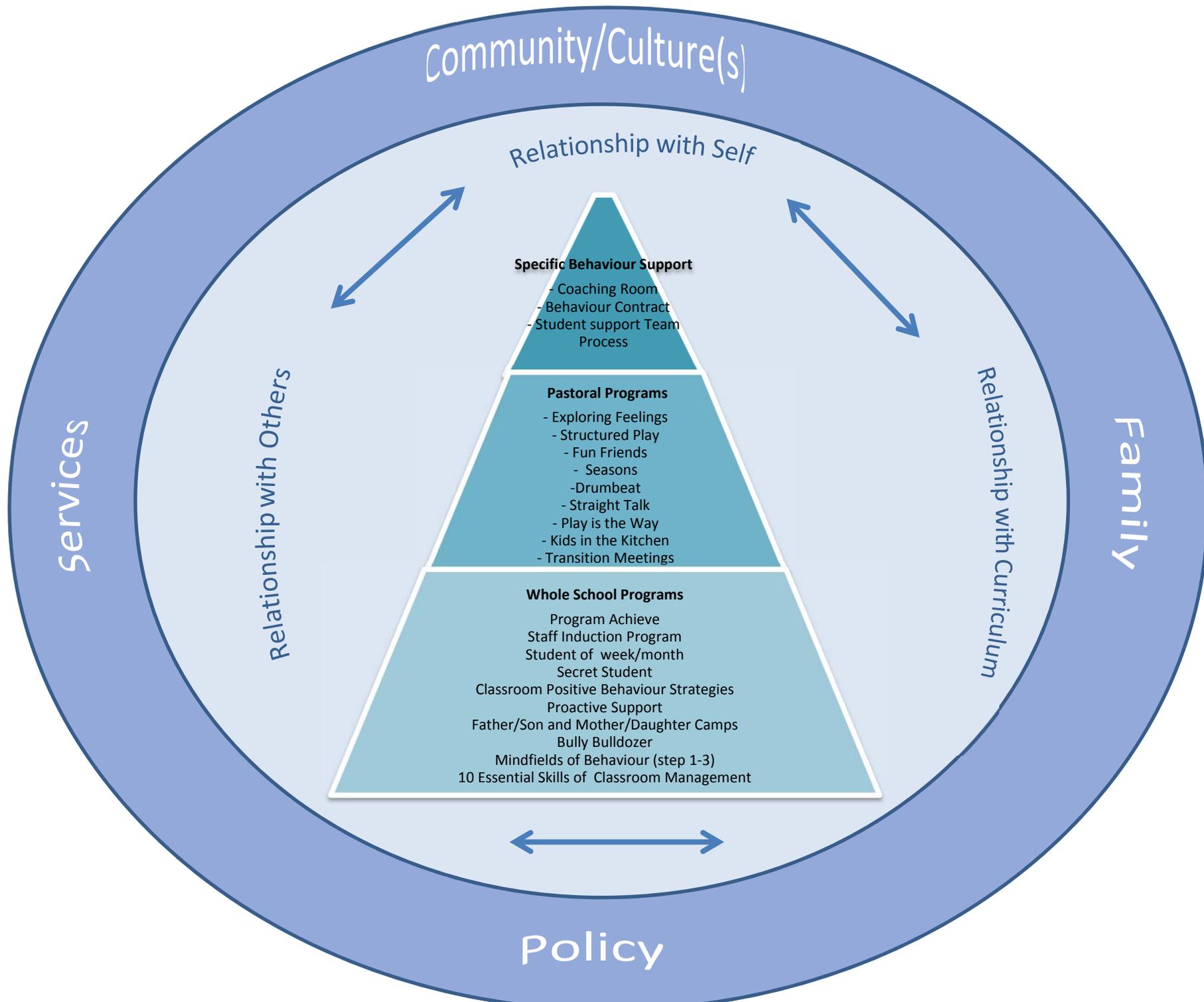




St Peter's
CATHOLIC PRIMARY SCHOOL



St Peter's Student Behaviour Support Plan



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VISION AND PURPOSE FOR BEHAVIOUR SUPPORT AT ST PETER'S CATHOLIC PRIMARY SCHOOL

Purpose

The purpose of the Student Behaviour Support Plan at St Peter's is to enhance a positive school ethos that supports the development of appropriate student behaviour and promotes effective learning. This is established by:

- Clearly stated expectations of acceptable behaviour at St Peter's
- Effective behaviour support strategies
- Processes that recognise, teach, reward and celebrate positive behaviour
- Procedures, rules and sanctions to deal with inappropriate behaviour

The Student Behaviour Support plan is reviewed regularly in line with our school renewal processes and the Brisbane Catholic Education Strategic Renewal Framework 2012-2016. At St Peter's we provide comprehensive whole-school approaches to pastoral care, protection of students, student behaviour support, and foster social and emotional well-being.

