



# *St Eugene College*

*Dare to grow in faith, hope and love*

**STUDENT WELL BEING  
AND  
BEHAVIOUR SUPPORT PLAN  
2020**

## SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

This Student Behaviour Support Plan has been developed to clearly outline expectations and to establish the guidelines upon which students are supported within the gospel values espoused by St Eugene College.

Our student behaviour support plan, encapsulates the Brisbane Catholic Education Student Diversity and Inclusion Policy, recognising that “every student deserves to flourish and has the right to learn in a safe, supportive, and inclusive school environment, free from discrimination, bullying and harassment”. Our College supports all students, regardless of background, identities, and abilities to access and fully participate in their learning.

This plan has been written with the St Eugene community in focus and the needs of our students in mind. It is designed to be a guide to best practice, reflecting on the consistent approaches by all staff, while at the same time providing a reinforcement of behaviour teaching methods which are individualised and inclusive. At the heart of this policy, is the well being of all our students and in line with Brisbane Catholic Education Student Well Being Policy, we have developed this policy with 8 foundational key elements:

- *Teachers and school leadership take responsibility for developing and implementing wellbeing and pastoral care initiatives and by modelling personal and social skills that promote wellbeing and resilience.*
- *Our policies and procedures and structures that support students holistically, reflect Catholic values and are collaboratively developed to support student wellbeing*
- *All our supports are about making students to feel safe and supported, connect to teachers and the learning context so they can be socially responsible and reach positive life goals*
- *We know that students learn best in school environments where they feel safe, both physically and emotionally and so our practices and procedures aim to support this.*
- *It is important that each student clearly understands what they are learning and why and that they receive timely and relevant feedback on progress, set goals to improve their own learning, and have a range of strategies to use.*
- *We believe that student voice is essential to ensure we are capturing their strengths and interests, focusing on engagement in learning, enhancing their motivation and using a growth mindset*
- *Our procedures are evidence-based interventions: strengthening the mental health of our students through current, relevant, and evidence-based proactive, preventative initiatives and our early interventions allow for early identification of students who need, or could benefit from, additional support*
- *We acknowledge the importance of being in community, working collaboratively with employees, students, families, parish and community to care for the cognitive, spiritual, physical, intellectual and emotional wellbeing of students.*

Our goal, is to assist students to become prepared for their world when they leave the safety of the school environment, being capable and responsible and conflict competent citizens who can solve problems with confidence and success.

Our Oblate traditions are encapsulated in this plan, whereby we serve those in need and support all individuals in our community, to reach their full potential.

### College Vision

Enter to LEARN

DARE to Grow

Leave to SERVE

*“Dare to grow in, faith, hope and love”*

## College Mission

Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood. Our College Values of dignity, community, excellence, hope and service are our touchstones.

## College Values



## Our School Context

St Eugene College began its journey as a Pre-School – Year 3 primary school, known as Blessed Eugene de Mazenod School in 1990. The school continued to grow to become a Prep – Year 7 Primary School, with a name change in 1995, to become St Eugene de Mazenod School. Following two years of committed work by a steering committee, St Eugene College came into being in 2008 with 83 Year 8 students and a total enrolment of 557.

The P-12 educational precinct is in the parish of St Eugene de Mazenod and serviced by the Oblate Missionaries of Mary Immaculate. St Eugene College has adopted the Oblate charism. This charism of commitment to the poor and marginalised finds a home in our College community and gives life to our school vision and mission, daring to grow in faith; hope and love.

Christ the King Primary School at Deception Bay is part of the St Eugene de Mazenod Parish and there is a close partnership between the two schools. This is realised through monthly parish meetings with members of both leadership teams, together with our parish priest. St Eugene college has hosted several activities for Christ the King students to enhance the partnership between our schools.

Our educational context is characterised by the following strengths: academic excellence with a focus on deep learning, digital technologies, provision of sporting and cultural pursuits, commitment to life-long learning and providing for the needs of individual learners. Our vision for learning and teaching is based on the four phases of learning: Early Years (P – 2), Junior Years (3 – 6), Middle Years (7 – 9) and Senior Years (10 – 12).

