



Mary Immaculate Primary School

ANNERLEY *Incline your heart*

Mary Immaculate Primary School

STUDENT BEHAVIOUR SUPPORT PLAN

School Motto

Incline your heart, to learn and act justly, to love and care tenderly, and to walk humbly with God. (*Micah 6:8 Paraphrased*)

Vision Statement

Mary Immaculate Catholic Primary School is a community of children, families and staff that supports members to be the best we can be and achieve great things together. Through fidelity to the Catholic faith and the recognition of other faiths, we embrace our diversity and celebrate as a unified community.

Mission Statement

Through the principals of Christian living, we promote and strengthen relationships that are inclusive, respectful, and based on trust. We will:

- Foster our faith and relationship with God;
- Provide quality teaching that engages all learners;
- Maintain and further develop a safe and stimulating environment;
- Provide school leadership and management practices that are efficient, just, and responsive to community needs.

Our School Context

Mary Immaculate Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's inner-city suburb of Annerley is a small, inclusive and diverse Catholic school community.

Our dedicated school staff numbers 18, with our Leadership Team consisting of a full-time Principal, a part-time APRE with a teaching load, and a full-time PLL/Learning Enhancement teacher. Teaching staff consists of 3 full-time classroom teachers and 1 part-time teacher in Prep for our APRE release. We have a specialist

teacher working a 5 day fortnight to support teachers and students. Our inclusion team consists of a fulltime STIE, a Guidance Officer (1 day per week) and Student Wellbeing Officer working 2 days a week and Support staff include 2 part-time groundsmen, two office staff, a WHSO and 2 school officers.

Mary Immaculate has a rich tradition of providing an inclusive Catholic education to the families of Annerley and beyond. It is a school that has been blessed for many years through the dedication and teaching of the Sisters of St Joseph. Today we strive to carry on the legacy of Mary MacKillop and the Sisters of St Joseph, while bringing to it our own unique gifts and insights. Our learning community is gifted with families from diverse social and cultural backgrounds, as well as many faith traditions. Together, we seek to establish a life-long learning community that builds a more just world through quality education. We welcome and encourage the involvement of parents.

Consultation and Review Process

In response to the Explicit Improvement agenda (EIA) the school has reviewed its behaviour support practices with Education officers from BCEO and with the whole school staff. This involved reviewing our behaviour support practices in line with Positive Behaviour for Learning and the BCE model of pedagogy. This review took place beginning in 2022 and continued in 2023.

Whole school data was reviewed to help inform the development of the plan and this will form part of the continuing reflective process within the school.

The plan will be reviewed annually with a detailed check 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 the teaching and learning process. Effective Learning and Teaching is supported by a safe, positive, and productive learning environment, based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each individual student. Mary Immaculate's Vision for Learning captures the beliefs essential for effective learning and teaching:

- Learners are unique and have different ways of thinking and learning.
- Students' needs, backgrounds, perspectives and interests are reflected in learning and teaching.
- Learning in a nurturing environment supports and encourages all learners to be the best they can be.
- The traditions of our Catholic faith provide a strong foundation for learning and teaching.
- It is our belief that all students can be taught to be self-regulate and self-directed learners. Teachers model, guide, share and apply this positive practice to develop inter-dependent skills and the General Capabilities.

- Teachers provide quality learning activities to teach the approved curriculum to all students.
- Teachers promote and develop positive Ways of Working (WoW) as outlined in the Active Learner framework.
- Recognition, encouragement and feedback are given to all students regularly.
- Specific feedback regarding behaviour has strong evidence for improving outcomes and learning.
- Teaching of positive behaviour must be taught in context so that students are given clear success criteria about the specific behaviours that the setting or situation requires (*e.g. sitting respectfully in the church, sitting when we eat*) this increases the chance student behaviour success with positive behaviour for learning.

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

What is Positive Behaviour for Learning?

