

# Student Behaviour Support Plan

## Guardian Angels' Catholic Primary School

*Ashmore*

*Strive for Success*

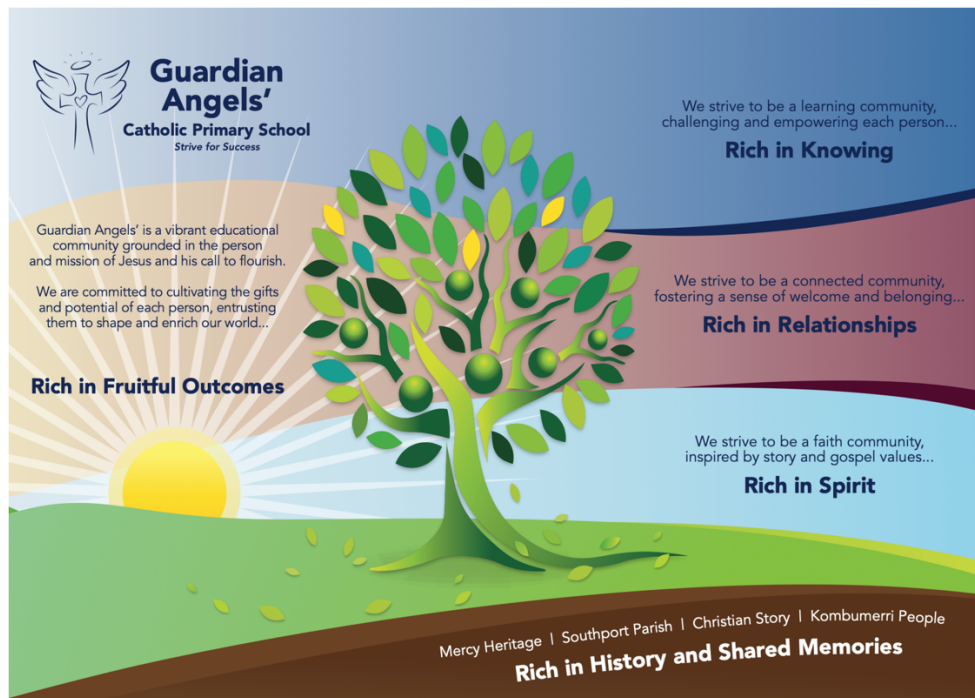
*February 2025*

2025



# STUDENT BEHAVIOUR SUPPORT PLAN

## School Vision and Mission



Guardian Angels' Catholic Primary School is a Holy Ground rich in choice and opportunities. It values effort, success, achievement and nurtures talent. It is emotionally and physically safe. Guardian Angels' Catholic Primary School prides itself on offering exceptional facilities. Guardian Angels' Catholic Primary School is a special learning place for children that teaches them to engage and interact with others in a positive, productive, active and harmonious way. Children are encouraged to act with empathy, confidence and a sense of social justice in the community.

## Rationale / Vision

Our plan aims at safeguarding the rights of teachers to teach and the rights of children to learn in a safe, supportive environment. The main objective is that pupils will accept responsibility both for their own behaviour and for the natural and logical consequences that flow from their behaviour choices. At Guardian Angels' Catholic Primary School, every child has the right to feel safe, and the responsibility to ensure that all others feel safe and secure. To achieve

this we endeavour to create an environment within the classroom that is warm, encouraging and nurturing. We strive for a consistent approach when handling behaviour. We endeavour to maintain constructive communication between school and parents/carers regarding their child's learning and behaviour. The Guardian Angels' Catholic Primary School mission statement emphasises the recognition of each person at Guardian Angels' Catholic Primary School to develop to his or her full potential. The school's behaviour management policy has been developed to provide a safe and supportive environment for all members. This acknowledges the rights of each individual and the associated responsibility of living within a school community.





Our plan seeks to establish behaviour management systems that produce harmonious and productive situations within the total school environment. This Behaviour Management Policy has been developed in the light of Gospel values as lived and taught by Jesus, which recognise the specialness of everyone. At Guardian Angels' Catholic Primary School our classrooms and playgrounds are learning and teaching environments. If "mistakes" occur, they are recognised as "opportunities for learning". Corrections are logical consequences that teach children the skills required to participate fully in society. We recognise that corporal punishment is expressly prohibited at Guardian Angels' Catholic Primary School.

