School Mission and Vision - Teach Challenge Transform

Our Mission
St Anthony's is a Catholic faith community where gospel values are central to the life-force and functioning of this Franciscan school.

Our Vision
A school steeped in the valuing of relationships and all that it means to be a follower of Christ.

Our Franciscan Values
Our school motto is 'My God My All'. We have a commitment to Five Franciscan Values that provide direction to our School Vision and Mission. We believe that by following these Five Franciscan Values, along with our Franciscan traditions and way of life, we will encourage a flourishing and joyful community.

Respect
We value and respect each person's uniqueness.

Share Responsibility
Collectively we share the responsibility for the development of each member of our school family.

Reverencing Creation
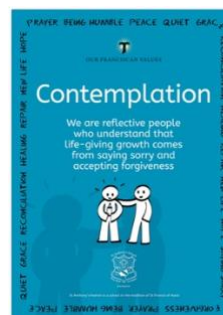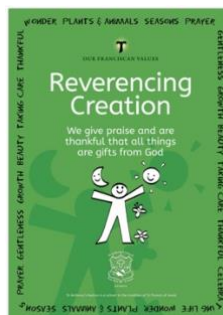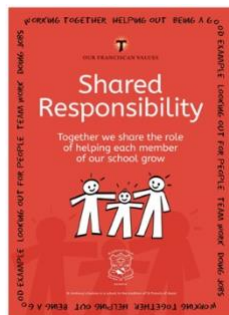We give praise and are thankful that all things are gifts from God.

Contemplation
We are reflective people who understand that life-giving growth comes from saying sorry and accepting forgiveness.

Joy
We embrace a joyful, fun attitude that is forever grateful for God's gifts.

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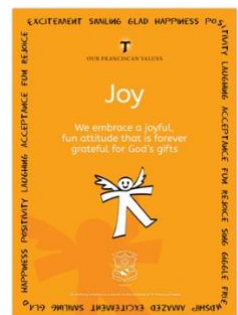
Our School Context

St Anthony's Kedron is a systemic Catholic Primary School in the Archdiocese of Brisbane offering classes from Prep to Year Six. Franciscan spirituality is about the goodness; the goodness in God and in the goodness in each other as we witness and form relationships. We are located between two Franciscan Order owned secondary colleges, Mt Alvernia College for girls and Padua College for boys. Together the three schools exist as an educational entity that is known in the local area as FOTH (Franciscans on the Hill). As a Parish School, we enjoy a very positive partnership with Little Flower Church that comes under the stewardship of the Franciscan Friars. Our school is embedded within the Franciscan tradition and our community continues to be inspired by the spirit of St Francis, St Anthony, St Therese and St Clare.

Consultation and Review Process

An initial consultation process occurred in 2014 with a focus on exploring the factors that enhance and inhibit a positive school community. PB4L professional development was undertaken with a small team engaged in developing skills to support the delivery of a whole school approach. The St Anthony's Student Behaviour Support plan was also completed in 2014. Ongoing professional development and implementation has been our focus to ensure consistent language and improved practices support our community. This document will be reviewed 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.

Student behaviour support is at the core of business for all teachers. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. The positive behaviour begins in the classroom, with each individual student. At St Anthony's, we believe that the overarching principles as expressed in the BCE Learning and Teaching Framework are the focus of belief in acceptable behaviour, the learning of appropriate behaviour and the teaching of relational behaviour. This belief, learning and teaching is the foundation of the Alice Springs Declaration: Mparntwe, which underpins our **School Vision for Learning Statement:**

ST ANTHONY'S SCHOOL KEDRON Vision for Learning

Respect

Shared Responsibility

Joy

Contemplation

Reverencing Creation

We Value Our Learners and Our Learning

Learning develops every student as a unique and capable life-long learner and inspires them to grow and succeed in their changing world.
St Anthony's School learners learn best when:

- student learning growth is maximised, nurtured and celebrated
- positive partnerships are based on mutual trust and respect

We Value Our Learning Environment

Learning creates a sense of wonder and awe with a focus on developing sustainable practices through ecological action.
St Anthony's School learners learn best when:

- diversity is valued and celebrated in inclusive learning environments
- sustainable practices are embraced in the classroom

We Value Community Relationships

Learning is everyone's responsibility – students, staff, parents and the wider community. As a community of active participants, we support one another in transforming and inspiring young people to be agents of change in the world.
St Anthony's School learners learn best when:

- collaborating and using language that promotes a growth mindset
- feedback is provided and goals are set

We Value Contemplation

Learning in a supportive environment encourages deep understanding through focusing on the present to engage in teaching and learning.
St Anthony's School learners learn best when:

- using strategies to build focus, attention and joyful engagement
- provided opportunities to reflect, engage creatively and self-direct their learning

We Value Creativity and Innovation

Learning is a partnership with all community members who nurture the love of learning.
St Anthony's School learners learn best when:

- learning opportunities are deep and varied, including hands-on activities, that explore real-world contexts
- Engaging in challenging tasks that promote curiosity, creativity and innovative thinking.