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

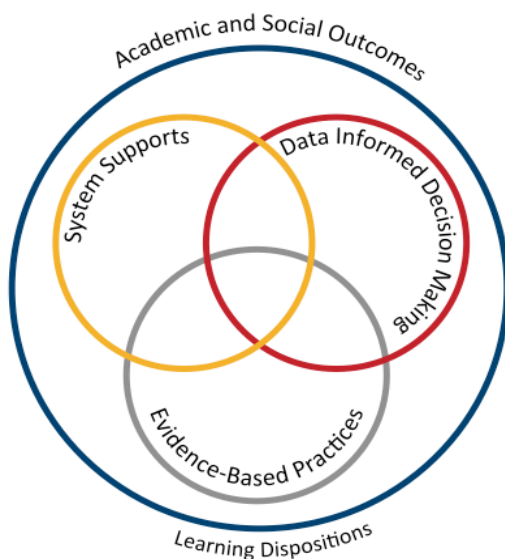


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

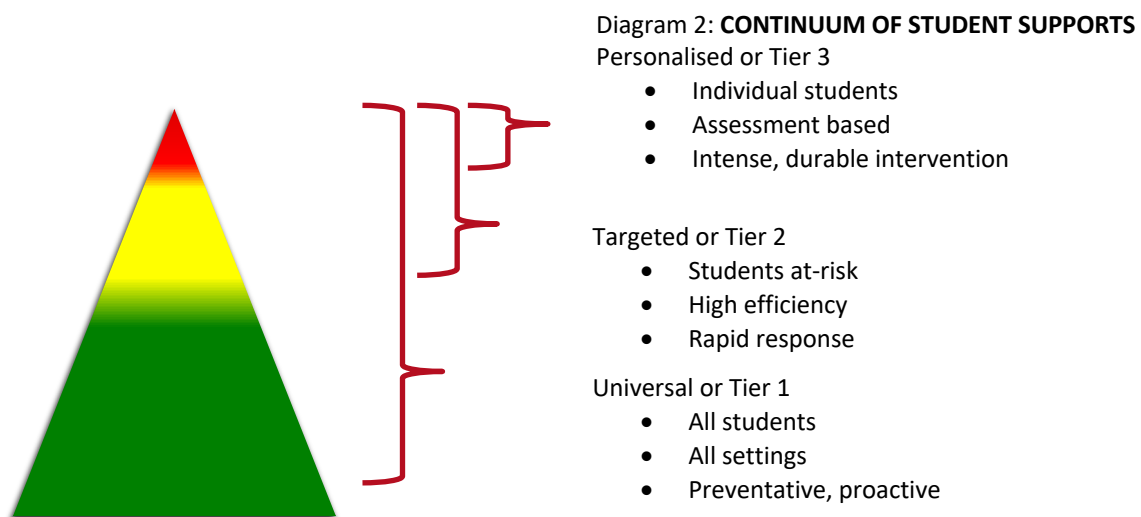
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

The whole school staff team has been involved with professional learning in the area of Positive Behaviour Support (PB4I) through a series of staff meetings and twilights to develop and implement the PB4L framework. This was led by the EO SBS from BCEO. This is ongoing work and will continue into the future. Due to the small nature of the staff group the whole staff form the Tier 1 support team.

Our Tier 2/3 team consists of the Principal, STIE and Guidance Counsellor.

The Tier 1 team will meet twice per term at staff meetings to analyse data, spot trends and engage in discussion about the data and strategies to address any notes issues.

The Tier 2/3 team currently meet as needed to support the individual students.

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:

- We are Safe
- We are Respectful
- We are Learners

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.

We have developed a set of lesson plans to aid in the teaching of the expectations and behaviours from the matrix. These plans are common for the whole school, but teachers use their professional judgement, developmental stage and their understanding of the students in their class to tailor these lessons.

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

- Beginning of school year- First 20 days
- Explicit teaching at Monday Musters
- Weekly focus on a behaviour expectation
- Assemblies
- Reminders before special events or excursions

We also use the Active Learner framework and its attributes:

- Creative
- Responsible
- Respectful
- Collaborative
- Curious
- Resilient
- Reflective and
- Safe



as part of our everyday teaching of students to develop their skills as independent learners and rounded individuals.

We have introduced the Reboot programme to help all our students develop their wellbeing and resilience in learning and life. This is a neuroscience-based programme and most staff have been trained in this programme.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan William, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (William, 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:

Menu of reinforcers		
Frequent	Intermittent	Occasional
Specific Positive Feedback	iPad time	Lunch with the principal
Stickers	Sit on teacher chair	Active Learner award
Stamps	Chat to parent	Incline your heart award
Hi 5	Support Prep	VIP seating at assembly
Fist bump	Show work to principal	Special display for work (reception)
Gotcha'		
Class jobs-help the teacher		
First to move		
Line leader		
Choose a song (brain break)		

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.

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
- Crisis Management plans
- 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.