Our Qualities of Angels are an integral part of the life of Guardian Angels' Catholic Primary School. The three areas of Spirit, Relationships and Knowing are constantly referred to in the daily life of the school and serve to provide a concrete measure of how everyone in the school community lives the mission of Jesus.

### Our School Context

Guardian Angels' Catholic Primary School serves over 800 students and has a dedicated staff of over 100 personnel (including Leadership Team, specialist teachers, support teachers, school officers and Guidance Counsellors). The school has been organised around two precincts (Junior and Senior).

Located at the northern end of the Gold Coast, the school draws from a wide catchment. At present, there are four streams Preparatory to Year Six. Guardian Angels' Catholic Primary School has large grounds, 3 ovals, 2 swimming pools, tennis and basketball courts, cricket nets, netball court, handball courts, separate Prep playground and equipment, indoor hall, covered play areas, specialist music, drama, visual art room and woodwork room.

### Consultation and Review Process

A consultative committee worked to develop this plan in consultation with our school community with significant input by stakeholders and supported by Brisbane Catholic Education. Consultation occurred through a collaborative working party, staff meeting, meeting with parent community and through staff professional development activities. A review of school data relating to behaviour incidents and disciplinary actions also informed the plan. The plan was submitted to the Principal, Parents and Friends and Senior Learning Leader Progress and Performance for endorsement and will be reviewed every two (2) years.

## Section A

### 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 centre of all learning and teaching at Guardian Angels' Catholic Primary School. Effective learning and teaching is supported by a safe, positive and productive learning environment based on our mission statement along with consistency, fairness and engagement. At Guardian Angels' Catholic Primary School, we continually promote "Walk the GA Way". These expectations reflect the ethos and spirit of Guardian Angels' of which our Qualities of Angels and GA Learning Powers are foundational. Our School Motto: STRIVE for SUCCESS, has been a guiding philosophy of our Student Behaviour Support Plan. The Student Behaviour Support Plan will be informed by Brisbane Catholic Education Student Behaviour Support Procedure.



All practices at Guardian Angels' Catholic Primary School should be:

- Fair and just
- Purposeful and effective
- Clear and concise
- Regularly communicated
- Modelled and reviewed
- Used consistently
- Linked with reflective and restorative actions

Guardian Angels' Catholic Primary School beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions. We believe:

- School plays a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians – (Alice Springs (Mparntwe) Education Declaration 2019).
- Every day at school, students have opportunities to learn and practise social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student behaviour is best achieved through instruction rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academics.
- Misbehaviour presents the student with an opportunity to learn and the educator with an opportunity to teach.
- For behaviour development to occur, we must use positive approaches that strengthen teacher-student relationships. We build teacher capabilities to pro-actively create effective classroom environments. (Grattan Report- Engaging students: Creating Classroom that Improve Learning)
- Student behaviour is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success and progress.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement, and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role in improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

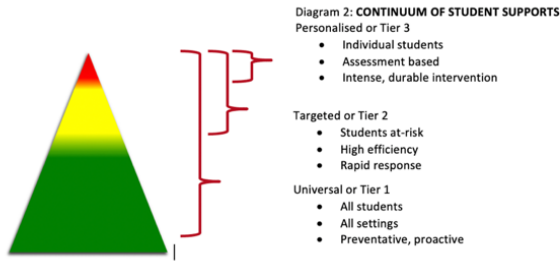


Diagram 1: Adapted from School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment, by OSEP Centre On Positive Behavioural Interventions and

## 2. Our Systems Approach - Positive Behaviour for Learning

Foundational to our plan have been the concepts from **Positive Behaviour for Learning (PB4L)**. The key components focus on 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. The theoretical and conceptual understandings of PB4L 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 support 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. There are three levels of support and the following language with staff and students which aligns seamlessly with learning and teaching practices-

**Tier One-** This first level focuses on universal and targeted

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 Two-** - This second level focuses on strategic supports for students who continue to display problem behaviour even with the universal and targeted 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 Three-** 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.

