



SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN 2026

St Paul's Primary School WOODRIDGE
BRISBANE CATHOLIC EDUCATION

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Vision

We are a faith-filled community nurturing confident and creative contributors.

Mission

To empower learners today for a brighter tomorrow.

Our School Context

St Paul's Catholic School is a diverse co-educational primary school with 340 children from Prep to Year 6 in the suburb of Woodridge, Logan. Our school is an integral part of the Parish community. In accordance with our Vision and Mission Statements, all our endeavours, relationships, decisions and programmes are Christ-centred and child centred. Community is important at St Paul's and relationships are promoted and celebrated through positive interactions with students, teachers, parents and the Parish. We pride ourselves on being an inclusive and welcoming faith community. At St Paul's, the importance of tolerance and understanding of difference is promoted. This allows all in our school community the right to work in a safe, productive and harmonious environment. Our dedicated and caring staff are concerned with the welfare of each child at this school. Parents are invited to work with our staff with openness and mutual respect. We believe in developing the whole child - academically, socially, emotionally, physically and spiritually. We understand we are a teaching and learning environment, and it is important we focus on a holistic approach for our children, so they have the opportunity to develop into happy, productive and successful members of society who will grow strong in the Faith, the Spirit and the Word.

Consultation and Review Process

St Paul's developed this plan in consultation with the school community. Consultation occurred through staff meetings, meetings with the Parents and Friends Committee, our School wide Positive Behaviour for Learning committee and distribution of the draft plan for comment and review. This plan will be checked and updated annually as well as a detailed review every two 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.

We believe that children need to understand that they are responsible for their own behaviours and that we as a school community will support them as they learn how to interact and live within our Christ-centred environment.

St Paul's Values of Respect, Resilience, Service, Unity and Contemplation are explicitly taught throughout the school.

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Alice Springs Declaration). Every day at school, students have the opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).

Students are strongly encouraged to “own” (self-manage) their own behaviour, as are all school community members and to accept that all behaviour has consequences (positive and negative).

St Paul’s is committed to improving the quality of teaching/learning, providing ongoing professional development to all staff.

St Paul’s is committed to developing and maintaining effective school-wide and classroom systems to support our School Behaviour Support Plan.

Students learn in different ways/styles and require different pathways to meet their optimal potential. St Paul’s is committed to providing different learning opportunities and pathways both within and external to the classroom to cater for different student learning needs/styles.

An integrated system of school wide, classroom support and individual student supports can play a central role in improving behavioural outcomes and developing learning disposition for the students we serve. This system also has the potential to contribute to an increased sense of efficacy and job satisfaction for our staff.

St Paul’s is committed to working in partnership with parents and the wider school community in both policy and practice.

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.