Our school community has a philosophical commitment to the development of team, the valuing of the greater good and the celebration of the gifts and talents of members within our community. It is open and welcoming to Catholic students and all who support our values.

### **Consultation and Review Process**

The original process of writing the St Eugene College Student Behaviour Support Plan included:

- Consultation with student support team and leadership;
- Consultation with various BCE and St Eugene College Policy documents;
- Examination of other College Behaviour Support models;
- Consultation with parents, staff and students;
- Review of existing structures and processes;
- Critical reflection and evaluation of proposed programs;
- Invitation for comments from key stakeholders.

This document is reviewed yearly by leadership and when significant changes are required, focus groups are formed where the college community has the opportunity to provide feedback. It is then endorsed by the College Board and the next review date set.

## Section A: Our Student Behaviour Support System

### Our Beliefs and Common Philosophy about Learning and Teaching

St Eugene College aligns its beliefs and philosophy around learning and teaching, alongside Brisbane Catholic Education Student Diversity and Inclusion Policy. Whether we are educating students in a specific learning area, or around social skills or emotional intelligence, our procedures are created with the following in mind:

- Every student is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity to life;
- We seek to find meaning in life and learning through the eyes of our Catholic Tradition and Oblate Charism.
- Every student is a lifelong learner, with a desire to search for truth and do what is right, therefore, we play a significant role as educators, to teach them strategies and skills which allow them to be accountable for choices and responsible for actions.
- We respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- We value diversity and shared wisdom, and this contributes to our decision-making.
- We acknowledge that each student brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

Our College, like all BCE schools, cater for students who have a diverse range of personal characteristics and experiences. We ensure that all our student support policies and practices, acknowledge some of the barriers these different student groups experience at times. Some of these students are:

- students with a disability
- gifted and talented students
- Aboriginal and Torres Strait Islander students
- students from culturally and linguistically diverse backgrounds
- students from a refugee or migrant background
- students living in out-of-home care
- students who identify as gender diverse or LGBTIQ+
- students from rural and remote communities
- students with mental health and wellbeing concerns
- disengaged and marginalised students.

Student wellbeing and inclusivity unifies us and directs all our actions. We aim to be proactive around the explicit teaching of our expectations, aligned with our college values and for most of our students, this sets them up for success. At times however, we know that due to circumstances, there are some students who can present with challenging behaviours and they needed specific and targeted support in managing relationships within the school setting. Sometimes they may also need help with their emotional self-regulation as they may have a very strong fight/flight or freeze response when they feel anxious or threatened.

With this type of support, crisis events can be minimized. However, one or more crisis events still may occur during the school year. During crisis, the emotional and physiological responses of these students can be beyond their control and the planned and calm responses of key adults from this school will be required to manage the event both during and after it occurs.

Note: Research has shown, that during and after a crisis event, the best emotional, relational and behavioural outcomes can occur for a student if this event is viewed as a learning opportunity, rather than an event that needs a disciplinary response.

It is understandable that staff, students or community members who are present during the crisis or who hear of the event after the crisis may be concerned. Please note that all reasonable efforts will be taken to hear and address these concerns but at no time will confidential information about the student who has experienced the crisis be shared with others without appropriate and informed consent.

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

### What is Positive Climate 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.

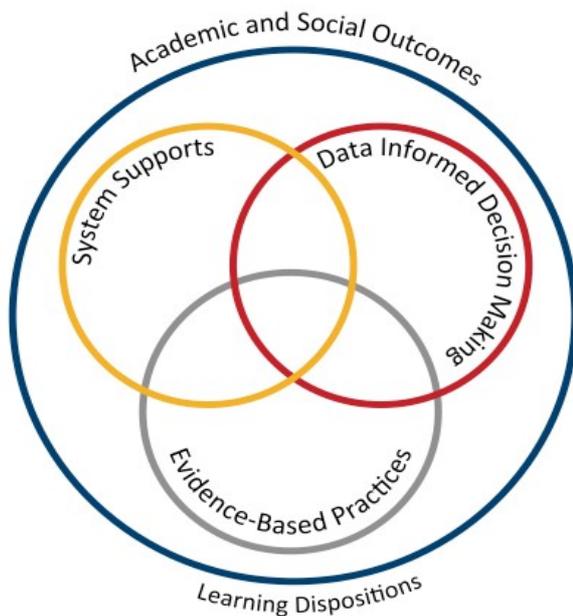


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and SelfAssessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

### 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 prosocial 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).