Respect - Shared Responsibility - Joy - Contemplation - Reverencing Creation

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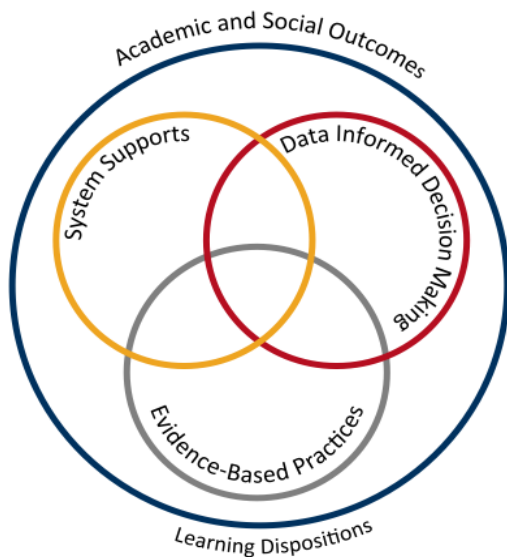
Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment,* by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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
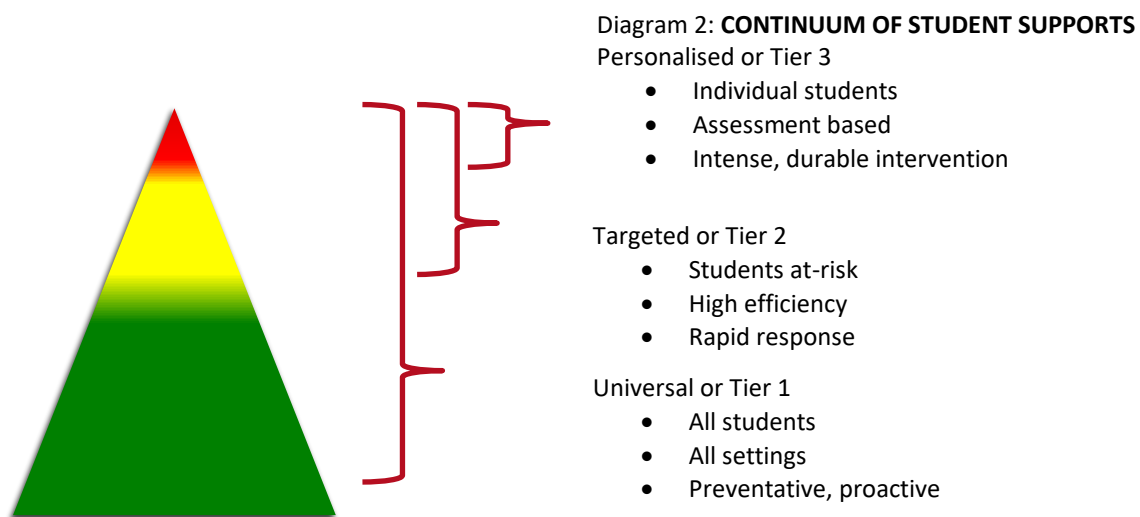
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few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

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

We believe that all staff are leaders of the PB4L in our school and encourage staff to seek and provide support as needed.

Tier 1 Support: Teachers use Review and Response sessions to discuss the needs of a child; Leadership, STI:Es, Guidance Counsellor meet to review data in Engage.

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Tier 2 & 3 Support: Our Student Learning Support Team is made up of STI:Es, Guidance Counsellor and Leadership. This team meets at least once a term to review Engage data and the learning and behaviour needs of our students.

Professional Learning for staff – Tier 1 team has led professional learning with whole staff including school officers. Ongoing Professional learning is focused on the PB4L Tier 1 strategies.

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:

At St Anthony's Primary School our school-wide expectations are:

We **C**are for the Environment
We **A**ct Safely
We are **R**esponsible Learners
We **E**xpect Respect

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.