Our Student Behaviour Support Plan takes into consideration the educational goals of the Melbourne Declaration (2008) that declare:

- Australian Schooling promotes equity and excellence; and
- All young Australians become successful learners, confident and creative individuals and active and informed citizens.

As a Catholic community our support of students is grounded in a faith-centred environment that:

- Honours the dignity and uniqueness of students and enhances their formation as disciples of Jesus Christ;
- Values the conscientious and collaborative efforts of students, parents and staff involved in the learning process in our school community;
- Communicates our Catholic faith throughout the learning process, through prayer, reflection, connectedness and the celebration of the giftedness of the students and staff in our school;
- Cares for the individuality and sacredness of human life; and
- Promotes an inclusive community.

St Peter's is committed to the development of the whole person by providing a caring and safe environment that recognises the individuality and dignity of each student whilst fostering life giving relationships within the school community. This document provides a practical overview of programs, processes and guidelines related to school specific student behaviour and Archdiocesan expectations.

1 POSITIVE INTERACTIONS

Our aim and commitment at St Peter's is to provide a holistic education. Therefore every aspect of a child's development is considered essential for the realisation of each child's potential, including spiritual, emotional, social, physical and intellectual needs. Our aim is also to enable our students to be life-long learners who take responsibility for reaching their goals. The provision of a comprehensive and inclusive curriculum is integral to high quality student support. At St Peter's students are provided with a wide range of engaging learning opportunities whilst meeting learning and teaching outcomes. Additionally St Peter's recognises that individuals learn differently and as such require tailored learning approaches to ensure all learners are given the opportunity to achieve their goals.

It is therefore our aim to provide a supportive school environment where:

- School practices reflect Gospel values, whereby all members of the school community are valued and treated with dignity and respect
- Spiritual, academic, social, physical and emotional learning outcomes are maximised for all through quality practices in the areas of religious experiences, curriculum, pastoral care and interpersonal relationships, in living out the ethos of the school
- All members of the school community feel safe, supported and respected
- Pastorally-caring practices that include non-coercive and non-discriminatory behaviour are defined, modelled and reinforced by all members of the school community, and
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted, or rejected.

Through Program Achieve St Peter's is able to foster high quality interpersonal relationships among staff, students, parents and support staff. Members of the school community set the tone and priority of student support by their witness and example. St Peter's has in place policies and practices that support positive interactions and behaviours amongst all members for example our *Parent Code of Conduct Policy*, *Student Behaviour Management Policy* and *BCE Staff Code of Conduct* ensure members of the community are aware of positive interactions.

1.1 Program Achieve

The Australian Curriculum recognises that social emotional learning must be integral to the education process to achieve the complete development of the child. To this end St Peter's embraces **Program Achieve: A Social and Emotional Learning Curriculum (You can do it!)** as a whole school program to help build the five core social and emotional competencies: self-awareness, self- management, social awareness, relationship skills, and responsible decision making.

The active and sequential teaching of the five foundations of Program Achieve is central to the provision of ongoing social emotional learning that is integrated into the whole school context: **Confidence (academic and social); Persistence; Organisation; Getting Along, and Emotional Resilience.** Regular and planned teaching of these areas within the classroom is supported by whole school practices such as assemblies, behaviour management support, secret student, parent education, music, art, drama, and the Student of the Week and Student of the Month awards. Criteria for the Student of the Week and Student of the Month awards are based on the five keys to success from Program Achieve.

Also central to social emotional learning is the teaching of the twelve habits of the mind. These include: Accepting Myself, Taking Risks, Being Independent, I Can Do it, Giving Effort, Working Rough, Setting Goals, Planning my Time, Being Tolerant of Others, Thinking First, Playing by the Rules and Social Responsibility.

Another key element to the success of social emotional development is learning to recognise and eliminate those social and emotional difficulties or **Blockers** which interfere in learning and wellbeing.

At St Peter's the **relationship between parents, carers and school** is a valued partnership. Program Achieve reinforces this relationship by providing a variety of activities that support parents and carers and also model and communicate the values and attitudes which enhance the social and emotional capacities of the students.

The development of the whole child and their experience of wellbeing in life is the measure of success at St Peter's. When the children experience life in its fullness, then **In Christ we achieve.**

1.2 Student Protection Programs

At St Peter's we teach children the **Feeling Safe Strategy**. This is mandated by Brisbane Catholic Education and is an integral part of our student protection processes. Teachers use the Feeling Safe posters to discuss the following key ideas regarding students' personal safety:

- We all have the right to feel safe all the time
- Nothing is so awful that we can't talk about it with someone
- Students develop their own personal network of adults they trust

- Students are encouraged to talk to these people if they feel unsafe at school or away from school.
- The concept of persistence is stressed i.e. students are encouraged to keep talking until someone listens and something is done to help them feel safe again.