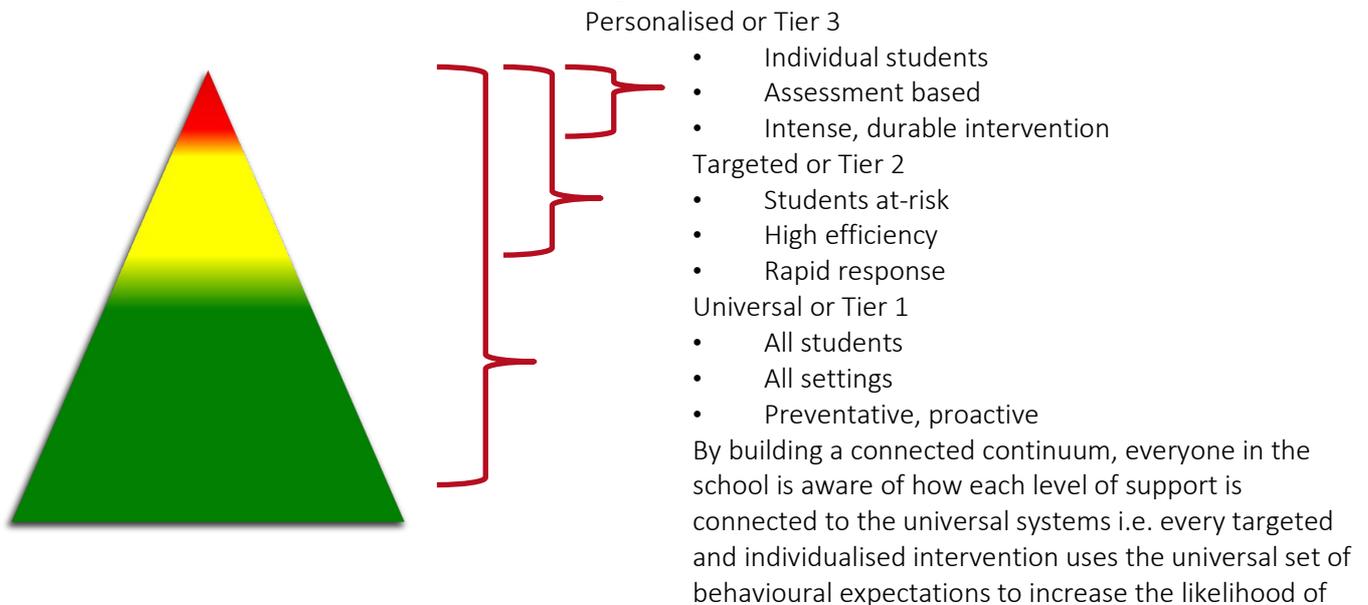
#### Tier 2 Targeted Supports:

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.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



maintenance and generalisation to other contexts.

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

The college student support team consists of Guidance Counsellors, Pastoral Leaders, STIE, Behaviour Support Teacher, Assistant Principals, P - 12 Heads and principal. This team works in consultations with each other to ensure that pastoral interventions are addressed in a timely manner.

