



ST EDWARD THE CONFESSOR SCHOOL

STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision

OUR VISION

Every student grows as a passionate, curious learner in their relationship with themselves, each other, the community, the earth, and God.

OUR MISSION

Our mission is to cultivate a learning culture shaped by excellence, equity and wellbeing in order for every learner to flourish.

OUR VALUES

Love, Growth, Peace

Our School Context

St Edward's school is a Prep to Year 6 school, with 543 students currently enrolled. Located on a generous 8 hectares of land at 104 Chatswood Road Daisy Hill, the school prides itself a spirit of 'love, growth and peace' that can be found in its students, teachers, sporting teams, achievements, friendships and approach to learning.

Approximately 80% of enrolments come from the surrounding suburbs of Springwood, Slacks Creek and Shailer Park. The school has a truly diverse mix of cultural groups represented within the student population and this blend of cultures enriches the educational experience of all within the school.

Our dedicated staff currently includes: 37 teaching staff (including specialists, support teachers and members of the leadership team); 20 school officers; a Guidance Counsellor, and grounds/services staff.

Consultation and Review Process

St Edward's school develops Student Behaviour Support Plans in consultation with our school community. Consultation occurs through staff professional learning, meetings with the school board & parents & friends. A review of our current practices including school data relating to disciplinary absences, behaviour incidences and attendance also informs the plan. The Plan was endorsed by the Principal and Senior Leader – School Progress and Performance and will be reviewed every 2 years in a

process which includes the School Board. Staff professional learning in relation to this plan is documented in the School Renewal Plan and annual goals.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

Student behaviour support is at the core of business for all teachers. Effective Learning and Teaching is supported by a safe, positive and productive learning environment, based on principles of consistency, fairness and engagement. This starts in the classroom, with each individual student. At St Edward's school our Vision for Teaching & Learning (Appendix B) identifies 'Relationships' as central to all that we do.

We believe that relationships which support diversity and promote self-worth, respect and the dignity of the human person are central to the learning process. For us, effective teaching and learning:

- Respects the diversity of experience of each individual and values each community member
- Acknowledges tolerance and acceptance, appreciation and personalised learning for a diverse range of learners and learning styles
- Instils and fosters through positive affirming and supportive relationships, a sense of self-worth, self-awareness and personal identity to enable all in the community to manage their emotional, mental, spiritual and physical wellbeing
- Encourages respect through healthy relationships, accepting and celebrating the diversity of all community members
- Provides a collaborative environment that fosters teacher-student and student-student engagement
- Encourages positive attitudes to learning, self and others as learners.

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.

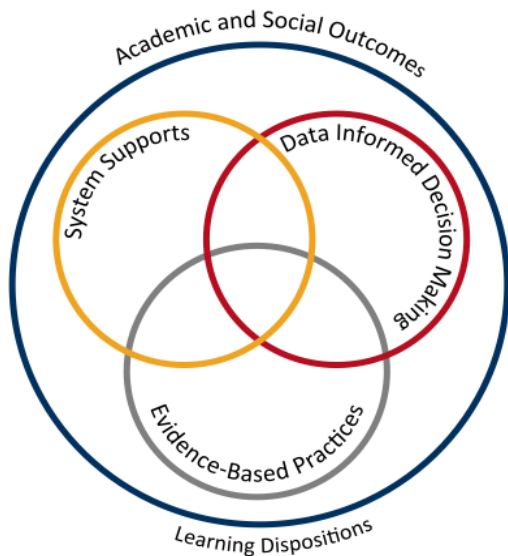


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

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).