Student protection is the responsibility of each and every member of the St Peter's school community. Therefore, a partnership that shares responsibility among staff, students, and family members is an essential feature of pastoral care. Members of staff at St Peter's acknowledge in order for them to build positive relationships with their students they must first be recognised as caring, compassionate adults who take an interest in students' lives and set appropriate boundaries and expectations of behaviour. The nominated student protection contacts for St Peter's include the Principal, Guidance Counsellor, and Pastoral Care Worker. These members are able to be contacted through the school office and can provide contacts/links to outside school services for support or guidance.

St Peter's recognises the parents/caregivers as the primary educators of their children and always strives to build relationships of trust and cooperation with parents in order to respect their diverse cultural values and family structures. In particular, St Peter's implements two programs that align with these values and structures to best facilitate the support and safety of students; Bravehearts and Bully Bulldozer.

Bravehearts: Ditto's Education Program is run annually for students in Prep through to Year 3 in order to help equip children with the knowledge and skills they need to avoid risky situations and give them an understanding of their right to protect their own body.

Bully Bulldozer Program is used across the school to teach a common language to describe a variety of conflict situations that arise in the school environment, and help children to learn skills to deal with these situations. By specifically detailing the different negative situations that occur within the education setting as elements of Icy Isolation, Roving Random, Crazy Conflict, and Bully Bulldozer students are empowered to respond to the situations effectively. Parent education exists as part of the induction/interview process and is maintained through handouts and newsletter updates in regards to program focuses and practical advice to support the child.

1.3 Social Emotional Development Programs

While the curriculum requires that social emotional education be embedded in the wider curriculum of all grades, St Peter's also offers a wide variety of programs which help children to meet difficult life situations and to develop the appropriate social and emotional core competencies outlined above. While every child would benefit from these programs, teachers work with the School Guidance Counsellor, Pastoral Care Worker, Inclusive Education teachers and parents to determine which children would most benefit from inclusion in these programs. By tailoring specific programs to nominated students St Peter's is working to foster the dignity, self-esteem and integrity of every participant by acknowledging race, socio-economic circumstances, culture, gender, religion, cognitive abilities, mental health and wellbeing.

Drumbeat is a drumming program which explores specific relationship issues and promotes social understanding and connection through a team drumming experience.

Rollercoasters is a group designed for children who have recently experienced parental separation, divorce, or other changes in family relationships. It is a program which helps young children through the transition of family change.

Fun Friends is a play based program for building resilience through social and emotional skills development in 4-6 year old children.

Socially Speaking teaches children how to develop positive social skills and how to transfer these skills to everyday life. Children in Years 2 – 4 learn skills such as, how to communicate, how to make friends, how to co-operate and how to get along with others.

Exploring Feelings is a program that teaches children to know and manage their feelings. They develop a toolkit of strategies for use in a variety of situations.

Seasons is a program specifically designed to help children navigate experiences of grief and loss. It helps children to understand that their feelings are very normal and teaches them strategies of how to cope with these changes in their lives.

Straight Talk, Cars are Us, Simply Red and Mates Traits are programs that all focus on building self-knowledge, self-esteem, relational and life skills. All are designed to build social and emotional resilience. These are flexible strengths based programs that are adapted for use with small groups of students with particular needs.

Kids in the Kitchen is a program that provides students with the opportunity to learn how to cook nutritious meals for themselves safely and hygienically. It provides older students with lifelong skills required to move into adulthood with a sound knowledge of products and cooking techniques.

Structured Play is supervised play situations allowing students to feel comfortable while focussing on developing social skills. There are two groups, lower (Years 1-3) and upper (Years 4-7), alternating between indoor and outdoor play.

Autism Friendly Practices

As an autism friendly school St Peter's puts in place a number of practices that support students who present along the continuum of autism spectrum disorders (ASD). The following are strategies we have in place at St Peter's School to support the needs of students with ASD:

- Visual timetables
- Time out spaces within classrooms
- Small group and individual support when appropriate
- Transition meetings that incorporate
 - curriculum access plans
 - anxiety management plans

Information is given to appropriate staff regarding the needs and triggers for students with ASD and strategies that will support the student.

All teachers teaching a student with ASD complete a curriculum access plan which is reviewed each term along with an anxiety management plan that is reviewed as the need arises throughout the year.