The Guidance Counsellors are available to support children and parents. This support may include either personal issues or educational concerns including:

- |                         |   |
|-------------------------|---|
| Family concerns         | Peer pressures and conflicts  |
| Grief and loss          | Self-esteem   |
| Relationships           | Coping Strategies   |
| Stress and relaxation   | Interagency and community links   |
| Protective behaviour    | Behaviour support   |
| Study habits and skills | Placement and programming for Parenting skills students with disabilities |
| Advocacy,               | Motivation and goal setting   |
| Diagnostic assessment   | Early childhood intervention  |

A team of Support Teachers (Inclusive Education) is available to support students with special needs. This includes all children from those with learning difficulties to those children who display exceptional ability. This includes:-

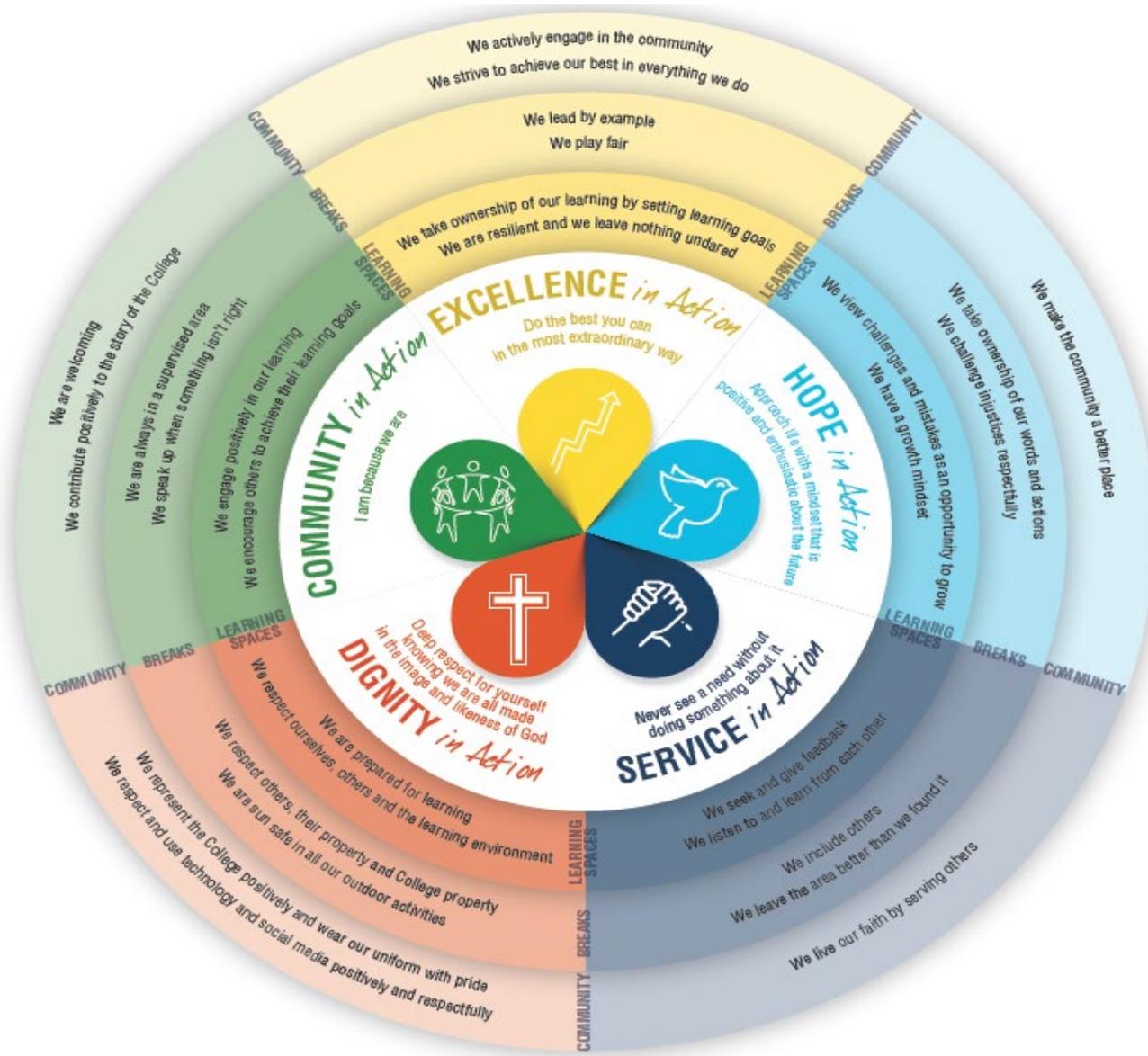
- diagnosing learning problems
- planning courses for individual children to solve problems
- planning courses for the child's teacher to apply in the classrooms
- planning and organising resources
- referring students through the Principal to other agencies for specialist help.
- working collaboratively with teachers in the classroom.
- providing extension for those children who show exceptional ability

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

### 1. Clarity: Our Expectations

School-wide expectations encourage consistent communication 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:



Our school expectations matrix is a visual tool that connects our values and actions that we expect all students and staff to learn, practice and demonstrate. It allows us to teach proactively and to provide students and parents with a positive message about expectations for learning at school.