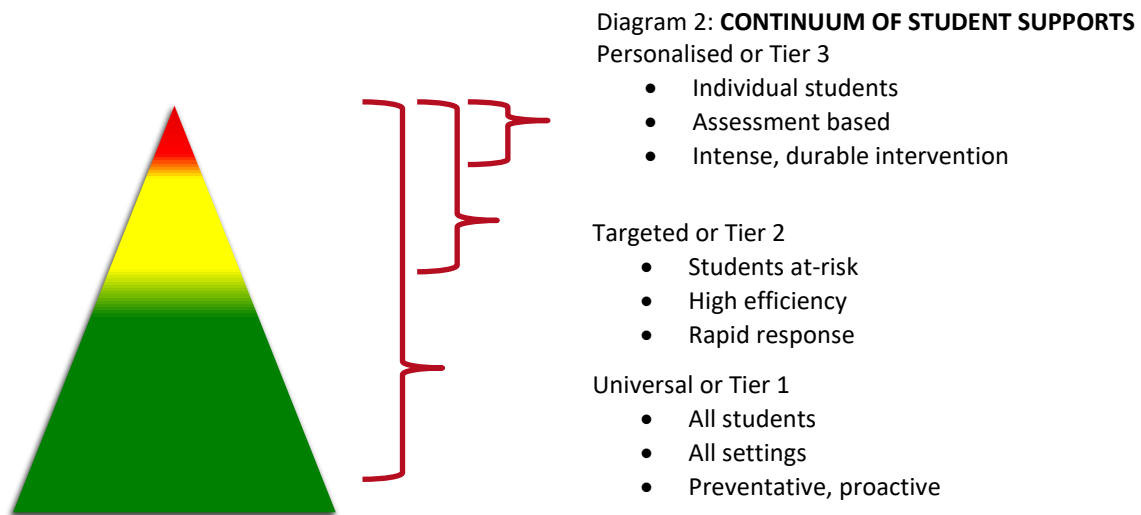
Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. These supports are

initiated through the Concerns of a Learner Process. The use of Engage trackers for co-keepers informs the initiation of this process. 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 supports are also initiated through the Concerns of a Learner Process. 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 staff

Our universal support team (St Edward's Reboot Team) consists of teachers, learning support staff plus Leadership Team members (through our co-keeper structure and roles). The team meet a minimum of once per term to discuss the implementation of whole school support strategies (e.g., Reboot strategies), professional learning to support the implementation and monitoring of Engage Student Support System Data. Targeted and/or individual support team(s) consists of Support Teachers, Guidance Counsellor, School-based Speech Pathologist, the school leadership team and classroom teachers.

This process is implemented through our Concerns of a Learner Process and Student Support Team meetings. Class teacher completes a Request for Support through Engage which informs the agenda for the Student Support Team meeting. These meetings are held regularly, and action plans are developed for students identified. The actions plans are responsive to the needs of students identified within Tier 2 or Tier 3. Student Support Meetings are chaired by the STIE, with Guidance Counsellor, Speech Pathologist, co-keeper and the school Principal. Following the meetings, and action plans are shared with the teacher with a specified review date (if the teacher cannot be present).

St Edward's has adopted the Reboot© whole-brain framework as a way of supporting all students to positively engage with learning. This framework reflects the principles of PB4L and informs practices at all three Tiers. Each year, all teachers engage in a refresher workshop of the Reboot key tools and language, as well as engaging in four supporting modules each year. This is also supported through our induction process for our new staff (Refer to Appendix D or <https://rebootingnow.com/> for more information).

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:

- Respect and care for self
- Respect and care for others
- Respect and care for our school
- Respect and care for our learning

Our *School Covenant* and *Hill Hero* school behaviour matrix, are visual tools that outline the expectations of behaviours we expect all students and staff to learn, practice and demonstrate in order to nurture a culture of safety and wellbeing. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. Each week, we place a whole-school focus on one area of the Hill Hero matrix and unpack it with students in the context of our Class Covenant. The table below outlines the weekly focus schedule:

| Hill Hero Area | In the Classroom | Eating | In the playground | Transitions | Before and After School | At the toilets | At Assembly | At the Church | Using digital devices / Online |
|----------------|------------------|--------|-------------------|-------------|-------------------------|----------------|-------------|---------------|--------------------------------|
| Week | 4 | 6 | 2 | 1 | 8 | 7 | 1 | 5 | 3 |

At the beginning of each school year, every class also creates their own class covenant that is consistent with and reflects our school-wide behaviour and learning expectations and embeds our ethos.

St. Edward's Primary School SCHOOL COVENANT

Long Church and Peace

Respect and Care for...

self looks like:

- Being neat and tidy
- Wearing correct school uniform
- Being responsible for belongings
- Being **CONFIDENT** by accepting self and being independent
- Staying safe
- Being **RESILIENT**

others looks like:

- Being positive and respectful
- Letting others join in
- Assisting others in need
- Staying safe
- COOPERATING** with others by playing by the rules, being tolerant of others and thinking first

our school looks like:

- Looking after all property
- Taking care of the environment
- Representing our school responsibly
- Keeping our school clean
- Looking after our classrooms
- Staying safe

our learning looks like:

- Using my learning behaviours
- Being **PERSISTENT** by giving effort and working tough
- Being **CREATIVE** and switching on my learning
- "I" am responsible for my own learning
- Celebrating achievements
- Valuing everyone's right to learn
- Being **SELF-MANAGING**

St Edward's School Covenant

St. Edward's Primary School

What I do to make our school a place of love, growth and peace.