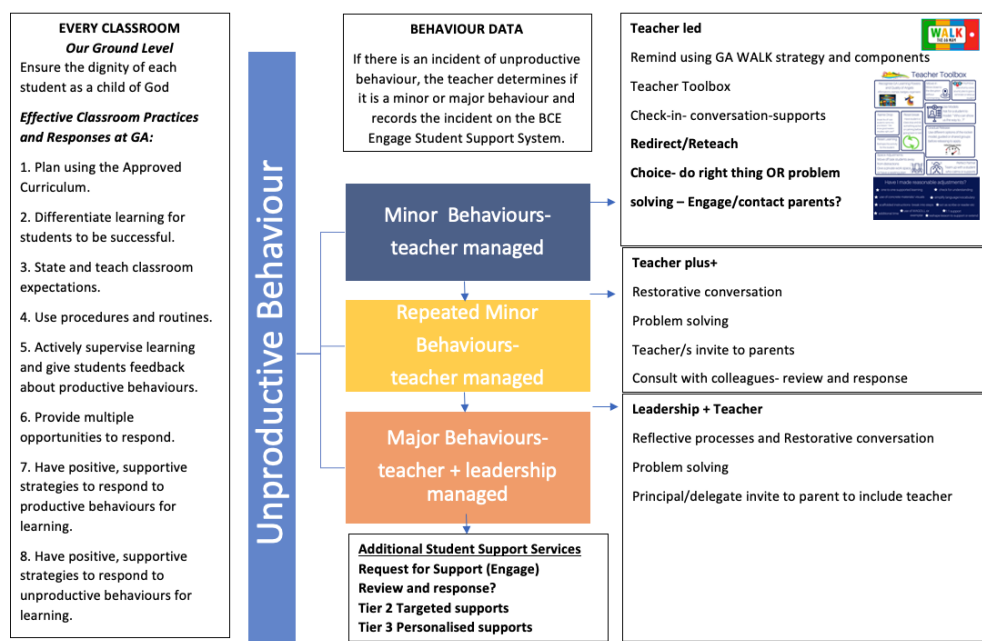
By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e., every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

Please note: Guardian Angels' Catholic Primary School **uses the following language for the continuum of support which align with our curriculum language and pedagogy.**

**Tier 1- Universal and Targeted Support-** These are our common practices and processes which are targeted and expected to create a positive learning culture.

**Tier 2- Strategic Support-** focused on supports for students who continue to display problem behaviour even with the universal supports in place.

**Tier 3- Personalised Student Support-** intensive and individualised support.



### 3. Student Behaviour Support Leadership & Professional Learning for School Staff

Our universal support team includes all teachers, school officers and the leadership team. All teachers are encouraged to be entering and analysing data using Engage and the BI tool.

Targeted and or individual support teams include Guidance Counsellors, Support Teachers: Inclusive Education, the leadership team and selected teachers from both the upper and lower primary year levels.

All staff have undertaken professional learning opportunities to build the capacity to implement the Guardian Angels' Catholic Primary School behaviour plan. In 2021 'The GA WAY Collaborative Team' has been established with the purpose of examining structures, processes and data trends. The team meet regularly to support a school-wide approach and areas that need response from the school data in relation to behaviours in terms of the frequency of the year level concerned, the location, time and subject area during which they occur, in order to allocate resources and put systems in place to support students in these areas.



## Section B: Our Student Behaviour Support Practices and Expectations

### 1. Clarity: Our expectations

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

At Guardian Angels' Catholic Primary School, we believe that a positive school environment is best achieved through descriptive acknowledgement, positive role modelling and consistent expectations of "The GA WAY". Teachers at Guardian Angels' Catholic Primary School use a range of proactive strategies to support behaviours:

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

### WALK the GA WAY



- Teachers use a vast toolbox to promote positive behaviours - proximity, non-verbal/ verbal cues, feedback of highlighted behaviours, visual reminders, and recognition, personal connection/conversation, check for understanding, goal setting, redirect, feedback
- Adjustments enacted for students who require extra support
- Explicit teaching of expected behaviours within curriculum content. our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area