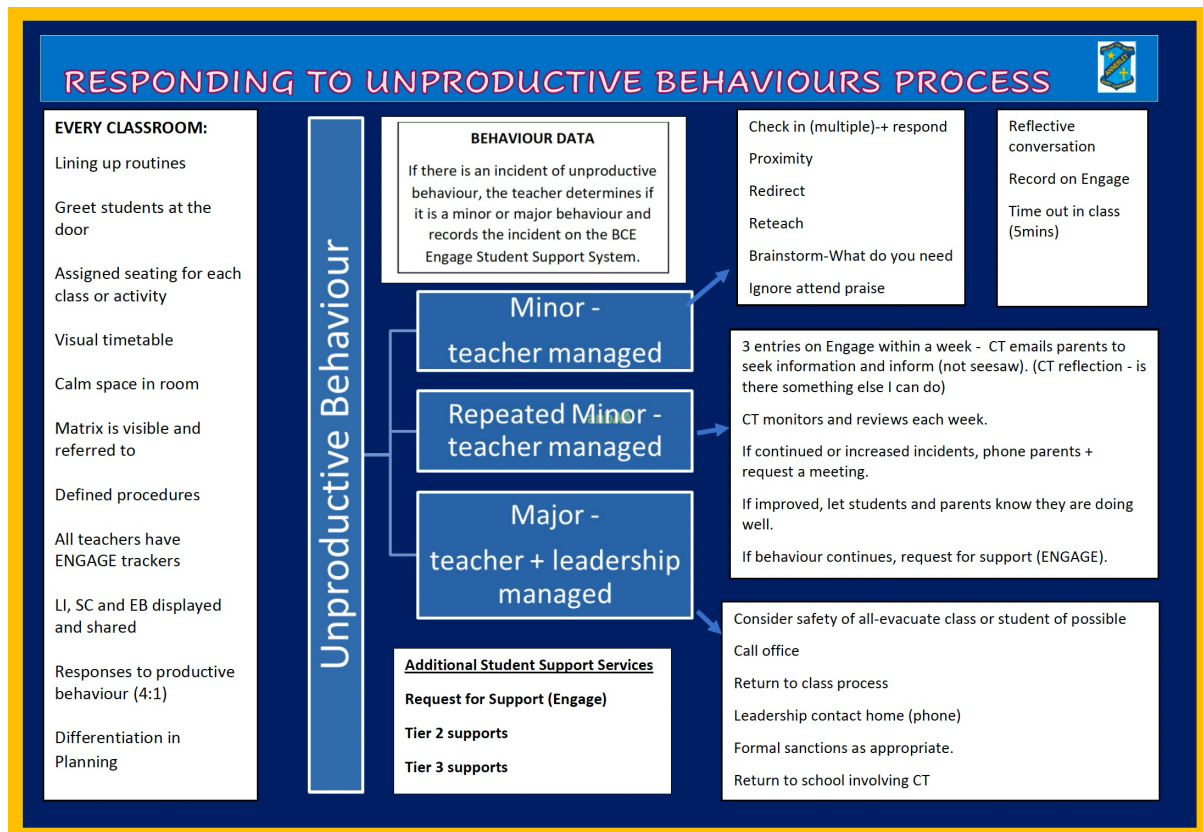
Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. 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 Set limits Reduce demands	Teacher – student conversation Teacher – student – parent meeting Teacher – student – leadership conversation	Student apology Student contributes back to the class or school community Restorative conversation

We have developed, in collaboration with the whole staff team, a process for the management of unproductive behaviours. This process is based upon the understanding that unproductive student behaviour is less likely to occur when we have good Tier 1 Universal supports in place. The expectation is that every member of staff in every class uses these pedagogical strategies. When unproductive behaviour occurs, staff follow the process as outlined by the flow chart. We believe that all minor behaviours should be managed by the classroom teacher. To aid teachers we have developed a toolbox of strategies that classroom teachers should employ to manage these behaviours. Should a student continue to use unproductive behaviours regularly (repeated minor) the classroom teacher should start to use the strategies outlined in the repeated minor area of the flowchart whilst continuing to use those strategies outlined in the teacher toolbox. This may lead to a student being referred to Tier 2 or 3 Supports.

All major behaviours will be initially managed by the classroom teacher, but additional support will be provided by school leadership team.