Be a Hill Hero!

| | In the Classroom | During Eating Time | In the Playground | During Transitions | Before & after school | At the toilets In, do, wash, out! | During Assembly | At the Church | Using Digital Devices/ Online | |
|-----------------------------|------------------|--|---|---|--|--|--|---|---|--|
| I show respect and care for | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I show independence <input checked="" type="checkbox"/> I show resilience <input checked="" type="checkbox"/> I only enter a classroom with teacher permission <input checked="" type="checkbox"/> I use 5-star listening | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I wait for the teacher to let me go to play <input checked="" type="checkbox"/> I sit and eat my own food <input checked="" type="checkbox"/> I place my lunchbox on seat or table when finished (and collect after play) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I am sun smart <input checked="" type="checkbox"/> I stay safe <input checked="" type="checkbox"/> I take responsibility for my actions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I am at the right place at the right time <input checked="" type="checkbox"/> I wait for school staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I arrive and leave school at the right time <input checked="" type="checkbox"/> I go straight to my designated area before and after school <input checked="" type="checkbox"/> I wait quietly and listen for teacher instructions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I go with a partner <input checked="" type="checkbox"/> I walk to and from the toilets <input checked="" type="checkbox"/> I wash hands afterwards <input checked="" type="checkbox"/> I keep food outside | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I use 5-star listening <input checked="" type="checkbox"/> I participate reverently <input checked="" type="checkbox"/> I enter in silence <input checked="" type="checkbox"/> I use a prayerful posture <input checked="" type="checkbox"/> I listen and respond | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I let an adult know if something is not right <input checked="" type="checkbox"/> I protect my personal information <input checked="" type="checkbox"/> I hand my mobile phone to the teacher at the beginning of the day | |
| | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I speak in a kind and friendly manner <input checked="" type="checkbox"/> I value others' right to learn <input checked="" type="checkbox"/> I follow teacher instructions <input checked="" type="checkbox"/> I respect others' property <input checked="" type="checkbox"/> I respect our guest teachers | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I respect others' food | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I let others join in <input checked="" type="checkbox"/> I help others in need <input checked="" type="checkbox"/> I use friendly hands and friendly feet <input checked="" type="checkbox"/> I speak kindly | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I respect other's learning <input checked="" type="checkbox"/> I walk <input checked="" type="checkbox"/> I move quietly around the school <input checked="" type="checkbox"/> I am calm and patient | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I show care for others <input checked="" type="checkbox"/> I use manners <input checked="" type="checkbox"/> I stick to left of path when walking to the right place | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I Rush after finishing <input checked="" type="checkbox"/> I respect others' privacy <input checked="" type="checkbox"/> I use my inside voice <input checked="" type="checkbox"/> I keep paper off the floor | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I look at the speaker at all times <input checked="" type="checkbox"/> I acknowledge the achievements of others by clapping | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I participate reverently <input checked="" type="checkbox"/> I enter in silence <input checked="" type="checkbox"/> I use a prayerful posture <input checked="" type="checkbox"/> I listen and respond | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I communicate respectfully and appropriately with my peers |
| | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I look after school property | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I leave eating areas tidy <input checked="" type="checkbox"/> I place rubbish in the bin | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I take care of the environment <input checked="" type="checkbox"/> I use school equipment correctly and safely <input checked="" type="checkbox"/> I return equipment after use | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I line up calmly for all teachers <input checked="" type="checkbox"/> I walk in lines <input checked="" type="checkbox"/> I stick to walkways <input checked="" type="checkbox"/> I stay out of the gardens | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I leave port racks clean and tidy <input checked="" type="checkbox"/> I stay off play equipment after school | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I show care for toilet buildings and equipment <input checked="" type="checkbox"/> I use only what is needed <input checked="" type="checkbox"/> I keep the toilets tidy | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I sing songs with effort | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I sing songs with effort <input checked="" type="checkbox"/> I leave the space clean and tidy <input checked="" type="checkbox"/> I leave in silence | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I look after school devices by storing them safely and transporting them carefully |
| | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I use the St Edward's learning behaviours <input checked="" type="checkbox"/> I take risks <input checked="" type="checkbox"/> I work tough <input checked="" type="checkbox"/> I learn through mistakes | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I use a growth mindset to solve playground problems <input checked="" type="checkbox"/> I respond immediately to chimes / music | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I am on time for learning | | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I listen carefully to messages | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> I use school devices for school work only <input checked="" type="checkbox"/> I bring school devices to school fully charged each day (Years 4-6) |