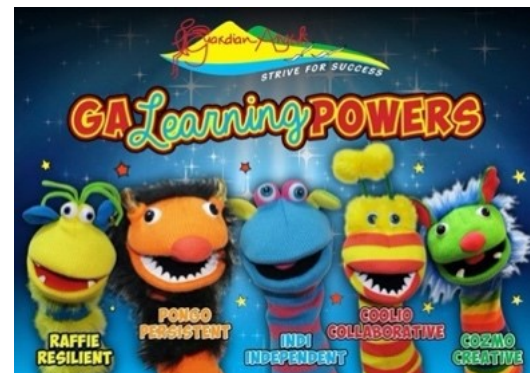
and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. [www.acara.edu.au](http://www.acara.edu.au)

- Data monitoring of patterns- to support engagement and positive attendance
- Each day we start fresh with all students

## 2. Focus: Teaching Expected behaviour (General Capabilities, role play, conflict scenarios)

Effective instruction requires more than providing the rule – it requires instruction, practise, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long. We celebrate and reward positive behaviours by affirming individuals, groups and the whole school community. Active examples include:

- weekly assemblies to recognise achievements through the presentation of Student of the Week Awards, highlighting The GA Way and anti-bullying reminders
- GA WALK strategy is affirmed through using Brag Tags. Senior Students track in their school organisers, junior students on class charts. WALK slips are also used within the playground and recognised at assembly each week.
- school gatherings to raise awareness of any current school events weekly prayer assemblies
- GA Learning Powers focus each fortnight, GA Learning Power awards each term, GA Learning Power classroom tokens. Our Learning Powers are the dispositions of resilience, persistence, independence, collaboration, and creativity to help us solve of problem
- Using ENGAGE data to support behaviour focus
- Communicate and promote with parent community in newsletter and meetings
- Consistent posters and visuals displays around the school (Zones, GA WALK )



## 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.

- Teach = Explicit teaching of expected behaviours
- Remind = Regularly remind students of behaviours, procedures and routines
- Supervise = Monitor student performance or compliance in all settings
- Feedback = Provide feedback to move learning forward





### Targeted Strategic Supports

Strategic 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:

- Reflection Room- Withdrawal from playground/classroom for major or repeated inappropriate behaviour. Discussion about behaviour. Reflection worksheet to reflect on behaviour and make plan for future.
- Rainbow Room- sensory break room
- Resilience and Social Emotional program– Play is the Way
- Use of trauma aware school strategies (focus plans, welcome circles, stress and emotional regulation, values and behaviour focus)
- Wellbeing Week focus include behaviour and mental strategies
- Student Protection Bullying No Way, being safety heroes, building resilience, Daniel Morcombe, cyber safety, emotional regulation and strategies to get into the learning zone
- The Check and Connect Program – (Christenson et al, 2012) The core of Check and Connect is a trusting, relationship between the student (Prep -6) 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 and targeted supports this type of strategic 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.

### Personalised Student Support

Successful outcomes for students whose behaviour has not responded to Universal or Strategic 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 and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012).

### 4. Feedforward: Responding to Unproductive Behaviours

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

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to



major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) can be found in the appendix.

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.

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

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

#### **Minor Behaviours** - (Classroom/Playground Level- Student and Teacher)

At times students will need support to re-engage in positive behaviours. Universal and targeted strategies have been employed, and students may require targeted responses. An individual check in would be used in a quiet space to ensure wellbeing of the individual. Guardian Angels' uses the following questions to support students identify, own and adjust their behaviours. These questions are asked in a safe, supportive environment. Staff respond to minor behaviours in a calm and consistent manner by asking the student.

- What are you doing?
- What should you be doing?
- A choice is then offered for correction of behaviour eg. complete work or complete at lunchtime, play inclusively and respectfully or have time break from the game. This allows students an opportunity to recognise and re-engage.

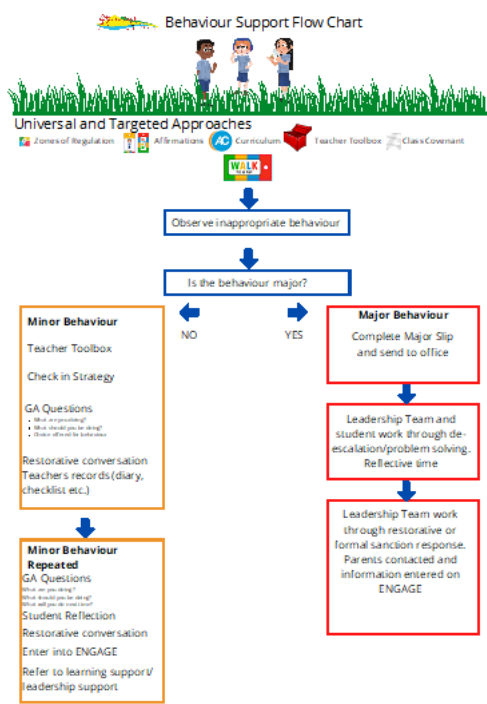
Students are given a chance to re-engage.