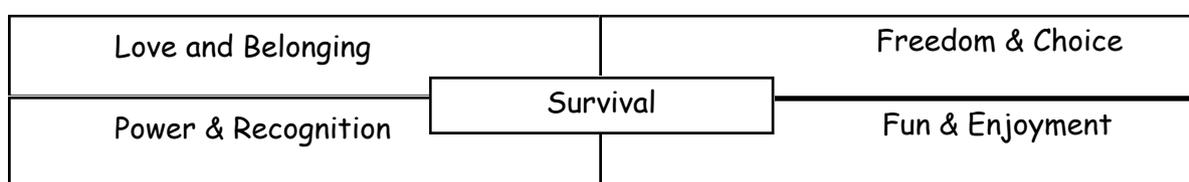
Transition Meetings are conducted at the end of each year for students with identified needs. This is an opportunity for sharing of information between parents, current and future teachers and support staff. At these meetings curriculum access plans and anxiety management plans are set to provide goals and strategies for teachers and students so that students can make a smooth transition to the next year level.

2 PROCEDURES AND REGULATIONS

2.1 Behaviour Management

Family life and structure is changing. Our children now come from a variety of family compositions, the children who attend our school arrive with a diversity of expectations about how to interact within society. There is therefore a need to reach a common language so that we have a consistent approach to the handling of children's behaviours.

All behaviour is driven by our endeavour to achieve a purpose and meet our needs. Our outward actions are our attempt to meet our needs, and therefore determine our behaviour. At St. Peter's our behaviour management system is based on the program Mindfields of Behaviour (McArdle) which focuses on students' needs being met in order to promote positive behaviours. As humans we have five basic needs:



At St Peter's we believe that all behaviours are learned and that new behaviours can be learned. Our school acknowledges that some behaviours are a result of other problems in a student's life and counselling may be appropriate. However we maintain the belief that all inappropriate behaviour needs to be owned by the student and consequences accepted. Students of St Peter's are encouraged to develop self-discipline and responsibility so that they may progressively grow in their capacity to exercise moral judgement, democratic values and a concern for the common good. This model of inner directedness enables students to develop life giving relationships.

2.2 Behaviour Expectations

Students of St Peter's are supported in recognising that we all belong to the school community and as such we have certain rights and responsibilities. It is by their actions that they choose either to belong or not to belong to this faith filled community. Knowing this, students are guided in their actions through an awareness of three key focus areas; Respect, Responsibility and Safety. Detailed below are some of the notable guidelines associated with each area.

Respect

- **Treat others how you like to be treated**
- **Keep eyes on the person who is talking**
- **Follow adult instructions**
- **Be proud of your school**

Responsibility

- **Make good choices**
- **Act when we see something wrong**
- **Never give up**

Safety

- **Walk on concrete**
- **Keep hands and feet to yourself**
- **Stay in school grounds and play areas**
- **Wear hats when outside in school uniform**

At the commencement of each school year, teachers in all classes work with students to unpack our school rules and rights and responsibilities document. In so doing they recognise and nominate specific rules that are class and age specific to ensure all students feel safe and supported in their classroom. Each class produces a vision statement or covenant that outlines "what life will be like" in that particular class for the school year. Arising from this each teacher, in conjunction with his/her class, sets clear and consistent guidelines for acceptable and appropriate behaviour, and appropriate consequences for breaches of this behaviour. This covenant is the culmination of a collaborative effort between the class teacher and the students, and once completed is presented to a member of the Leadership Team (The Keeper of the Vision) in a brief liturgy and celebration. This usually occurs in week four of the first term. Each covenant is displayed in the school office and on each classroom door.

Additionally the Leadership team meet with every year level to discuss the practical details of each of the three focus areas (Respect, Responsibility, and Safety). This ensures that expectations are clear and all students have a sound understanding of expected behaviour both in and outside of the classroom.

2.3 Essential Skills for Classroom Management

The term "Behaviour Management" fits within a broad educational context. To specifically address student learning needs, teachers must understand behavioural development as well as the range of cognitive and physical differences that influence student learning styles and abilities. When students are provided with relevant curriculum and tasks that allow them to

succeed, the need for management conversations in classrooms is reduced. St Peter's employs strategies that promote positive classroom behaviours using strategies such as the *10 Essential Skills for Classroom Management*.

The 10 Essential Skills for Classroom Management are:

1. Establishing expectations-Making rules
2. Giving Instructions-Telling students what to do
3. Waiting and scanning-Stopping to assess what is happening
4. Cueing with parallel acknowledgment-Praising a particular student to prompt others
5. Body language encouraging-Smiling, nodding, gesturing and moving near
6. Descriptive encouraging – Praise describing behaviour
7. Selective attending-Not obviously reacting to certain behaviours
8. Redirecting to the learning- Prompting on-task behaviour
9. Giving a choice-Describing the student's options and likely consequences of their behaviour
10. Following through-Doing what you said you would

2.4 Interventions/Data Collection

The by-product of clear expectations is consistent and fair acknowledgment of inappropriate behaviour. If a child's behaviour is unacceptable, then the **OUT-SYSTEM** (position 1– 3) will be enforced with the provision of "**reconciliation**" to occur at any place along the continuum. The out-system is based on the principles that when students have made the wrong choice they have the opportunity to; calm down, manage their own behaviour, reduce frequency of a particular behaviour and from a teacher's perspective reinforce the expectations and behaviour boundaries of the classroom setting.