BE

SAFE
KIND
A LEARNER

Love Growth and Peace

Hill Hero Matrix

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, explicit teaching may be done using some or a combination of the following:

- Beginning of school year orientation to the learning behaviours and expectations within classrooms
- Explicit whole-school focuses for the first weeks of school and revisited throughout the year
- Weekly whole-school Assembly presentations/focuses
- Explicit teaching / re-teaching of Reboot strategies (class/whole-school)
- Explicit teaching / re-teaching of Hill Hero Expectations and Class Covenant (class/whole-school)
- Promotion of St Edward's Learning Behaviours (Appendix C)
- New student orientation when needed
- Student leaders support younger peers
- Reboot Reflection Process (individual / groups)

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. During feedback, we use a shared language that reflects our Reboot strategies.

The encouragement strategies in place for school and classroom include:

| School practices that encourage expected behaviours | Classroom practices that encourage expected behaviours |
|---|---|
| Student of the Week Awards Curiosity (Learning behaviour) Awards Hill Hero Tickets and Weekly Draw Public displays of student work Assembly WAGGOLs / celebrations Student acknowledgement in School Newsletter Sharing successes with co-keepers Student Leadership processes and practices | Praise / encouragement Class weekly awards Display of work Whole class / individual reward systems Class responsibilities Positive communication with parents Sharing student work Specific teacher feedback |

Tier 2 Targeted Supports:

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

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

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

- Check in-Check out system (with Reboot tools embedded) – 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 Three-Brains intervention process including additional opportunities for specific students to feed all three brains. Examples of this include Calming Spaces with classrooms, movement and hydration breaks.
- Social Skills Clubs/Groups. This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group. Resources supporting this also include UR Strong, Rock and Water.

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 with STIE/Guidance Counsellor/Co-keeper
- Pro-active, Collaborative Problem-Solving process through the Student Support Team meeting
- Guidance Counsellor support services which may involve external providers.
- 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. A summary of practices that may be utilised can be found on page 10.

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 |
|--|--|---|
| <ul style="list-style-type: none"> • Decrease demands • Supervised calm time in a safe space in the classroom • Supervised calm time in a safe space outside of the classroom • Targeted brain-breaks • Redirection and reminders of expectations • Set limits • Time out from the playground | <ul style="list-style-type: none"> • Teacher – student conversation • Teacher – student – parent meeting • Teacher – student – leadership conversation • Reboot reflection with co-keeper • Individual teacher coaching using Reboot strategy | <ul style="list-style-type: none"> • Student apology • Restorative conversation through Reboot reflection process • Circle time • Restorative conference • Student contributes back to the class or school community • Revisit individual student behaviour plan / social story |

General response strategies for minor behaviours may include:

| Strategy | Explanation | Example |
|--|--|---|
| 1. Proximity | Strategic placement of self within the classroom. | Standing near a student demonstrating unproductive behaviour and praising them when they perform the expected behaviour. |
| 2. Signal, Non-Verbal cue | Signals that the teacher is aware of the behaviour and will intervene if necessary. | Sustained eye contact, hand gesture, point to expectations poster, refer student focus to learning dispositions. |
| 3. Ignore, Attend, Praise (Parallel Praise) | At times it is necessary initially to ignore the unproductive behaviour of a student. Give praise to another student who is displaying expected behaviours. Then attend and speak with the initial student to reinforce expected behaviours. | A student is off task; you ignore initially then attend (one-to-one conversation) and remind the student of the learning expectations. Praise another student, stating the expected behaviour. Praise the student when he or she demonstrates the expected behaviour. |
| 4. Redirect | Gain the student's attention to remind the student of the expected behaviour and redirect back to the learning. | "Laptops should be away now" or "(Student name), focus back on the task please". Acknowledge the student for following directions and instructions. |
| 5. Reteach | Specific instruction of the classroom expectations. Give feedback to the student to reinforce expected behaviours. | Model the behaviour (have materials/resources ready; begin task; work co-operatively; raise hand). Have the student practise during class. |
| 6. Provide Choice | Stating two alternatives, the desired behaviour and the less preferred choice (away from peers, work later with teacher, work in a pair). Should be a WIN-WIN situation for both the teacher and the student. | "You can be respectful in the group of students you chose to work with, or you can move to another group. Which do you choose?" Praise student for working respectfully in their chosen group. |

How we support and respond to both minor and major unproductive behaviours is further outlined in Appendix E.