Positive feedback, encouragement if behaviour is corrected. Minor behaviours are recorded by the teacher (classroom and specialist) to capture behaviour trends.

*Please note for minor playground behaviours a slip is filled out and placed in the home teacher's pigeonhole. These slips are in all playground resources bags and within the classroom. Teachers have an opportunity to monitor behaviours and reteach key elements in the GA WALK strategy. Please note that uniform is considered a minor behaviour. Classroom teachers will develop daily processes to monitor uniform. If a child does not have a hat- they are to go to a supervised undercover area.*

*Duty teacher/s will ensure hats are monitored. There is consideration for a student who has a note for incorrect uniform. If after a few occasions/days, there are repeated minor behaviours that need correcting and are occurring frequently. If minor behaviours are frequently occurring, highly disruptive to learning, disrespectful or unsafe behaviour is displayed, the child chooses to continue with the inappropriate behaviour, then the teacher speaks to the child in a quiet space, reminds them of their choices and sits the child in time out within the classroom. Students will complete a reflection sheet with the support of a teacher. There is opportunity to discuss strategies or process to change behaviour. A vital step in this process is a restorative conversation will occur between the student and teacher where student support is put into place. This is entered on ENGAGE.*





For continued behaviours within a term the teacher will organise a teacher–parent–student conference (phone call / meeting in person). Targeted support process is shared with all parties. Teacher contacts Inclusive Education to discuss behaviours and strategies to support. Each term starts new with the minor behaviour processes. See Appendix 3 for minor behaviour list and definition.

### Major Behaviours

Major behaviour issues that are negatively impacting on others or the school environment over a period or isolated behaviour that is extremely offensive, dangerous, or damaging to people or property- See Appendix 4 for major behaviours and definitions. If a major behaviour occurs, a slip will be sent to the office. Leadership will follow a process and have time with the student to complete a major behaviour reflection sheet with a leadership person. This will occur in a safe space where children are supported, have a calm surrounding and can be supported in recognising behaviour and planning strategies or processes to assist change. This will be sent home to be signed by parents. A restorative conversation will occur between teacher/leadership and student. Parents are contacted to inform of major behaviours by administration. The notes from this meeting should be recorded on BCE

Engage Student Support System. For repeated major behaviours parents will be requested to attend a support meeting with leadership team and student.

### BCE Formal Sanctions occur when there is repeated/severe major behaviour

If any formal sanction is implemented at Guardian Angels' Catholic Primary School a member of the leadership team would contact parents and request a formal meeting- this could be via phone, email, or formal letter. Guardian Angels' Catholic Primary School works in partnership with parents to support students. Detentions and Suspensions are monitored by the leadership team and occur in a safe, supported environment. All formal sanctions are recorded on ENGAGE.

### 5. BCE Formal Sanctions:

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



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

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

student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

### For appeals, the school aligns to BCE processes

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

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



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

Guardian Angels' Catholic Primary School is committed to providing a safe, secure, and supportive learning and social environment where every person in our community, be it staff, student or parent/caregiver, has the right to feel safe and free from any form of intimidation be it physical, verbal, emotional or sexual.

All persons in our community have the right to be free from humiliation, harassment, and abuse. We will take every opportunity to reinforce the Franciscan values, which promote and protect the rights and dignity of everyone. Each member of the community will recognise that any behaviour, which intimidates another person is unacceptable and that every member has the responsibility to protect his/her own as well as other's rights to ensure that there exist right relationships amongst members of the community.

