



# ST AUGUSTINE'S PARISH PRIMARY SCHOOL

## STUDENT BEHAVIOUR SUPPORT PLAN

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

The St Augustine's School Students Behaviour Support Plan aims to establish the framework and principles for a supportive Catholic school environment. Consistent strategies and practices are planned and implemented for promoting positive behaviours so that effective learning and teaching occur.

At St Augustine's, we are a catholic faith filled school that promotes a culture of excellence in an innovative and inclusive learning environment. We strive to make a difference and create the best possible future for all our students by providing high-quality education that features evidence-based pedagogical practices and technologically rich learning opportunities within collaborative and flexible learning spaces. We pride ourselves in providing a rich, engaging, and rigorous learning experience in every classroom that is firmly focussed on growth for every student every day.

Our Vision is...

***Engage, inspire and empower every student to reach their potential***

Our school mission is...

***Enhancing student engagement to achieve success in learning in a faith filled environment***

We are committed to:

- Engaging learners through high-quality education to achieve their potential
- Inspiring confident, creative, and successful lifelong learners
- Empowering students to become active and informed members of the community
- Nurturing an inclusive learning environment enabling all students to thrive
- Embracing our catholic culture to create a sense of belonging in a welcoming and supportive community
- Cultivating a community connection by building positive relationships within our school, parish, and wider community

### **Our School Context**

St Augustine's Parish Primary School is a Prep to Year 6 school, with 502 students currently enrolled. Located on the southern Gold Coast, with an active P&F who

work with school staff to build a strong community. Our dedicated staff includes: 37 teaching staff (including specialist teachers, support teachers, and members of the leadership team); school officers and office staff; two Guidance Counsellors and ancillary staff in the office, finance, uniform shop and caring for the school grounds.

## **Consultation and Review Process**

St Augustine's Parish Primary School developed this plan in consultation with our school community. Consultation occurred through staff meetings, P&F meetings, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal, and a detailed review has occurred in 2026.

## **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.

St Augustine's Parish Primary School is committed to providing a safe, respectful, and disciplined learning environment for all students, staff, parents, and visitors. Student behaviour support is at the centre of all learning and teaching at St Augustine's 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.

The Vision for Learning at St Augustine's guides our educational and organisational practices and encourages and supports every student to be the very best they can be in an evolving and ever-changing world. It provides our staff and community with a practical framework that guides the work that needs to be done now and, in the future, to enable our students to be successful and achieve their potential. The Vision for Learning is reflective of what is lived for every student, in every classroom, every day. The Vision and Mission at St Augustine's is reflective of the Brisbane Catholic Education (BCE) vision - We are a faith-filled learning community creating a better future and mission - To teach, challenge and transform through our service, support and leadership for Catholic education in the Archdiocese of Brisbane.

It aligns with the Alice Springs (Mparntwe) Education Declaration in promoting excellence and equity with the aim that all our students become confident and creative individuals, having 21st Century skills to enable them to be successful lifelong learners, and active and informed members of the community.

The Alice Springs (Mparntwe) Education Declaration released in December 2019, sets the national vision and goals for education for all Australians:

- The Australian education system promotes excellence and equity

- All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

The Student Behaviour Support Plan will be informed by Brisbane Catholic Education Student Behaviour Support Procedure. All practices at St Augustine's Parish 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

St Augustine's Parish 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

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.