STEP 1 – Student is given an explicit warning about inappropriate behaviour that fails to meet classroom or school expectations. The behaviour and its consequences are specifically named.

Should inappropriate behaviour continue then student proceeds to Step 2.

STEP 2 – Stand in set position for short period. Encourage the student to reflect on behaviour and remind the student of expected behaviour.

Should inappropriate behaviour continue then student proceeds to step 3.

STEP 3 - Stand/sit in set position for longer period (no longer than 5 minutes) and warned that a coaching room session will be given if inappropriate behaviour continues. Teacher initiates a discussion privately with the student to instigate an intervention for positive behaviour redirection and support.

Should inappropriate behaviour continue a student is given a coaching room session or at any stage a teacher may determine that a behaviour is significant enough for the child to be placed in the coaching room without going through steps one, two and three. The Leadership team are informed through the black diary and Behaviour Support system on the portal.

A coaching room session is a 30 minute withdrawal from the first play period (10.50-11.20) am in the coaching room in the administration building. When a child is placed on a coaching session, the diary from the child's home room is to be completed by the teacher assigning the coaching session. A description of the behaviour or event is to be written in the appropriate date. The student and the diary are to be delivered by the teacher to the coaching room at 10.50am sharp. In the coaching room, students complete a process involving reflection and reconciliation, supervised by a Leadership team member. Every student placed in the coaching room is given a letter to take home to inform the parents/caregivers of the details and a signature is required. The note is to be returned to the student's class teacher who places the return slip in the bucket for return to the Leadership team. Notes not returned are followed up by a Leadership team member.

Serious breaches of school rules or more than 3 coaching room sessions in the one term require a different level of consultation and withdrawal from the class for three days as well as an interview with both parents/caregivers.

In playground:

Should a student exhibit behaviours which are considered unacceptable or dangerous by the teacher on playground duty the following procedure will be followed.

The student is **warned** that their behaviour is unacceptable or dangerous and that it must cease.

Should the behaviour continue then the student is given an on the spot consequence for minor infringements. Serious breaches require the student to be sent to the office by the teacher having made radio contact with office staff. The third step of the discipline procedures is then introduced involving the Leadership team member. These more serious breaches must be recorded in the child's class diary by the teacher who witnessed and reported the incident allowing for the coaching session and follow up with parents/caregivers to proceed.

The Class Diary

Each class teacher has a diary to record not only detentions assigned to students, but also observations about student behaviour or health. Often a student might be exhibiting minor changes in behaviour that might not warrant a detention on its own but when combined with a long period of minor disruptions, a formal response could be warranted. Other issues like recording minutes of meetings with parents/caregivers should also be recorded in this diary. Teachers should read the notes in the front of the diary to clarify legal implications.

The diary is a record of a child's behaviours and an effective way for teachers in other grades to inform a child's class teacher of out of room inappropriate behaviours.

2.5 ANTIBULLYING POLICY

A person experiences bullying when he or she is exposed over time to negative actions, on the part of one or more other persons. At St. Peter's we explicitly teach anti-bullying behaviours through the Bully Bulldozer Program. This program identifies the difference between bullying and crazy conflict. Crazy conflict is where there is equal balance of power between parties, both parties feeling upset by the situation and both parties wanting a 'win-win' solution to the situation. The program defines three types of bullying: Bully Bulldozer; Roving Random; and Icy Isolation.

Bully Bulldozer

- An individual targets the same of similar people over and over again.
- There is an intention to hurt another person.
- An individual thinks that he/she is stronger, bigger and more powerful than the victim/s
- Only one party (the victim) wants a resolution to the problem

Roving Random

- There is no specific target, but there is an intention to hurt or harm.
- Hurtful or harmful actions are not premeditated.
- Acts of verbal and/or physical aggression are random.
- A victim happens to be in the path of an individual who has lost self-control

Icy Isolation

- Individuals or groups have different interests from the perceived victim/s.
- Individuals or groups choose not to play with the perceived victim/s.
- Hurt or distress is caused unintentionally.
- Groups of individuals may feel threatened by the inclusion of another person/s

At St Peter's Catholic Primary School (a family of faith, education and love) we promote, develop and enhance the personal, social, emotional and spiritual well-being of each learner. Bullying can be a complex problem where behaviours have been learned and developed over time. There are seldom quick solutions to complex problems.

At St Peter's we believe.....

- Each member of the school community should feel safe
- Each member of the school community is responsible to not take part in incidents of bullying
- Participating as a bystander is not appropriate
- It is the responsibility of each member of the school community, including parents/guardians, to inform the

- school/teacher of any bullying situations of which they are aware.
- Students, parents/guardians and staff work in partnership to ensure that the school community is safe for all.