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

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

[www.acara.edu.au](http://www.acara.edu.au)

## **Pastoral Care**

Pastoral care is the integration of the academic, social, physical, cognitive, emotional, moral, cultural and spiritual dimensions in schools so that an atmosphere of mutual concern, support and care prevails within the school community. Wellbeing is the ongoing experience of wholeness and hope that is central to learning and to overall health and life success. Learning and wellbeing are interrelated and the concern of all staff, and characterizes all relationships, supports, processes and structures. It covers all aspects of school life and includes the safe and supportive environment in which they learn. Promoting pastoral care and wellbeing in schools means not only caring for children, young people and families, but also looking after yourself and your colleagues. Maintaining capacity to model social and emotional competence.

Students in the Junior Years (P-6) primarily experience pastoral care in their class groups with their teacher. Students from Year 7-12 are organised into Pastoral Care groups based on year levels. At the start of each day students meet for 10 minutes where they come together to pray, mark the roll, listen to announcements about their schedule for the day, celebrate birthdays and discuss current events of interest. Students also meet in their Pastoral Care groups for one period a week for an assembly (year level, house spirit, whole school, 7-12) or for Personal Development Education.

Issues of concern about the child should be first addressed with the Pastoral Care/Class teacher if concerns are of a pastoral nature. If further intervention is required, the Class/Pastoral Care teacher will be able to access additional support for the family through Year Level Pastoral Leaders, Guidance Counsellors, Heads of Campus and the Principal.

## **Personal Development Education Lessons**

PDE lessons form an important part of our role as PC teachers/Class Teacher and our implementation of the BCE policy and Shape Paper on “Catholic Perspective on Relationship and Sexuality Education”. Research shows that well designed and implemented PDE lessons builds staff/student relationships and results in more academically motivated and connected students. The curriculum is based on BCE’s Shape Paper, the Catholic Perspective embedded within the HPE content descriptors and the PERMA-H framework for wellbeing;

### **2. Focus: Teaching Expected behaviour**

Effective instruction requires more than providing the expectation – 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
- Pastoral care period daily and Personal Development Education weekly
- 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
- Collaborative planning and teaching
- Student voice