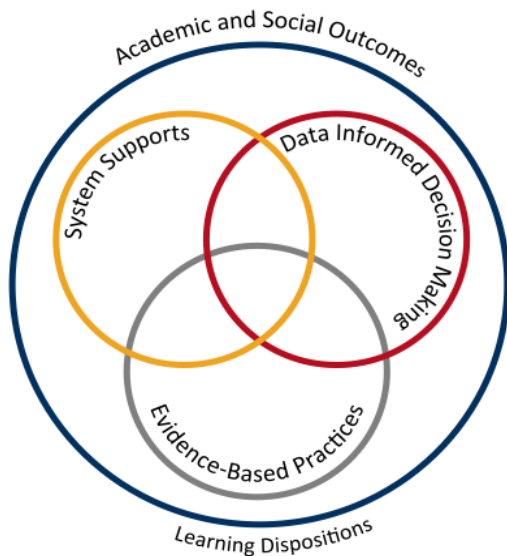


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

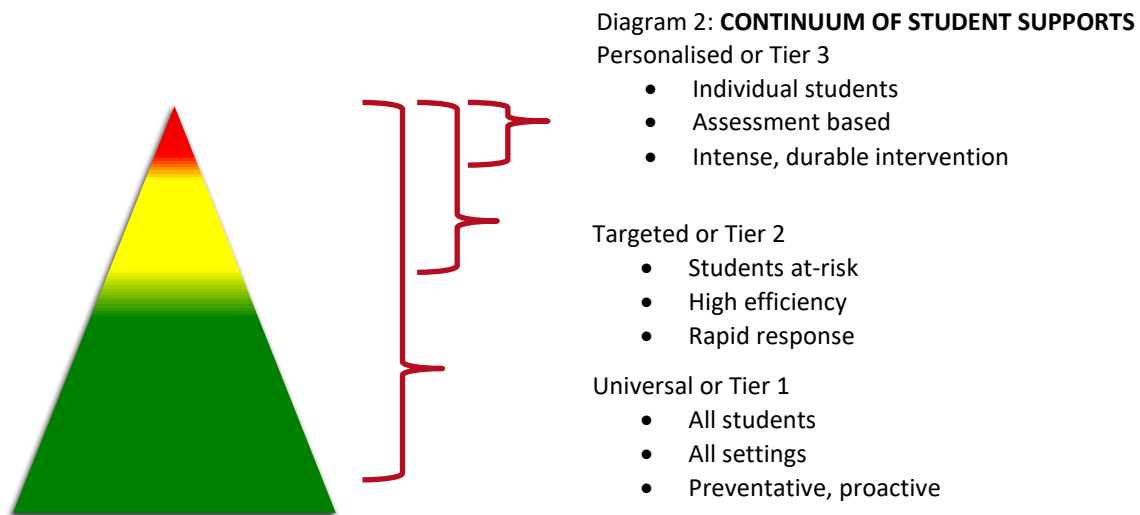
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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



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

At St Paul's all teachers play a vital role in our PB4L implementation within the classroom, by teaching explicit positive behaviours. We value shared leadership in PB4L, and we do this through staff participating in our PB4L committees which include:

Tier 1 committee comprising of classroom teacher representatives, Guidance Counsellor, Support Teachers and Leadership. In this meeting we focus on:

- ENGAGE data and recommendations for preventative and proactive structures to improve student behaviour
- students at risk
- efficiency and interventions.
- Trauma aware approaches
- This team formally meets once a term

Tier 2 and 3 committee is the same as above.

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 • Equity • Responsibility • Values • Effort

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.

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

2. Focus: Teaching Expected behaviour

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

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

- Regular class meetings relating to behaviour matrix
- Weekly whole school focus on specific school expectations and values
- Weekly celebrations of student of the week, values awards
- Termly Saints awards related to behaviour expectations and school values • Wellbeing Wednesday related to our values, expectations and personal and social capabilities
- First 13 days of school dedicated to teaching of expectations and routines to set up for 7 successes
- The school participates in community wide events like Harmony Day and Bullying No Way Day • Student leaders support younger peers (e.g. Buddy Groups, leadership committees and student representatives).

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

St Paul's Learner of the Week Award	Each class teacher allocates a Learner of the week, presented at assembly. This is for making a positive impact in class and for demonstrating qualities of a good learner.
Learner Asset Recognition Award	Teachers send students to the principal for positive reinforcement of classroom learner assets; Researcher, Contributor, Communicator, Thinker, Self-manager, Collaborator