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

### **What is Positive Behaviour for Learning?**

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

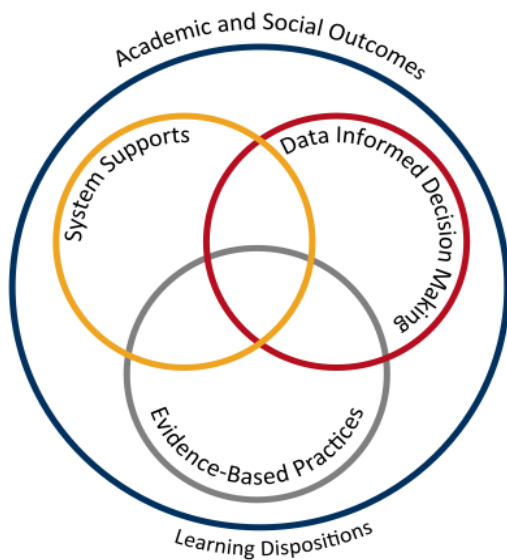


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

### Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

#### Tier 1 Universal Supports:

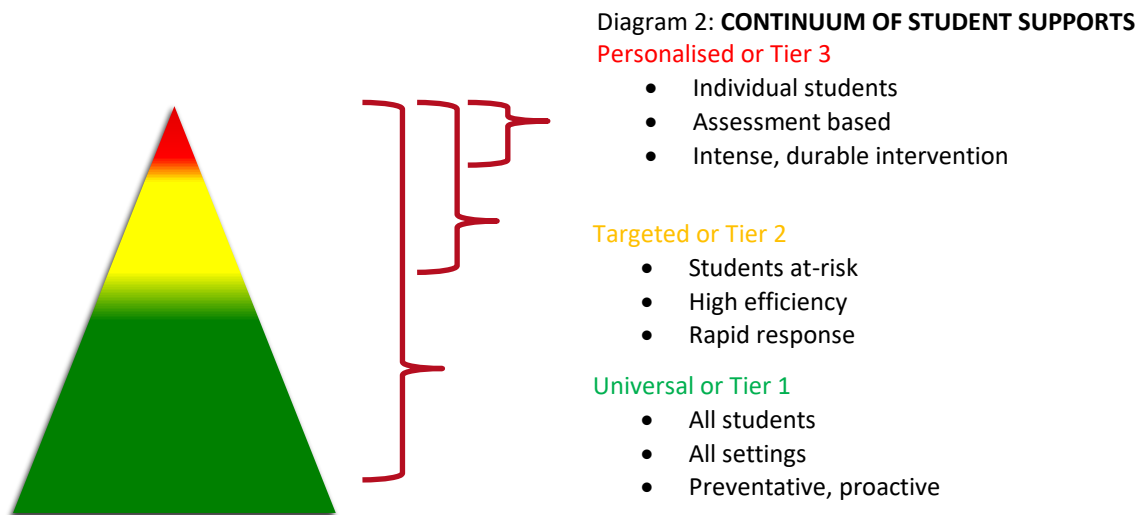
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

#### Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

### Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



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

### 3. Student Behaviour Support Leadership & Professional Learning for School/College staff

At St Augustine's Parish Primary School, the student behaviour support leadership includes the universal support consisting of teachers, school officers, the school Leadership Team (Principal, AP, APRE and PLL). There is also a targeted support team consisting of our Support Teachers – inclusive education, Guidance Counsellors and Leadership Team. All these teams meet with varying frequency and each team has differing roles and responsibilities of team members.

Analysis of Engage Student Support System data is the responsibility of the Student Support Team and the school Leadership team.

Professional learning opportunities in PB4L that staff have engaged with to build capacity with the implementation of PB4L includes:

- Teacher Professional Development during Student Free Days and termly staff meeting facilitated by the Assistant Principal and the Student Support Team.