### **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 noncontingent) and a tangible reinforcement system.

Language of	Essential Skills of Classroom Management
<p data-bbox="108 165 252 197">Expectations</p> 	<p data-bbox="371 136 1442 168"><b>Establishing Expectations-</b> students need to know what is safe &amp; responsible in a particular context</p> <ul data-bbox="416 172 1182 293" style="list-style-type: none"> <li>• Articulate clear expectations for each task / day / learning context</li> <li>• Expectations – keep short and simple.</li> <li>• Keep rules positive. eg. ‘Stay on task’ or ‘Keep hands to yourself’</li> </ul>
	<p data-bbox="371 306 1054 338"><b>Giving Instructions –</b> to give a clear direction about what to do.</p> <ul data-bbox="416 342 1442 524" style="list-style-type: none"> <li>• Clear. Start with a Verb, make it short. Less than 8 words is good.</li> <li>• Phrase as an instruction, not a question.</li> <li>• Tone of voice- calm but expectant, use ‘thanks / now’ rather than ‘please’ at the end of an instruction.</li> <li>• Keep instructions separate from curriculum / content talk eg. ‘<i>Move</i> to your seats, thanks’. ‘<i>Walk</i> down the stairs, thanks’/ ‘<i>Come</i> here, Sally’</li> </ul>
	<p data-bbox="371 539 995 571"><b>Waiting and scanning –</b> 5+ secs after giving an instruction</p> <ul data-bbox="416 575 1139 658" style="list-style-type: none"> <li>• Gains student attention / allows processing of information.</li> <li>• Remain silent. Maintain eye contact. Assertive body language.</li> <li>• Praise compliance. Re-direct if necessary</li> </ul>
	<p data-bbox="371 674 1382 734"><b>Cueing with parallel acknowledgement –</b>acknowledge students’ on task behaviour in order to influence another to copy / follow suit.</p> <ul data-bbox="472 739 1182 797" style="list-style-type: none"> <li>• Correction of inappropriate behaviour without negativity</li> <li>• An alternative to re-direction. Can avoid nagging.</li> </ul>
<p data-bbox="108 837 316 869">Acknowledgement</p> 	<p data-bbox="371 808 1374 840"><b>Body Language Encouraging-</b> use of body language to encourage students to remain on task.</p> <ul data-bbox="472 844 1465 1030" style="list-style-type: none"> <li>• Walk around the room/ touch work of students on task</li> <li>• Smile/ make eye contact. Do not stare. Make non verbal gestures/ finger signals to indicate what you want.</li> <li>• Approach off-task students, but don’t stand too close. Walk away after giving correction. Scan back.</li> <li>• Avoid showing of irritation.</li> </ul>
	<p data-bbox="371 1043 1461 1104"><b>Descriptive Encouraging-</b> encourage students to become aware of their competence by commenting on their behaviour.</p> <ul data-bbox="472 1108 1474 1301" style="list-style-type: none"> <li>• Say exactly what you want to see or hear more frequently. Encourage (+) behaviour. eg. ‘This group is on task’</li> <li>• Use non-emotive language. Be respectful, not gushy. Avoid ‘warm fuzzies’ such as, ‘great, beaut, terrific’</li> <li>• Use privately to individual students, publicly to the group.</li> <li>• Avoid conditional praise. eg. ‘Good, you could have done this before’</li> </ul>
<p data-bbox="108 1337 228 1368">Correction</p> 	<p data-bbox="371 1308 1075 1339"><b>Selective Attending-</b> give minimal attention to off-task behaviour</p> <ul data-bbox="472 1344 1219 1435" style="list-style-type: none"> <li>• give instruction, encourager. Say ‘Thanks’, not ‘please’.</li> <li>• walk away- give take-up time for student to start work</li> <li>• Attend in least intrusive way, then acknowledge if compliant</li> </ul>
	<p data-bbox="371 1442 1394 1473"><b>Re-direct to the Learning-</b> gives the impression you care about the learning not just behaviour.</p> <ul data-bbox="472 1478 1458 1606" style="list-style-type: none"> <li>• <b>Avoid talking about behaviour when re-directing</b></li> <li>• De-personalise comments when re-directing. eg. Do you need help with the maths assignment?</li> <li>• Acknowledge when student returns to task</li> </ul>
	<p data-bbox="371 1612 1461 1673"><b>Giving a Choice-</b> respectfully confront the student who is disrupting others with the available choices and their natural consequences. <b>(Use RTP Questions for the first time)</b></p> <ul data-bbox="472 1677 1091 1740" style="list-style-type: none"> <li>• not seen as punishment but logical consequence</li> <li>• firm, calm, measured tone, <b>not a threat</b></li> </ul>
	<p data-bbox="371 1747 1182 1778"><b>Follow Through-</b> planned action to deal with on-going disruptive behaviour</p> <ul data-bbox="472 1783 1453 1868" style="list-style-type: none"> <li>• <b>It is the certainty not severity.</b> Do what you planned and said you would do (at the best time). Establish that you mean what you say.</li> <li>• Model assertive, morally courageous behaviour.</li> </ul>

## 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 Community Hub* works to support students and staff who are experiencing difficulties in their relationships which is then impacting on student learning or emotional well-being. Working with Guidance Counsellors, Student Support, Pastoral Leaders and Leadership, the Community Hub provides opportunities for:

- Restorative chats and conversations
- Developing behaviour support plans
- Completing Functional Behaviour Assessments
- Goal setting with students
- Calming space for students
- Monitoring and analysing with Pastoral Leaders and Leadership student data from ENGAGE
- Undertaking classroom observations to provide support around positive climate for learning specific to student needs
- Consulting with teachers around specific student strategies to assist in student engagement.