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

### **Definition**

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

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

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

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

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

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

- Physical, emotional and/or sexual abuse
- Racists or Sexual Taunts
- Spreading rumours and lies
- Death stares, threats, teasing, joking and making fun of a student
- Cyber-bullying (text messages, email, chat rooms, blogs)
- Property tampering
- Deliberately and continually excluding a student from groups and activities
- Note writing
- Inappropriate gestures and touching
- Stalking

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

### **Our whole-school approach to preventing and responding to student bullying and harassment**

Our school uses the PB4L framework and the Australian Education Authorities resource Bullying NoWay! to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.



## 1. Understanding Bullying and Harassment

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

We recognise and participate in

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

## 2. Teaching about Bullying and Harassment

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

## 3. Responding to Bullying and Harassment

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

- Classroom Teacher
- Leadership Team
- Guidance Counsellor

All staff must take all reports of bullying and harassment seriously and respond with a school team process. Listen carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these). When an incident is reported, the person approached will investigate and follow the following process:

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





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

Guardian Angels' promotes open communication between staff, students and parents where concerns of bullying and harassment are reported immediately. The school will follow the behaviour support processes and record incidents of student bullying and harassment in the Engage Student Support System (Engage). Recording includes incidents identified in complaints from students, families and guardians. Allegations of bullying or harassing behaviours that appear to involve illegal activities such as violence, threats, intimidation, and inciting violence must be reported to the Principal, recorded in Engage. Additionally, consideration will be given BCE Student Protection Processes and obligations to make reports to statutory agencies.

#### **4. Preventing Bullying and Harassment**

Guardian Angels' Catholic Primary School provides many opportunities for a safe, supportive and inclusive school to prevent bullying and harassment. For example:

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. Each year, we embrace the National Day of Action. On this day all students engage in activities that teach them about standing up to bullies and not being bystanders. School assemblies focus on getting the message of zero tolerance of bullying at Guardian Angels' Catholic Primary School.
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. Example- email communications from PLL and support staff, information shared at staff briefings, mandatory training each year, readings.
3. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Example- staff handbook, induction meetings
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 parents' understanding of how our school addresses all forms of bullying behaviour. Parent information nights- Brett Lee, newsletter articles, Parent and Friend meetings information.
5. Explicit teaching and promotion of social and emotional capabilities among students. Links are made within curriculum planning, social group topics, iPad rollout focus area.

Key contacts for students and parents to report bullying

Principal – Danielle Carter – p. [\(07\) 5510 0055](tel:0755100055)

Assistant Principal – Bernard Kearney – p. [\(07\) 5510 0055](tel:0755100055)

Assistant Principal – Shandel Flynn – p. [\(07\) 5510 0055](tel:0755100055)

#### **Cyberbullying**

Cyberbullying is treated at Guardian Angels' Catholic Primary School with the same level of seriousness as direct bullying. It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service. This is communicated yearly to parents within the newsletter and in this behaviour plan which is located on the school website.



When an incident is reported, the person approached will investigate and follow the following process:

- Listen carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will address these).
- Collect information, document and evaluate, including examples from the student/s, staff 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.
- If this is an incident of cyberbullying occurs at school record the incident as Major-Cyberbullying and complete the bullying record in the Engage Student Support System in a timely manner. If the incident occurred outside hours immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.
- Respond to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- Plan the response with the student/s and their families to provide support, teaching and strategies.
- Follow-up and gather any additional information, including data analysis on Engage Student Support System. Set a date for follow up review and monitoring.

### Resources

The school uses the Australian Curriculum as a framework for anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues are explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General Capabilities) and Health and Physical Education. National Action Day of Action and Office of the eSafety Commissioner resources are used by teachers and promoted within school communications (newsletter, social media, email, displays around the school). Within the iPad induction cyber safety is an area covered each year.

Guardian Angels' Catholic Primary School also uses a range of picture books to explore and discuss anti-bullying.

## Section C: Our Student Behaviour Support Data

### 1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data. It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the ENGAGE system as comprehensively as possible. Suspension records are also mandatory to complete in the database. Guardian Angels' Catholic Primary School uses the behavioural data together with other data sources to make data informed decisions about student supports. We hold team meetings (consisting of teachers and leadership) meet to analyse universal school data and feedback at staff meetings, Targeted and personalised team (including STIEs, GCs & leadership team) meet regularly to analyse and prioritise students requiring or enrolled in strategic or personalised supports.



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## Relevant Brisbane Catholic Education Policies

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



## Appendix 1

## THE GA WAY

*WALKING our Qualities of Angels and GA Learning Powers***We Respect**

I care for myself, other and the environment.

