

Marymount Primary School



Positive Behaviour for Learning & Student Behaviour Support Plan

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

Marymount School is a Catholic community of life-long learners empowered by Gospel values to shape and enrich our world. Our school community endeavours to nurture and educate each individual intellectually, physically, emotionally and spiritually. As members of a Christian community, all our actions must meet the test of being signs of love and respect for ourselves and for each other. Staff, parents, carers and members of our community work cooperatively to ensure the personal success of each and every student.

At Marymount, our classrooms and playgrounds are learning and teaching environments. If unproductive behaviours occur, they are recognised as “platforms for learning.” Our Student Behaviour Support Plan seeks to establish behaviour management systems that support and promote student engagement, and promote a proactive and consistent approach to the development of positive relationships between all members of the school community.

Staff at Marymount collaborate to set and achieve high standards, both academically and behaviourally. This is achieved through modelling and teaching problem solving skills and the personal and social capabilities necessary to engage and motivate our students to be the best they can be. We endeavour to create an environment within the classroom that is warm, encouraging and nurturing, by putting our students first, demonstrating a positive and compassionate attitude and taking pride in all we do.

	<p>At Marymount Primary we take inspiration from the example of Mary, the mother of Jesus.</p> <ul style="list-style-type: none"> • We praise God and pray to God (Mary of the Magnificat) • We say 'Yes' and face challenges (Mary of the Annunciation) • We show love for our family members (Mary of the Holy Family and Visitation) • We are thoughtful and considerate of the needs of others (Mary at the Wedding of Cana) • We work with others to build community at school, at play and at home (Mary, First Disciple) <p>Marymount's Marian charism</p>	
<p>WE DEVELOP Child Centred Community</p>	<p>As a Child Centred Community our children's development is the primary focus.</p> <ul style="list-style-type: none"> • We promote the holistic development of each individual • We nurture children to be independent ethical, resilient, empathetic and respectful of others • We teach children to seek what is true and do what is right. <p>We shape people of the future.</p>	
<p>WE BUILD Learning Community</p>	<p>As a Learning Community which promotes equity and excellence, we educate the whole person and foster a love of learning.</p> <ul style="list-style-type: none"> • We value the uniqueness and dignity of each child and cater for their diverse needs • We create a vibrant, dynamic and contemporary learning environment through high quality teaching practices • We are passionate about providing engaging learning experiences that motivate, challenge and inspire <p>We are life long learners.</p>	
<p>WE GROW Catholic Community</p>	<p>As a Catholic Community we embrace the person and vision of Jesus as the foundation of all we do and who we are.</p> <ul style="list-style-type: none"> • We live out our Christian values through our words and actions • We join together in rituals, prayer and display symbols as a natural part of school life • The religious life of our school is guided by our inspirational RE Curriculum and our Marian Charism <p>We are people of joy and faith.</p>	
<p>WE PROVIDE Inclusive Community</p>	<p>As an Inclusive Community we pride ourselves on being a welcoming Christian family.</p> <ul style="list-style-type: none"> • We are committed to working in partnership with children, families and staff • We foster the importance of reaching out to those in need, offering compassion and support • We promote a strong sense of belonging and treat each other with care and respect <p>We are people who care.</p>	
<p>WE FOSTER School Community</p>	<p>As a School Community we are flexible and responsive to change.</p> <ul style="list-style-type: none"> • We create an environment which is safe, nurturing and exciting • We provide a diverse range of opportunities for children to achieve success • We enable learners to engage in a range of rich and challenging experiences <p>We are people of spirit.</p>	

Our School Context

Over 1000 students (coeducational) and approximately 700 families

39 classes

2 Primary Learning Leaders

2 Support Teachers: Inclusive Education

Predominantly a 6-stream school

8 specialist teachers (Music, PE, LOTE, STEM, Arts, Drama)