St Anthony's school-wide **CARE** matrix identifies, encourages and celebrates caring behaviour in all areas of school life. The matrix determines the social skills and 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 discipline. We also promote "Do the 5" as another strategy to resolve minor conflicts.

Do the 5

1	Friendly voice
2	Firm voice
3	Ignore
4	Walk away

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Our school-wide matrix determines the social skills and 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 discipline.

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 – https://www.australiancurriculum.edu.au/f-10-curriculum/

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:

- Focus on a School Value/Behaviour/Learning Disposition each week and communicated through The Week Ahead – distributed by the APRE
- Explicit teaching and consistent follow-up of school rules
- Model and role play methods used to teach and learn behaviours
- Reinforce positive behaviours
- Display the school and classroom rules clearly
- Use explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Explain why a behaviour is expected or a consequence is necessary
- Empower students to take responsibility for their actions
- Maintain effective communication and sharing a common language about behaviour in our school community
- Transition students to new year levels and new teachers at the end of the school year for the following year
- Build time into the first few weeks of a new school year and boosters later in the year to focus on behaviour expectations
- Assemblies focused on school behaviour expectations and followed by group practice
- Create Circle Time opportunities to discussion behaviour expectations
- Restorative Practices used to resolve behaviour issues and communicate behaviour expectations, including the use of Reflection Sheets to record discussed behaviours.

We value relationships and partnerships with our families and expect that they support the development of positive behaviours at home and school by:

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing, and behaviour
- Contribute positively to behaviour support plans that concern their child
- Adhere to and obey the rules of "Good Audience Manners" that is expected of the children and staff

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.

Instruction takes place each day, throughout the day, all year long. Effective instruction requires more than providing the rule. It requires:

- Notice the behaviour
- Remind about the behaviour
- Teach or model expected behaviour
- Practice
- Feedback
- Re-teach
- Implement supportive strategies
- Assist and encouragement

The encouragement strategies in place for school and classroom include:

Whole School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
'Do the 5'	'Do the 5'
CARE Awards each week	Rewards and class incentives
St Anthony's Day Award	Star of the Day
Term Peace Maker Award	Good news story sent home to parents
Remarkable Learner Medal each year	
Newsletter recognition of award recipients	

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

- Social Stories

- Zones of Regulation

- Social Skills programs

- Drop in sessions with the Guidance Counsellor

- Individual Behaviour plans

- Adjustments to Curriculum and other programs as appropriate

- Reflection Sheets and conference with a leadership member

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
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

4. Feedforward: Responding to Unproductive Behaviours

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

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

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

directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

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

De-escalation	Problem-solving	Restorative
Supervised calm time in a safe space in the classroom	Teacher – student conversation	Do the 5 – Restorative Process
Supervised calm time in a safe space outside of the classroom	Work it out together plan – teacher and student	Student apology
Set limits	Teacher – student – parent meeting	Student contributes back to the class or school community
Individual crisis support and management plan	Teacher – student – leadership conversation	Restorative conversation
		Restorative conference
		Reflection Sheet

In addition, de-escalation crisis prevention and support strategies include educating children about the Zones of Regulation, a framework designed to teach self-regulation. (Ref: LEAH M. KUYPERS, MA.ED. OTR/L)

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 maybe applied.

Detention process (linked to BCE policy) at St Anthony's:

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 the playground for a short time to reflect on their behaviour. All detentions, including 'non-class' time at lunch and playtime, will be recorded in Engage (Student Behaviour Support System).

Detention can be used as a deterrent to unproductive student behaviours by indicating to students the immediate consequences for such behaviours. During a detention the time should be used to:
• repair relationships
• apply restorative practices
• make plans for appropriate behaviour
• completion of classwork
• rehearse alternative behaviours

The teacher giving the detention must provide supervision of the student. Before school or after school detention is only used as a last resort.

Suspension process (linked to BCE policy) at St Anthony's:

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 responsibility of parents/caregivers 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 tor e-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.

Negotiated Change of School (link to BCE Policy) at St Anthony's:

In some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Such a change, known as a negotiated change of school, offers the student an opportunity for personal growth and for a fresh start in an environment more suited to the student's needs and circumstances. Negotiated change of school for a student may also be an appropriate method to protect the well being of a school community (for example, when a student's continuing presence poses a danger to that community's safety)

Exclusion (link to BCE Policy) at St Anthony's:

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: School Progress and Performance, make a submission to BCE's Director -School Services,

recommending the exclusion of a student from a Brisbane Catholic Education school. The Director - School Services, will, in turn, forward this submission with his/her own recommendation to the Executive Director for a decision.