## 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:

- Act Safely
- Show Respect
- Love to Learn



Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

**ST AUGUSTINE'S BEHAVIOUR MATRIX**

LEARNING AREA	EATING AND PLAY	ON THE MOVE	GATHERINGS	TOILETS	BEFORE AND AFTER SCHOOL
<p><b>Act Safely</b></p> <ul style="list-style-type: none"> <li>Move safely and slowly</li> <li>Use equipment correctly</li> <li>Be cybersmart</li> <li>Use devices appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to yourself</li> <li>Use play equipment safely</li> <li>Be sun smart</li> </ul>	<ul style="list-style-type: none"> <li>Walk around the school</li> <li>Stay in two lines</li> <li>Keep to the left</li> </ul>	<ul style="list-style-type: none"> <li>Walk to and from area</li> <li>Enter and exit calmly and quietly</li> <li>Sit and stand when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Ask permission</li> <li>Use toilet appropriately</li> <li>Take a friend</li> </ul>	<ul style="list-style-type: none"> <li>Move to your pick-up area promptly</li> <li>Sit and wait in the correct area</li> <li>Use the crossings</li> </ul>
<p><b>Show Respect</b></p> <ul style="list-style-type: none"> <li>Listen and follow instructions</li> <li>Use whole body listening</li> <li>Co-operate and collaborate with others</li> </ul>	<ul style="list-style-type: none"> <li>Place rubbish in the bins</li> <li>Take turns</li> <li>Play fairly and include others</li> <li>Be kind and polite to everyone</li> </ul>	<ul style="list-style-type: none"> <li>Move around the school quietly</li> <li>Wait patiently</li> <li>Be considerate of others</li> </ul>	<ul style="list-style-type: none"> <li>Allow everyone to listen</li> <li>Listen to the speaker</li> <li>Leave the space clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>Allow everyone privacy</li> <li>Wait your turn</li> <li>Leave the toilet area clean</li> </ul>	<ul style="list-style-type: none"> <li>Welcome and greet others</li> <li>Follow directions</li> <li>Leave bag racks clean and tidy</li> </ul>
<p><b>Love to Learn</b></p> <ul style="list-style-type: none"> <li>Be ready to learn</li> <li>Stay on task</li> <li>Give your best effort</li> <li>Have a growth mindset</li> <li>Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Play by the rules of the game</li> <li>Eat your own food or take it home</li> <li>Do the High 5</li> </ul>	<ul style="list-style-type: none"> <li>Move to line up when you hear the music</li> <li>Put your belongings on the bag racks</li> <li>Move to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>Be punctual</li> <li>Sit, watch, listen and be ready</li> <li>Welcome others</li> </ul>	<ul style="list-style-type: none"> <li>Try and go at break times</li> <li>Return to class quickly</li> <li>Report any problems to a teacher</li> </ul>	<ul style="list-style-type: none"> <li>Arrive and leave on time</li> <li>Sit, watch and be ready to move</li> <li>Look after your belongings</li> </ul>

**GOD CREATED YOU TO BE A SUPERHERO**  
I CAN DO ALL THINGS THROUGH CHRIST WHO STRENGTHENS ME. – PHILIPPIANS 4:13

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

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

## 2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year with classroom teachers

- Weekly PB4L explicit teaching lessons throughout the year
- Newsletter feature that focuses on PB4L expectations
- Student leaders support younger peers

### 3. Feedback: Encouraging Productive Behaviours for learning

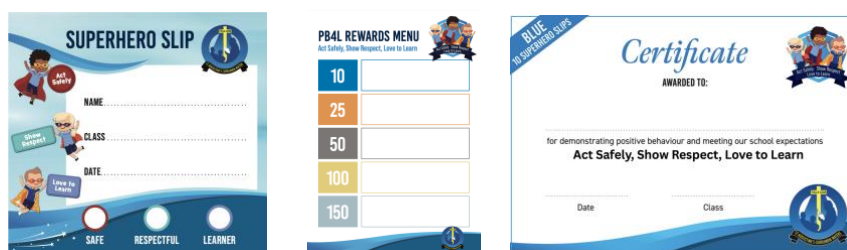
#### Tier 1 Universal Supports:

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

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

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Superhero slips	Stamps / Stickers
Superhero certificates	Points system for class reward
Rewards menu	Student of the week
Rewards Day (end of each semester)	Positive Praise



#### Tier 2 Targeted Supports:

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

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

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

- ***The Behaviour Education Program (Check in- Check out)*** – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student's parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- ***Social Skills Clubs/Groups (The Lighthouse)*** - This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.

### **Tier 3 Personalised Supports:**

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

## **4. Feedforward: Responding to Unproductive Behaviours**

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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues.

Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

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

<b>De-escalation</b>	<b>Problem-solving</b>	<b>Restorative</b>
<ul style="list-style-type: none"> <li>▪ Supervised calm time in a safe space in the classroom</li> <li>▪ Supervised calm time in a safe space outside of the classroom</li> <li>▪ Set limits</li> <li>▪ Individual crisis support and management plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher – student conversation</li> <li>▪ Work it out together plan – teacher and student</li> <li>▪ Teacher – student – parent meeting</li> <li>▪ Teacher – student – leadership conversation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student apology</li> <li>▪ Student contributes back to the class or school community</li> <li>▪ Restorative conversation</li> <li>▪ Restorative conference</li> </ul>

### ***Minor Behaviours - (Managed by teacher and/or school officer)***

At times students will need support to re-engage in positive behaviours, staff follow the St Augustine’s Schoolwide Behaviour Support and Decision-Making process to support re-engagement. 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. St Augustine’s Parish Primary School 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 behaviour is recorded by the teacher on Engage (classroom and specialist) to capture behaviour trends.