2 Technology officers

2 Guidance Counsellors

Leadership Team made up of: Principal, Assistant Principal - Religious Education

2 Assistant Principals

Consultation and Review Process

Marymount developed and refined this behaviour plan in consultation with all appropriate members of the school community. Consultation involved meetings with teachers, parents/care givers, Leadership Team members, and Brisbane Catholic Education staff. It involved in-service of key staff personnel.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about student behaviour and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour supports.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have the opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible, productive behaviours can be taught.
- Productive behaviour is best achieved through instruction rather than punishment
- Student behaviour can be taught using the same strategies used to teach academics
- Unproductive behaviour presents the student with an opportunity to learn, the educator with an opportunity to teach.
- For behaviour change to occur, we must use positive approaches that strengthen teacher- student relationships.
- Managing student behaviour is a collaborative effort. In partnership with parents and carers, we are committed to each and every student’s success.
- 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.

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.

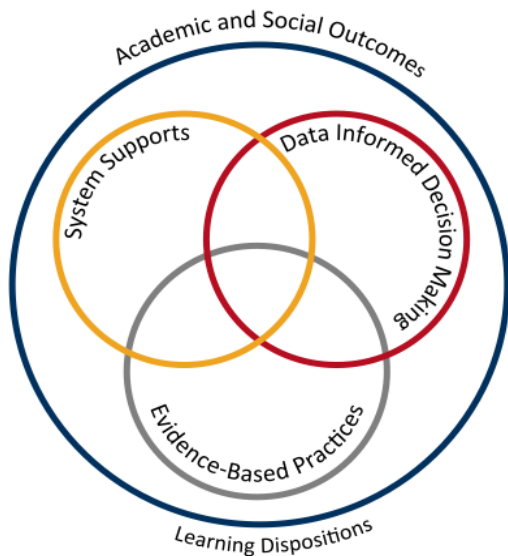


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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:

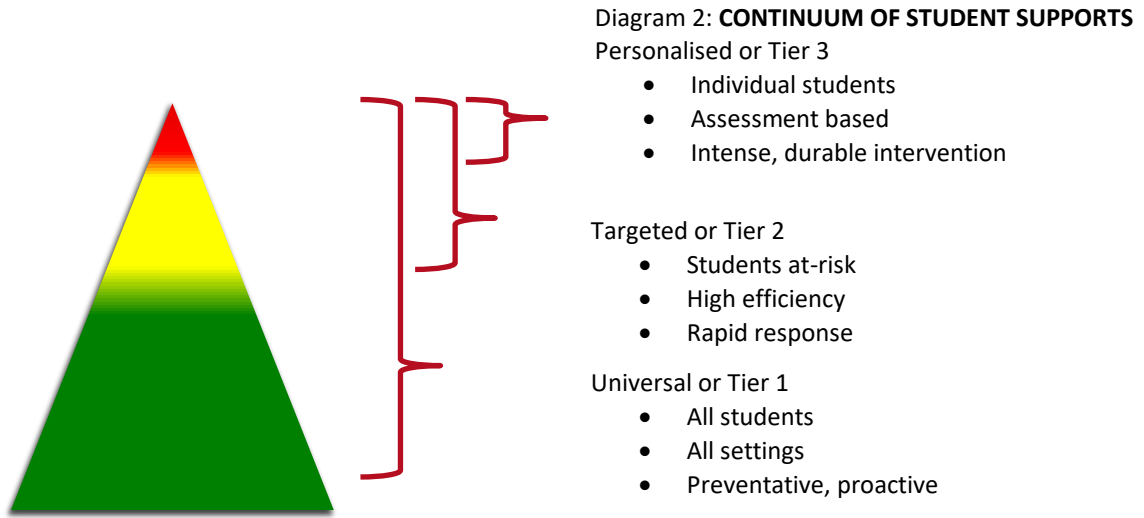
This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately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

All staff are a part of our universal supports. All staff have undertaken professional learning opportunities to build the capacity to implement the PB4L school-wide behaviour system. Our Tier 1 Team includes a group of teachers along with the Assistant Principal. Our Tier 2 Team includes Guidance Counsellors, Support Teachers: Inclusive Education, the Leadership Team and selected teachers from both the upper and lower primary year levels. Our Tier 3 Team includes the Leadership team along with the Guidance Counsellors.