For appeals, the school aligns to BCE processes.

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

A bystander is a person who witnesses a bullying incident as an onlooker. At St Anthony's, we agree that, if you are a bystander who encourages bullying behaviours, your behaviour is considered to be bullying as well. Any bullying behaviour that is witnessed should be reported to the appropriate authority.

Bullying may include:

- Physical: hitting, kicking, any form of violence, threat or intimidation that could cause physical harm
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation, lying about someone
- Emotional: excluding, tormenting, ridiculing, humiliating, intimidating

- Racist: taunts, graffiti, gestures, intimidation
- Sexual: unwanted physical contact, abusive comments, intimidation
- Cyber: unwanted text messages, emails, information technology, intimidation

What is not Bullying?

There are also some behaviours, which, although they may be unpleasant or distressing, are not bullying:

- Mutual conflict –which involves a disagreement, but not an imbalance of power.

    Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

- One-off acts of meanness or spite or isolated acts of physical aggression, or aggression directed towards many different people, is not bullying unless it becomes a pattern of behaviours. Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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 <u>Bullying NoWay!</u> to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

In line with this framework, St Anthony's is:

- committed to positive, proactive practices in support of student behaviour and wellbeing;

- ensure Student Behaviour Support planning promotes preventative approaches to bullying and responsive approaches to restoring relationships;

- foster respectful interpersonal relationships among and between all community members;

- promote positive behaviour support as an integral part of all learning and teaching experiences;

- provide clear expectations in relation to bullying as part of our whole school Student Behaviour Support Plan;

- Work within the guidelines of BCE of the Preventing and Responding to Student Bullying in Schools.

1. Understanding Bullying and Harassment

St Anthony's is a school that aims to provide a safe and supportive learning environment for all students. We strive to ensure a culture where all acknowledge and understand that student safety and wellbeing is the responsibility of everybody.

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All hurtful behaviour, irrespective of whether or not it meets the definition of bullying, will be addressed by the school. Any behaviour that results in harm or is likely to result in harm to a student must be reported to the Principal and responded to in line with BCE Student Protection processes.

St Anthony's takes the issue of bullying and cyber safety very seriously. Providing safe and supportive environments for learning is essential to achieving school improvement, raising student achievement and attendance levels, promoting equality and diversity, and ensuring the safety and wellbeing of all members of the school community.

The terms **bullies** and **victims** are not recommended as appropriate terminology to use when identifying, reporting, recording, and responding to incidents of bullying or harassment. More appropriate terms to use may include **students who are bullied**, **students who bully** and **students who engage in bullying behaviour**. This will ensure that the unproductive behaviours are addressed in a manner that supports the individuals involved to learn and demonstrate more acceptable social behaviours without the impact of enduring labels.

2. Teaching about Bullying and Harassment

We take an active approach to promoting positive behaviours at school, and respect for others and to addressing all forms of bullying – including prejudice driven bullying and cyber bullying. Our school, with the support of parents, the wider community, and young people themselves, must take effective action to prevent bullying happening in the first place. A proactive and preventative approach helps schools to safeguard the wellbeing of their students and staff and plays a part in creating a just society in which all treat each other with dignity and respect.

Brisbane Catholic Education provides schools with approaches and strategies for prevention of and responding to instances of bullying. The prevention and management of bullying is incorporated in the way our school engages with Behaviour Teaching and Learning.

Talking and teaching about bullying through everyday opportunities is the best way to make it clear that bullying is never ok. Teaching about bullying is a part of the Australian Curriculum and BCE Religious Education Curriculum. 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: The personal and social capabilities (General capabilities) and Health and Physical Education.

We promote the use of positive, inclusive language that supports the values of the Australian Student Wellbeing Framework and the Australian Curriculum (i.e. Civics and Citizenship, Health and Physical Education Curriculum and the General Capabilities-Personal and Social Capability). We talk about bullying in our schools with

the understanding that students are growing and still learning how to be effective members of the community.

Parents sign an Acceptable Use of Technology document on acceptance of enrolment. Students participating in a 1:1 laptop program at St Anthony's will sign an agreement to accept their responsibility as a computer and internet user. The expected use of technology is supported by planned learning experiences in regard to being a digital citizen and responsible device user.