5. BCE Formal Sanctions

As part of our process for dealing with unproductive behaviour occasionally it is necessary to use formal sanctions. The following details how we use these formal sanctions at Mary Immaculate.

- **Detention process** - This is used in an informal way to address student behaviour. Detentions only occur during school time at breaks and for no more than ten minutes to discuss the behaviour of concern, set goals or reteach the expectation.
- **Suspension process** – Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. The purpose of suspension is to signal that the student’s present behaviour is not acceptable. Suspension is defined as the temporary, fulltime, or part-time withdrawal of a student’s right to attend school and/or school related functions for a defined period of time.

The school and parents/caregivers work together, with the aim of assisting a suspended student to re-join the school community as quickly as possible. In some circumstances, the Principal may determine that a student should be suspended immediately. This will usually be due to reasons such as the safety of students or staff because of violence, unsafe behaviours, threats of violence, verbal abuse, the presence of weapons or ongoing and repeated inappropriate behaviour.

The Principal will inform the student and parents/caregivers of the grounds on which the decision to suspend has been made. The Principal nominates a

suspension and completes the Suspension record in Engage. Parents are notified, including official Suspension letter and phone call. Parents and student engage in a Re-entry process after a suspension has occurred. The day and time is indicated in the Suspension letter.

- **Exclusion** - In the case of exclusion, the student will be suspended pending the decision to exclude and the Principal will make an application for exclusion to the Executive Director, through the Senior Leader and the Director-School Services. When the application has been successful and the Executive Director has agreed, the Principal will write to the parents/caregivers to notify them of the Executive Director’s decision. If the appeal to the Executive Director is successful, consideration may need to be given to both re-instating the student’s enrolment and the conditions on which re-enrolment might occur. This will be done through discussion involving the Principal, Senior Leader and the parents/caregivers. As each situation is different, time frames for review and decision-making may differ.
- Appeals must be made in writing, stating the grounds on which the appeal is being made. A parent who requires assistance to participate in the inclusive community will have access to help with the appeal process. Please see the Guidance Counsellor for referral to an appropriate person to assist with the appeal. Alternative options for responding will be considered if a written appeal is not possible

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

At Mary Immaculate Primary School we provide professional learning about appropriate terminology, signs of bullying, types of bullying and research about bullying and harassment in the following way:

- Staff handbook
- Staff induction processes
- Professional development days – January
- Yearly Online modules
- Week Ahead staff newsletter
- Anti-bully days

In supporting Tier 2 & 3 students, professional development is identified as a strategy and professional development is offered for staff working with these children. Staff may access BCE approved and offered learning opportunities or other outside organisations.

2. Teaching about Bullying and Harassment

The PB4L framework helps to teach students about right and respectful relationships through the matrix and lessons associated with the PB4L.

We also take part in the national Bullying No Way day

We use the resources provided by BCE on the SPIRE website.

Reboot addresses bullying and has specific resources to aid in this.

School TV has a range of programming to address bullying and harassment

3. Responding to Bullying and Harassment

Students report perceived issues of bullying to either their class teacher or one of the child protection contacts as noted on the posters around the school. These have photos of the child protection contacts so that they can easily recognise who to report to.

If parents contact to report an incident of bullying this should be to the class teacher.

The person contacted will then follow the procedure outlined below and refer on to the leadership team to continue the investigation and make appropriate decisions based upon their findings.

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. This is also part of the PB4L framework for developing positive school cultures.
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. Eg. Reboot, Bullying No Way Day and associated resources.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Eg School TV modules, eSafety Education modules
4. New and casual staff will be provided with the SBS plan as part of their induction, this includes the information on bullying and harassment.
5. Communication with parents: The school newsletter is used to communicate to parents any new initiatives or processes within the school to address bullying. This includes the use of school TV and the associated programming.
6. During everyday teaching activities teachers will address issues of bullying and harassment which may be part of that teaching material or topic being taught. This will include elements of the Personal and Social capabilities from ACARA.
7. The PB4L framework helps to teach students about right and respectful relationships through the matrix and lessons associated with the PB4L.
8. We also take part in the national Bullying No Way Day
9. We use the resources provided by BCE on the SPIRE website.
10. Reboot addresses bullying and has specific resources to aid in this.
11. School TV has a range of programming to address bullying and harassment.

Key contacts for students and parents to report bullying

Principal– Sally Smith – 3848 8965

Assistant Principal – Kathryn Allan – 3848 8965

Support Teacher Inclusive Education– Alison Smith – 3848 8965

Cyberbullying

Cyberbullying is treated at Mary Immaculate 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.