*Restorative Practice* is a relational approach to school life grounded in beliefs around dignity, positive relationships and building a conflict competent culture within our whole community. It is by building and maintaining positive, respectful relationships within a school, staff to staff, staff to student and student to student that we fully embrace our Catholicity and the Oblate Charism of being in full community with each other. We have a critical role in forming future citizens, and when schools teach and model restorative ways of handling conflict and wrongdoing, they contribute significantly to the creation of a more peaceful, humane, and democratic society.

We are committed to providing the best possible educational opportunities for all of our students in an environment where all members of our community feel a sense of connectedness and belonging and where quality teaching and learning maximises educational, social, emotional, physical and spiritual outcomes for all.

At St Eugene College, our mission in creating a positive climate for learning and a conflict competent culture to ensure students are experiencing deep learning, leads us to believe:

- That we as staff members, 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 opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA) and lived experienced.
- We know that behaviour is learned, therefore responsible behaviour can be taught and can be taught using the same strategies used to teach academics.
- Misbehaviour is a student communicating to us and letting us know they are lacking skills in a particular area, therefore, misbehaviour presents the student with an opportunity to learn and us as teacher to teach explicitly our values and expectations.

- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student support is a collaborative effort.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing explicit teaching, encouragement and feedback.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require “get tough” or “punitive” approaches but clear role modelling and regular teaching of the values and expectations.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes of all students.

### 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 and designing an Individual Behaviour Support Plan
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists
- The Check and Connect Mentoring Program – (Christenson et al, 2012)
- Seasons for Change Program
- PALS
- Tali Train Attention Training
- Social Skills
- Drumbeat
- Seasons
- Lego Club
- Rock and Water

## 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.

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

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

### 5. BCE Formal Sanctions

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

*For appeals, the school aligns to BCE processes.*

## 6. Bullying and Cyberbullying – information, prevention and our college response

### BULLYING

St Eugene College, with the support of parents, the wider community, and our young people, take proactive and preventative action to put a stop to bullying and harassment happening.

In line with student wellbeing, our college values and BCE's Student Protection Processes, we have developed and planned preventative approaches, clear protocols, and age and context appropriate responses and interventions to bullying and harassment behaviours.

Our college report incidents of bullying and harassment, in all environments including online, and monitor this through recording of behaviour incident data in the bullying register in the Engage Student Support System. We track and analyse this behaviour incident data to detect patterns of bullying and harassment.

At St Eugene College we have the expectation that everyone is treated with respect and dignity. We will not tolerate bullying and we can do something about it. Everyone has the right to feel safe and valued and it is everyone's responsibility to ensure that this happens.

***Bullying is a systematic and repeated abuse of power (Rigby 2010).*** This can be face to face or using technology (cyber-bullying), such as mobile phones, the internet via email, social networking sites, and chat rooms to bully verbally, socially or psychologically etc.

*It is important to note that other forms of undesirable interpersonal behaviour are often confused with bullying.* These behaviours ARE NOT bullying:

- conflict between children of equal power,
- non-malicious exclusion of some children,
- one-off acts of meanness and spite, and random acts of aggressiveness.

Bullying involves:

- an unjust use of power
- a power imbalance
- (typically) repetition
- dominating or hurting someone
- unfair action (physical, psychological or social) by the perpetrator/s
- a lack of adequate defence by the target and feelings of oppression and humiliation

What can you do?

- Report it to the Community Hub
- Tell a friend
- Tell a teacher
- Tell Mum or Dad or another trusted adult.

### ***What happens when someone reports bullying to the Community Hub?***

As with all serious breaches of behaviour, the matter will be investigated by the Behaviour Support Teacher. This investigation will include statements being taken from all students involved including bystanders and witnesses. The Behaviour Support Teacher will then meet with P-12 Heads and/or Principal who will assess the situation and decide on action to be taken.