5. BCE Formal Sanctions

In cases of ongoing challenging behaviours (where the above strategies have been found to be ineffective) or in response to serious incidents, formal sanctions endorsed by Brisbane Catholic Education may be applied. These apply across the year levels P-6 and include:

Detention Process at St Edward's: Detention employs the language of "time in" with the students. This is time where students are removed from class or play for a structured process of reflection and restoration. This is guided and scaffolded by a member of the school Leadership Team (usually the co-keeper) and combines elements of School/Class Covenants and our Reboot strategies and resources. If a student requires "time in" there is always communication with the student's parents/caregivers, either by email or phone, giving the context and the "time in" process.

Suspension Process at St Edward's: Suspension is imposed as a disciplinary measure, and in some cases is implemented to ensure the safety of other students and staff. Suspension is defined as the temporary, full-time or part-time withdrawal of a student's right to attend school and/or school related functions for a defined period of time.

The purpose of suspension is to:

- signal that the student's unproductive behaviour is not acceptable
- allow a resetting and "rebooting" period and time to seek additional resources, and develop a plan for assisting the student to demonstrate more productive behaviours
- allow time to negotiate some goals that the student will work towards, with support, on their return to school which will be included in the re-entry process.
- ensure that the student's family are aware of the student's unproductive behaviour that led to the suspension and are involved in the process of the student returning to school.

Grounds for suspending a student:

- persistent non-compliance
- persistent disrespect to staff and/or students
- persistent disruption
- failure to be responsive to support strategies and measures

Suspension is only one strategy for managing unproductive behaviour and is most effective when it highlights the parents/caregiver's responsibility for taking an effective role, in partnership with the school, to support and modify the behaviour of a student.

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

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

Exclusion – Exclusion is the full-time withdrawal of a student's right to attend a particular school and school related functions, on the authority of the Executive Director. Exclusion from one school does not prohibit the enrolment of the student in another Brisbane Catholic Education school, unless the student has been specifically prohibited by the Executive Director from attending all Brisbane Catholic Education schools.

In extreme circumstances, a Principal may, in consultation with the Senior Leader: Progress and Performance, make a submission to BCE's Head School Progress and Performance, recommending the exclusion of a student from a Brisbane Catholic Education school. The Head School Progress and Performance, will, in turn, forward this submission with his/her own recommendation to the Executive Director for decision.

For appeals, the school aligns to BCE processes.

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

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

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

Definition

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

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

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

Bullying can take a number of forms and usually involves intentional and repetitive behaviours. These 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: 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.

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

Through this plan, we educated students about bullying utilising a range of resources including Reboot Strategies (e.g., Power Bubbles), URSTRONG friendship program (<https://urstrong.com/>), Rock and Water, and eSafety Commissioner Online Resources.

1. Understanding Bullying and Harassment

Staff are supported to gain a deeper understanding through explicit professional learning on bullying and harassment, namely through the URSTRONG and Reboot programs. Staff are 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. These professional learning opportunities are prioritised within professional learning days, dedicated Twilights and dedicated Collaborative Gatherings.

2. Teaching about Bullying and Harassment

Teachers use the approved curriculum (ACARA – including the personal and social capabilities, the BCE Religious Education Curriculum and Relationships and Sexuality Education) to embed the teaching of healthy relationships and positive behaviours in relation to bullying and harassing behaviours. This is supported by teaching and learning through the Reboot and URSTRONG programs.

3. Responding to Bullying and Harassment

All staff must take all reports of bullying and harassment seriously and respond with a school team process. When an investigation about a report of bullying is required, the following “Responding to Reports of Bullying and Harassment Guidelines for Staff” procedure will be followed (this procedure is also followed for reports of Cyberbullying):

- **Listen** carefully and calmly, and document what the student tells you (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. In the case of cyberbullying, **determine** whether a report to eSafety commissioner or police is warranted.
- **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.

Support for the students involved:

We support the victim in the following ways:

- Offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher, or co-keeper;
- Informing the child's parents;
- Suggesting and role playing appropriate, positive anti-bullying behaviours with the child;
- Offering continuing support when they feel they need it, and encouraging immediate reporting of incidents; and
- Taking necessary actions to prevent more bullying
- Regular check-ins with co-keeper

We support the perpetrator in the following ways:

- Talking immediately with their class teacher, another teacher, or member of the Leadership Team about what has happened and the behaviours the child has been displaying;
- Informing the child's parents;
- Continuing to monitor the child's behaviour and offering appropriate support (including re-teaching of appropriate behaviours, exploring appropriate language)
- Enforcing appropriate consequences that are directly linked to the child's bullying behaviour;
- Regular check-ins with co-keeper

For more information, refer to the *St Edward the Confessor School Anti Bullying Policy*, located [here](#).