Kindness Cup	A class is rewarded for applying the learning from the Kindness Challenge Lessons students are taught each week.
Are You a Bucket Filler Raffle	Students are rewarded with raffle tickets when observed applying the learning from our Kindness Challenge. These tickets are drawn out on assembly.
Spirit of St Paul's Award	Each cohort meets at the end of the semester and chooses one child in that year level to receive the "Spirit of St Paul's" award. The award recognises character, leadership and positive learning behaviour. The class teacher writes a paragraph explaining how the student has met the selection criteria. Parents/caregivers are invited to the assembly.
Academic Achievement Award	Students who are achieving well-above in the key learning areas are acknowledged at the final assembly each semester.
In class rewards	<p>Sticker charts used in early years classrooms</p> <p>Class Dojo. By using class Dojo, teachers can encourage students for any skill or value — whether it's working hard, being kind, helping others or something else</p> <p>Money system. Students earn "money" for being a good class member. This might be for doing jobs, showing respect, safety and being a good learning in the classroom.</p>
90% Attendance Certificate and Letter	<p>Each term, children are acknowledged for excellent attendance.</p> <p>Parents receive a letter of acknowledgement.</p>
Celebration Afternoon Award Ceremony – End of Year	<p>Prep – Year 2 receive a book</p> <p>Year 3 – Year 6</p> <ul style="list-style-type: none"> • Subject Excellence Award <ul style="list-style-type: none"> ○ English, Maths, Science, HASS, PE, Arts, Public Speaking only 4-6 <p>Year 6</p> <ul style="list-style-type: none"> ○ Academic Excellence Award ○ Academic Growth Award ○ Overall Arts Award ○ Sportsman and Sportswoman Award ○ Christian Leadership Award <p>Representative Sports Certificates</p>

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, support teacher or guidance counsellor facilitates this type of group.

Structured play-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, support 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

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: Take 5 or Break Out Space 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

In addition, de-escalation crisis prevention and support strategies are listed in our St. Paul's Way for learning and teaching positive behaviour.

- Correct behaviour calmly and in a manner that demonstrates that the student is safe and supported at school
- View inappropriate behaviour as an instructional opportunity to reteach expectations and allow students to practice expected behaviour
- Use consequences to promote student self-reflection: What harm was caused? What can be done to correct the harm? What could you have done differently? What help do you need and from whom to do something differently next time?
- Communicate the importance of instructional time, we correct student behaviour and return them to the instructional setting as quickly as possible.

At St Paul's School, the REFERR model is a guide for teachers and students to use when responding to unproductive student behaviours. The model uses a proactive, preventative approach to problem solve with the student followed by a restorative process to ensure relationships are restored. Feedback is given to students about expected behaviours. Feed forward is used to respond to unproductive behaviours as a teaching opportunity for the teacher involved and a learning opportunity for the student(s) involved.

The Teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with and share creative strategies with families and colleagues. Teachers typically address minor behaviours using best practices that include correction and re-teaching. As with all strategies to address unproductive behaviour, they should be done privately and with instructional demeanour.

If the unproductive behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment.

Major behaviours result in a behaviour incident form being referred to School Leadership because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student (s) of the expected school behaviour. The witnessing staff member then completes a Behaviour Incident Form and alerts the School Leadership Team member to the event. Parents/Caregivers, at times, will be notified of the event by phone call. The Student Support Team is emailed of the event for all major inappropriate behaviours.



Student will be referred directly to the Principal/APRE for instances of physical or verbal aggression.

Behaviour Classification	Range of responses	Managed by
Minor unproductive behaviours (class and/or playground)	REFERR, rule reminders, time out, re teach, feedback and feed forward strategies, restorative conversations.	Teachers
Persistent minor behaviours (across settings)	As above as well as Behaviour Incident Form completed, parent meetings, support meetings, curriculum adjustments, gradual release playground support, restorative meetings, Green Room referral, take 5.	Teachers in collaboration with School leadership team member including STIE, Guidance counsellor together with parent(s)/ caregiver(s)
Major unproductive behaviours (across settings)	Behaviour Incident Form completed, Individual goal setting, individual behaviour plan, crisis management plan, wrap around meetings, formal restorative process (community service), parent meetings, Green Room referral, formal sanctions.	As Above

Consequences for inappropriate playground behaviour

1. Staff give appropriate behaviour reminders and opportunity to return to situation to try again
2. If unsuccessful, student goes to designated area of playground or shadows teacher for a reasonable time period.
3. For ongoing inappropriate behaviour or a one-of significant misdemeanour, student is immediately referred to the Principal/APRE and a Behaviour Incident Form is filled out.
4. If students come to staff with a less serious problem on the playground, it is emphasised by staff that they are pleased students came to talk about it. Students are reminded that, at St Paul's, staff are able to assist students in solving their own problems. Staff then assist student in finding a reasonable resolution to their problem.
5. Students are encouraged to use the Wheel of Choice (appendix C) to solve problems that occur in the playground or classroom. This gives students the opportunity to build up their conflict resolution skills and become confident to resolve their own minor problems.