At St Peter's we will not tolerate any actions which undermine the right of others to feel safe.

Who are observers or bystanders to incidents of bullying behaviour:

At times bullying behaviours are strongly encouraged implicitly or explicitly by those who witness the incident. Bystanders will be debriefed on their role in the incident and what steps they could have taken to ensure all students feel safe.

Who have displayed bullying behaviour:

All students need the guidance of adults (both parents/guardians and teachers) in developing the skills necessary for getting along with others. While inappropriate or hurtful behaviour must clearly be stopped, the ultimate goal of any form of intervention is behaviour change. Behaviour change requires that children have the opportunity to reflect on their mistakes and to learn alternative, more socially appropriate behaviour.

The process to support a student who is bullied is to:

1. Acknowledge the incident and reassure the student
2. Gather information about the incident
3. Make a plan with the student to ensure their safety
4. Follow up with the student
5. Consider restorative interventions
6. Share information with parents/guardians

Level 1 Response (For incidents where bullying behaviour is first evident)

The student's teacher or Principal will contact the parents/guardians to inform them that the Student has been spoken to about their behaviour and request that the message is reinforced at home.

Level 2 Response (For incidents where bullying behaviour is repeated)

Very clear limits are set by telling the student that the behaviour is not allowed. A Coaching Room session is conducted and parents/guardians are informed of this.

The Principal, APA, APRE or Guidance Counsellor will contact the parents/guardians to inform them that the student has been spoken to about the behaviour and the school's response. It will also be discussed how the school and parents/guardians can work together in helping their child to learn other ways of interacting with peers.

Level 3 Response (For incidents where bullying behaviour is frequent or more serious in nature. This may involve suspension or exclusion of the student)

As per level 2 Response and depending upon the circumstances of the incident, the following reports and referrals may be appropriate:

- Queensland Police (if the incident is of a serious and /or of criminal nature)
- Brisbane Catholic Education Student Protection Officer
- Guidance Counsellor
- Outside Support Agencies (eg. Child Youth and Mental health Service)

2.6 Cyberbullying in Social Media

Values:

Respect, dignity, fairness, accountability, responsibility, open communication and partnership.

Rationale:

Our whole school values and believes in a pro-active approach towards cyber bullying. We are committed to continually working towards healthy relationships by focusing on the elimination of violence, bullying and harassment.

A person is cyber bullied when he or she, through digital communication is exposed repeatedly, over time, to negative action on the part of one or more persons.

Cyber bullying involves:

Flaming – sending cruel, vicious, and threatening messages.

Harassment – creating web sites that have stories, cartoons, pictures and jokes ridiculing others.

Denigrating – posting pictures and statements of classmates online and asking students to rate them. Sometimes it involves sexual harassment. Sometimes it's related to religious, racial or cultural bias.

Masquerading – pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger. Breaking into email accounts and sending embarrassing or vicious material to others.

Outing and trickery – engaging someone in instant messaging, tricking that person into revealing sensitive personal information, and forwarding that information to others.

Obtaining pictures and sending those pictures to others without approval.

Exclusion – actions that specifically and intentionally exclude a person from an online group.

Aims:

- To acknowledge that cyber bullying is an issue associated with the digital age.
- To recognise the impact of cyber bullying can be even greater than face to face bullying.
- To value the support of the partnership between home and school.
- To view individuals as moral beings accountable for their decisions and responsible for their actions, with an ability to seek what is true and to do what is right.
- To affirm that the right to free speech does not supersede the responsibility to treat people with respect, dignity and fairness.
- To encourage students to avoid the cultural expectation of secrecy in digital communication.

School Policy

Our whole school is committed to continually working towards healthy relationships by focusing on the elimination of violence, bullying and harassment.

- Bullying involves:
 - A desire to hurt
 - A hurtful action

- A power imbalance
- (typically) repetition
- An unjust use of power
- Evident enjoyment by the Aggressor
- A sense of being oppressed on the part of the victim.

Aims of the Policy

- To nurture a community where all members feel safe to contribute and coexist in a spirit of tolerance and acceptance.
- To engender resilience in individuals while creating a supportive school environment.
- To support the partnership between home and school through open communication.
- To ensure the community acknowledges that bullying behaviour has consequences. The victim and the perpetrator will be supported with appropriate intervention and involved in disciplinary procedures based on restorative justice principles.

If my child says they were bullied what should I do?

- Listen to your child and take his/her feelings seriously
- Help your child to problem solve ideas he/she has about coping with the problem. Involve the child in making a plan about what to do.. Visit the school's web site or gather information about bullying behaviours.
- Ask your child if they have already talked to their teacher/teacher on duty about what happened.
- It is important that you speak with your child's teacher and then follow up with the school administration if needed.
- Help your child to develop a number of strategies to help him/her cope.
- Work in partnership with the school in addressing the issue for the safety of all the children.