3. Responding to Bullying and Harassment

St Anthony's requires parents, students and staff to report an incident of bullying as soon after the incident as possible. This gives the school the best opportunity to document the incident, follow up on the incident, intervene, provide support and then continue to monitor for repeated incidents that constitute bullying.

St Anthony's uses the Engage database to track behaviour and all high-level incidents are recorded in this database.

Student reporting

Student reporting systems are of value when students have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse.

Students should report issues to the classroom teacher; a leadership member or one of the designated Student Protection contacts.

Reporting for students should include confidential and varied ways in which they are able to report instances of bullying. However, if a student's safety is at risk, school staff cannot keep the information confidential and must report to the appropriate authorities. This information is referred to Student Protection.

Parent reporting

Parents are frequently the ones to report bullying incidents to the school. It is important that school staff are sensitive to the emotional needs of parents when they make contact with the school and that parents have confidence that staff will act promptly, take the concern seriously and report back on progress on the issue to parents.

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

Procedural Steps in responding to bullying instances

➢ **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.

When bullying behaviour is reported/identified, we have clear processes that we follow. These processes are based on Restorative Practices, an evidence-based framework, and include:

• Thorough investigation of the incident. This includes interviewing the student who has reported the bullying and the named protagonist, as well as obtaining witness accounts if applicable. During these interviews, staff focus on gaining a complete understanding of the thought processes and emotional state of all students involved.

• A meeting between the students is facilitated by Leadership and/or the schools Guidance Counsellor. The goal of this meeting is to ensure the affected student has a voice in the process and is able to communicate the impact the behaviour

has had. The protagonist is encouraged to acknowledge their actions and focus on what needs to be done to repair the damaged relationship.

- The students are involved in constructing plans/strategies that will ensure more positive interactions moving forward.
- Following this meeting, staff members involved in the process regularly check in with the students to support the effective implementation of these plans/strategies.
- Parents of both students are contacted and informed of the process.
- Incidents of bullying in all environments, including cyberspace/online, are documented using BCE's Engage System (Student Behaviour Support Database). This behaviour incident data is tracked and analysed to detect patterns of behaviour that identify bullying.

Students who are bullied – it is important that appropriate support measures are documented and put into place for a student and reviewed to see if the support has been effective for the student to respond positively and have his or her personal safety improved.

Students who bully – it is important that the student alleged to be engaged in bullying behaviour has a complete understanding that their behaviours and communications are considered as bullying and therefore that these must cease. Appropriate support measures are documented, put into place with the student and reviewed to see if the support has been effective to reduce the student's bullying behaviour.

Students who are bystanders - it is important that all students be taught to recognise bullying, report bullying and have the opportunity to practice safe ways to effectively intervene, maintaining personal safety, when bullying occurs. Students who witness bullying as a bystander may be called upon to contribute to investigations of alleged bullying.

4. **Preventing Bullying and Harassment**

No method of addressing bullying has been reported as 100% effective and no one intervention is appropriate in all circumstances of bullying. However, promoting a school culture where bullying is unacceptable, disclosure is encouraged, and prompt intervention is taken by staff, increases its effectiveness. The school team should decide on the appropriate combination of interventions for the individual circumstances of bullying behaviour. Prevention builds on protective factors (those that increase the likelihood of positive wellbeing outcomes and buffer against the effects of negative experiences) and refers to strategies specifically designed to prevent bullying behaviours.

Some points to consider:

- Bullying prevention must be part of a comprehensive, cohesive, and integrated school wide system of learning that supports and creates a culture of safety, connectedness, acceptance and support.
- Prevention and response to bullying must use evidence-based strategies and resources that are developmentally appropriate.
- Interventions need to be matched to the particular incident
- More than one intervention will usually need to be implemented
- No one intervention is appropriate in all circumstances of bullying
- Not all hurtful behaviours are bullying, but schools need to address inappropriate behaviours whether or not it meets the definition of bullying
- Bullying behaviours that appear to involve illegal (e-crime) activities such as violence, threats, intimidation, and inciting violence should be reported to the Principal and can be reported to the police.