When working with children to resolve behaviour challenges, staff will:

- Model a calm, respectful manner of interaction
- Respond to student behaviour and needs in a manner consistent with Catholic values.
- Set consistently high expectations for all student behaviour.
- Praise often
- Provide consistent support of serious inappropriate behaviour
- When more serious inappropriate behaviour is escalating quickly – intervene early – redirect student to an alternative activity, provide time and space for the student to calm themselves.

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 – 6 and include:

Detention

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, lunchtime, after school or non-school days. 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

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 and allow time for the school to ensure adequate support is provided to all students. 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 or Assistant 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 or Assistant 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. Parents receive a phone call to notify them of the event, followed by a suspension letter outlining pertinent details (and avenues for complaints) with a time for a re-entry meeting. The purpose of the re-entry meeting is to have a collaborative discussion with all stakeholders and reflect on what occurred and what better choices could be made in the future.

Exclusion

Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools. 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.

For appeals, the school aligns to BCE processes.

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.

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).

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

As part of its overarching Behaviour Learning Policy, St Paul's School seeks to provide an environment that is free from all forms of bullying and harassment. St Paul's school aims to be a happy, safe, harmonious teaching and learning environment.

By making sure that everything I say and do shows RESPECT for myself, others and property.

By making sure that everything I say and do keeps myself, others and property SAFE.

By making sure that everything I say and do allows myself and others to LEARN.

What is bullying?

A person is bullied or victimised when he or she is exposed repeatedly and over time, to negative action on the part of one or more other persons. (Olweus 1984)

Bullying involves:

- A desire to hurt
- A hurtful action (physical, psychological or social)
- A power imbalance
- (typically) Repetition
- An unjust use of power
- Evident enjoyment by the aggressor and
- A sense of being oppressed on the part of the victim (Rigby 1996)

Bullying takes many forms, all of which will cause distress. Some examples of bullying include:

- **Physical:** hitting, pushing, tripping, kicking, spitting on others
- **Verbal:** teasing, using offensive names, ridiculing, spreading rumours and making threats
- **Non-Verbal:** writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures
- **Exclusion:** deliberately excluding others from a group, refusing to sit next to someone
- **Extortion:** threatening to take someone's possessions, food or money
- **Property:** stealing, hiding, damaging or destroying property.

Signs your child maybe being bullied

- Loss of interest in schoolwork
- Reluctance to attend school
- Diminished academic performance
- Reluctance to talk about school and activities
- Limited social contact with peers
- Mood swings, especially toward depression, irritability, unhappiness or outbursts of anger
- Reported headaches, stomach pains (frequently in the morning before leaving for school), poor appetite
- Loss of sleep
- Visible cuts, scratches, bruises
- Loss of personal property because of theft, extortion or damage to personal property

At St Paul's School we will:

- Openly talk about bullying – what it is, how it affects individuals, groups and the community and what we can do about it
- Provide our students with opportunities to develop skills, which will build their self-awareness and self-management skills
- Encourage students to 'tell' of incidents of bullying or of being bullied. Establish 'telling' as acceptable and responsible behaviour valued in our community
- If bullying is confirmed, then see actions (response) below.

2. Teaching about Bullying and Harassment

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

3. Responding to Bullying and Harassment

At St Paul's every person has the right to:

- Feel safe
- Be treated with respect and fairness
- To learn

At School it is everyone's responsibility to take the necessary steps to stop bullying behaviour using *proactive measures to prevent and address bullying concerns*:

By being committed to the care and welfare of its students, St Paul's aims to:

- Provide an environment which promotes respectful, safe and resilient behaviours
- Assist children to learn to be responsible for their own behaviour
- Create a supportive environment in which students are able to report incidents of bullying
- Ensure each person associated with the school community knows the procedures for reporting the occurrence of bullying
- Periodically monitor student perceptions of bullying
- Provide proactive training in resilience and bullying – Bullying No Way Program
- Explicit teaching and learning of "The St Paul's Way" (Matrix)
- Provide social skills training for all involved in bullying incidents