We regularly analyse data in relation to unproductive behaviours in terms of the frequency of the year level concerned, the location, time and subject area 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

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:

- **M**ake a difference
- **A**ct responsibly and safely
- **R**espect Everyone
- say **Y**es to faith and learning.

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.

Our MARY Expectations matrix was constructed through consultation with students, staff and parents. Its design reflects our Marymount Primary Mission Statement and logo:

- The letters MARY reflect Marymount Primary's Marian charism. We take inspiration from the example of Mary, the mother of Jesus, who said "yes" to God and faced difficult challenges. We also say 'yes" to our Catholic faith and our learning which can at times be difficult and challenging to us.
- The fish from our school logo are central to our MARY Expectations design as Jesus called his disciples to be 'fishers of people'. The fish represent our community and they emphasise our recognition of the value and dignity of all of creation despite our individual giftedness, beliefs and differences.
- The four colours of each letter represent our four school house colours: Katandra - green, Bulimah – blue, Patanga - red and Allambee - yellow.



MARY EXPECTATIONS



	M Make a difference	A Act responsibly and safely	R Respect everyone	Y Yes to faith and learning
CLASSROOM	Encourage, cooperate and include everyone Be a leader – start your work without being asked Be prepared – have all your equipment ready to go	Care for your own and others belongings Be responsible for your words and actions On task behavior Raise hand to speak Hands and feet to yourself	Listen and respond appropriately Speak in a kind and friendly manner Use your manners Everyone has the right to learn Sit appropriately	Challenge yourself and have a go Mistakes are good if you learn from them Show thanks to God for your gift and talents
PLAYGROUND	Include everyone Welcome and invite people to play Speak in a kind and friendly manner	Always wear your hat Play in the correct areas Use equipment correctly Respond to the bell promptly	Move safely when playing Follow the rules of the game – ask if you don't know Show respect for adults and students	Encourage others, remembering God made us all differently Play fairly
TRANSITIONS	Be aware of problem situations and let a teacher know Pick up rubbish	Sit or stand quietly in line-up areas Walk only Always walk on the left side of the pathways and stairs	Consider others when you walk and move to another area Safe hands and feet	Be calm and patient
EATING AREAS	Put all rubbish in the bin Allow others to sit near you Care for our environment	Sit quietly and eat your food Care for your belongings Line up quietly at the Tuckshop	Clean up your area Be nut and dairy aware Use good manners	Give thanks to God for the food you are given
BEFORE & AFTER SCHOOL	Care for your siblings and others Wear the correct uniform Arrive and leave school at the correct times	Move to your area promptly and safely Listen to the teacher on duty and follow their instructions Be responsible for your belongings Laptops in case	Hand in your mobile phone at school and pick it up after school Care for our gardens – no rubbish or footprints	Be welcoming Use your manners
TOILETS	Wash your hands with soap Use quiet voices Turn off taps – save our environment	Keep the toilet area tidy Go to the toilet at break times Walk at all times Open and close doors carefully	Ask permission to go to the toilet Return promptly to the classroom Respect the privacy of others	Be hygienic In, Do, Wash, Out Use the correct toilet block
ONLINE	Turn off and report inappropriate words or images Laptops are only open in class and when safely home	Use equipment carefully and report damage Check before entering details Only go to sites which the teacher has asked you to	Ask before you take a photo and use it Share your skills	Think- Is it: true, helpful, inspiring, necessary, kind? Know who you are communicating with
CHURCH & ASSEMBLY	Listen to speakers with your whole body Encourage others through clapping respectfully Join in with the song and actions actively	Enter and leave calmly and carefully Sit quietly with patience Show reverence Leave the space clean and tidy	Respond appropriately to presentations and prayers when asked	Fully participate in rituals Use the values Jesus teaches us in our lives

At Marymount Primary School we say **YES**

A Brisbane Catholic Education School

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

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

2. Focus: Teaching Expected behaviour

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

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

- Beginning of school year orientation day
- During prayer time at the start of the day
- Time built into the first weeks of schools and increased later in the year
- Assemblies followed by group practice
- New student orientation when needed
- 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.

