnoway.gov.au/>
- Personal and Social Development Program (Australian National Curriculum)
- Office of the eSafety Commissioner <https://www.esafety.gov.au/>
- Be You
- Australian Cybercrime Online Reporting Network
- National Centre Against Bullying [www.ncab.org.au](http://www.ncab.org.au)

## **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.

The Support and wellbeing Team Analysis and Response (STAR) meets weekly to review the data. Patterns of behaviour are analysed and individuals are prioritised. Strategies are proposed to support areas where difficulties are universally evident. Each term the data is presented to the teaching staff during a staff meeting and proposed strategies are discussed. Individual students, prioritised from the data, are referred to STAR

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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

	<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 group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
<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

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
			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 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)
<b>12</b>	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
<b>13</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	Cannabis, alcohol, prescription or other chemical drugs, drug related equipment
<b>14</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>15</b>	Combustibles Use or possession	Student is in possession of substances/objects readily	Being in possession of or using matches, lighters,

	<b>Descriptor</b>	<b>Definition</b>	<b>Example</b>
		capable of causing bodily harm and/or property damage	firecrackers, gasoline, lighter fluid
<b>16</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>17</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>18</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>19</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: 10/2/26	Next review date: 10/2/27
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Appendix B – Behaviour Support Flow Chart

School Wide Behaviour Support System and Decision Making Processes

**Positive Behaviour for Learning**

**We Shine at St Kevin's**



We Teach  
 We Practise  
 We integrate Personal and Social Capabilities from the Australian Curriculum into other Learning Areas.

**Universals**

1. **Remind and redirect**
2. **Teach or model behaviours**
3. **Supportive strategies**
4. **Assist**

**Processes to support...**

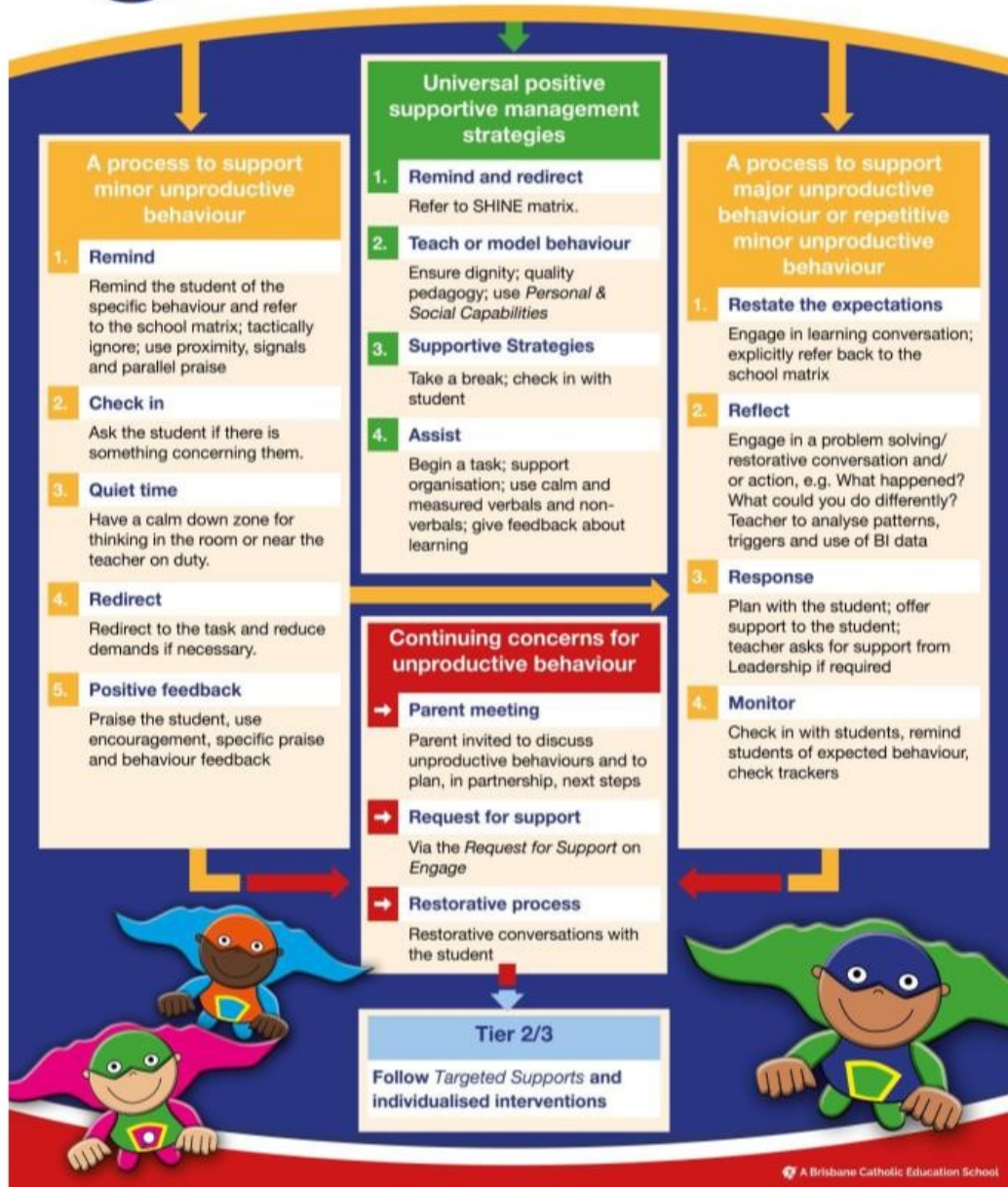
1. **..minor unproductive behaviour**  
Remind (proximity, non-verbal signals, tactical ignoring, parallel praise), Check in, Quiet time, Redirect, Positive feedback
2. **..major unproductive behaviour or repetitive minor unproductive behaviour**  
Restate the expectations, reflect, respond, monitor
3. **..continuing concerns for unproductive behaviour**  
Parent meeting, Request for support, Restorative process