Mary Immaculate students have access to iPads. These are for school use only; they have restricted access and students receive lessons on the appropriate use of these devices. All students participate in an iPad Boot Camp before receiving their iPad each year. Each iPad has the student picture with the rules for use that they have agreed to on the lock screen as a visual reminder every time they access it.

The technology teacher has a range of lessons to address cyberbullying and appropriate online behaviour which she runs with the students at the beginning of the year.

Incidents of cyber bullying are dealt with in the same manner as incidents of physical bullying and the procedure outlined above.

Resources

Wellness Week:

Mary Immaculate hold a Wellness Week once a term with activities planned for both staff and students. These are kept on the school portal under Health and PE in the Wellness Folder. Staff share the planning of these activities e.g. Class wellness assembly, meditation, yoga, mandala colouring.

Daniel Morcombe Child Safety Curriculum:

At Mary Immaculate we teach the Daniel Morcombe Child Safety Curriculum in Term 2 and 3 on even weeks. The Department of Education, in partnership with the Daniel Morcombe Foundation, has developed the Daniel Morcombe Child Safety Curriculum for Queensland students. The Curriculum consists of classroom lessons across 3 phases of learning: Prep to Year 2, Years 3 to 6, and Years 7 to 9. The Curriculum is aligned with the Australian Curriculum: Health and Physical Education and is available through Scootle. It aims to teach children about personal safety and

awareness, including cybersafety and phone safety, by focusing on three key safety messages: Recognise, React and Report.

Day for Daniel:

The school acknowledges Day for Daniel on the last Friday in October annually. Teachers reinforce the key safety message from the Daniel Morcombe Child Safety Curriculum with their class. They also review who they can go to at school and in the community if they feel unsafe.

Braveheart's Ditto Show:

At Mary Immaculate School we book the Braveheart's' Ditto Keep Safe Adventure Show on alternate years. The show is an interactive live education program which has been teaching children about personal safety since 2006. The show is aimed at students aged 3-8. Ditto Child Safety show every two years for students in P-2 (*The show is aimed at children aged 3 to 8 years-of-age*). The messages from the show are reinforced with students through the school year.

Child Safety Week:

We acknowledge Queensland Child Safety week yearly and alert our parent community to the resources and events available via the school newsletter. Teachers review the staff members who are the Student Protection Officers at school they can go to if they feel unsafe. Teachers' also review their helping hand (*five adults they can go to if they feel unsafe*).

National Day of Action Against Bullying and Violence:

Mary Immaculate is registered for the National Day of Action Against Bullying and Violence (NDA) and teachers are expected to teach 2-3 lessons from the website in their classrooms during that week.

Link to the website: www.bullyingnoway.gov.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.

At Mary Immaculate we recognise the importance of using behaviour and academic data to determine appropriate courses of action. All staff are expected to enter behavioural incident data into Engage and have received training as part of the PB4L implementation process in understanding the importance of this.

In a PB4L system an increase in students' unproductive behaviour is used to indicate a need for increased support. To enable staff to respond to this each teacher has placed trackers on the members of their class so that should a student be involved in an incident they are informed of this and can take actions to address this.

We use behavioural incident data as part of our referral process for minor unproductive behaviour. If a student receives 3 incident reports in a week this triggers staff actions as per the responding to unproductive behaviour process.

The PB4L tier 1 team has 2 meetings per term at which whole school behaviour data is reviewed. Where this data shows increases in reported incidents in any particular area (classroom, subject, school area) strategies will be devised to address this particular problem. This data will then be revisited at the next meeting to determine the effectiveness of the strategy.

For individual students the tier 2/3 team personnel will review the student behaviour data and academic data along with any other information that is available to the team to determine the most likely reason for this increase in behaviour. They will then determine the best way to support that student; either with a tier 2 support or the implementation of a tier 3 support and associated planning document.

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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	In the playground instead of returning to class after going to toilets
10	Lying/Cheating	Student engages in "White Lies"	"I came first", "It wasn't me!", "I didn't do it"
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone's misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours

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

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming'

	Descriptor	Definition	Example
			and online hate sites/bash boards.
4	Defiance/non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away
5	Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.

	Descriptor	Definition	Example
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

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

Approver	Principal:	Issue date:	08/06/2023	Next review date:	08/06/2025
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