POSITIVE SUPPORT STRATEGIES

- Develop and maintain positive rapport with students
- Establish consistent routines in each classroom for learners
- Establish clear, consistent and reasonable expectations in each classroom
- Model positive and expected behaviours
- Maintain consistency
- Acknowledge, celebrate and reinforce positive behaviour, efforts and achievements

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Mary Expectation Matrix – explicit teaching.	Build positive rapport with individual students
Weekly school-wide behaviour focus	Points system for class rewards
Mary Expectation reward tickets in weekly draw – success also acknowledged at home	Class encouragers – games, rewards, prizes.
House Points System throughout the school.	Teaching and reteaching expected behaviours
Providing specific feedback as new skills are taught, demonstrated and developed	Establishing clear classroom routines and predictability for students.
Use of social stories to support specific productive behaviours in specific contexts.	Prep and Year 1 use the Social Thinking Curriculum – as ‘We Thinkers’ productive classroom and playground behaviours are encouraged.
Educating Staff about the Zones of Regulation to develop shared language and consistent practice across the school.	

Tier 2 Targeted Supports:

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

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

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

- The Behaviour Education Program (Check in- Check out) – (Crone, Horner & Hawken, 2004). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.
- The Check and Connect Mentoring Program – (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student (Year 10 -12) and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.
- Games Group - This type of intervention involves directly teaching social skills in a lunch time games group to enhance a student’s ability to interact with peers and adults. Children can bring a friend. 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.

Tier 3 Personalised Supports:

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

Personalised supports currently on offer at the school include:

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

4. Feedforward: Responding to Unproductive Behaviours

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

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

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix A includes a summary of practices that may be utilised.

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

De-escalation	Problem-solving	Restorative
Use a calm tone, acknowledge the student’s upset, distress or anger. Be mindful of body language and proximity to student. Supervised time out in a safe space in the classroom Supervised time out 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

5. BCE Formal Sanctions

Formal sanctions are used when they are seen to be an appropriate response to unproductive behaviours and to enable a positive outcome for the individual and the school community.

- **Detention process** This process is used where appropriate in response to unproductive behaviour to allow for repair of relationships, restorative conversations, complete assigned tasks or reteach and rehearse appropriate, productive behaviours.
- **Suspension process** Suspensions are nominated by the Principal and are implemented for the shortest time necessary. Suspensions may be actioned in response to a range of unproductive behaviours and are intended to notify families of the unproductive nature of the child’s behaviour, as well as allowing the school time to make suitable arrangements to support the child’s return to learning. Appropriate records are maintained in Engage by the Leadership Team and communication maintained with families throughout by phone and by official letters developed through Engage. Students attend a re-entry meeting with their parent/s and members of the Leadership Team.
- **Negotiated Change of School** This process would be used when the wellbeing of the whole community needs to be protected as well as the learning needs of an individual student. This process is implemented by many stakeholders within the community, including School Leadership, Parents/Carers, School and BCE support staff.
- **Exclusion** process is used when a student’s unproductive behaviour poses a significant threat to the safety, learning and wellbeing of the school community. This process involves consultation with Senior Leader/s, implementation of the suspension process, communication with parents/carers in letters and meetings. It is

important to ensure all stakeholders understand the purpose and implications of the change of school process. The Principal is required to consult further with BCE Leadership throughout the process. It may be necessary to liaise with the Parish Priest as well.

For appeals, the school aligns with BCE processes.