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## As a Positive Behaviour 4 Learning School

- We ensure that expectations have been taught and practised.
- We integrate the *Personal and Social Capabilities* from the Australian curriculum in our content areas and school-wide explicit teaching of behaviour.
- We reinforce expected behaviours.
- We provide a positive and supportive environment.



## Appendix C – Behaviour Expectations – SHINE MATRIX



# We Shine bright at St Kevin's!

		Learn	Play	Environment
SHINE	Safety	<ul style="list-style-type: none"> <li>★ Use equipment safely</li> <li>★ Act safely online</li> <li>★ Stay calm and listen</li> <li>★ Follow teacher's instructions</li> </ul>	<ul style="list-style-type: none"> <li>★ Keep our hands and feet to ourselves</li> <li>★ Follow the agreed rules of play</li> <li>★ Act safely</li> <li>★ Be sun smart</li> </ul>	<ul style="list-style-type: none"> <li>★ Follow instructions</li> <li>★ Recognise, React, Report</li> <li>★ Walk on pathways</li> <li>★ Hush, Flush, Wash and Go</li> </ul>
	Help ourselves	<ul style="list-style-type: none"> <li>★ Stay on task</li> <li>★ Celebrate learning &amp; achievements</li> <li>★ Listen to each other</li> <li>★ Learn from our mistakes</li> </ul>	<ul style="list-style-type: none"> <li>★ Ask for help when you need it</li> <li>★ Own your actions</li> <li>★ Speak up and be brave</li> </ul>	<ul style="list-style-type: none"> <li>★ Respect yourself</li> <li>★ Be in the right place at the right time</li> <li>★ Care for ourselves</li> <li>★ Be honest and trustworthy</li> </ul>
	I am Kind	<ul style="list-style-type: none"> <li>★ Be respectful to others</li> <li>★ Work together</li> <li>★ Consider other learners</li> </ul>	<ul style="list-style-type: none"> <li>★ Be inclusive with all</li> <li>★ Be a good sport</li> <li>★ Share with others</li> <li>★ Be a good friend</li> <li>★ Use manners</li> </ul>	<ul style="list-style-type: none"> <li>★ Kind words and compassionate hearts</li> <li>★ Respect the environment</li> <li>★ Spread happiness and positivity to all</li> </ul>
	Need to Act	<ul style="list-style-type: none"> <li>★ Be a helper</li> <li>★ Seek challenges</li> <li>★ Ask questions</li> <li>★ Believe in yourself</li> </ul>	<ul style="list-style-type: none"> <li>★ Look after play equipment &amp; pack up</li> <li>★ Actively participate</li> <li>★ Inspire others through your actions</li> </ul>	<ul style="list-style-type: none"> <li>★ Be proud of our school</li> <li>★ Keep it clean – rubbish in the bin!</li> <li>★ Care for yours and others' belongings</li> </ul>
	Everyone is a learner	<ul style="list-style-type: none"> <li>★ Strive for your best</li> <li>★ Persist even when it seems hard</li> <li>★ Know your strengths -set high standards</li> <li>★ Be eager to learn</li> </ul>	<ul style="list-style-type: none"> <li>★ Bounce back after a challenge</li> <li>★ Have a go at new things</li> <li>★ Our actions affect other people – show self-control</li> </ul>	<ul style="list-style-type: none"> <li>★ Build each other up</li> <li>★ Make good choices</li> <li>★ Have a growth-mindset</li> </ul>