At St Anthony's we plan for a safe, supportive and inclusive school to prevent bullying and harassment. We undertake the following:

1. Student assemblies: Student behaviour expectations 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. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour.
4. 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.
5. Explicit promotion of social and emotional competencies among students during circle time, class meetings and promoted every week during notices.
6. Restorative Practices is an intervention practice that assists a student displaying bullying behaviours to take steps towards restoring damaged relationships.
7. The Buddy System promotes friendship between older and younger peers through regular collaboration between their classes, which fosters a sense of whole-school community
8. The practice of Mediation assists students involved in incidents of bullying to resolve their differences and helps them to find a peaceful win-win solution or compromise. Mediation is a suitable intervention only when the imbalance of power between the students involved is not great and when each party has something to gain and to concede. It should always be voluntary and should never be used in cases of major disputes, serious bullying or assault.

| Approver: | Principal | Issue date: | 17/04/2023 | Next review date: | 01/04/2026 |

9. Reflective Process: this is a form of conference with the student and is usually completed with a leadership member. The reflection sheet provides a discussion platform to identify the issue and to identify how to improve behaviour. The reflection sheet is sent home to parents so they can continue the discussion around behaviour. The form is then stored in Engage.

10. Schools are encouraged to use the Australian Government site Bullying. No Way! STEPS process to examine programs and approaches to determine the best resources to use in the school context. The BeYou searchable Programs Directory can assist to find the right program for your school.

Key contacts for students and parents to report bullying:

Principal – Martin Wilkie – 3357 6185

Assistant Principal – Bernadette Wright – 3357 6185

Guidance Counsellor – Zoe O'Neill – 3357 6185

Cyberbullying

Cyberbullying is treated at St Anthony's School KEDRON 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.

St Anthony's has a responsibility to intentionally foster the capacity of young people to know how to: respect themselves and others; connect with others in just and loving ways; make decisions based on an informed conscience; and manage the changing states of relationships that in no way diminishes themselves or others. This learning offers young people a moral and ethical framework that can guide them in making responsible, loving and just choices, including how to use and not misuse the technology that they are surrounded with.

Reports of cyber bullying and harassment are taken seriously at St Anthony's School KEDRON.

When responding to reported incidents of cyber bullying and/or harassment that occurs outside of the school (and not on a school device), steps to engage those involved in the cyber bullying incident are made, including contacting parents and if appropriate, Leadership staff from schools involving other students from other schools (if known). Initial requests are made to parents to ensure offending information has been deleted from sites, for example, social networking sites. Parents are reminded

of their responsibilities regarding child access to social networking sites, considering the legal age of access to most sites are 13 years of age. Parents are encouraged to seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service if they wish further follow-up of the incident.

In the event of a cyber-bullying and/or harrassment incident involving students at school, and on a school device:

- Offending material to be deleted from devices after records have been made for investigation purposes.
- Parents of all students involved in the incident are immediately notified.
- A meeting, including students, parents and school staff, is held to discuss the incident and follow-up consequences of behaviours refering to the Acceptable Use of Technology document.
- Support, including access to the school Guidance Counsellor, is provided to ensure the well-being and safety of all involved.

Resources

The Australian Curriculum ⧉ provides the framework for your school's anti-bullying teaching and learning activities.

Be You Programs Directory and *STEPS* is a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs.

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 and the Office of the eSafety Commissioner are good resources to support the teaching and learning plan.

Bullying No Way:	https://bullyingnoway.gov.au/
School TV:	https://stanthonyskedron.qld.schooltv.me/category-latest-newsletter
SPIRE - Preventing and responding to Bullying and Harassment	https://mybcecatholicedu.sharepoint.com/learning-and-teaching/SitePages/Preventing-and-responding-to-student-bullying-harassment.aspx#appropriate-terminology
Student Wellbeing Hub:	https://studentwellbeinghub.edu.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.

Data stored in the Engage Student Support System is reviewed regularly, providing feedback for teachers, the Student Support Team and leadership on where targeted support, ongoing support or review of school priorities is needed.

Analysis of the data by the Student Support Team, personalised/targeted support teams and teaching teams informs decision-making about actions needed to ensure a positive learning environment for all students. Use of the BI Analytics tool provides additional information to support the identification of student behaviour patterns; the selection and prioritising of students requiring Targeted or Personalised supports; and the development and review of action plans to ensure the effective provision of targeted or personalised support.

St Anthony's School KEDRON
Student Behaviour Support Plan

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

		easily diverted experimentation.	
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	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

	Descriptor	Definition	Example
			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 (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	Descriptor	Definition	Example
		other original (not common knowledge) material without acknowledging its original source.	
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public

Forcing others to be involved in sexual activity, using mobile phone and the internet |

	Descriptor	Definition	Example
			which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone's identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time