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

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

Definition

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

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

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

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

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

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

1. Understanding Bullying and Harassment

Staff have engaged with professional learning with Members of the Leadership Team and the Guidance Counsellor leading sessions about the implementation of PB4L within the school, touching on topics of bullying and harassment in schools. Staff also engaged in online learning, completing the PB4L Effective Classroom Management modules. A PB4L Team has been active within the school in recent years. BCE Support Staff have attended the school to provide case specific guidance, as well as facilitating professional learning for Teaching staff and School Officers. Notes and presentations from these sessions provide a valuable resource for staff reflection.

2. Teaching about Bullying and Harassment

Class teachers establish classroom routines and expectations that reflect the school and BCE expectations for behaviour and treatment of others – including bullying and harassment. This is taught to students throughout the school, across subject areas and year levels. Teaching also occurs in whole school contexts with role play and specific teaching at school assemblies. Communication with parents happens through class blogs and the school newsletter.

3. Responding to Bullying and Harassment

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

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

4. Preventing Bullying and Harassment

1. School assemblies: Student bullying and expectations about student behaviour are discussed and information presented to promote a positive school culture where bullying is not accepted. This occurs through specific teaching about expected behaviour, a school-wide weekly behaviour focus and through teaching in class prayer presentations.
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. Staff receive updates through email, access to *Bullying No Way!* resources at staff meeting items and the school newsletter.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. Provide examples of how your school addresses this. The staff engage in professional learning facilitated by the Guidance Counsellor and Leadership Team and engage in online learning opportunities and learning with BCE support staff. Staff also access and implement resources provided by the *Bullying No Way!* Program.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. Details are included in the relief folders for casual staff. All relief staff complete Code of Conduct Training prior to commencement.
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. The school communicates with families via the newsletter, emails to specific groups and at assemblies. This communication also details what does not constitute bullying.
6. Explicit promotion of social and emotional competencies among students. Items presented at assemblies, incursions and in specific classroom teaching provide opportunities for student learning.

Key contacts for students and parents to report bullying

Principal – Brendan Creevey – 5520 8484

Assistant Principal – Kevin Yates – 5520 8484

Assistant Principal – Melissa Sewell – 5520 8484

Cyberbullying

Cyberbullying is treated at Marymount Primary 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.

The school keeps parents/carers educated and informed with newsletter articles about appropriate use of school devices, their role in supervising and monitoring student device use, options open to parents and who to contact should they encounter concerning content online. Parents are regularly referred to the eSafety Commissioners eSafety Guide.

The school takes cyber-bullying seriously in the same way we view face to face bullying. Our process is essentially the same,

- We **Listen** to concerns raised
- We **Collect** information from a range of sources as available,
- We **Contact** parents/carers and appropriate school personnel
- We **Determine** what has occurred and if it is indeed an incident of bullying/harassment
- We **Record** the incident as required
- We **Respond** in accordance with our Student Behaviour Support processes
- We **Plan** appropriate responses
- We **Follow-up** and gather any further information that might inform future steps.

Resources

The Australian Curriculum  supports 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

- Bullying NoWay
- Office of the eSafety Commissioner
- eSafety Guide

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.

The school uses behaviour data to make decisions about school areas of focus. It is also a valuable resource for developing plans for specific students and cohorts. Data can also be used to determine the allocation of resources throughout the school, such as human resources for playground duties etc

The school has gathered a PB4L committee, lead by the Guidance Counsellor and APA with staff from throughout the school. The committee review the wording and relevance of the Mary Expectations Matrix, review school behavioural data and discuss appropriate strategies for implementation throughout the school. Members of this team are also active members within the Student Support Team, supporting staff, students and families where behaviour impacts student learning.

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Relevant Brisbane Catholic Education Policies

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

Appendix A - Behaviour Definitions

Minor Behaviours

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

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

	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/Harassment	<p>Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons</p>	<p>Bullying may include:</p> <p>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.</p>

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

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



Approver: Principal	Issue date: 06/02/2024	Next review date: 01/02/2025
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