I support, listen and include others.

I have high expectations.

I share my thoughts, ideas and actions in a safe environment.

**Act Responsibly**

I reflect on my learning and set goals.

I make good choices.

I am organised.

**Learn to be Brave**

I strive to be my best.

I stand up for what is right.

I take risks with my learning.

I can find different ways to get things done.

**Keep Safe**

I keep myself and others safe.









I can ask for help when I need to stay safe.



## Appendix 2



# GA Teacher Toolbox

<p><b>Recognise GA Learning Powers and Quality of Angels</b> Affirmations, stamps, badges,</p> 	<p><b>Move in</b> Move closer to the disruption without commenting</p> 	<p><b>Humour</b> Use a funny voice, sound, joke to give a reminder or refocus student</p> 
<p><b>Name Drop</b> Sneak the off task student's name into your lesson- " We know good readers visualise, right Joe?"</p>	<p><b>Reset break</b> Have student or class stop and do something active or calming before going back to task</p> 	<p><b>Use Models/Spotlight</b> Ask for a student to model- " Who can show us the way to....?"</p> 
<p><b>Reset Learning</b> Reshape the activity for the student</p>	<p><b>Gradual Release</b> Use different options of the rocket- model, guided or shared groups before releasing to apply</p> 	
<p><b>Space Adjustments</b> Move off task students away from distractions Give a private work space or have a seating plan</p> 	<p><b>Perfect Partner</b> Team up with a student who calms or supports</p> 	

## Have I made reasonable adjustments?

- ★ one to one supported learning
- ★ use of concrete materials/ visuals
- ★ scaffolded instructions- break into steps
- ★ additional time
- ★ check for understanding
- ★ simplify language/vocabulary
- ★ act as scribe or reader etc
- ★ 1:1 support
- ★ use of WAGOLL or exemplar
- ★ reshape lesson- support/extend





### Appendix 3 - Minor Behaviours and Definitions

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

### Appendix 4- Major Behaviours and Definitions

	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	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.
3	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
4	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
5	Bullying/Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards.
6	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
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.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone,	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)



		music/video players, camera, and/or computer	
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.
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



## Appendix 5

## Junior Behaviour Reflection

- ☐ Isolated Behaviour
 ☐ Continued Behaviour

Student Name:

Class:

Date:

Draw / Write what happened  
How were you feeling? How did others feel?

Which GA  expectation did you not follow?

We Respect	Act Responsibly	Learn to be brave	Keep Safe
<ul style="list-style-type: none"> <li>○ I care for myself, others and the environment.</li> <li>○ I support, listen and include others.</li> <li>○ I have high expectations</li> <li>○ I share my thoughts, ideas and actions in a safe environment</li> </ul>	<ul style="list-style-type: none"> <li>○ I reflect on my learning and set goals.</li> <li>○ I reflect on my learning and set goals.</li> <li>○ I am organised.</li> </ul>	<ul style="list-style-type: none"> <li>○ I take risks with my learning.</li> <li>○ I stand up for what is right.</li> <li>○ I strive for my best,</li> <li>○ I can find different ways to get things done.</li> </ul>	<ul style="list-style-type: none"> <li>○ I keep myself and others safe.</li> <li>○ I can ask for help when I need to stay safe.</li> </ul>

Next time what will you do if this happens again?

Please sign and return



# Senior Behaviour Reflection

☐ Isolated Behaviour

☐ Continued Behaviour

Student Name:

Class:

Date

Write what happened?  
How did your actions impact others?

Which GA  expectation did you not follow?

## We Respect

- I care for myself, others and the environment.
- I support, listen and include others.
- I have high expectations
- I share my thoughts, ideas and actions in a safe environment

## Act Responsibly

- I reflect on my learning and set goals.
- I reflect on my learning and set goals.
- I am organised.

## Learn to be brave

- I take risks with my learning.
- I stand up for what is right.
- I strive for my best,
- I can find different ways to get things done.

## Keep Safe

- I keep myself and others safe.
- I can ask for help when I need to stay safe.

Next time you are faced with the same situation, how would you act differently? What support do you need?

Please sign and return





**Guardian Angels'**  
***Strive for Success***