## **CYBERBULLYING**

Cyber bullying is everyone's business and the best response is a proactive or preventative one.

To be proactive students can:

- Guard contact information.
- Take a stand against cyber bullying. Speak out whenever you see someone being mean to another person online. Most people respond better to criticism from their peers than to disapproval from adults.

If you are being harassed online, take the following actions immediately:

- Block and stop all communication and interactions on line immediately. People who bully are often motivated by knowing they've upset their target. Don't let them know they've upset you, and you've taken away half their "fun". Easier said than done when it's face-to-face, but if it's on your mobile or the internet - easy!
- Never reply to harassing messages.
- Keep a record. Save any harassing messages and record the time and date that you received them.
- Advise your Service Provider. Most service providers have appropriate use policies that restricts users from harassing others. They can respond to reports of cyber bullying over their networks, or help you track down the appropriate service provider to respond to.
- Report to police. If the bullying includes physical threats, tell the police. Some people think that they can get away with it because they believe it is anonymous. They are wrong. Most can be traced and it's a criminal offence to use a mobile phone or any form of communication to menace or harass or offend another person.
- Tell an adult you trust. This can be a teacher, parent, older sibling or grandparent - someone who can help you to do something about it.
- Report the issue to the Community Hub.

For further information and support, you can access the eSafety Commissioner: <https://www.esafety.gov.au/>

### ***What happens when someone reports cyber bullying to the Community Hub?***

As with all serious breaches of behaviour, the matter will be investigated by the Behaviour Support Teacher. This investigation will include statements being taken from all students involved including bystanders and witnesses. The BST will then meet with P-12 Heads and/ or Principal who will assess the situation and decide on action to be taken.

### ***Serious Breaches of Behaviour***

Students who choose to offend staff or students in a physical, verbal and/or defamatory way may be choosing the consequence of being asked to go home or be formally suspended.

In the event that a student acts in a violent or dangerous manner, or participates in illegal behaviour at the College, that student will be required to go home and may be formally suspended. Illegal activity will be reported immediately to the police as per Brisbane Catholic Education Student Protection Policy and Processes.

Once a student has reached this stage of inappropriate behaviour, an interview must be arranged between the P - 12 Head or the Principal and the student's parent and the student, in order to negotiate re-entry to the College via a restorative if required.

Each case will be assessed to its suitability to a restorative conference to be conducted by a Trained Facilitator of Restorative Practices.

## WEAPONS

No weapons are allowed to be taken to school by students. It is against the law for a student to have a knife at school.

*'A weapon means: any object, device or instrument designed as a weapon or through its use, is capable of threatening or producing bodily harm or which may be used to inflict injury'.*

## KNIVES

A knife is defined in [Weapons Act 1990](#) (s.51(7)) to include: *'a thing with a sharpened point or blade that is reasonably capable of being held in one (1) or both hands and being used to wound, or threaten to wound, anyone when held in one (1) or both hands'.*

Parents and students need to be aware of the laws in Queensland regarding the possession, use or distribution of weapons in schools. The *Weapons Act 1990* states that *"it is an offence to possess a knife in a public place or school without reasonable excuse"* –s51(1).

Possession of a knife or other weapon for protection or self-defence is not a reasonable excuse.

If a student has a weapon or knife at school, they can expect serious consequences (see above) including legal and school disciplinary consequences. Formal reports will be made to Brisbane Catholic Education and BCE procedures followed.

## *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.

All behaviour incidents and parent contacts are recorded on the Engage Student Support System. When students are requiring additional support, Children Achieving Success Team (CAST) meetings are held. A CAST meeting is usually facilitated by the appropriate STIE and includes a student's teachers and support staff. Data is analysed by Leadership and Pastoral Leaders and data is shared with staff during staff meetings each term as appropriate.

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## Relevant Brisbane Catholic Education Policies

- BCE Student Protection Processes
- Management of Drug Related Incidents
- Management of 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

## Major Behaviours

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

	Descriptor	Definition	Example
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun
14	Combustibles Use or possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public  Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.

	<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