Staff, students and parents have the following responsibilities:

Leadership Team will:

- Ensure that the expectations of children and teachers are clear
- Communicate effectively and promote the school's behaviour management policy
- Respond to each incidence of bullying in accordance with the procedures of this policy

All staff will:

- Model caring and tolerant behaviour
- Discourage signs of bullying or anti-social behaviour
- Be vigilant and observant for signs of bullying in the playground and classroom and actively listen and treat all incidences seriously
- Teach and clarify what bullying is/is not to students, to promote resilience through 'Bullying No Way' Program and 'Stop, Think, Do' strategies
- Teach and promote resilience
- Encourage students to report bullying incidences
- Respond to all reported and observed incidences of bullying according to our Behaviour Support Plan (which sits within Brisbane Catholic Education Behaviour Support Plan and Bullying and Harassment guidelines)
- Ensure that bullying incidences are reported to a member of the Leadership Team
- Provide children with skills and strategies to recognise and manage stress which may arise through relationships
- Record identified bullying incidents, contact parents, and promote positive partnerships between home and school

Students will be encouraged and supported to:

- Model appropriate behaviour – Say NO to bullying behaviours
- Use positive language and behaviour towards all others
- Be 'Kids who Care', in being a responsible bystander and taking appropriate action
- Report to a teacher, a staff member and/or their parents if they feel they are being bullied or if they witness any incidence of bullying
- Pass on all details of the event to a teacher or a member of the Leadership Team

Parents should:

- Listen sympathetically to reports of bullying from their children
- Encourage children to use their nominated support network at school
- Watch for signs that their child may be demonstrating bullying behaviour
- Instruct and encourage their children to 'tell' if they are bullied
- Speak to relevant school personnel (not the alleged student/s concerned), and
- Work in partnership with the school to discuss their concerns to address any bullying behaviour and seek assistance for their child

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

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.
6. Explicit promotion of social and emotional competencies among students: Our Health units focus on personal and social capabilities along with embedding Catholic Perspectives across all KLAs.

7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection (schools are recommended to combine the use of the *Be You Programs Directory* and *STEPS* – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs)

Key contacts for students and parents to report bullying

Principal – Helen Boyes

APRE – Diane Johnson

Guidance Counsellor – Rebecca Gyetvey

Cyberbullying

Cyberbullying is treated at St Paul's with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Response

All staff must take all reports of cyber bullying 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

St Paul's utilises the Bullying No way program along with the Bounce Back Program.

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

- Bullying NoWay
- Bounce Back Program
- Office of the eSafety Commissioner

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

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

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

At St Paul's, data is collected on student behaviour as this is the evidence and documentation needed to monitor the progress and effectiveness of student behaviour support and informs relevant interventions. This data records the

frequency of minor behaviours and major behaviours (Behaviour Incident form) and reveals patterns and trends of student behaviour.

Our data informs decision-making. For example, Behaviour Incident data is used to identify students in need of more assistance, professional learning, and school areas in need of environmental changes. Data provides a useful way to share the impact and effectiveness of strategies with staff and to plan adjustments.

At St Paul's we utilise the BCE Student Behaviour Support System (ENGAGE) to record minor and major behaviour incidents occurring across a range of locations and during specific learning times. This system connects with other BCE systems to offer teaching and leadership staff a range of student data to analyse when problem solving.

References

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

Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours
13	Incomplete tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

Major Behaviours

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

			Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
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	Using someone else's ideas or writing without acknowledging the source

		(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.	material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Vaping/Cigarettes	Student is in possession of or is using a vape/cigarette	Vapes, cigarettes
13	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
14	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
15	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
16	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.
17	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

		<p>inequality in age, power or ability</p> <p>Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</p>	<p>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</p>
18	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
19	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: 28/07/2025

Next review date:

28/07/2028