2.7 Student Protection Policy

Brisbane Catholic Education staff uphold the dignity of the human person, strive to develop the whole person and are committed to ensuring that support is provided in cases of abuse of students or where such abuse is suspected or alleged. All staff members at St Peter's Catholic Primary School receive Professional Development regarding Student Protection Policies and procedures.

Types of Abuse and Harm

Harm and abuse refer to any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.

Specific types of abuse and harm to children include physical abuse, neglect, sexual abuse, and emotional abuse.

Physical Abuse—this form of harm results in actual or potential physical harm from an interaction or lack of an interaction, which is reasonably within the control of a parent or person in a position of responsibility, power or trust.

Neglect and Negligent Treatment—These terms refer to the failure of carers to provide for the development of the child—health, education, emotional development, nutrition, shelter and safe living conditions.

Sexual Abuse—This form of abuse refers to the involvement of a child/young person in sexual activity that he/she does not fully comprehend, is unable to give informed consent to, for which the child/young person is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society.

Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age, development or experience is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person.

Emotional Abuse—This form of abuse/harm includes the failure to provide a developmentally appropriate, supportive environment. There may be non-physical acts towards the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development.

There are four categories of harm to students:

1. **Mandatory Reporting** Harm to students by employees/volunteers
2. Harm to students by someone outside Brisbane Catholic Education Schools
3. Harm to students by other students.
4. Student self-harm

What is mandatory reporting?

It is the legal requirement to report suspected cases of child abuse and harm.

Student Protection Officers from Brisbane Catholic Education guide the Principal regarding procedures relating to suspected cases of child abuse and harm.

Principal Responsibilities

Upon receiving an allegation of harm or suspected harm to a student from any source, or inappropriate behaviour to a student by an employee, the Principal will determine as quickly as possible the response required and the appropriate procedure to be followed.

The principal must:

Report immediately to the Police if the allegation is of suspected sexual abuse

Report to the Executive Director Catholic Education Archdiocese of Brisbane in cases of suspected inappropriate behaviour to students by an employee.

Report to the relevant state authority (Department of Child Safety) in cases of suspected harm or risk to a child/student

Keep appropriate records in relation to suspicions of harm or risk of harm to students

Ensure that any staff member involved in a student protection case is provided with opportunities for support and debriefing

Ensure students are appropriately supported

Ensure confidentiality

The Principal is not permitted to contact the parents/guardians nor interview the student or staff member until the Police investigation has been concluded.

Teacher Responsibilities

Upon receiving an allegation of harm or suspected harm to a student from any source, or inappropriate behaviour to a student by an employee, the teacher will report the information immediately.

A teacher must:

Report immediately any reasonable suspicion that a current school employee has sexually abused a current student by making a written report to the school Principal or the Executive Director of Brisbane Catholic Education

Report any reasonable suspicion that a school employee has harmed a student or is at risk of harming a student to the school Principal or the Executive Director of Brisbane Catholic Education

Report any reasonable suspicion of harm or risk of harm to students from anyone outside the school to the Principal or school Protection Personnel

Report any reasonable suspicions of harm or risk of harm to students by other students to the school Principal or school Protection Personnel

Report any reasonable suspicions of student self-harm or risk of self-harm (to the school Principal or school Protection Personnel)

Keep appropriate records in relation to suspicions of harm or risk of harm to students

Ensure confidentiality

3 FOCUSED BEHAVIOUR SUPPORT

3.1 Individual Support Plans

To support students of St Peter's to make a smooth transition into the classroom having made negative behaviour choices, staff will often introduce individual behaviour plans. The focus of these tailored programs is to encourage and empower students to recognise the positive choices and results that they can achieve when their behaviour aligns with school regulations and expectations. With the support of the Leadership team member who spoke to the student in the coaching room, the classroom teacher will provide resources for the student to enable them to take control of their own behavioural destiny and demonstrate consistent self-discipline and responsibility.

3.2 Formal Sanctions

The purpose of formal sanctions is to reduce the number of detentions, suspensions and exclusions; to reduce the frequency of adverse behaviour and to build positive relationships. Consideration for formal sanctions is only made when all other reasonable steps to deal with the situation have been taken, unless the situation is serious and immediate. Formal sanctions are available to schools through the Brisbane Catholic Education's ***Student Behaviour Support Policy***. These are:

- Detention
- Suspension
- Negotiated Change of School
- Exclusion

The proposed action should appropriately balance the best interests of the student and the security and safety of other members of the school community. Re-entry consultation will be taken with the student to provide corrective feedback and restorative planning following segregation. Round table discussions and ongoing evaluation will be done in collaboration with all available support networks. St Peter's first and foremost recognises that, in every case where formal disciplinary sanction is under consideration, the impact on the student's education and wellbeing must be carefully assessed. Formal sanctions are intended to achieve the following objectives;