### ***Major Behaviours – (Managed by Leadership Team)***

Major behaviours are issues that are negatively impacting 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, Leadership will be notified. Leadership will follow a process and have time with the student to complete a restorative conversation 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. Parents will be contacted to inform of major behaviours by Leadership. 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.



## 5. BCE Formal Sanctions

Any formal sanction issued by St Augustine's Parish Primary School aligns directly with the BCE procedures. If any formal sanction is implemented, a member of the leadership team would contact parents and request a formal meeting- this could be via phone, email, or formal letter. St Augustine's Parish 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.

Formal Sanctions include:

**Detention process** - involves a student being 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 are recorded in Engage (*Student Behaviour Support System*).

**Suspension process** - involves 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.

This can occur when a student's unproductive behaviour becomes persistent non-compliance, disobedience, insolence, disruption; or when a student engages in verbal harassment or abuse; or the student commits a serious breach of the school Student Behaviour Support Plan; or the student seriously breaks the school rules.

- The Principal (or Assistant Principal in the absence of the Principal) nominates a suspension
- A member of the Leadership Team (Principal, APA or APRE) will complete the Suspension record in Engage
- A member of the Leadership Team (Principal, APA or APRE) will notify parents/caregivers inclusive of the official Suspension letter and a direct phone call
- A member of the Leadership Team (Principal, APA or APRE) will facilitate the re-entry process after a suspension has occurred

**Exclusion** - involves 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. This would be considered as a last resort and would only be considered if the school had already made efforts to identify and address the cause of the behaviour. The school would have already documented the range of intervention strategies or supports that have already been tried to the Senior Leader – School Progress and Performance and the Head of School Progress and Performance would be involved in the decision making.

### Appeals Process

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

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

St Augustine's Parish 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. 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).*

### **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**

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. We also use

Friendly Schools Plus as a whole school approach to enhance social and emotional understandings and competencies.

St Augustine's Parish Primary School provides 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 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.

We encourage students, parents and staff to report instances of bullying behaviour to the appropriate staff member. We investigate all reported incidents of bullying for the purpose of clarification and to follow up with support and intervention if necessary. We record incidents of confirmed bullying behaviour in the Engage data base.

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

At St Augustine's, staff plan, teach and assess using 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.

We also use:

- Daniel Morcombe Safety Programme/curriculum to teach Protective Behaviours.
- Friendly Schools Plus Programme, which enhances social and emotional understanding and competencies, teaches resilience, and positive behaviours, is taught from Prep to Year 6. Supportive bystander behaviours are taught through Friendly Schools Plus, with a focus on safety and responsibility when reporting incidents of bullying.

There is a school-wide emphasis on developing positive relationships and the following action plan for students is developed through Friendly Schools Plus:

**STOP** - Is what is happening bullying?

**FEEL** - How am I feeling about what is happening?

**THINK** - Do I need to do something about this? Do I need to ask for help?

**DECIDE** - What choices do I have and what might the consequences of these choices be?

**PLAN** - Work out the safest, most efficient way to proceed

**DO** - Carry out the plan safely

### **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. 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 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**

St Augustine's Parish 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 our 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 Leadership and support staff, information shared at staff meetings and mandatory training each year.
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. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour. For example, the QPS Think U Know Program, Newsletter articles, Facebook, and Instagram Posts with a range of topics from Cybersafety issues.
6. Whole school programs to prevent and address bullying at St Vincent's include:
  - a. Daniel Morcombe Safety Programme
  - b. Bullying NoWay!
  - c. Friendly Schools Plus Programme
  - d. Content for newsletters from Michael Grose's: Parenting Ideas

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

Principal – John Cameron – (07) 5507 8100

Assistant Principal – Brenton Edwards – (07) 5507 8100

Assistant Principal Religion – Diane Anderson – (07) 5507 8100

Guidance Counsellor – Kim Hodgetts - (07) 5507 8100

### **Cyberbullying**

Cyberbullying is treated at St Augustine's Parish 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.

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 the framework for our school's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education. 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).

## **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. St Augustine's Parish 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 support.

## References

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ACARA - Australian Curriculum

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## **Relevant Brisbane Catholic Education Policies**

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

## Appendix A - Behaviour Definitions

### Minor Behaviours

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

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

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

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

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

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

Approver: Principal John Cameron

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