4. Preventing Bullying and Harassment

At St Edward's, we plan for a safe, supportive and inclusive school to prevent bullying and harassment through the implementation of a range of proactive processes and strategies which focus on educating for a culture of positive relationships and wellbeing.

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Resources supporting this include our School Covenant, Hill Hero Matrix, Ethos Mantra, School Prayer, Reboot Tools and eSafety Tools. A special whole-school Assembly dedicated to the National Day of Action against Bullying and Violence is presented each year.
2. ThinkUKnow Cyber safety presentations delivered by school adopt-a-cops for students and parents.
3. 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. These professional learning opportunities are prioritised within professional learning days, dedicated Twilights and dedicated Collaborative Gatherings.
4. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying through the URStrong program.
5. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour through our induction process.
6. 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. This is achieved through our school newsletter.
7. Explicit promotion of social and emotional competencies among students through Reboot, URSTRONG and Rock and Water programs.

Key contacts for students and parents to report bullying

1. Child's class teacher – contact via teacher's work email or pdaisyhill@bne.catholic.edu.au
2. Child's class co-keeper* – contact via pdaisyhill@bne.catholic.edu.au

*Parents/caregivers are informed at the beginning of the year who from the Leadership Team is their child's class co-keeper.

Cyberbullying

Cyberbullying is treated at St Edward's 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.

In responding to incidents of cyberbullying, we engage in the “Responding to Reports of Bullying and Harassment Guidelines for Staff” process in Section 5.3 (above) and, in consultation with the Leadership Team, determine which agency, including the school, is the most appropriate for further action.

Resources

The [Australian Curriculum](#) provides the framework for your 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.

For resources and more information on programs we use at St Edward's, please visit:

- Bullying NoWay – <https://bullyingnoway.gov.au/>
- Office of the eSafety Commissioner <https://www.esafety.gov.au/>
- Reboot <https://rebootingnow.com/0-about/>
- URSTRONG – <https://urstrong.com/>
- Rock and Water – <https://www.rockandwater.com.au/>

Section C: Our Student Behaviour Support Data

1. Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

Universal Support Team, as part of their meetings, analyse universal school data and feed back to staff. The Student Support Team, informed by the Concerns of a Learner proforma, undertakes analysis of Engage data and any personalised support data.

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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

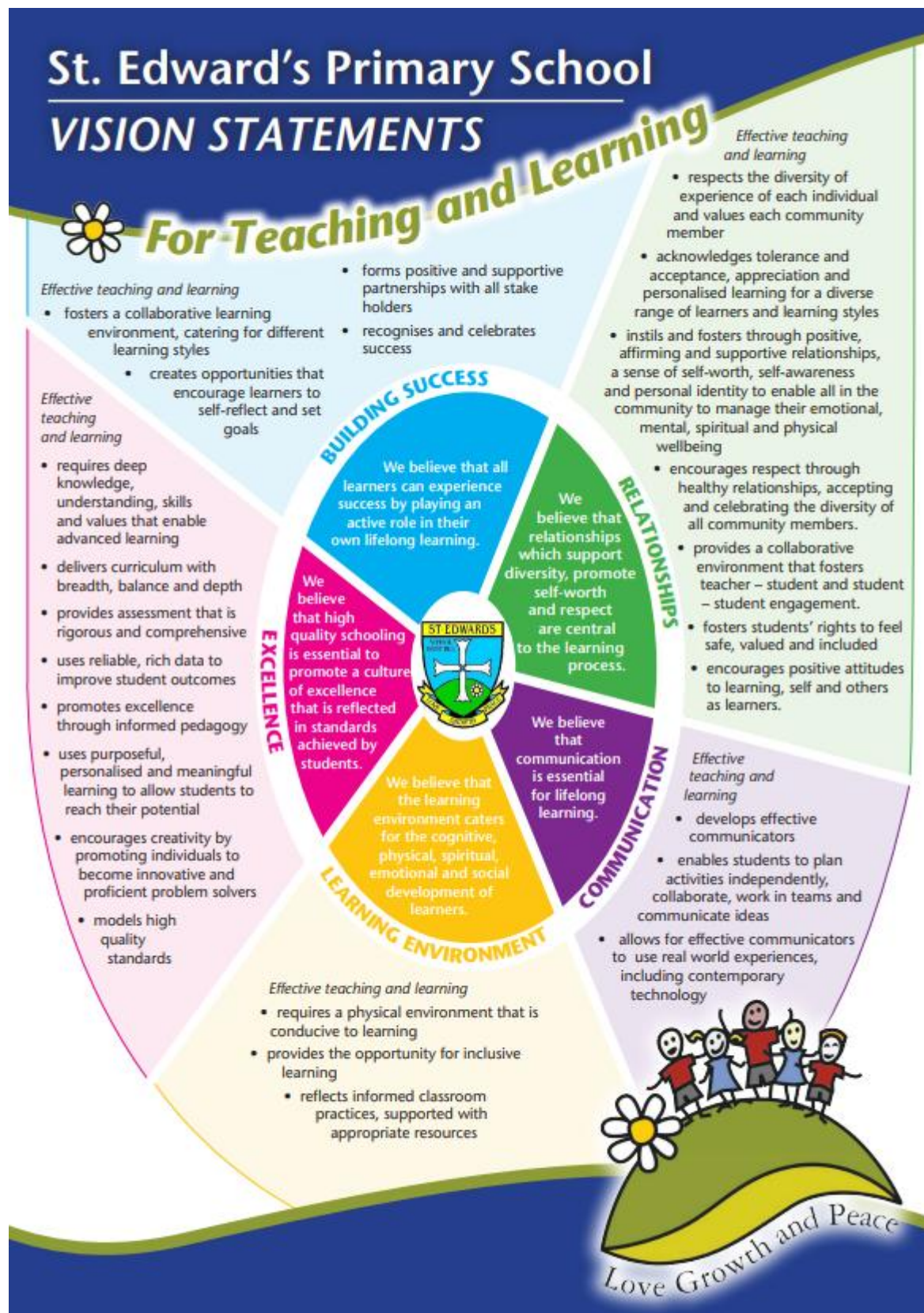
| | Descriptor | Definition | Example |
|----------|---------------------|---|--|
| 1 | Verbal Aggression | Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear | Swearing, aggressive stance, language directed to hurt 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. |