- To protect the rights of the students, staff and learning community
- To help find ways to negotiate with the student a plan for change to acceptable patterns of behaviour
- To keep the parents/caregivers of the student informed and, if possible engage them in the negotiations to secure a change to acceptable patterns of behaviour by the student
- To safeguard the right of teachers to be able to teach without unacceptable disruption
- To safeguard the right of other students to learn without unacceptable disruption
- To ensure that sufficient and accurate documentation of disciplinary action is made and kept
- To indicate sources of assistance for schools
- To adhere to legislative provisions about authority to act and about accountability and review
- To provide the school community with an explicit statement of disciplinary sanctions and procedures; and
- To protect Brisbane Catholic Education and its schools against charges of proceeding improperly.

The processes associated with formal sanctions assume that:

- Students, parents/caregivers and teachers have been fully informed about the school's Student Behaviour Support Plan
- Teachers are fully conversant with the school's process for formal sanctions
- Parents/caregivers have been informed that a serious problem exists as soon as it is identified
- Adequate consultation has occurred with all appropriate stakeholders to best support the student.

For students with high support needs:

- Action is taken to review the implementation and efficiency of educational adjustments and behavioural plans
- Advice is sought from case managers in advance of any actions.

To ensure that formal sanctions align with our Catholic Christian values of dignity, justice and the essential goodness of each person the following considerations will be made specifically relating to each individual:

- The age and stage of development of student(s)
- The capacity of student(s) to understand what is required of them, and why
- The particular circumstances of life the student(s) is currently experiencing
- The need for the adequate supervision of student(s)
- The implications of various policy options for the physical and psychological wellbeing of student(s).

The focus of all formal sanctions at St Peter's is to restore students understanding of expected behaviour, ensure considerations are made for the student's well-being and to maintain a supportive and safe learning environment for all members of our school community.

Brisbane Catholic Education does not allow the use of corporal punishment in any of its systemic schools. Therefore corporal punishment will not be employed at St Peter's Catholic Primary School.

DEFINED SANCTIONS

Detention

If the Principal or member of the Leadership team is satisfied that a student of St Peter's has behaved in an inappropriate manner he/she may choose to impose a detention outside of school hours. This will only occur if the nature of the inappropriate behaviour is regarded serious enough or the behaviour has been repeatedly demonstrated. Once consultation has taken place with the student(s) parents/caregivers, the Principal will then delegate authority of the detention to the teaching staff to follow through in restorative practice in regards to behaviour and completion of curriculum related tasks. Detentions that take place at St Peter's will always link/reflect the negative behaviour choices made by the student to ensure out of school hour sessions are age appropriate and proficient in providing the student with time for reflective practices.

Suspension

If the Principal or member of the Leadership team believes that a student has persistently been non-compliant of behaviour standards, disruptive and preventing the learning and teaching of others or seriously breaches of school rules and regulations then consideration can be given to suspension up to a period of (10) days. The purpose of a suspension be it temporary, full-time or part-time is to

- Signal to the student that their present behaviour is not acceptable
- Allow a cooling off period and time to formulate resources and a plan for assisting the student to demonstrate appropriate behaviour
- Establish student's re-entry to school based on achieving explicit goals related to the unacceptable behaviour
- Ensure parents are aware of the student's behaviour and are involved in the re-entry process, and
- Protect the rights of staff and students to establish a safe and supportive school environment.

Should the occasion arise where a student demonstrates one of the behaviours listed below, he/she will be placed on an immediate suspension. The length of time which the student will be withdrawn from the school setting will be determined based on the severity of the situation by the Principal or member of the Leadership team.

- Possession of alcohol or a suspected illegal drug
- Violence or threat of serious physical violence
- Concerning or serious sexual behaviour
- Possession of a weapon or knife
- Verbal abuse

Negotiated Change of School

St Peter's accepts that in some circumstances, a change of school to another Catholic school, to a school in another sector, or to an alternative educational setting, may be agreed to be the most appropriate means to responsibly support a student's wellbeing and/or learning needs. Given if this is the case, parents/caregivers of that student(s) are expected to meet with the Principal or member of the Leadership team to discuss the implications of the negotiated change of school and provide information about why the change is being proposed.

Exclusion

In extreme circumstances, the Principal of St Peter's may place a student on a full time exclusion process, where by the student's right to attend a particular school and school related functions is withdrawn. Exclusion would only be considered as a last resort and would be based on having already documented a range of intervention strategies and consultations with parents and caregivers. The purpose of exclusion is to signal that the student's behaviour is not accepted, to remove the student from an environment where inappropriate behaviour is entrenched and provide the student with an opportunity for a fresh start at a new school knowing that St Peter's has done everything in its power to support the student.

4 BULLYING INTERVENTION FLOW CHART