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

| | Descriptor | Definition | Example |
|----|--------------------------------|---|---|
| 11 | Technology Violation | Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer | Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images) |
| 12 | Drug-use or Possession | Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions | Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment |
| 13 | Weapons Use or possession | A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm | Knife, toy gun, gun |
| 14 | Combustibles Use or possession | Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage | Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid |
| 15 | Bomb Threat/False Alarm | Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school | The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat. |
| 16 | Concerning Sexual Behaviour | Orange behaviours – Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours – Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading | Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images. |
| 17 | eCrimes/Cyber exploitation | Illegal actions that are carried out through the use | Stealing someone's identity and |

| | Descriptor | Definition | Example |
|-----------|------------------------|---|---|
| | | of a mobile device or technology to take advantage of another | 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 – Vision Statements for Teaching and Learning (Under Review)



Appendix C – St Edward’s Learning Behaviours

Our six learning behaviours are used in all areas of learning. At St Edward’s, we value, promote and provide opportunities for students to strengthen these behaviours to help them to experience success in their learning.



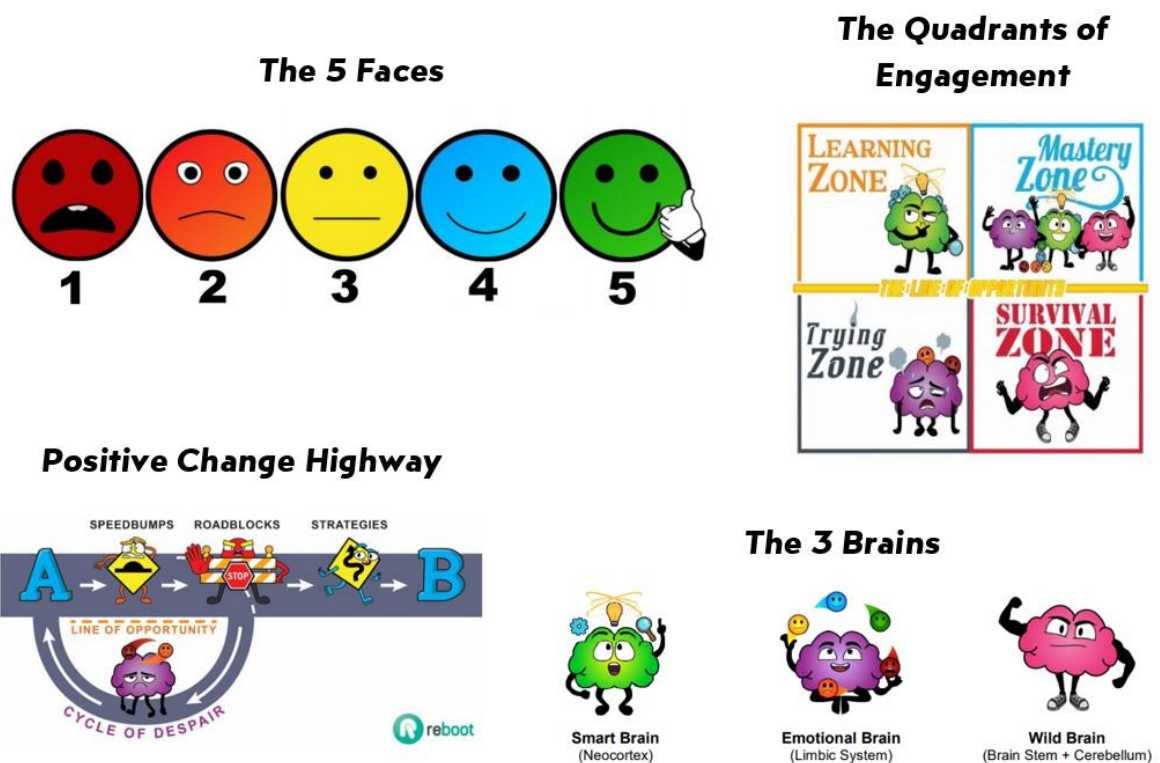
The learning behaviours are promoted in a number of ways, including:

- Termly 'Book packs' – including resources to support the teaching and learning of each behaviour within the classroom;
- Special Assembly presentations
- Special Assembly awards e.g. Go for Gold! and Hair Up! Awards
- Classroom posters and displays
- In daily conversations with staff in the classroom and the playground

Appendix D – Reboot Whole-brain Framework

The Reboot Whole-brain Framework was first implemented at St Edward's in 2018. Reboot works in conjunction with our school learning behaviours and our School Covenant and Hill Hero Expectations to promote a positive learning culture within the school. The program aims to improve the self-regulation abilities and emotional literacy of students, thus allowing students to engage in their learning more effectively, both inside and outside of the classroom.

Key Reboot tools:



Reboot is promoted in a number of ways:

- Class lessons that teach and promote the key Reboot language and tools e.g., line of opportunity; five faces; the three brains; positive change highway; relationship bubbles.
- Check-in / Check-out processes
- Classroom displays and posters
- Through special Assembly presentations
- Special Year Level Reboot workshops
- Parent information nights
- Parent resources e.g., in the newsletter; Five Faces fridge magnet

Each of the key Reboot tools is given an explicit Assembly focus during the school year, as well as being integrated into class presentations where possible.

Appendix E – How We support and Respond to Unproductive Behaviours

St. Edward's Primary School

Student behaviour support

Responding to **Minor** Unproductive Behaviours

How we support and respond to **minor** unproductive behaviours:



1

Remind

Remind the student of the specific behaviour and refer to whole school language: Hill Hero Matrix / Class Covenant / Learning behaviours

2

Check-in

Teacher check in: "How do you feel? What do you need? How can I help?" (consideration given to individual plans, task demands and environment).

3

Reset

Student given time in a designated calm space within the classroom to reflect and reset. Teacher to check-in before redirecting student back to the task. If behaviour continues, teacher provides student with another opportunity to reset.

4

Co-keeper

If unproductive behaviours continue following specific behaviour feedback from teacher, co-keeper contacted for further support. Teacher records incident in Engage.



Love Growth and Peace

St. Edward's Primary School

Student behaviour support

Responding to **Major** Unproductive Behaviours

How we support and respond to **major** unproductive behaviours:



1

De-escalate situation

Staff member implements strategies to de-escalate situation, prioritising health and safety of all.

2

Call for support

Office contacted (ext. 101, 102, 103) with request for Leadership Team member support.

3

Follow-Up Response

Following conference with student(s) involved, a follow-up response will be determined by Leadership Team member in consultation with classroom teacher (in accordance with Student Behaviour Support Plan).

4

Contact & Record

Leadership Team Member or teacher to contact student's parent / carer involved. **Incident recorded in ENGAGE.**

5

Restorative Conversation

Restorative conversation initiated through Reboot Reflection Process with Leadership Team Member.

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| | | | | | |
|-----------|--|-------------|------------|-------------------|------------|
| Approver: | Principal & Senior Leader - School Progress and Performance | Issue date: | 07/02/2025 | Next review date: | 07/02/2027 |
|-----------|--|-------------|------------|-------------------|------------|